

# EMR ASM Alliance

## *Change Management*



Process and Implementation Working Group  
Wednesday 2<sup>nd</sup> March 2011

*People usually support  
improvement, it's  
change they don't like*



# The Pathway to Change

## *The Bridges Transitional Model*

### **Phase 1: Endings:**

- Every transition begins with an ending, a loss. When things change, people leave behind the way things were — and the way they were in the previous situation. They may be left searching for a new way to define themselves.

### **Phase 2: The Neutral Zone**

- The neutral zone is a confusing in-between state, when people are no longer who and where they were, but are not yet who and where they're going to be. Although the neutral zone can be distressing, it also provides many opportunities for creative transformation.

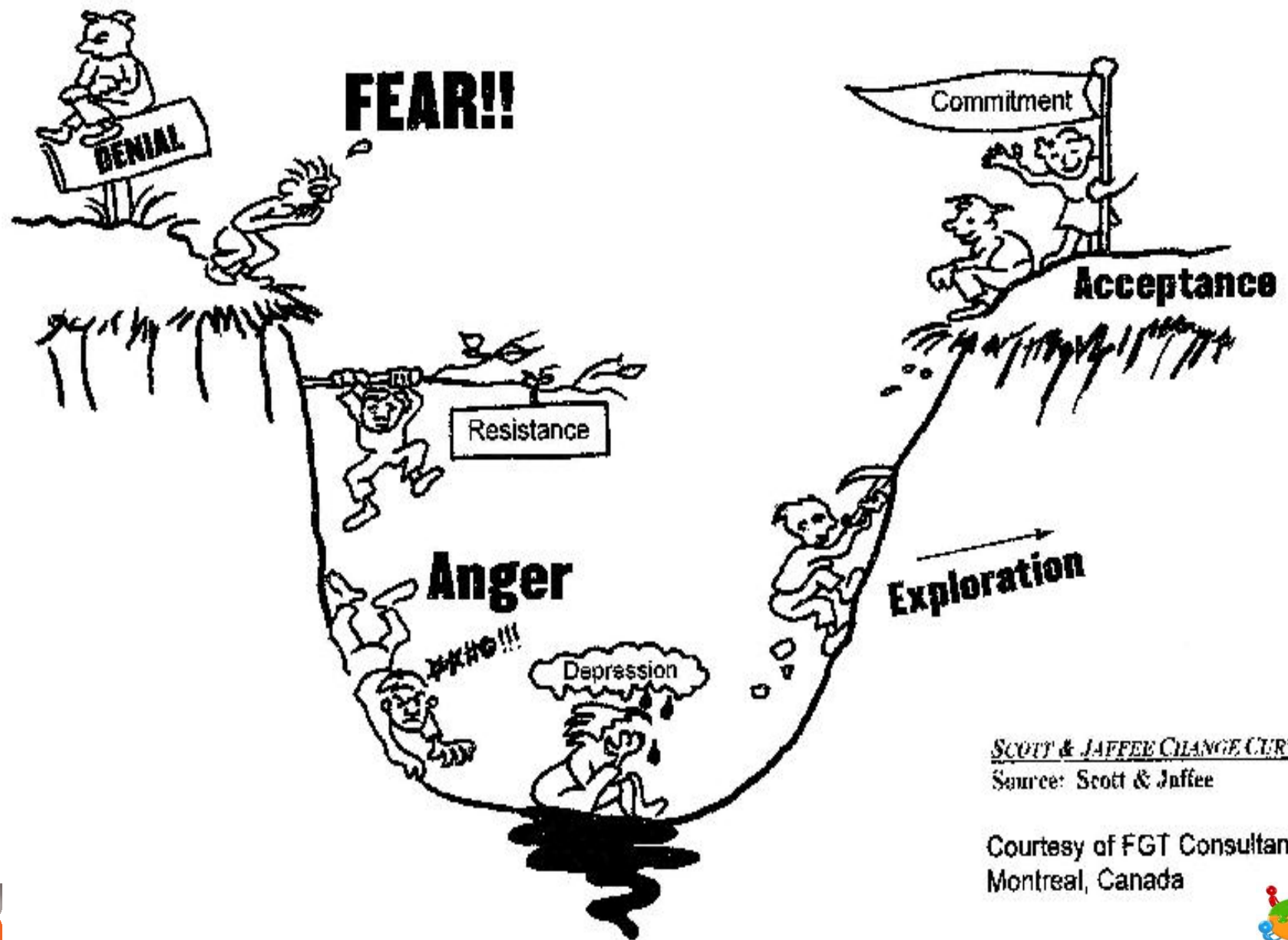
### **Phase 3: New Beginnings**

- A new beginning can only happen after people have let go of the past and spent some time in the neutral zone. In this phase, people accept the reality of the change and start to identify with their new situation.



From Dr. William Bridges, Ph.D., *Transition — The Personal Path Through Change*





SCOTT & JAFFEE CHANGE CURVE

Source: Scott & Jaffee

Courtesy of FGT Consultants  
Montreal, Canada



# Challenges of Change

- Involves new procedures
- **Leadership** – adopting a nurturing and motivational leadership approach (rather than traditional management)
- **Focus** – making choices to bring alignment and focus to the organisation
- **Commitment** - creating commitment to the future
- **Resistance**- Resistance is a complex entity that directly affects the outcomes of change, both positively and negatively.



# The impact of change

***We need to acknowledge that people are affected by change***

Individuals react differently to change

- Some thrive on and actively seek change
- Some simply accept change
- Some Resist change

Individuals that resist change have usually developed a psychological barrier to change causing them to go through a reaction cycle which affects their productivity negatively, resulting in unanticipated, hidden costs.



# F U D

When confronted with change, some individual begins to question:

- The new situation
- Their ability to maintain control
- Personal competence
- New skills required
- Time and energy available

**= FUD**

**F** E A R

**U** N C E R T A I N T Y

**D** O U B T



# Impacts of F U D

- Impact on productivity (individual staff and organisationally)
