

IMPROVING OUR SERVICES

A Users' Guide to Managing Change in the Health Service Executive

Developed by the Organisation Development and Design Unit, HSE, with the support of the Strategic Planning, Reform and Implementation (SPRI) Unit, HSE, and in consultation with the Health Services National Partnership Forum.

July 2008



Feidhmeannacht na Seirbhíse Sláinte
Health Service Executive

Foreword

Our population is changing and so too are the needs and expectations of our patients and service users, and indeed our staff. Every day, managers and teams are working hard to continually improve services to meet these needs and expectations. I would like to acknowledge the role that each and every one of you plays in achieving this.



In such a rapidly developing environment as health and social care, change is a constant feature just like it is in our everyday lives. Sometimes these changes can be major, sometimes they can be so minor we don't even notice, yet they can have a huge impact.

We all know however that change can be daunting. It can create apprehension and hesitation for those leading and implementing it. However, if we look at change as improvement it enables us to focus on the positive side of change.

Everybody wants to improve things so emphasising the possibilities will encourage more people to get involved and offer their powerful skills and abilities. It can be helpful to decide on a plan and keep it on track.

This Users' Guide has been developed to help you do this - to bring about lasting improvements. It sets out a comprehensive approach to planning and implementing change, and it places a particular emphasis on engaging with the many groups who need to play their part in contributing to change – including staff, teams, patients, service users and representative organisations.

I am particularly pleased that this Users' Guide has been welcomed by the Health Services National Partnership Forum, and their contribution to the development of this Guide provides an opportunity for us to further integrate partnership working into the planning and management of change.

I hope that this Guide will help you in the important role that you play in helping to continually improve the quality and effectiveness of the services that we provide.

A handwritten signature in black ink that reads "Brendan Drumm."

Brendan Drumm, CEO
July 2008

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HSE Change Model

HSE Change Model

The context and background

Change is a constant feature of health and social care service delivery. The ongoing change within the Irish health system impacts upon almost every aspect of our culture: the way we work, the way we relate to each other and how we plan and deliver services for the benefit of patients, service users and local communities. Change is not linear. It is a continuous and adaptive process in which all of the elements are interrelated and can influence each other. Organisational change is also dependent upon people changing. Therefore, it cannot be predicted easily and can emerge over time.

For change to be successful there is a need for a dedicated focus on:

- A compelling and clearly articulated shared vision of integrated health and social care service delivery
- A commitment to ensuring that the needs of service users and communities are at the centre of planning and decision-making
- An integrated approach to the design, planning and delivery of high quality, safe services
- Measuring performance to ensure accountability at all levels
- Effective utilisation of resources to support the change process
- A partnership approach that engages all parts of the system, including service users, their families and local communities, voluntary and community-based organisations, other statutory bodies, staff, trade unions and representative bodies

The HSE Change Model has been developed to:

- Improve the experience of patients and service users
- Help staff and teams play a meaningful role in working together to improve services
- Promote a consistent approach to change across the system

The approach adopted in the development of the HSE Change Model

The approach to change adopted in *Improving Our Services: A Users' Guide to Managing Change in the Health Service Executive* is based on a comprehensive literature review¹ of best practice and organisational experience of what works in reality.

The model on which the Users' Guide is based is grounded in an organisation development approach which places a strong focus on the people aspects of change. It is combined with project management which brings structure and discipline to the process.

The principles of the *HSE Transformation Programme 2007-2010* and *The Health Service Partnership Agreement incorporating the Protocol on Handling Significant Change through Partnership and Statement of Common Interests* (2006) are core reference points for the approach to change outlined in this Users' Guide. A strong value is placed upon the process of listening to and acting upon the grounded sense of reality that emerges from meaningful participation and involvement of service users, staff and other key stakeholders.

The approach adopted complements existing staff relations processes. In this regard, the HSE reaffirms its commitment to working with staff and trade unions as set out in *Towards 2016* and the *Employees (Provision of Information and Consultation) Act 2006*.

¹ A comprehensive literature review was undertaken by the Health Policy Unit in Trinity College Dublin - McAuliffe, E. and Van Vaerenbergh, C. (2006). *Guiding change in the Irish health system*.

The foundations of the HSE Change Model

Vision and mission

Enabling people to **live healthier and more fulfilled lives is the core purpose of the HSE. Our vision is that everybody will have easy access to high quality care and services that they have confidence in and staff are proud to provide.** The vision and mission for our health and personal social care services underpin the HSE Change Model.

Core principles

The HSE Change Model pays particular attention to the people and cultural aspects of change. It is built on and reflects several core principles:

- Ensuring that the needs of service users and local communities together with the interests of staff are at the core of the change process
- Building integration and a whole-system approach, focusing on the connections, relationships and dependencies between different parts of the system
- Encouraging collaboration between different agencies, local communities, services, teams, professional groupings, trade unions, and between national, area and local levels
- Promoting active engagement and participation of services users, staff and their representatives in the change process
- Placing a particular emphasis on partnership and team working
- Prioritising long-term sustainable change and improved organisational effectiveness
- Providing for the transfer of knowledge and skill so that the system equips itself to manage change
- Promoting processes of organisational learning through regular feedback, measurement and evaluation at all stages of the change journey
- Locating the responsibility to manage change at all levels of the system, individual, group and organisational and at local, area and national levels

Purpose of the Users' Guide

The purpose of this Users' Guide is to describe a consistent approach to effective change that can be applied by leaders and managers across the whole-system and at all levels, i.e. national, area and local. It is intended to build self-sufficiency for managing change in the system. It should therefore be of particular use to programme managers, change leaders, project managers, organisation development, performance and development and human resource staff, partnership facilitators, trade union representatives and others. This Users' Guide can be adapted to meet the needs of services, teams and individual units across the system. Those leading change will be able to decide the appropriate level of emphasis for each of the activities outlined, based on local knowledge and needs.

Structure of the Users' Guide

Part One of this Users' Guide focuses on the critical understandings and activities for change, with a particular reference to the people aspects of change. **Part Two** presents the HSE Change Model and provides guidance, including questions, resources and templates, on how to implement change using this model.

Part One

Critical understandings and activities for change

Critical understandings and activities for change

Introduction

There are a number of fundamental understandings and activities that are essential to every aspect of a change process, whether it is a large scale or small scale change. Part One of this Guide outlines these critical understandings and describes core activities that support effective change.

Understanding the cultural and people aspects of change

The change currently being experienced in the Irish health system includes the establishment of new services or the reconfiguration of existing services in order to deliver improved outcomes for service users and the wider population. From a staff perspective, these changes may involve new work locations, organisational structures, teams, roles, work practices or procedures. They often involve the merging of services, teams and professional groupings. Mergers, by their very nature, imply the coming together of different cultures, i.e. different ways of doing things, different values and underlying assumptions. Culture is not receptive to change in the way structures and processes are. To sustain change over the long-term the cultural and the people aspects of change must be addressed. This includes addressing deeply embedded traditions and practices through an inclusive, partnership process.

The main elements of this people-centred approach are:

- Managing transitions and working with reactions to change
- Managing uncertainty and the unpredictability of change
- Understanding resistance and supporting people through change

Managing transitions and working with reactions to change

Change will involve a transition or journey for the individual. Understanding the experiences of people and their natural reactions to change, and supporting them through the transition will help to ensure the success of the change process. The three interrelated stages of transition are:

Stages of transition

The ending, when we acknowledge that there are things we need to let go of and recognise that we have lost something.

The neutral zone, when the old way has finished but the new way isn't there yet and things are still confusing and disorderly.

The beginning, when the new way feels comfortable, right and the only way to do things and a new culture begins to emerge.

People's initial reactions to change may be influenced by the following:

- Their concerns for what it means to them personally
- Their complacency or attachment to the status quo
- The emotions they still have about their experiences of past changes, particularly if they were adversely affected
- The staff relations culture in the organisation, including the quality of interaction between management, staff and trade unions

Many change efforts fail because leaders underestimate the impact of change on the individual and on themselves, and pay inadequate attention to the learning from past change efforts. The personal transition or journey that an individual experiences usually involves several stages as noted on page 8. People need help to recognise these transition stages as a normal part of any major organisational or personal change, and to prepare for and understand their reactions to change as they occur along the journey. This means providing opportunities for people to express their hopes and concerns, and to address these openly. Leaders themselves will also need support and this should be planned at an early stage.

Managing uncertainty and the unpredictability of change

Uncertainty and unpredictability is inevitable during a major change process. Sometimes change is deliberate and planned, and sometimes it unfolds in an apparently spontaneous and organic way. Large scale organisational change often impacts on people's sense of identity and connection. There may be a sense of waiting around for the change to happen, while at the same time individuals may experience uncertainty as the wider change unfolds. This can create high levels of anxiety for people and, as a result, people may resist the change. Leaders need to be adaptable and skilled at managing emergent and unpredictable change. The change process should be planned in a way that minimises the known or expected negative impacts on people.

Understanding resistance and supporting people through change

People resist change for reasonable and predictable reasons. Self-interest, including fear of loss of power, income, job security or additional workload, may prompt resistance. Resistance may also arise from resentment of those sponsoring the change, change fatigue, or frustration with the myriad of decisions and directives that can flow from management in the course of change. Misunderstandings or lack of trust may also lead to resistance. There may be resistance to change at group and organisational level, as well as individual level. Groups may, for example resist change if their group structure, social norms, or power base are affected.

Resistance to change is often viewed from the perspective of those promoting change. There is a need, however, to understand the perspective of those impacted by the change. Resistance should be taken seriously and seen as a dynamic energy that can bring about real and lasting change if it is acted upon appropriately. Leaders must support and facilitate people through the entire journey of change. Trying to avoid or rush the phases where people are feeling negative or uncertain about change can lengthen its duration. Understanding the needs and interests of stakeholder groups helps to provide insight into the reasons for resistance to change. A clear articulation of interests will often reveal a significant degree of common ground that can form the basis for commencing the dialogue on moving forward.

Establishing trust is a first step towards addressing resistance. Positive responses include:

- Engaging staff, with their union representatives, in planned, whole-systems change processes; this is a well-tested and proven method for building trust, gaining respect, establishing common ground and finding joint solutions to problems in a time of uncertainty and transformation
- Providing accurate, honest and timely information
- Providing a full range of human resource responses, including staff development, leadership development, mentoring and coaching

Activities for effective change

Understanding the cultural and people aspects of change can greatly enhance our capacity to effectively manage change. In addition to the need for a strong people orientation, the following activities (Figure 1) provide essential support for successful change throughout the entire journey. The main features of each activity are described below:

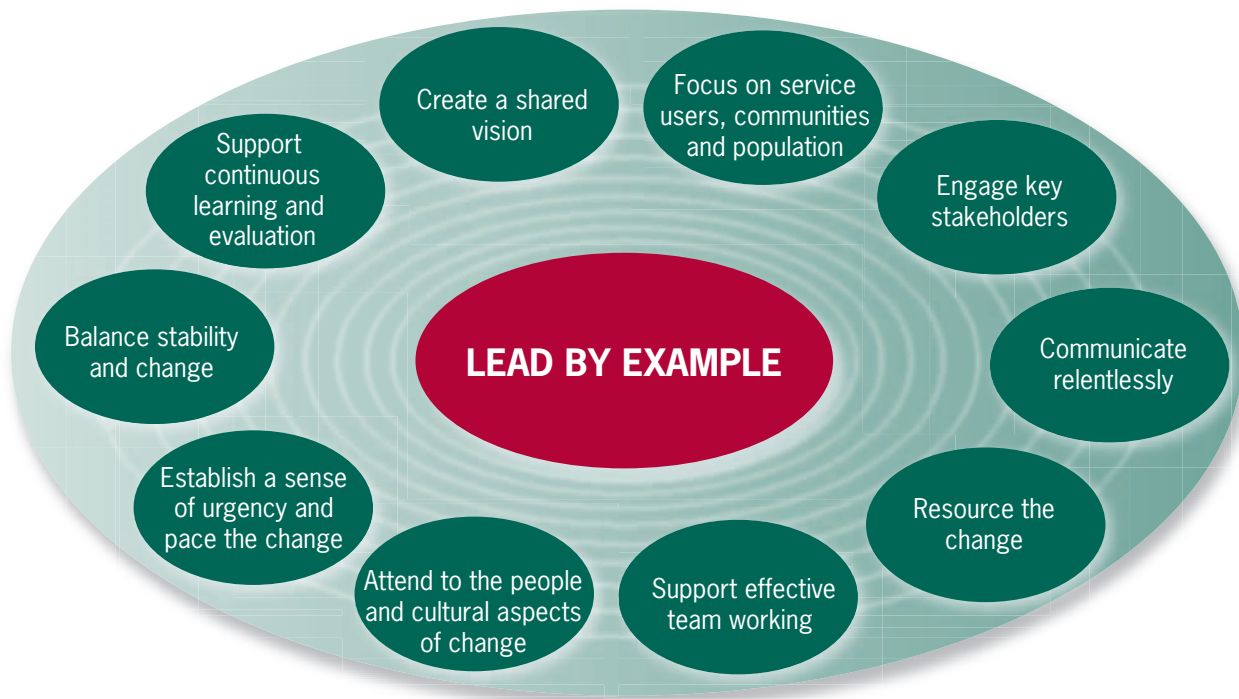


Figure 1: Activities for change

Adapted from: Kotter, J.P. (1995), Ackerman Anderson L. and Anderson, D. (2001), Coghlan D. and McAuliffe (2003), NHS Institute for Innovation and Improvement (2005), McAuliffe and Van Vaerenbergh (2006), and Moss Kanter, R. (2001)

1. Lead by example

Leadership is about setting direction, building trust, instilling pride, helping people to achieve, communicating and delivering. Transformational change requires managers and staff to take personal responsibility to lead and to transform themselves – changing their mindsets and fundamental assumptions about the existing situation, their behaviour, their ways of relating to others and their ways of supporting things to happen in the organisation. Leaders need to be open to addressing their own personal development within the context of the change environment, and to model the behaviour and actions they expect of others.

The individual leaders of the organisation must act together as a unified team, demonstrating their common understanding and commitment to the future, both in words and actions. The opportunities for shared leadership with partnership groups should also be explored. Leaders must provide clear oversight of the change process and be clear about their role in this regard.

A process to develop team and leadership effectiveness within the executive and leadership teams will be required. Individual coaching and mentoring as well as collective approaches to leadership development may be required to strengthen the overall ability of individuals to lead the change individually and together.

Lead by example

A successful leader of change will:

- Communicate a clear shared vision, focused on the needs of the population
- Build solid foundations for change and a compelling case
- Look at the whole-system and see the *big picture*
- Understand the organisational environment and spot leverage points for change
- Build a guiding coalition by strategically influencing and engage all key stakeholders
- Challenge traditional thinking, and encourage flexibility, innovation and creativity
- Develop relationships and empower others to act
- Drive for results and set clear milestones for change
- Attend to issues of governance and risk
- Focus on continuous improvement and sustaining change

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2. Create a shared vision for change

An effective vision provides a clear sense of direction and provides a reference point for decision-making at all levels. Developing a clear, compelling and shared vision for health and personal social services in Ireland is a core leadership task. Building on the HSE national vision and translating it in a way that provides a clear picture of what it will mean in practice for service users and staff at area and local level is an early and essential task in the change process. Leaders should design this process of early engagement with service users, staff, trade unions, other significant agencies and local communities to ensure common understanding and commitment to the vision.

3. Focus on service users, local communities and the wider population

Throughout the change process, service user and community interests, needs and perspectives must be kept at the centre of the change activities. The orientation towards a people-centred and population health approach will ensure that the change process remains focused on the core purpose of the HSE, which is to *enable people live healthier and more fulfilled lives*. By placing an emphasis on partnerships and engagement with communities it will be possible to increase the opportunities for learning about the evolving needs of service users and communities, and serve them better over time.

4. Engage key stakeholders

Building collaborative relationships among the key stakeholders involved in the change process, including service users, staff, trade unions, other service providers and local communities, is an essential feature of effective change. *People support what they help create*. People affected by a change must have the opportunity to participate actively in the change process and to develop a sense of ownership and commitment to the change. The direct participation and engagement of frontline staff plays a key role in shaping the change and delivering its outcomes. In acknowledgement of the long tradition and culture of staff involvement in the development and delivery of services, staff and their unions should be engaged at an early stage. This can be facilitated in a number of ways, i.e. direct involvement, partnership and trade union processes. Models of engagement for other key stakeholders also need to be developed and supported throughout the change process.

5. Communicate relentlessly

A comprehensive communications plan that addresses both internal and external communication is a critical success factor for change. Communication and information should flow smoothly both within and outside the organisation and at all stages of the change journey. Factors that may prevent communication processes from working effectively must be addressed at an early stage.

Communication style

Communication style has a significant impact on how we engage with people, develop effective working relationships and support people through a change process. A respectful communication style requires that we:

- Listen with an open mind
- Think about the impact of our communication
- Be aware of our tone and language in both spoken and written communication
- Prioritise face-to-face communication
- Take responsibility for giving and receiving feedback
- Communicate honestly and sensitively
- Readily share information that allows others to do their work better
- Communicate in a way which is meaningful for the people with whom we are communicating
- Promote an open and inclusive style of communication
- Be honest about the negative as well as the positive aspects of change
- Discuss with people how the changes will impact on them, listen to what people are saying and be prepared to act based on this knowledge

Adapted from Cavan Monaghan PCCC, Local Health Office - Communication Strategy (2007)

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Figure 2 presented on page 13 outlines the levels of communication and engagement which assist in building real commitment for change. It highlights the importance of starting with information sharing, and progressing to more dynamic forms of communication such as feedback mechanisms, meaningful consultation and participation, collaboration and partnership. These processes help to build trust and credibility, and create a solid foundation for successful change.

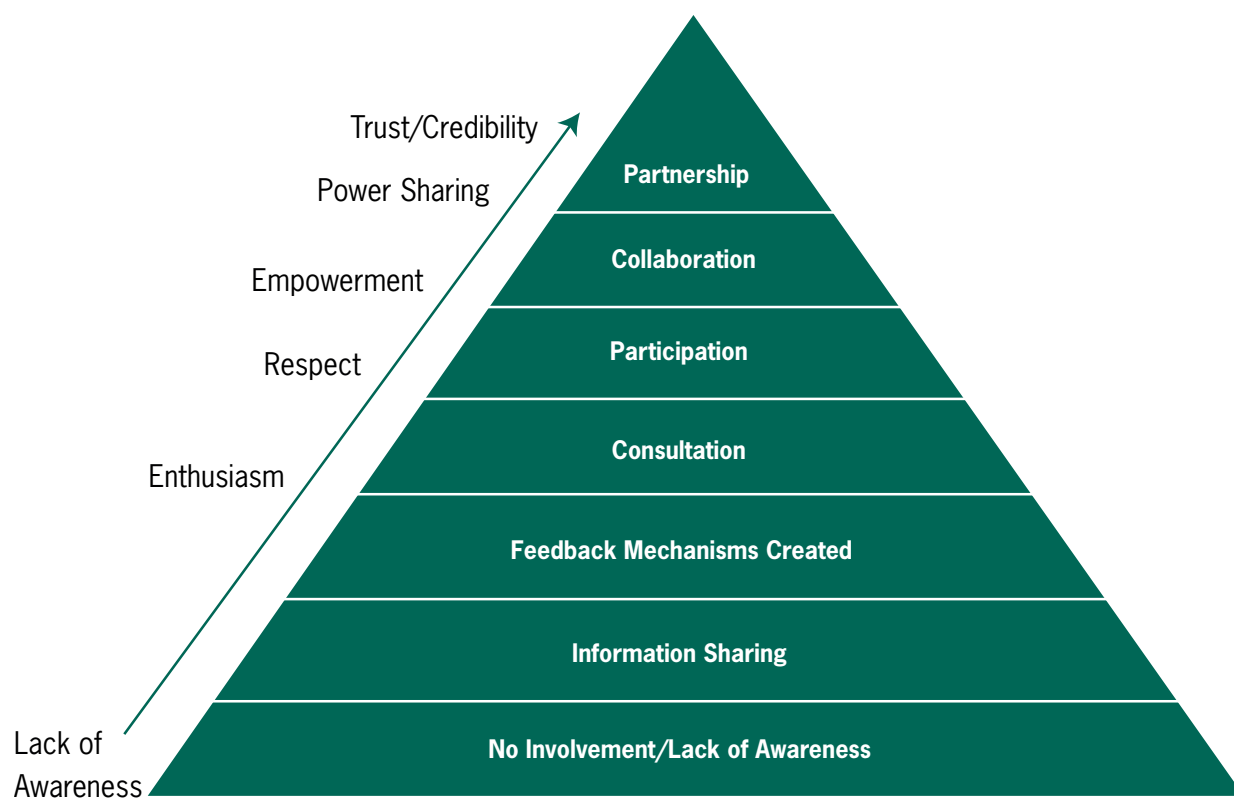


Figure 2: Levels of communication and engagement

Adapted from A Health Strategy for the People of the North East (2003)

6. Resource the change

The change effort must be resourced with people, financial, technological and infrastructural resources. Some of the resources required may be available in the organisation. If not, a commitment will be needed to secure or redeploy resources. Depending on the scale of the change, it may be beneficial to assign full-time, dedicated change management and project managers to various levels of the change process. The issue of resources should be revisited regularly throughout the change process.

7. Support effective team working

The basic unit for the delivery of change is through teams. The team level is more complex than the individual level because of the increased number of participants and interactions. Teams are part of a wider system in organisations, and some of the issues that arise within them may originate beyond the team, in its interface with other groups or services. At times of change, attention must be paid to the broader organisational factors that support effective teams, building on positive experiences within the system. This should include a dedicated focus on factors that impact on relationships between teams and services. It is also vital that dedicated time and energy is invested in team development, particularly at the early stages. This focused attention also applies to project teams that may be established to support the change process.

8. Establish a sense of urgency and pace the change

It is important to create a sense of urgency and momentum in relation to the change required. Change projects should be paced and prioritised within the myriad of operational tasks that must be completed. People need to understand the rationale and the key internal and external factors that are driving the change in order to understand that preserving the status quo is no longer an option.

9. Balance stability and change

A key task for leaders and managers during times of significant change is to maintain a balance between the change activity and the day-to-day management tasks. Staff and managers need to attend to *doing the day job* while monitoring levels of motivation of their own and their team's performance in line with emerging change. Due to the increased uncertainty at times of significant change there is also a particular need to focus attention on governance and management of risk in the system.

10. Supporting continuous learning and evaluation

A plan for building in reflective practice and feedback mechanisms at all stages of the change journey is essential, to ensure that the change effort will be regularly reviewed, refined and refocused if required. All change is influenced by past experiences. Existing knowledge and organisational memory needs to be retained and utilised as appropriate during the change process.

The change process should be monitored to ensure it is on track and that objectives are being achieved. Processes for joint evaluation and measurement of the outcomes of the change will need to be determined at an early stage, together with a plan for deciding how these outcomes will be obtained and used. The relevance of measures should be assessed from the outset. Processes to acknowledge success at different key milestones along the change journey should also be designed in order to monitor progress and help sustain motivation and momentum.

Part Two

Guidance to take you through the HSE Change Model

Guidance to take you through the HSE Change Model

The HSE Change Model describes the journey of transformation that enables people to move from the current situation to the desired future, in line with a shared vision for change. Figure 3 outlines the HSE Change Model based on the four stages of the project management lifecycle:

- *Initiation*
- *Planning*
- *Implementation*
- *Mainstreaming*

These stages are presented sequentially in Part Two of the Users' Guide. However, in practice, change must be approached as a continuous process in which all of the stages and steps are interrelated and influence each other. Particular attention has been paid in this Users' Guide to the importance of addressing issues in the *Initiation* stage – *Preparing to lead the change*. Experience indicates that energy spent in the early stages contributes significantly to the successful implementation of change. It should also be noted that reference in this Users' Guide to the term *organisation* intends the broader application to the internal and external environment of the health and social care system.