- Difficulty managing existing work loads while planning and implementing change – loss of focus on both
- Lines of authority and job responsibilities become blurred
- Communications become reactive – countering misinformation
- Staff retention challenges
- The outside world knows about the FUD





*We need a change  
management  
strategy*



# What is Change Management?

- Organizational change management is the process of developing a planned approach to change in an organisation.
- The objective of a change management strategy is to maximize the collective benefits for all people involved in the change and minimize the risk of failure of implementing the change.
- The discipline of change management deals primarily with the human aspect of change, and is therefore related to pure and industrial psychology.

*The process, tools and techniques to manage the people-side of change to achieve the required business outcome(s)*



# Key components of Effective Change Management?

To move from good intentions to good results we need to:

- realise that effective change management requires extensive and consistent communication
- acknowledge that we (the “changers”) may be “living” in the future state, while everyone else (“the changees”) is living in the present
- focus on helping individuals change
- understand that individual change is a process
- select and use the tools available to us
- the right people involved and engaged in the right ways
- begin with end in mind. Measure the “right” things for this change, at the organizational level and the individual level



# Planning for Change

**Effective change management requires two perspectives**

- **Individual perspective**

How does one person makes a change successfully?

- **Organisational perspective**

What tools we have to help individuals make changes successfully?



# ADKAR: The building blocks of successful change

- **Awareness** of the need for change (why).
- **Desire** to support and participate in the change (our choice).
- **Knowledge** about how to change (the learning process).
- **Ability** to implement the change (turning knowledge into action).
- **Reinforcement** to sustain the change (celebrating success).



# The ADKAR Model

## **Awareness of the need for change.**

- What is the nature of the change?
- Why is the change happening?
- What is the risk of not changing?

## ***Questions:***

- Who do you need to tell (staff, clients / carers, service delivery partners, key stakeholders)
- How do you spread awareness?