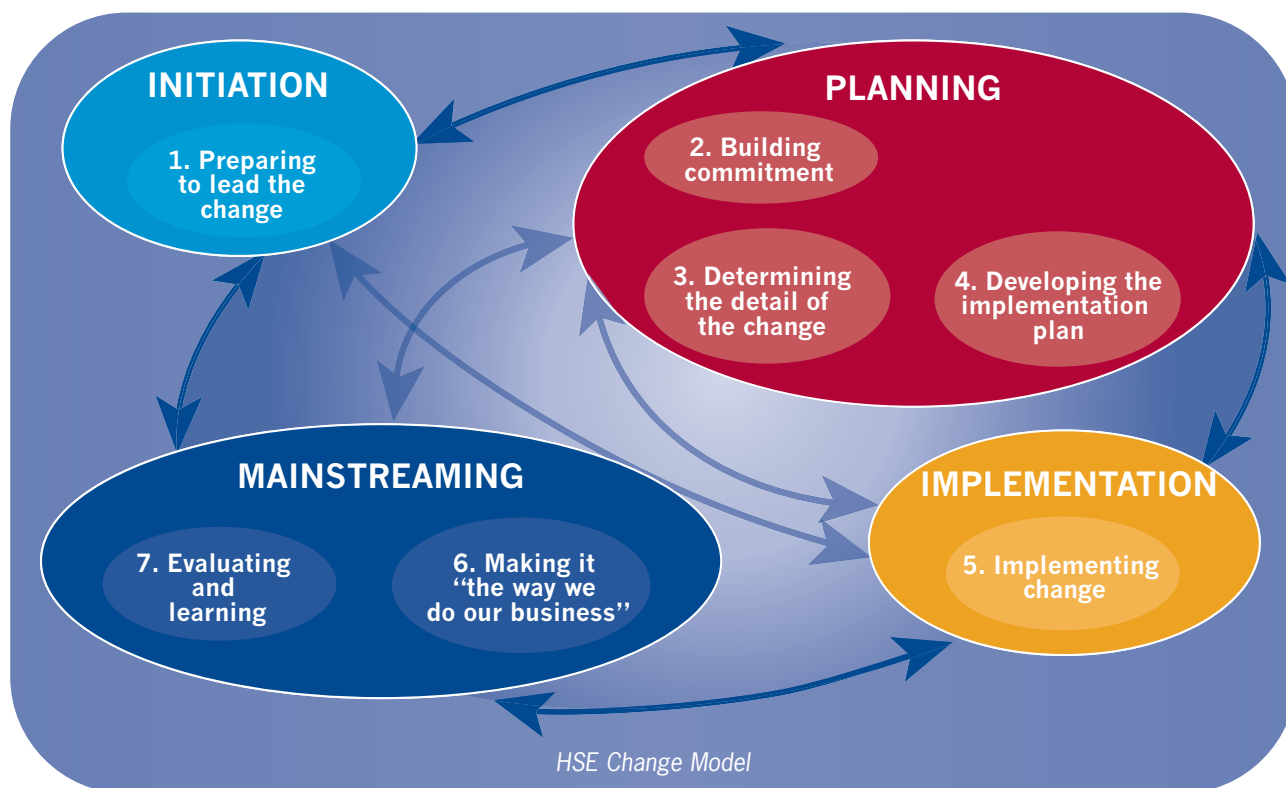


Figure 3: HSE Change Model

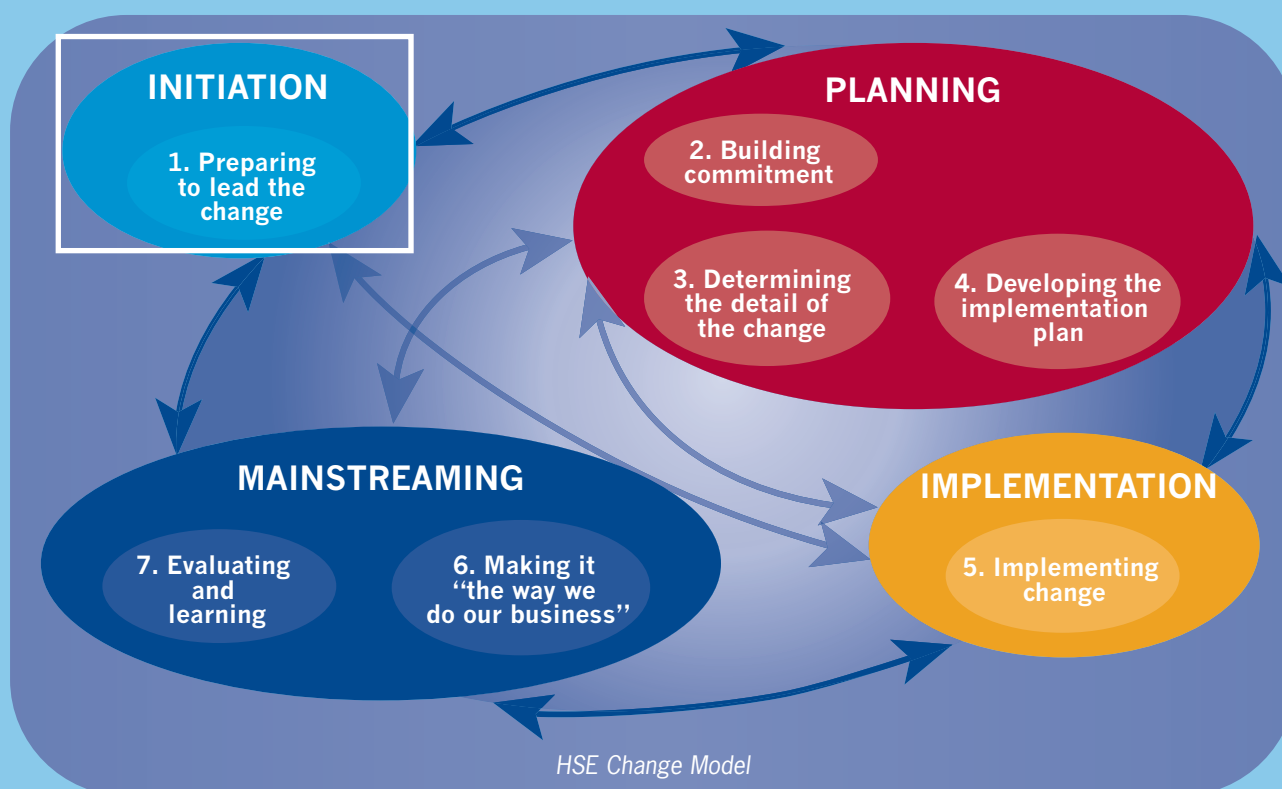
Model adapted from: Kolb, D. and Frohman, A. (1970), Huse, E. (1980), Neumann, J. (1989), Kotter, J.P. (1995), Ackerman Anderson, L. and Anderson, D. (2001), McAuliffe, E. and Van Vaerenbergh, C. (2006), and Project Management Institute (2004)

INITIATION

Step 1

PREPARING TO LEAD THE CHANGE

HSE Change Model



INITIATION

Purpose of Initiation

The purpose of this early preparation and scoping stage is to create readiness and a considered case for change, to establish a sense of shared responsibility, and to scope out a solid foundation for successful change. It builds upon core leadership and management responsibilities. This phase will determine what you will pay attention to and plan for. It assists in getting an early sense of the breadth and depth of the change effort. If your early scoping and planning is not accurate or too narrow, you may miss key leverage points or opportunities for change and/or you may be focusing on things that are not critical to success. At this point the key groups and people, who will be directly impacted upon by the change or who are essential to carrying it out, should be identified.

Deliverables

- The need, purpose and mandate for the change effort will be determined
- Leadership roles will be defined, initial resource requirements will be determined
- Key stakeholders and influencers in the system will be identified
- The drivers of the change, the degree of urgency and the key leverage point will be determined
- The initial analysis of the impact on people and the organisation will be carried out
- The organisation's readiness and capacity for change will be clearer
- A commitment to engagement, partnership and communication will be clearly explored and articulated
- Attention will be paid to commitments in staff relations agreements regarding how change will be handled
- The business case for change and the initial desired outcomes of the change process will be prepared. This will assist in completing a *Project Initiation Document (PID)*

Step 1

Preparing to lead the change

- 1.1 Identify what is driving the need for change and the degree of urgency
- 1.2 Clarify leadership roles and identify the key influencers and stakeholders
- 1.3 Assess readiness and capacity for change
- 1.4 Attend to organisational politics
- 1.5 Identify the leverage points and opportunities for change
- 1.6 Perform an initial assessment of the impact of the change
- 1.7 Outline the initial objectives and outcomes for the change
- 1.8 Agree initial resource requirements
- 1.9 Outline the initial business case for change

INITIATION

1. Preparing to lead the change

Purpose of Step 1

The purpose of this first step is to build the foundations for effective change and to mobilise support across the organisation. This step also assists you to develop a solid business case for the change effort.

1.1 Identify what is driving the need for change and the degree of urgency

The HSE vision of **Easy Access, Public Confidence and Staff Pride** is the guiding context for change at organisational, service, team and individual levels. It provides a unifying, consistent direction for change across the system. This vision has to be translated into a meaningful description of what the change will look like at area and local levels, and what it will mean for service delivery. It will also provide clarity regarding the purpose of the change.

In order to build commitment for change, people need clarity about the purpose of the change, and an understanding of how the need for the change was identified.

Assess the drivers and degree of urgency for change

Change is often driven by external factors in the wider environment, i.e. change in population profile, technology, economics, legislation, social or political factors, etc. Many internal organisational or team processes may also prompt the need for change such as:

- Service development in line with the HSE vision, e.g. reorientation towards population health, establishment of primary care teams and primary and social care networks, reconfiguration of hospital services
- Consultation and feedback from service users, advocacy or advisory groups
- Service or business planning processes or performance reviews
- Accreditation, audit, inspectorate or consumer feedback processes
- Recommendations from investigations/incidents/reviews
- Recommendations arising from staff relations processes and agreements

Knowing what is driving the change will help to determine what must change and why. It will also assist in assessing the strength of what is forcing the change and what is resisting the change. Knowledge of these factors will help leaders to be clear about the urgency for change. Sometimes change is not an option, for example when new legislation and regulations are introduced. A degree of urgency can provide an important motivator for focused action. However, it needs to be balanced with a sense of how to approach change in a way that will keep people on board.

Agreeing mandate

It should be possible even at this early stage to have a sense of the scope and nature of the change required. This will assist in seeking mandate and support at the appropriate levels within the organisation.

Securing mandate gives authority and credibility to the process; it ensures alignment and buy-in from key stakeholders in the system; and supports the process of securing resources for the change. It also assists in clarifying early expectations of what is required and expected of those involved in the change process. Agreeing the mandate is an early indication that change is underway; therefore the local partnership committee should be consulted as part of the process. Decisions are also needed about who is sponsoring or leading the overall change effort, i.e. executive/senior management team.

The issue of mandate should be revisited at different stages in the project management lifecycle in order to ensure that any changes that emerge over time are appropriately renegotiated or approved.

Preparing to lead the change

1.1 Identify what is driving the need for change and the degree of urgency

Key questions

Clarifying the purpose of the change

- What, in broad terms, is the core purpose of the change?

Identifying the drivers for change

- What has shifted the balance in the organisation to the extent that change is necessary?
- What are the factors that will support or contribute to the change?
- What are the factors that will block or resist the change?

Determining the degree of urgency

- What is the degree of urgency of the change?
- What are the operational and people implications of this degree of urgency?
- What are the implications in terms of readiness, morale and stamina?

Agreeing the mandate

- At what level does the change process need to be signed off and supported at this early stage? Who needs to be involved?
- How will the local partnership committee be consulted?

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1.2 Clarify leadership roles and identify the key influencers and stakeholders

The leadership roles and the skills needed to enable the change to be successful should be identified at this point in the change process. It is also important to work out which groups and individuals will be directly impacted upon by the change and who is essential to carrying it out.

Clarify leadership roles

Senior managers carry the responsibility for the delivery of improved services for the population they serve and are the key change leaders in the system. Clarity is needed about who is supporting the leaders in designing the change management process, and who is involved in other ways. Specific change/project leadership roles may be assigned; these people should be carefully selected to ensure that they are competent, credible and best positioned to take on this role. These leadership roles need to be communicated to the wider organisation.

Identify key influencers and stakeholders

The health service is a complex, multi-sectoral and multi-professional environment. There is a strong culture of partnership working with many agencies at national, area and local levels. Internally there is a strong culture of staff representation with trade unions and professional bodies. Mapping out key stakeholders and influencers, and engaging with them on a formal and informal basis, will help to get an early sense of the opportunities and possible concerns for all of these groups.

This focus on key influencers and stakeholders is essential because:

- No individual, team or service operates in isolation, so change in one part of the organisation can impact in different ways and at different levels
- The input of all stakeholders will influence and shape the content/nature of the change and the approach being adopted
- It will help to identify the critical mass of support required for the change to succeed

To assist in planning levels of engagement with these key stakeholders it is important to map/list these individuals and groups. It is also important to consider these individuals and groups in terms of:

- Their level of **interest** in the change
- The possible **impact** of the change on these individuals or groups or their ability to influence the outcome of the change

Preparing to lead the change

1.2a Clarify leadership roles and identify the key influencers and stakeholders

Clarifying leadership roles: key questions

- What steps need to be taken to enable the executive/senior management team to take up their role in leading the change?
- Who needs to be involved in designing and managing the change process?
- How are they selected and supported in their roles?
- If consultancy services either internally or externally are being utilised, what is their role and how is the interface managed?
- How are roles and responsibilities communicated clearly across the organisation?
- How can the partnership committee be supported in taking up a leadership role in supporting the change?