# Communication Strategy

## **What to communicate:**

- Why is this happening?
- What are the benefits that you hope to achieve?
- Where can I go to find out more information about the changes?
- What are the key messages that everyone needs to know by heart?
- When and how often will you be providing more information?
- What role will leaders play in the communications plan?
- What means will you be using to communicate this to all the stakeholders?
- How will stakeholder feedback be gathered?



# Communication checklist

Yes	No	Question:
		Have you identified all of the different <b>audiences</b> you need to communicate with?
		Have you identified who the <b>ideal sender</b> of communication messages will be?
		Have you identified what are the most effective <b>channels</b> of communication?
		Have you created mechanisms to enable <b>two-way</b> communication to take place?





# The ADKAR Model

## **Desire to support the change.**

- personal motivation to support the change.
- organisational drivers to support the change.

### ***Question:***

- How do you build the desire to support the change?



# Coaching checklist

Yes	No	Question:
		Have you created the <b>expectation</b> that managers and supervisors will be coaches of their direct reports during change?
		Have you prepared coaches to communicate the “ <b>what’s in it for me</b> ” messages to their direct reports?
		Have you provided the <b>knowledge, training and tools</b> to help supervisors be effective coaches?
		Have you taught your change coaches how identify and respond to <b>resistance</b> ?



# Resistance checklist

Yes	No	Question:
		Have you proactively identified what resistance might <b>look like</b> (be specific)?
		Have you proactively identified where resistance is likely <b>to come from</b> (be specific)?
		Have you developed measures to <b>prevent or mitigate</b> resistance before it happens?
		Have you developed an <b>approach</b> to deal with resistance when it does occur?



# Managing F U D

- Acknowledge that not everything is known or decided
- If you don't have the answer to the question, know how and when you will
- Know how everyone will be involved in the process of creating certainty
- Have a solid plan and demonstrate that you are following it to build confidence
- Counter balance FUD with visible competent leadership



# The ADKAR Model

## **Knowledge on how to change.**

- Understanding **how** to change.
- The details of **what** to do.

## ***Question:***

How do you ensure everyone has the right knowledge / information?



# The ADKAR Model

## **Ability to implement new skills.**

- Demonstrated ability to implement the change.

### ***Question:***

- How do you ensure you are able to carry out the change? (consider ability of the organisation, team and it's individuals)



# The ADKAR Model

## Reinforcement to sustain the change.

- Recognition
- Rewards
- Incentives
- Realised benefits

### ***Question:***

- How do you sustain the change (and prevent “backsliding”)?