Identifying stakeholders: key questions

- Who is going to be impacted by the change?
- Who are the key people who can assist or be allies for the change process?
- Who are the people or groups that might resist the change process?
- What groups have a vested interest in its success?
- Whose voice has to be heard as the change process is being planned?
- Who are the people that the team or team members interact with and who are significant in terms of the performance of the service?
- What are the key relationships between the various stakeholder groups?
- What is the most appropriate way to communicate/involve/consult with these groups on an ongoing basis?
- What are the different levels of impact of the change for the various stakeholder groups? See Template on page 25 for more assistance in this regard

Mapping key stakeholders

Based on the prompts noted above it should now be possible to map all of the stakeholder groups. In this regard, it may be useful to group stakeholders according to stakeholder type, for example:

External groups

- Service user or advocacy groups
- Community representatives or community groups
- Voluntary agencies
- Other statutory groups, i.e. from education, local authorities, social and family affairs, etc.
- Regional Health Forum
- Local or national politicians and representatives
- Health Services National Partnership Forum
- National Health Forum

Preparing to lead the change

1.2a Clarify leadership roles and identify the key influencers and stakeholders *(continued)*

Representative and professional bodies

- Trade unions and staff associations
- Professional bodies

Internal teams or committees

- Leadership/management teams
- Service and discipline teams
- Functional teams, e.g. finance, human resources, ICT, etc.
- Consultative committees and fora
- Partnership groups/committees
- Project Teams
- Significant groups at national and area level

Having mapped each of the stakeholders groups it should also be possible to profile each of these based on your assessment of **interest** and **impact** on the change. This will shape the level of communication and engagement required for each individual/group.

Improving Our Services: A Users' Guide to Managing Change in the HSE

Preparing to lead the change

1.2b Clarify leadership roles and identify the key influencers and stakeholders

Stakeholder analysis

Stakeholder name (group or individual)	What is the level of interest of this individual/group in the change? How is the change likely to impact upon this individual or group? How can this individual/group impact/influence the change?	How can this individual/group assist the change process?	What factors may contribute to this individual or group resisting the change process?	What level of responsibility or accountability does this individual or group carry for the change? See Note 1 below	What is the level of dependency between this individual or group and the change process? What services need to work together most closely to achieve the change required? See Note 2 below	How will communication with this individual or group be best managed? See Note 3 below	How can this individual or group be most appropriately involved? What processes for engagement are required? See Note 3 below
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Note 1: Levels of responsibility or accountability for the change process may be high, medium or low. The response to this question will help to determine levels of appropriate consultation and engagement.

Note 2: The issue of **dependency** or **interdependency** relates to how services need to work collaboratively in order to deliver a service or to bring about a change. A change in one service or team can have a ripple effect elsewhere in the system. This level of dependency needs to be explored and addressed appropriately. Key questions might be:

- How might a change in one service/team impact upon other services/teams?
- What changes are required in other parts of the organisation or service to enable this particular service to change/operate effectively?

Note 3: Plans for communication and engagement with stakeholders groups will be directly related to the level of interest and impact the change has for these individuals/groups.

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1.3 Assess readiness and capacity for change

Having identified the key influencers and leaders in the change process, the next step is to consider how ready people are to undertake what is required, and to identify the most appropriate ways of supporting people through the change. Readiness and capacity are influenced by factors internal and external to the individual and the organisation. Readiness to embrace change is closely aligned to organisational culture and the nature of relationships between people, teams, services and agencies.

- **Readiness for change** may pre-empt resistance and increase the potential for effective change. The energy, motivation and support needed to create readiness must come from within the individual and the organisation, so key leaders need to play a significant role in this regard
- **Capacity for change** relates to levels of organisational commitment to resourcing the change and to ensuring that staff have the knowledge, information and skills to take responsibility for action

The activities for change outlined in Figure 1 (page 10) are the key factors that impact upon readiness and capacity for change, and can be used as a framework for assessing readiness at individual and collective level. While this early assessment is by its very nature preliminary and subjective, it can help to focus attention on the areas that must be worked on to create the critical energy needed for change to occur. It should be possible also for groups to self-assess their readiness and capacity for change. The resources of the organisation could then be directed towards supporting key areas where gaps have been identified.

1.3 Assess readiness and capacity for change

Assessment template

The *activities for change* outlined in the left-hand column are key factors in assessing readiness and capacity for change. This information will assist in planning how to provide support in order to increase readiness and confidence to lead and deliver change.

Organisational, team or stakeholder group:						
Using the prompts below, rate the stakeholder group from the perspective of readiness and capacity for change	Readiness How would you rate readiness?			Capacity How would you rate capacity?		
Activities for change	High	Medium	Low	High	Medium	Low
Overall readiness and capacity of the leaders to bring about effective change						
Level of responsiveness to the urgency for the change						
The level of shared understanding for the vision for change						
The level of focus on service users, communities and the local population						
The effectiveness of communication processes both internally and externally						
The orientation towards team working and working across boundaries						
The levels of engagement and partnership working based on experiences to date						
The culture of continuous learning and evaluation						
The level of resources available to support the change. Consider factors such as people, financial, ICT, accommodation infrastructure						
The capacity to balance stability and change						

Note: This template can be adapted to meet specific requirements. Groups can use it to self-assess. Other key dimensions can be included depending on the nature of the change and the specific requirements of the service. Adapted from: Beckhard and Harris, Readiness-Capacity Assessment Chart (1987: 63)

Improving Our Services: A Users' Guide to Managing Change in the HSE

1.4 Attend to organisational politics

Leaders need to understand the political and power dynamics of their organisation and wider environment. These cultural and political factors can have a positive or negative impact on the success of the change. Attending to the reality of internal politics – what is going on within the organisation – is an essential part of managing change. The culture of the organisation and relationships between people at all levels are important and this knowledge should be used in a constructive way to plan and monitor ongoing developments. It will also assist in planning how to manage concerns and resistance in the system. It is therefore important that leaders and managers recognise the role and contribution of trade unions, regulatory bodies and professional associations, and work with them in understanding culture and bringing about change.

From an external perspective, advocacy groups and the statutory and voluntary sector are also key players and shapers of the political and cultural environment in which we work. Creating a supportive culture of engagement and partnership across service and organisational boundaries can assist in addressing these political realities. This will also assist in managing potential tension or conflict in the system.

Personal and team development work that focuses on building relationships and leadership capabilities will help to resolve challenging political issues in a constructive way. Building alignment with all stakeholders for the overall change process will also assist in creating a positive culture.

Preparing to lead the change

1.4 Attend to organisational politics

Key questions

- What are the current political dynamics among the leaders and within the organisation that may have a positive or negative impact on the success of the change? Attention needs to be given to power dynamics at all levels with a particular focus on both the informal and formal influences on decision-making
- What political factors are evident between the organisation and its wider community or between the organisation and other service providers? How can alliances be strengthened to support the change?
- What would enable leaders to address these issues together?
- What is the best way to resolve or improve these dynamics among the leaders?
- How is the partnership approach to change being actively promoted across the organisation? How successful are the processes for engaging unions, professional bodies, other service providers, etc?
- How can factors in the broader political environment be addressed including relationships with local and national representatives and the media?

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1.5 Identify the leverage points and opportunities for change

Leverage points are places in the organisation where small focused action can produce ripple effects in the system. Leaders and managers need to consider how best to explore opportunities and possibilities for change, and identify high leverage actions.

Leaders need to continuously scan the environment to identify where change in one part will produce a knock-on effect somewhere else in the system. Opportunities to build upon existing good relationships, existing service developments and initiatives, strong alliances, areas where there is openness to innovation and change should be maximised. They also need to be alert to when to act and when to 'sit tight'. It is also important to acknowledge that a change effort often builds upon existing service developments and initiatives. At this stage in the change process it is also helpful to identify and work with people who can take up leadership roles at all levels in the system. Many of these formal and informal leaders play a significant role in influencing change at local level.

Preparing to lead the change

1.5 Identify the leverage points and opportunities for change

Key questions

- What strengths and opportunities are there both internal and external to the organisation that can lever/enable the change?
- What weaknesses and threats are there both internal and external to the organisation that can act as barriers to the change?
- What areas of good practice or innovation are relevant to the change and can be repeated across the system?
- Are there opportunities to build on area/local level initiatives?
- Where are there strong alliances/relationships/partnerships which could assist in leveraging change both internal and external to the organisation? Examples would include a developed partnership committee or process at area or local level, partnership arrangements with voluntary agencies or community groups
- What interdependencies in the organisation need to be addressed to support the change process, e.g. aligning the work of key business support teams such as finance, human resources, estates management, etc?
- At national level how can work be reorientated and integrated to support the change process, i.e. the work of key national directorates such as human resources, finance, corporate planning and control, SPRI, ICT?

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1.6 Perform an initial assessment of the impact of the change

At an early stage in the change process it is important to assess the impact of the change on current services, teams and individuals. At this point in the process an assessment of impact can only be done at a generalised level. However, this initial impact analysis is a powerful way to gain insight into the amount of attention, planning and resources the change will require. It will also assist in taking a whole-system view of the change process, and assist people to generate options and explore possibilities. It maybe helpful to explore impact at a number of levels, i.e. the wider organisational environment, the organisation itself, service and team level, and individual level.

Preparing to lead the change

1.6 Perform an initial assessment of the impact of the change

Key questions

- How might an initial impact analysis of the change be carried out? Who should be involved and how?
- What will be different from the perspective of service users, staff, communities and other key stakeholders as a result of the change process?
- How will services be delivered differently?
- What aspects of the organisation will be impacted by the change, i.e. strategy and policy, structure and process, people and culture? Have internal and external factors been taken into account?
- How will the context, background and culture of the organisation impact upon the change process?
- How will the organisation be affected: business/service impacts and people and cultural impacts? What type of resistance to the change might be anticipated?
- What are the perceived risks associated with the change process?
- What is the possible timeframe and outline costs?

Note: Please refer to Step 4.2, page 48, for more detailed assistance in relation to impact analysis.

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1.7 Outline the initial objectives and outcomes for the change

Objectives are specific statements of the outcomes to be achieved. It is important to be able to communicate clearly the intended objectives and outcomes of the change in line with its vision and core purpose (see Step 1.1, page 20). Without an early sense of the objectives of the change process, the change will lack relevance for staff and their representatives. However, when front line staff, their trade unions and managers participate at an early stage in creating the case for change and determining objectives, they are more likely to accept its credibility and support the change effort.

The information gathered as part of the impact assessment will assist in bringing clarity to the process of outlining early objectives and outcomes. Objectives need to be specific, measurable, achievable, realistic and timed (SMART). The objectives and intended outcomes will form a core part of the business case for change.

Preparing to lead the change

1.7 Outline the initial objectives and outcomes for the change

Key questions

- What will be different as a result of the change process?
- What is the intended outcome of the change? This needs to be scoped on a number of levels depending on the scale and complexity of the change, i.e. whole population, community sector, service user, staff, etc.

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1.8 Agree initial resource requirements

Change efforts need to be adequately resourced to be successful. Take time at this stage to consider what type of resources will be required to support the change process. This may be a preliminary assessment of resource needs. The scale and complexity of the change will be a deciding factor in considering resources required.

Planning to meet resource needs will involve taking into account the best use of existing resources and the sourcing of appropriate support, guidance and expertise from within the system and externally if needed. A change management project team may be required and there may be options in terms of building on internal capacity in the system. The issue of resources to support the change should be revisited at regular intervals during the change process.

Preparing to lead the change

1.8 Agree initial resource requirements

Key questions

- What types of resources (people, financial, technological, infrastructural) are needed for the success of the change?
- Where are these resources currently available both within and external to the organisation?
- If resources are not available, how will the commitment to access them or redeploy existing resources be obtained?
- How will the leaders' expectations for the change be aligned with the actual resources they provide to support it?
- Is it necessary to appoint a project/change management team? How will this team be supported in its role?
- What is the impact of the pace of change (degree of urgency) on the resources needed and vice versa?
- How can the best possible people to support the change effort be identified and secured?
- What other types of resources are required in terms of ICT, expert/specialist knowledge, research, etc?

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1.9 Outline the initial business case for change

It is good practice that those leading the change should produce an outline document that presents all of the relevant data gathered to date, i.e. the business case for change. This brings greater structure and focus to planning the range of activities required.

Preparing to lead the change

1.9 Outline the initial business case for change

Business Case for Change

Completing the business case provides an early analysis and outline description of the following:

- The vision for change
- Need, rationale and mandate for the change
- Change leadership roles and early identification of resource requirements
- Key stakeholders and influencers in the system
- The drivers of the change and the degree of urgency
- The leverage points and interdependencies for making the change happen
- Options and risk factors (Initial analysis of the impact of the change in terms of the organisational and people factors)
- Purpose, objectives and outcomes
- Possible timeframe and outline costs
- Plan for communicating the business case

The information outlined above will assist in completing the *Project Initiation Document (PID)*.

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The business case will enable leaders to get preliminary broad approval for proceeding with the change effort. The process for obtaining approval will be determined based on the level within the organisation where the change is being mandated from, i.e. national, area or local. The *PID* is a significant reference document and should be used to continually proof and track progress of the change project as it unfolds. The business case should also be communicated in a way that enables staff and their representatives to see their role in the overall change effort. The *PID* is further developed to become the detailed Project Plan at the end of Stage 2.

Initiating Change

This is the end of the first stage of the HSE Change Model - *Initiation*. The business case (*Project Initiation Document*) has been completed as noted above. The *PID* has been reviewed and approved by the appropriate management. However, in line with project management methodology, it is always appropriate to conduct an end-stage review so that changes that need to be made can be agreed and approved at the appropriate level before progressing to the next stage. These factors may relate to issues of resources that need to be secured, risks that have been identified or other data that may have emerged. It is important that these factors are taken into account and appropriate decisions or actions taken before moving forward.

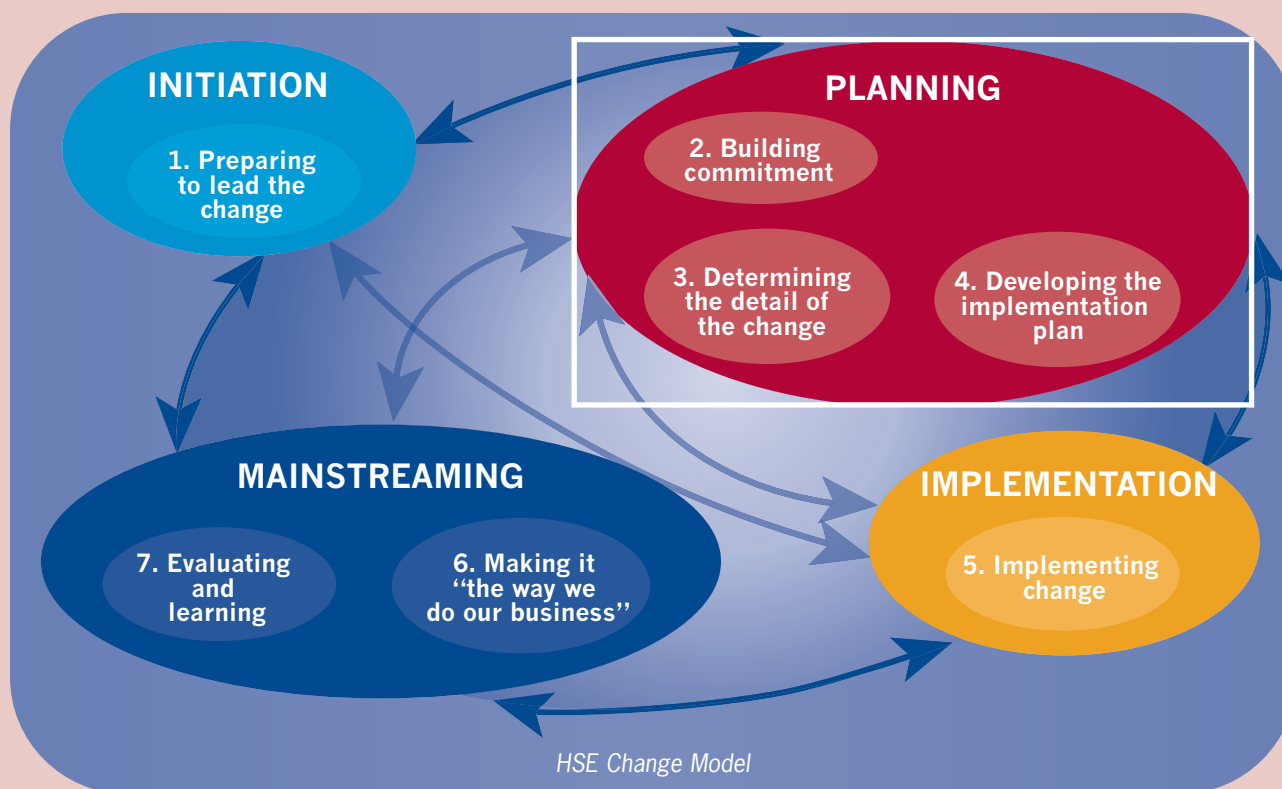
PLANNING

Step 2
BUILDING COMMITMENT

Step 3
DETERMINING THE DETAIL OF THE CHANGE

Step 4
DEVELOPING THE IMPLEMENTATION PLAN

HSE Change Model



PLANNING

Purpose of Planning

The purpose of Planning is to determine the specific detail of the change and to create support for the change process. The broader the support, the easier the process will be. Creating this support ensures that people are joining in a concerted effort, with a clear purpose and resolve, to create a new future for the organisation.

This stage shifts the orientation of the leaders to commencing more visible action. The focus is to build organisation-wide commitment, momentum and capacity for the change. It increases participation and engagement in the change process, builds increased understanding of what the change is intended to accomplish and what it means personally for all involved.

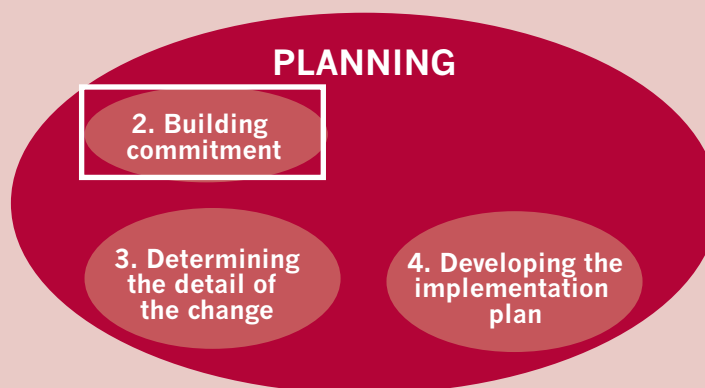
Deliverables

- The organisation will have created a shared vision for change and be focused on taking it forward
- The business case for change and approach to change will be communicated
- The readiness and capability of people to participate in the change process will be increased
- An assessment of the organisation's current reality against the vision for change will be completed
- The detailed design of the future state will be described and the impact will be assessed
- An implementation plan for action will be negotiated and agreed with all key stakeholders and an Implementation/Project Plan will be completed

Step 2:

Building commitment

- 2.1 Build a shared vision
- 2.2 Communicate the vision and the business case for change
- 2.3 Increase readiness and capacity for change
- 2.4 Demonstrate that change is underway

**Purpose of Step 2**

The purpose of this step is to further increase commitment for the change across the system, build a shared sense of the vision for change, and engage in activities that will increase readiness and capacity to embrace the requirements of the new future.

2.1 Build a shared vision

The HSE vision for change is **easy access, public confidence and staff pride**. Staff need to understand what that vision means for them, their teams and the service they provide. Working with staff, their trade unions and other stakeholders to translate the vision so that it is meaningful and compelling for them is a priority. The purpose therefore of this part of the process is for leaders to engage with service users, staff and their representatives in creating a shared vision and developing a more detailed picture of the future.

This process of translating and adapting the vision brings a greater sense of reality for staff at local level. It provides an opportunity to explore the relevance for staff of the business case developed at the end of Step 1. There are three parts to the visioning process:

1. Communicating the guiding vision, values, direction and expected outcomes, and engaging people in translating it to local contexts
2. Describing what the vision means in a way that is compelling and meaningful
3. Ensuring that the entire organisation understands the vision, and is committed and supported in making it real

At this stage in the process it is important to demonstrate visible commitment to the *Employees (Provision of Information and Consultation) Act 2006* which aims to provide opportunities for staff and their representatives to contribute ideas, views and solutions within the change management process, adding value and improving the quality of decision-making and outcomes.

There are a number of possible methodologies that are effective in developing a shared vision. These include future search conferencing and the use of appreciative inquiry. These methodologies provide opportunities to take a whole-system approach that involves all stakeholders, including service users, staff, trade unions and relevant agencies.

Following the process of engaging staff, trade unions and key stakeholders in building a shared vision, the picture of the future should be described and communicated in a way that is compelling and meaningful to people. Once the vision is shared, each part of the organisation has the opportunity to explore the implications it has on its day-to-day operations and culture.

Building commitment

2.1 Build a shared vision

Designing the process of engagement and building the shared vision: key questions

- How willing are leaders to engage the whole system in achieving the shared vision?
How will they do this? Who will do this?
- How will staff and their trade unions be involved in planning the engagement process?
- How will the process of engagement with key external agencies be co-ordinated?
- How will service user and community groups participate in this process?
- What work can be built upon to translate the vision into a meaningful picture at local level?
What information is there from earlier activities in Step 1 that will assist the process?
- How will the vision be communicated both within the organisation and externally with all relevant stakeholders?

Prompts to explore the vision with staff or other key stakeholders

- What do you understand about the implications of the HSE vision for change?
- What do you understand as the purpose of this change?
- What does the national vision mean for your service/team, i.e.
what is your ideal picture for the future?
- From the perspective of your service, describe what will be different from
a service user/local community perspective?
- What will staff within your service be doing differently?
- How will the change add value to each of your stakeholder groups?
- What would happen if the service did not complete this change successfully?
What would be lost?
- What are the ideal structural, technological and financial conditions for supporting
this change within your service?
- What is the ideal style, behaviours and values of leaders and staff to support this change at
local level?

Note: Many of these prompts will create different conversations about the vision for change. It may not be necessary to use all of the information that will emerge, but it will enrich the pursuit of the shared vision.

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2.2 Communicate the vision and the business case for change

A comprehensive communication plan is needed in order to share the emerging vision for change and the details of the business case. It is important to communicate the information about the change on several different occasions and in different ways. The communication plan should be designed as an ongoing process rather than a once-off event. Careful attention needs to be paid to effective communication methods and a respectful and engaging style in line with the needs of the stakeholders. It is appropriate to consult with and involve staff and their trade unions in planning the communications process.

Leaders need to attend to how people are reacting to the impending changes, and act appropriately and sensitively. They also need to demonstrate openness to receiving feedback about the possible impact of the changes on staff and service users. Leaders and managers must also be willing to act on this information. The communication plan should describe how feedback will be received and acted upon. (See page 12 - Activities for change: Communicate relentlessly).

Building commitment

2.2 Communicate the vision and the business case for change

Key questions

- How will the shared vision for change be communicated?
- How will the business case for change and the approach to change be communicated?
- How will the effectiveness of the communication process in terms of flow of information, timeliness, accessibility, methods used be assessed?
- How will leaders assess the effectiveness of their own personal communication? Who will support them to achieve their desired intention?
- How will the information gathered in relation to people reactions to the change be dealt with appropriately? Consideration needs to be given to possible sources for this information, i.e. feedback from team or management meetings and trends in staff relations and occupational health

Communication prompts and template

Who?	What?	How?	When?	Outcome?
Who are we communicating with? <i>(Note: the identification of the different individuals and groups you are communicating with, i.e. your target audience will influence your decisions regarding each of the questions in the columns to the right.)</i>	What does your audience already know? What is the purpose of the communication? What is the content of the message? What message do you want to give? What do you want your audience to do differently when you have communicated with them? What other issues are your audience already dealing with?	What is the most appropriate method or means of communication? How will possible difficulties/obstacles to communication be addressed? How will you tailor your message to meet the needs of your particular audiences? Who is best placed to deliver the message? How can these individuals be supported in their role?	When is the best time to share this information? How frequently will information be shared? Is there a need to specify a deadline in terms of response?	How will feedback about the change be received and acted upon? How will the impact and effectiveness of the communication processes be assessed and acted upon?

(See also page 12 - Activities for change: Communicate relentlessly)

2.3 Increase readiness and capacity for change

In Step 1.3, page 26, an early assessment of how ready and capable people were to embrace change was explored. Action is now needed to support people to develop the skills, knowledge and competencies for the change process. Bringing about cultural and behavioural change takes time. Therefore, appropriate opportunities for personal and team development need to be created, and leaders themselves need to be supported to model the new behaviours required to bring about the change.

It is important to attend to the supportive conditions that enable change to happen successfully within the organisation. Opportunities for personal and team development are also essential components of the change process.

Building commitment

2.3 Increase readiness and capacity for change

Key questions

- How will the assessment data in relation to the levels of readiness and capability for making the change happen, be used? (see Step 1.3)
- What groups will be targeted for developing change knowledge and skills?
- What specific change knowledge areas and skills will be developed and how will this take place?
- How will leaders provide strong, visible and credible leadership for the change?
How will they model the required behavioural changes inherent in the change process?
- How can processes of staff engagement be developed further to support the change?
- What role can human resource teams, specialists and partnership facilitators at national, area and local level take up to support the process of change?

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2.4 Demonstrate that change is underway

People need to begin to see in real and meaningful ways that change is happening. At this point it is therefore important to demonstrate that the old ways of operating are changing or are about to change while at the same time paying respect to the legacy of the past.