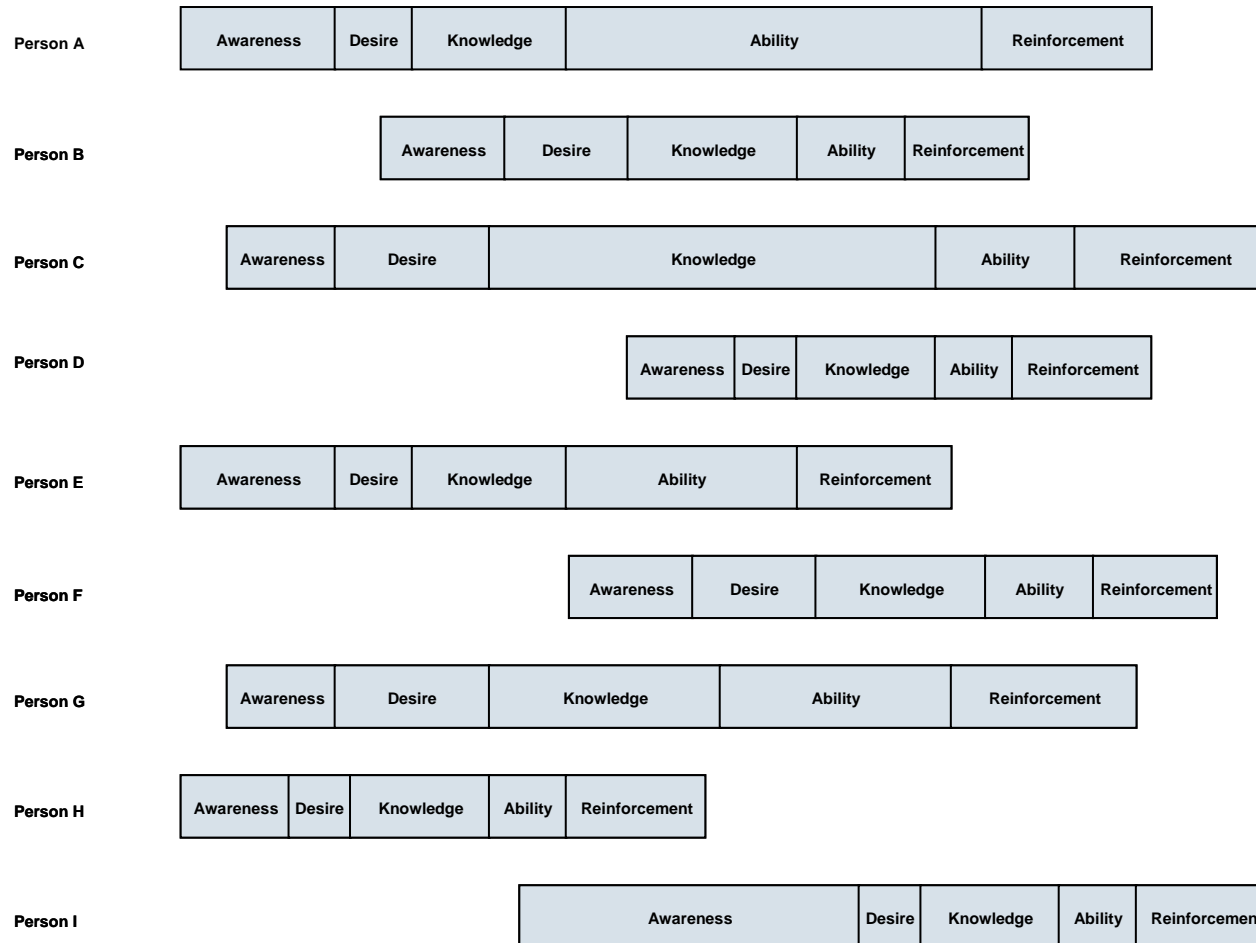
# Reinforcement checklist

Yes	No	Question:
		Do you have systems in place to track the <b>adoption and compliance</b> of the new solution?
		Do you have a way to gather <b>feedback</b> from those who are being impacted by the change?
		Do you have mechanisms in place for diagnosing <b>gaps and resistance</b> ?
		Have you prepared methods for <b>celebrating successes</b> (even small ones) during implementation?





# Not Everyone Changes at the same pace



***Address the needs of each INDIVIDUAL***



# Integrated Planning & Leadership

## Why is integrated planning and broad leadership essential?

- Promotes internal and external confidence (stakeholders will notice as soon as the left and right hands are not acting together)
- Communication facilitates participation
- Organisation wide systems are critical to successful implementation

## How to achieve it?

- Have an organisation wide steering committee including representatives from clinical teams, executive management, HR
- Have a dedicated Project Team to lead the transition (providing support to all levels of staff
- Identify milestones and key indicators and report on them regularly



# Effective Leadership

***Effective leaders are those who are visionary and skillful learners, as well as strong and competent partners in facilitating and sustaining reform***

- Recognise the difference between leadership and management
- Give up the notion of the hero-leader
- Develop Broad Based Leadership
- Develop a Learning Organisation
- Encourage Individual Initiative



# Effective Leadership

Effective Leadership requires a thorough understanding of:

- **The System**- context in which you operate, including your organisation / local networks, local, state, and federal policies, and standards of accrediting bodies
- **Yourself**- leadership style, preferences for change, facilitation skills, philosophy
- **Others**- those who serve as “levers” and those who must make changes
  - without buy-in from staff, change is almost impossible
  - at the very least, you need a critical mass of support.