Leaders should scan all change activities which are underway or being planned to determine the fit and priority of these activities, and to ensure that they are appropriately aligned. Certain activities may have to be prioritised, redesigned or ended. It is also important to acknowledge and recognise that the day-to-day operational activity still has to be done while at the same time clearly signalling the need to change or do things differently.

Building commitment

2.4 Demonstrate that change is underway

Key questions

- What activities within the organisation need to be ended, changed or redesigned?
- What legacy issues need to be attended to? How can they be acknowledged and appropriately ended or transferred into the new system if still relevant?
- What is the responsibility of leaders individually and collectively to mark the change to the new way of doing things? How can their behaviours and performance be acknowledged?
- How can opportunities in the wider environment or local communities be utilised to signal that change is underway or that service users are beginning to experience change?

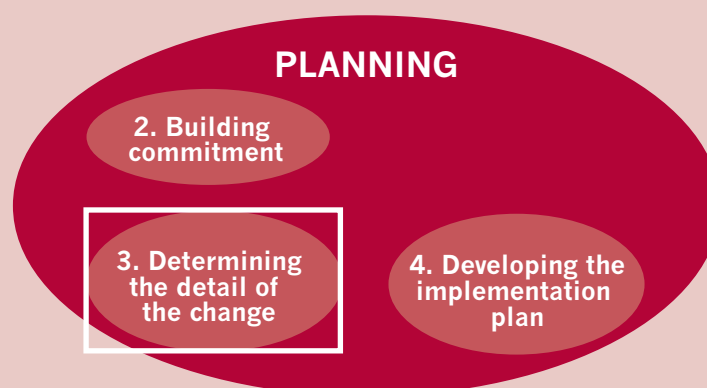
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Step 3: Determining the detail of the change

3.1 Assess the current situation against the future vision for change

3.2 Feedback this analysis to key stakeholders

3.3 Describe what needs to change



Purpose of Step 3

The purpose of Step 3 is to assess the current situation in order to determine the detail of the change and outline what the organisation already has in place that will support its success.

The foundations for success have been set, a clear vision of the desired future has been described and the focus is now on increasing the momentum for change throughout the organisation. Key tasks include:

- Gathering more detailed information to assess where the organisation currently is at in line with the vision for change
- Assessing what currently exists to support the change and exploring possible options
- Designing actions to bring about the desired change

3.1 Assess current situation against the future vision for change

Gathering information and analysing the gap between the present situation and the shared vision of the future will help to develop a more informed understanding of the detail of the change. Good, collaborative information gathering, analysis and diagnosis of key information will point towards the set of activities that will assist in the journey of change.

The process of gap analysis will help leaders to assess what already exists in the organisation to support the vision at service delivery level and in terms of people's readiness. It will also help to identify what must be changed or discontinued, and what has to be created or initiated. Comparing or benchmarking key organisational or clinical practices with other organisations and with evidence of best practice will assist the process of gap analysis and the identification of areas where improvements are required.

The process of information gathering and gap analysis should involve a cross section of staff and stakeholders at all levels who will deliver the change and/or who will be impacted by it.

Methodologies for gathering information and gap analysis

- Approaches may include individual or group processes, large scale events, etc.
- Methods may include surveys, questionnaires, interviews, focus groups, observation, data scanning, research processes, etc.
- It may also be appropriate to draw on the knowledge of key people in particular fields for more specialist analysis

Determining the detail of the change

3.1 Assess current situation against the future vision for change

Information gathering and gap analysis: key questions

- What is already known about the current situation in the organisation? What information is already available or gathered?
- What additional information needs to be collected and how will this information be collected?
- Who should be involved in this process?
- How can the assessed needs of all stakeholder groups be attended to at this stage, including staff, trade unions, service users and other key agencies? What is the most meaningful way to involve them?
- How can the information being gathered be compared with evidence of best practice (national or international), research data, etc?
- What processes of analysis can be used, i.e. gathering information into themes, assessment of trends, assessing the data against appropriate models for service delivery or organisational effectiveness?
- Following information gathering and analysis, particular attention needs to be paid to the process of providing feedback as noted in 3.2 on page 45

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3.2 Feedback this analysis to key stakeholders

Providing feedback on the analysis carried out to date to key stakeholders is an important step and will assist in increasing ownership and energy for action. Dedicated time should be set aside to provide feedback in a planned way. Feedback is primarily a stimulus for action and should prompt further exploration and problem solving.

A variety of ways of giving feedback may be needed, e.g. verbal, written, individual, group, formal meetings, presentation, etc. The communication methods used at this stage should also be carefully planned and co-ordinated.

Determining the detail of the change

3.2 Feedback this analysis to key stakeholders

Key questions

- Is the information valid and accurate? Does it reflect what the organisation is really like?
- Is the information meaningful and relevant?
- Is the information linked to real organisational experiences or behaviours?
- Is the information presented in a way that is understandable and easily interpreted?
- How can you address the factors that may have emerged from the questions above?
- How can you ensure the information is fed back as quickly as possible after being collected and analysed?
- How can you ensure that you do not overload people with information and limit the feedback to data that can be realistically processed at that time?

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3.3 Describe what needs to change

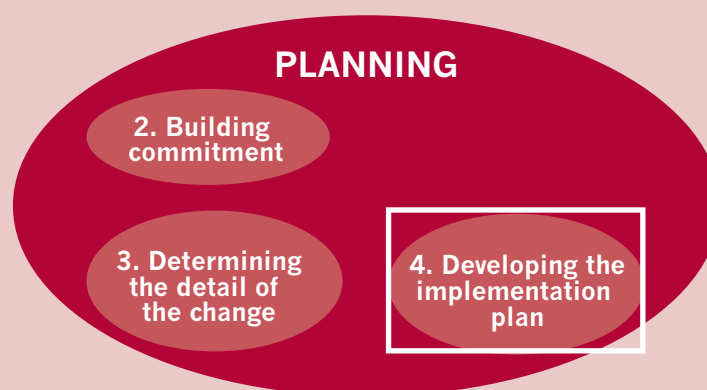
The gap between the current situation and the desired future vision will be clearer at this stage and the scale of the change required will be evident. It should be possible to outline now in some level of detail what needs to change, what needs to stay the same and where developments can occur. Describing what needs to change will assist in:

- Articulating clear expectations for what needs to be achieved to be successful
- Triggering areas that need to be refined in the overall change process
- Clarifying further what exists in the current organisation that supports the future vision, what must change and what must be left behind
- Setting out a high-level plan for discussion with those who will be involved in designing the detail of the change and how the change will be implemented in practice (This will be outlined in more detail in Step 4.1, page 46)

Step 4:

Developing the implementation plan

- 4.1 Design the detail of the future state**
- 4.2 Assess the impact of the detailed design**
- 4.3 Outline and agree the plan for implementation**
- 4.4 Complete the detailed Implementation/Project Plan**

**Purpose of Step 4**

The purpose of Step 4 is to undertake the detailed design of the organisational, service and cultural changes that will enable the organisation to achieve its vision. Step 4 helps to prepare the organisation for implementation. The significant level of preparation work completed up to this point will help to ensure that this stage in the process goes more smoothly. This step goes into detail about the *specific* changes needed to accomplish the vision.

4.1 Design the detail of the future state

Based on the description of what needs to change as outlined in Step 3.3, page 45, it is now possible to set out in detail what the changes will mean at different levels of the organisation, i.e. national, area and local. The detailed design will also address the impact on strategy, policy, structure, processes, culture, people and working relationships.

The process of developing a more detailed design is an important phase. It brings a sense of reality to the process and helps people to experience the potential of the change. This detailed work will need both strategic and operational knowledge and expertise in order to ensure that the strategic direction and the operational detail of what works are integrated. For this reason, it is important that staff from all levels of the organisation and their trade unions are involved. Engagement with key stakeholders is also a requirement as this will assist in testing some of the design details.

The scope of the change will determine the breadth and complexity of the design required.

Communicate the detailed design of the future state

Once the organisational design has been described in detail it needs to be communicated to people across the organisation. This will include detailed feedback to partnership committees and trade unions, who have been involved in the planning process. It will be important to indicate that this detailed design is the organisation's best current thinking about the proposed change and may need further refinement. By providing opportunities for feedback at this stage, openness to emerging possibilities for change can be fostered.

4.1 Design the detail of the future state

Key questions

- Does the organisational structure need to change to support the new requirements? What new governance arrangements (management and clinical) are required, including performance management systems?
- What policies need to be amended or created? How will policies be commissioned and ratified?
- How will budgetary and funding processes be realigned to match the new service configuration?
- How will services be redesigned and organised? Will new services be established?
- How will posts be created or reassigned?
- How will processes for communication and decision-making be different?
- How will human resources, finance, estates management and other functions support service changes?
- What ICT systems need to be developed, integrated or improved?
- Will new teams be established or will existing teams be changed?
- How will roles and responsibilities be changed? Will they be redesigned?
- What changes will be expected of individual staff members?
- How will the nature of the working relationship with external agencies and the wider community be different?
- What key performance measures will be in place?
- What will be the key indications of progress/success?

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4.2 Assess the impact of the detailed design

It should now be possible to carry out a more comprehensive analysis of the impact of the changes on existing service users, services, teams and individuals. This impact analysis will assist the leaders of the change process to fully understand the extent and complexity of the changes required. This impact analysis differs from the one outlined earlier (Step 1.6, page 30) in that leaders, staff and their trade unions are now in a position to perform a more comprehensive analysis based on a specific design.

The impact analysis will help to clarify the work needed to implement the change and will ensure that an integrated approach is adopted. Key stakeholders, who will deliver the change, including staff and their trade unions, should be involved in assessing and describing the impact on existing services, teams and individuals. The information gathered will help to identify significant enablers and possible barriers to implementing the change, and to flag any issues that may have system-wide implications. This is also the time to determine whether the overall change design needs to be adjusted or refined.

The challenge for leaders of the change process at this stage is to remain open to what the impact analysis is telling them and to be willing to explore options and possibilities that emerge. Leaders need to be flexible and need to amend the project orientation if the data is clearly telling them that 'course correction' is needed. They will also need to ensure that the mandate to take corrective action is agreed at the appropriate level. If they do not attend to this emerging data there is a risk that the change will not remain on track and will not deliver on its desired outcomes.

A plan for communicating the detailed design of the future state, including the results of the impact analysis, should be prepared.

Pilot test

Sometimes the plan for the future is so radically different from the old way the organisation operates, or so complex, costly, culturally challenging or innovative, that those leading change may decide to test the design before they proceed with full-scale implementation. This process of pilot testing is in line with an action learning approach. It can enhance buy-in for the wider change effort as success can be celebrated and learning can be shared. The learning from the pilot allows the design to be refined (if necessary) before deciding to proceed. It is worth noting that frequently insufficient attention is given to the impact of reintegrating pilot projects into the organisation at the end of the pilot phase. Therefore, these considerations need to be attended to when designing and planning pilot projects.

Developing the implementation plan

4.2 Assess the impact of the detailed design**Key questions**

- What process will you use to identify impact issues? Options include project teams, reference groups, partnership committees, large group interventions, surveys, pilot sites, use of case scenarios or case studies, etc.
- What is the scope of the impact analysis? What areas will it address? What degree of detail is needed? What is the time frame?
- Who are the best people to do this work?
- How will this work be resourced?
- How will the information be analysed and by whom?
- How will the findings be assessed?
- How will you monitor the impact of the findings from a political, cultural and people perspective?
- What attention needs to be paid to assessing the impact from a human resources perspective, including the impact on existing staff relations agreements?
- How will you communicate the findings from the impact analysis process?
- What changes need to be made to the business case (*Project Initiation Document*) and how can these changes be agreed and approved?

Impact assessment template

Based on the information from the detailed design it should be possible to assess the impact on the existing organisation, services, teams, staff and service users. It is also important to consider the wider system – other agencies and the broader community perspective.

Description of the current situation	Transition from current to future			Description of the future vision
	<div>What will stay the same?</div> <div>What will need to be discontinued?</div> <div>What will be different? What will need to change?</div> <div>What opportunities are there for improvement?</div> <div>What are the perceived risks?</div>			
	<div>Organisational – internal and external levels</div> <div>Service/team levels</div>	<div>Service user/local community perspective</div>	<div>Individual staff member</div>	

Note: This template can be modified to meet individual service needs and to enable the exploration of impact issues from the perspective of different stakeholders, and at different levels in the system.

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4.3 Outline and agree the plan for implementation

At this stage in the change process all of the data gathered to date and, in particular, the detailed design and outcomes from the impact analysis, will inform the implementation plan. The issues that emerged in the impact analysis need to be resolved, solutions found and addressed. This may involve amendments to the overall design for the change. Appropriate action will need to be taken by the change leaders to secure mandate for the changes needed at this point.

It should now be possible to outline a detailed plan for implementation, including critical milestones. The output from this stage will form the Implementation/Project Plan which will be completed at the end of Step 4. The major elements of the implementation process address the following:

- Sequenced actions required for implementation
- Key milestones and timeframe for completion of the actions
- Responsibility and accountability for these actions
- Where in the organisation the actions will occur
- Resources required to achieve the desired outcomes
- Performance indicators to measure the outcomes
- Key risk factors and areas of dependency associated with the change
- How communication and feedback processes will be managed

Determine levels of implementation

The plan for implementation needs to be translated for application at different levels in the system, i.e. national, area and local levels. It may be appropriate to appoint implementation groups or individuals with local knowledge and experience to adapt the overall plan into change actions based on locally assessed need and readiness.

Participation and involvement

Levels of involvement of stakeholders have been increasing throughout the various activities to date. All those who will be implementing the change need to be involved in agreeing the plan for implementation. In line with the commitment to work in partnership with staff and their trade unions, particular attention needs to be given to ensuring appropriate levels of involvement in the development of the implementation plan. This includes specific involvement of trade unions, professional bodies and partnership committees. *The Health Services Partnership Agreement incorporating Protocol on Handling Significant Change through Partnership and Statement of Common Interests* (2006) should again act as an important framework to assist in planning this step. The pace of the change process and how it impacts on people and other service providers must be kept in mind to ensure engagement and longer-term energy and sustainability. This must be balanced with a sense of urgency to achieve the change.

4.3 Outline and agree the plan for implementation

Factors to consider in agreeing the Implementation/Project Plan

- How will issues identified as part of the impact analysis be resolved and by whom?
- How will possible solutions be identified and translated into realistic actions?
- Who needs to be involved in agreeing the plan for implementation?
- Has there been adequate involvement of staff and trade unions in developing and agreeing the implementation plan?
- Who will monitor interdependencies between actions and ensure integration?
- How will you determine who is responsible for carrying out the various actions? How will accountability for action be assigned and measured? Who carries executive responsibility for implementation at the various levels?
- How will you determine the appropriate priority and sequence of actions within the plan?
- How will you determine the appropriate pacing and timelines for the plan?
- How will the plan be updated over time?
- What arrangements need to be put in place to sustain energy for change over time?
- What performance measures/performance indicators will need to be put in place and how will they be designed?
- How will the resources to implement the changes be determined and renegotiated?
- How will risks be assessed and monitored on an ongoing basis?

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4.4 Complete the detailed Implementation/Project Plan

At the end of the *Planning* stage a detailed Implementation/Project Plan is required. This Implementation/Project Plan brings together the combined output from Steps 1 to 4; it includes the details from the business case for change (*Project Initiation Document*; end of the Step 1) and the detailed implementation factors. Once the Implementation/Project Plan has been agreed and signed off, it should be communicated to all relevant stakeholders. The Implementation/Project Plan then becomes the key reference point for monitoring adherence to the key actions agreed and signed off in the plan. Based on such analysis and review, it may be appropriate to renew levels of commitment at specific intervals, reprioritise and accelerate certain actions or modify specific aspects of the plan. It is therefore important that Implementation/Project Plans are revisited at appropriate intervals so that action can be taken to prevent drift, and allow for renegotiation and re-mandating if required.

Developing the implementation plan

4.4 Outline of the Implementation/Project Plan

Implementation/Project Plan

A detailed plan for action can now be outlined and agreed. The Implementation/Project Plan combines the detail contained in the Business Case (*Project Initiation Document*) as highlighted in Step 1.9, page 33, and develops it further. It also contains the implementation details and brings together all of the strands of change activity. It brings a level of formality to the process and the opportunity for formal sign off by the appropriate leaders. The elements of the Implementation/Project Plan are outlined below:

Overview

- Description, vision and scope of the change
- Key drivers and mandate for the change
- Purpose, objectives and outcomes of the change
- Stakeholder analysis and key leadership roles

Implementation Details

- What: The sequenced actions required for implementation
- Who: Who is responsible for these actions
- When: What is the timeframe for completion of the actions
- Where: Where in the organisation the actions will occur

Performance and Quality Measures

- Performance and quality measures to assess the outcomes of the implementation plan

Resource Requirements

- Resource requirements to implement the change
- Project costs

Risks and Dependencies

- Identification of the main risks associated with the change/project
- Indication of the main dependencies that may impact on the change/project

Communication and Engagement Plan

Other relevant information

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Planning

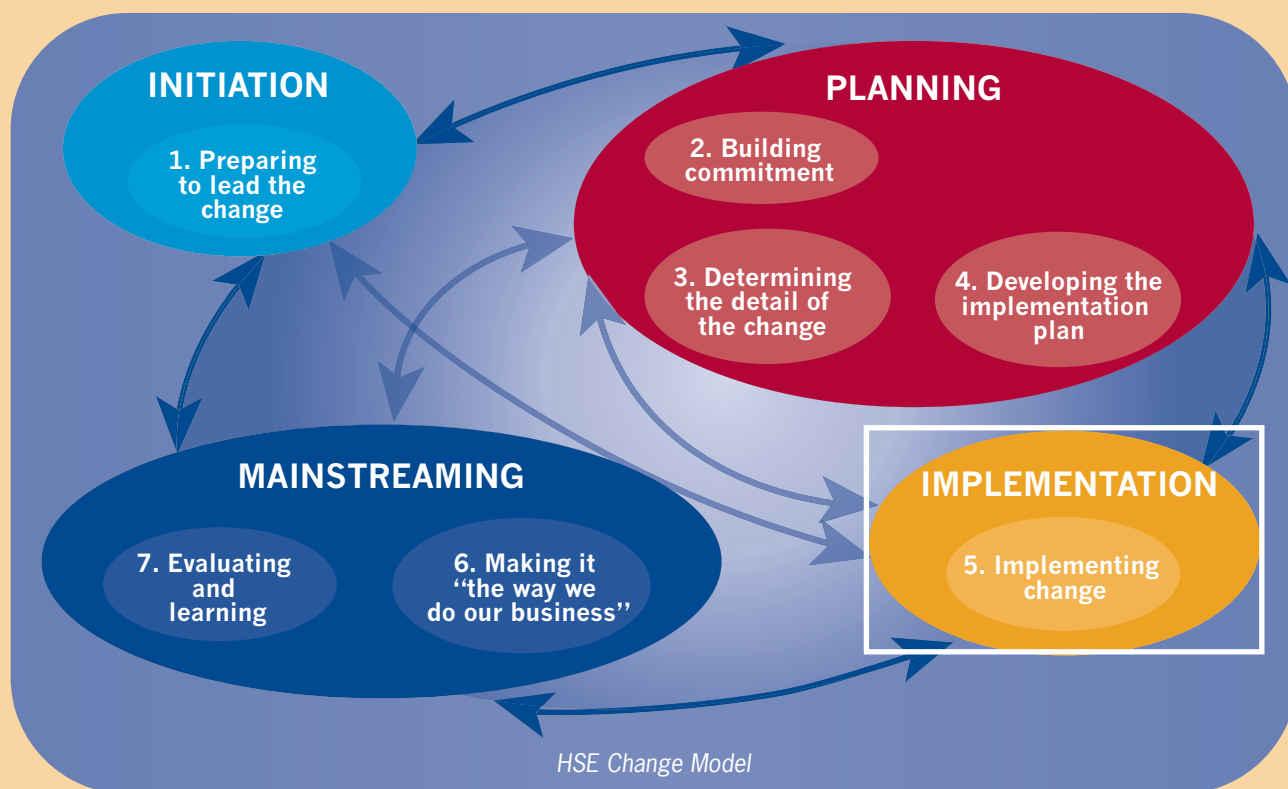
This is the end of the second stage of the HSE Change Model - *Planning*. The detailed Implementation/Project Plan has been developed. This comprehensive plan co-ordinates all of the relevant information gathered to date and provides a valuable road map for moving forward in a planned way. The plan provides a baseline for measuring progress, and it reflects all of the progress and changes encountered up to this point in the change process.

This stage in the HSE Change Model facilitates leaders to take time to examine whether the original objectives for the change project are still valid and to make appropriate amendments based on the information they have gathered. In line with project management methodology, therefore it is appropriate for the change/project leaders to conduct a review at the end of this stage, revisit elements of the project that they are not satisfied with, and seek approval/mandate to proceed with the next stage of *Implementation*. It is also important to consider how best to renegotiate changes with key stakeholders if the changes envisaged to the overall plan are significant. However, if the process of engagement and partnership has been effectively managed to date it should be possible to address and agree these changes.

IMPLEMENTATION

Step 5 IMPLEMENTING CHANGE

HSE Change Model



IMPLEMENTATION

Purpose of Implementation

This stage focuses on implementing and monitoring the Implementation/Project Plan to ensure that it is meeting its purpose. It is vital to signal that the new ways of working are agreed and being implemented, and that inappropriate models of working are discontinued. Leaders must actively attend to what is actually happening in the organisation as it is changing.

While implementation will follow the main parameters of the plan, aspects of the change process will inevitably go differently than planned. The sequence of implementation activities will need to be revisited, and leaders should allow the implementation to evolve naturally, learning from what occurs and influencing appropriately. They will also need to be receptive to emerging internal and external environmental changes in the wider system in order to adapt appropriately. The need for adaptability and flexibility does not, however, take away from the responsibility of leaders to keep the change process on track within resources and in line with the agreed vision for change.

Deliverables

- The change will be implemented and new ways of working will be reinforced
- Changes in structure, work processes and approaches to service delivery will be evident
- Staff with the support of their trade unions will be actively engaged in implementing the detail of the change and the new organisational design of the future should be becoming a reality and feel tangible for staff
- Service users and local communities should be experiencing the impact of the change
- Feedback will be actively sought on the success of the implementation process and action taken to keep the change efforts on track
- Focused effort will be placed on sustaining the momentum to implement the changes

Step 5:

Implementing change**5.1 Implement the change****5.2 Sustain momentum****IMPLEMENTATION****5. Implementing change****Purpose of Step 5**

The purpose of this step is to implement the agreed changes and to attend to the factors that will assist longer-term sustainability.

5.1 Implement the change

The organisation now begins the implementation of the agreed actions. It is important to build upon partnership working and provide ongoing opportunities for staff at local level to guide implementation. It is the role of the change leaders to acknowledge openly the personal challenges of change and to support a cultural norm of tolerance and continuous learning. The impact of the change in service delivery on service users, key service providers and staff should be closely monitored during this stage and appropriate feedback sought.

Factors to consider when implementing the change

- Clarity around commencement dates for implementation
- Communication with staff and service users, and ensuring that there is a way of resolving issues that arise in the early stages of implementation
- Continuing to work closely with staff and their trade unions to monitor the impact of the changes
- Continuously scanning to ensure that the old ways of working are phased out sensitively
- Managers being available to staff to address issues as they emerge
- Continuing to support staff and their trade unions in implementing new skills required for the change and offering hands on support on site for particular challenges that may arise
- Supporting the new behaviours required to operate in the changed environment
- Acknowledging that change takes time and that a supportive environment for staff is essential

5.2 Sustain momentum

Because change typically takes time to implement, ways of sustaining the momentum and energy for the change over time are needed. Leaders should plan to sustain energy for the change and to see it through over the long-term, modifying actions as new needs arise.

A strong emphasis has been placed to date on creating readiness for change and preparing leaders and staff to embrace the changes that are planned or emerging while at the same time maintaining a focus on agreed areas of responsibility and accountability. It is important to continue to take a realistic look at how to support people through the actual changes. Focused attention on assisting people with their reactions to change, both positive and negative, will be one of the most critical actions required in implementation. This will involve continuing to work with partnership committees and trade unions to ensure that staff interests are actively considered. Supporting people to make the transition to the new situation will yield long-term benefits. It may be appropriate to consider the following organisational services and supports for staff:

- Learning and development support for knowledge, skill and competency development
- Leadership development and performance reviews
- Personal and team development opportunities
- Engagement and partnership processes
- Partnership training
- Career development/coaching/role consultation/mentoring
- Employee Wellbeing Services
- Action learning groups
- Peer support
- Equality and diversity programmes

Implementing change

5.2 Sustain momentum**Challenges of implementation and sustaining momentum need to be considered: key questions**

- How will leaders remain committed to modelling the new behaviours and building relationships during implementation?
- How will you build understanding that it takes time for people to change? How will you monitor how staff are responding to change and support them appropriately?
- How will you continue to support stakeholders to take responsibility for the successful implementation of the change?
- How will you oversee/monitor the success of the implementation process and modify it as the need arises? How will the impact on service users be monitored?
- What processes will you put in place for problem solving when issues arise?
- How are risk issues being managed during the change process?
- What supports will need to be put in place to sustain momentum and energy for implementation? How will the achievement of key milestones be acknowledged?
- How will the learning from the implementation process be shared?
- How will ongoing communication be monitored for effectiveness?

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Implementation

This is the end of the third stage of the HSE Change Model - *Implementation*. During this stage the key change activities 'go into live operation'. The changes are monitored and issues or risks that emerge are addressed. During this phase of implementation it is equally important that the end-of-stage review is conducted to ensure that corrective action can be taken and important emerging issues or trends are monitored or addressed.

MAINSTREAMING

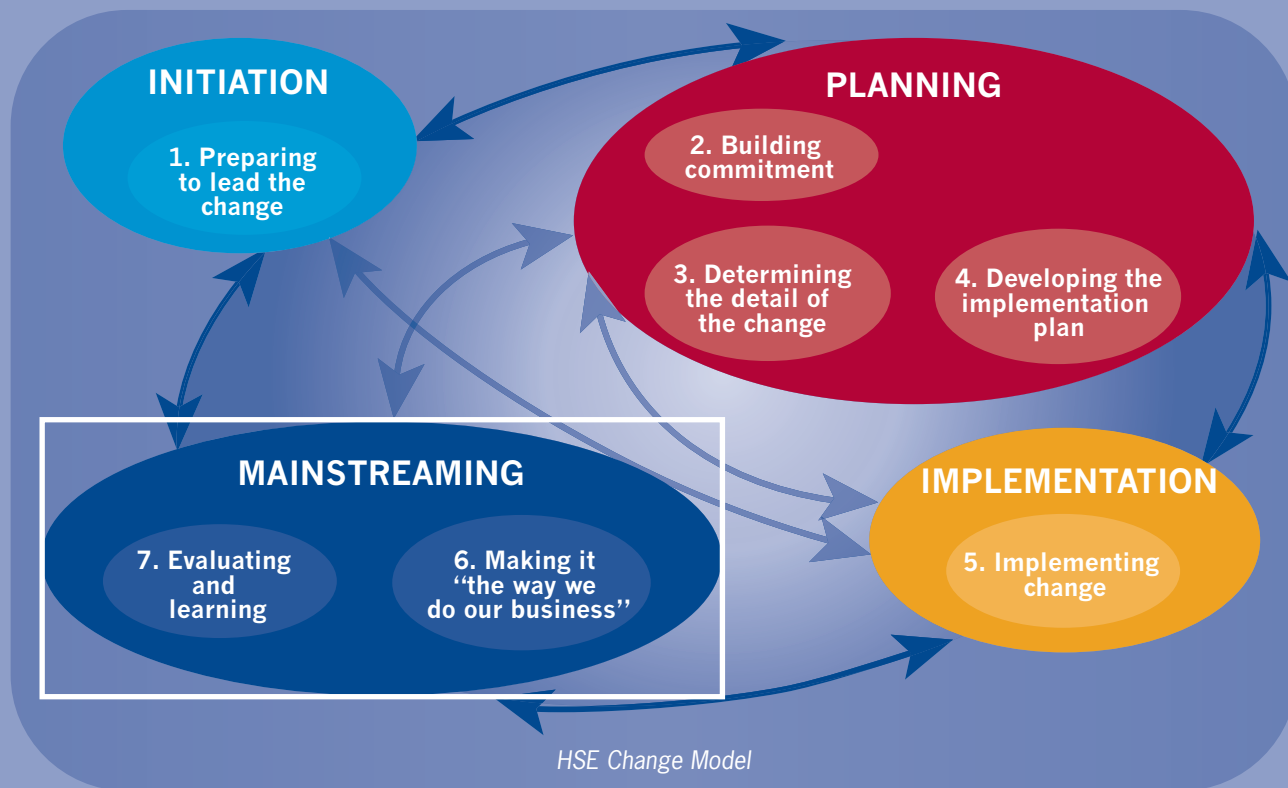
Step 6

MAKING IT 'THE WAY WE DO
OUR BUSINESS'

Step 7

EVALUATING AND LEARNING

HSE Change Model



MAINSTREAMING

Purpose of Mainstreaming

The purpose of Mainstreaming is to focus attention on the success of the change effort and on integrating and sustaining the new ways of working and behaving. This stage also focuses on mechanisms for evaluation and continuous improvement.

The environment in which health and social care operates is constantly changing. The internal dynamics of the organisation will also continue to change. The new reality for people may never feel as if it has arrived; it may always feel somewhat unstable as the next wave of change may already be underway. The majority of people, however, have a need for completion. Attention to endings is therefore a requirement while at the same time acknowledging the transition to the next phase of change and development.

Deliverables

- The achievement of the desired vision will be acknowledged, and individuals and teams will have been recognised for supporting the change
- Individuals and teams will be supported in understanding how best to work together, and how they fit into the bigger organisational picture
- A critical mass of the organisation will understand how the new way of working operates and how to support best performance
- Ways of learning from the change process will be integrated into the organisation's approach to change
- The temporary change structures that are no longer needed will be discontinued
- The support structures, systems, etc. that were found to be useful will be integrated into the organisation
- The people who are impacted by the change and all relevant stakeholders will understand that this current phase of change is now complete
- Staff relations issues will have been addressed and resolved in accordance with agreed procedures and *The Health Services Partnership Agreement incorporating Protocol on Handling Significant Change through Partnership and Statement of Common Interests (2006)*

Step 6:

Making it 'the way we do our business'

- 6.1 Acknowledge success and achievement**
- 6.2 Support integration of the change**
- 6.3 Ensure decision-making processes support the change**

**Purpose of Step 6**

The purpose of this step is to help people to integrate and practice the new behaviours, skills and work practices. This phase creates a pause that is essential for staff to feel a sense of achievement at reaching this point. Attention is also given to how to keep old dynamics or ways of behaving from re-emerging in the organisation.

6.1 Acknowledge success and achievement

At all stages and key milestones of the change process it is important to take time to celebrate success and the achievement of desired changes, in a manner appropriate to the organisation in question. Personal and team development and performance planning and review processes provide opportunities for a systematic and structured approach to review developments and acknowledge success. Within the HSE, the Achievement Awards also provide an opportunity for teams and services to present their work and to learn about developments in other parts of the country.

6.2 Support integration of the change

People need support to embed the changes into their everyday activities and behaviours. This will reduce the sense that change is an 'add on' rather than an integral part of the day job. This is also a good time to pay attention to strengthening relationships and connections in the system.

At whole-system or organisational level, it will be necessary to attend to how well the changes are being embedded into key business processes such as business/service planning, decision-making processes and performance review processes at individual and team level.

System-wide integration of the changes is also essential in order to establish success both within the organisation and externally with key services providers, other statutory bodies and local communities. A process will be needed to ensure that all stakeholders understand how the overall organisation now operates in response to the needs of local communities and the changing environment. This work helps people to understand how each part of the system functions and how each contributes to bringing about improved health and well-being for the whole population.

Maintaining active leadership at this stage of the process is vital in order to embed the new ways of working into day-to-day activities. Leaders need to focus on strengthening relationships and connections in the wider system in order to enable change to be sustained over the longer-term and to continue to build commitment.

Making it 'the way we do our business'

6.2 Support integration of the change

Key questions

- What new behaviours and ways of doing things are being demonstrated and encouraged?
- What supports are in place to sustain these changes?
- How can connections in the system be strengthened in order to enable change over the long-term?
- What processes are in place to acknowledge and celebrate achievements and innovations?
- How can change initiatives be integrated into the 'business as usual' activities of daily organisational life?

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6.3 Ensure decision-making processes support the change

To embed the change, it is important therefore to ensure that business processes such as service/business planning and performance review processes reinforce and support the new behaviours and mindsets required to make the change the way we do our business. Communication and engagement processes also need constant attention to ensure effectiveness.

Clear lines of responsibility and accountability for decision-making are also essential elements of an effective organisation. Good decision-making processes are critical to embedding successful change.

Making it 'the way we do our business'

6.3 Ensure decision-making processes support the change

Key questions

- How clear are lines of responsibility and accountability in the new system? Are decision-making processes reliable and clearly understood?
- Are processes for business/service planning, decision-making, performance review reinforcing and supporting the new behaviours and mindsets?
- How collaborative and transparent are decision-making processes?
- How can key activities associated with the change process be embedded into existing organisational processes such as team meetings, communication processes, business/service planning processes, etc?

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Step 7:

Evaluating and learning

- 7.1 Build a system to refine and continuously improve**
- 7.2 Learn from the change process and establish best practice for change**
- 7.3 Review the temporary change support structures, systems and roles**

**Purpose of Step 7**

The purpose of this step is to put in place ways to evaluate and learn from the way the change process was designed and implemented. The focus is on improving the organisation's readiness to engage in future change and to discontinue any activity that no longer serves the needs of the new organisational reality. What happens at this stage to prepare for the future and put closure on the past will influence the degree of readiness, willingness and capacity of the organisation for continued change.

7.1 Build a system to refine and continuously improve

Flexibility and openness to change is critical for the organisation to remain relevant and responsive to the needs of service users and the local community. It is important to emphasise the need for continuous improvement and development, and to make it part of the normal way of doing business.

Evaluating and learning

7.1 Build a system to refine and continuously improve**Key questions**

- What overall process will be put in place to continuously monitor developments and improvements at organisational and service levels?
- How will continuous feedback loops be established to ensure that there is access to organisational information and trends?
- How can it be ensured that the organisation continues to stay up to date with the ever-changing needs of its internal and external environment and population?
- What approach will be adopted to continue to build the capacity of change leaders within the organisation?

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7.2 Learn from the change process and establish best practice for change

Even though change by its very nature is emergent and continuous, leaders should look back formally at a given point in time and identify the learning from the change experience. One of the main learning tools is evaluation. Mechanisms for evaluation should be in place at all stages in the change process. Evaluation takes time and energy therefore it needs to be planned for and resourced appropriately.

Evaluation has been defined as the systematic and structured process of reviewing an experience, determining its worth or value and deciding what needs to be changed or further developed. While evaluation is described here as a key part of mainstreaming change, it has a place at all stages of the change process. It takes time and resources and should be factored into the early planning. Starting the evaluation when the change work is beginning ensures that the entire process of the change will be captured and appropriate adaptations can be made. It also ensures that we can continually focus on outcomes.

Evaluating and learning

7.2 Learn from the change process and establish best practice for change

Evaluation: key questions

- What arrangements will be put in place to support evaluation of the change process from the initiation stage?
- How will the evaluation process be resourced? Who will be involved? Can assistance be sourced to assist the process? How can capacity for evaluation within the organisation be developed?

Some general evaluation questions

- What did we set out to do? Did we achieve what we set out to do? If not, why not?
- What worked well that we could do more of?
- What didn't work that needs improvement?
- What should we stop doing?
- To what extent have the needs and interests of each stakeholder group been achieved?
- What is the information from specific measures of organisational performance and outcomes telling us about the success of the change process? What is the learning from risk assessments, accreditation processes, employee wellbeing processes, etc?
- What action needs to be taken based on the learning from the evaluation to improve the change process/enable it to be more effective?
- How will the learning from the evaluation be incorporated into existing or new leadership or management development programmes?
- How will the data gathered as part of the evaluation be documented, archived and communicated?

7.3 Review the temporary change support structures, systems and roles

Temporary support arrangements for the change process, such as project teams and individuals with specific change briefs, etc. need to be reviewed at this point to determine if they need to be reassigned or integrated appropriately into the organisation, if they serve a useful ongoing purpose. It is again important to pay attention to endings and to the process of reintegrating staff who may have been members of project teams back into the day-to-day operations of the organisation.

Responsibility for ongoing implementation and monitoring of change is an inherent part of the role of all leaders and managers in the system. It is important, however, to be explicit about the nature of this responsibility and to build it into the performance management system within the organisation.

Evaluating and learning

7.3 Review the temporary change support structures, systems and roles

Completion and reintegration: key questions

- What temporary structures, i.e. change project teams can be discontinued?
- What support structures and systems are worth keeping?
- How can individuals who were part of project teams be supported in returning to their posts within the organisation?
- Are there external contract arrangements that need to be ended?
- How will members of the organisation and all stakeholders know that this current phase of change is now complete? What processes for feedback from key stakeholders need to be put in place to assess ongoing progress?
- Is responsibility for ongoing implementation and monitoring of change explicitly named within the organisation? How can this responsibility be monitored through performance management systems?

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Mainstreaming

This is the last stage of the HSE Change Model - *Mainstreaming*. From a project management perspective, this final stage is concerned with reviewing lessons learned from the implementation phase and completing appropriate elements of the project lifecycle. The focus is on reviewing the effectiveness of the change process and forming the basis for continuous improvement. It is appropriate at this stage to formally end project-based work and mainstream responsibility for activities to the appropriate people within the organisation so that changed practices become part of the normal business of the organisation.

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