



## People's Needs Defining Change

HEALTH SERVICES CHANGE GUIDE

[www.hse.ie/changeguide](http://www.hse.ie/changeguide)

# Creating Conditions for Change & Integration

Health and Social Care Services



@HSEchange\_guide



# Introduction

## Purpose of this booklet<sup>1</sup>

To help you create the conditions for change in your service. It will assist you as a 'change maker' to:

1

Focus on people and culture as a platform for change – know where to start

2

Understand the complex nature of health and social care services

3

Assess readiness so that you know how best to intervene appropriately

## Who is it for?

**Change is part of all our roles** – this booklet is intended to support you if you are leading a change initiative within your service – it is part of the Change Guide suite of resources. It will enhance your skills as a systems change leader and convenor. It will support the delivery of integrated services.

## Access further help

To further your development and skills for delivering good change there are a range of learning and development resources designed with health and social care services in mind. Supporting you to use a **systems approach** and work with real change and innovation challenges.

Find out more about the resources:

<sup>1</sup> This booklet is based on **People's Needs Defining Change – Health Services Change Guide** – the agreed approach to change signed off by HSE Leadership and the Joint Information and Consultation Forum representing the Trade Unions in 2018.



## Creating the Conditions for Change

Access all of the **Essential Templates** and **Additional Resources**, in two formats:

- 1 Stand-alone **Templates/Handouts** which you can download, complete, save, print
- 2 Part of the full **online Change Guide** document

The Change Guide online is **interactive!**

Check out our **Education Programmes**

- 3 Enrol on the eLearning programme on **HSeLand** "Delivering Change in Health Services"
- 4 Complete the CPD Certificate (12 points) awarded by RCSI Graduate School of Healthcare Management and HSE Organisation Development & Change. [www.hse.ie/changeguide/educational-resources/](http://www.hse.ie/changeguide/educational-resources/)



**“Successful cultural change efforts connect with people through meaningful conversations, capture the hearts and minds of people around a shared purpose and support them to behave differently to deliver desired outcomes.”**

People's Needs Defining Change – Heath Services Change Guide<sup>[8]</sup>



**“We are moving to a world where enabling change is less about planning a change process, programme management and governance systems and more about connecting, convening and building bridges with and between many people.”**

Helen Bevan, Chief Transformation Officer, NHS Horizons<sup>[3]</sup>



# People and culture as a platform for change

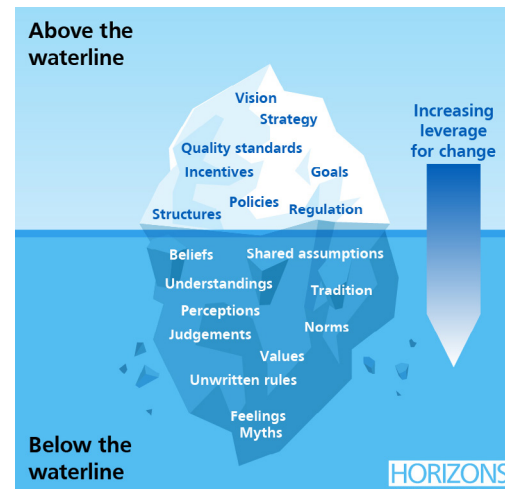
## Working with people to deliver change

People are central to change in healthcare. They shape the culture and the vision, they deliver the change and they give life to the transformation as they adopt new mindsets and behaviours. People respond to change in different ways giving rise to many opportunities and challenges:

- ▶ We all have personal and professional interests that colour our perceptions so you cannot assume others will see and respond to the world as you do.
- ▶ We all react emotionally as well as logically to arguments for change, sometimes resisting whilst at other times pushing to go further and faster than you may want.
- ▶ And sometimes, we only answer a call for change once we see others adopting it or we believe it is inevitable.<sup>[13]</sup>

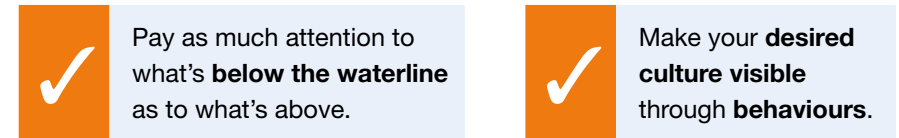
## Understanding our culture

Culture is shaped by people and by our behaviours. Many elements of our culture are not visible – our beliefs, values, understandings, unwritten rules, myths, traditions or norms – often described as the **elements below the waterline**. Culture impacts everything we do and has a huge impact on our change efforts. It operates at different levels and there are many sub cultures within health and social care. Being **culturally aware** enables us to customise our approach and adapt accordingly.



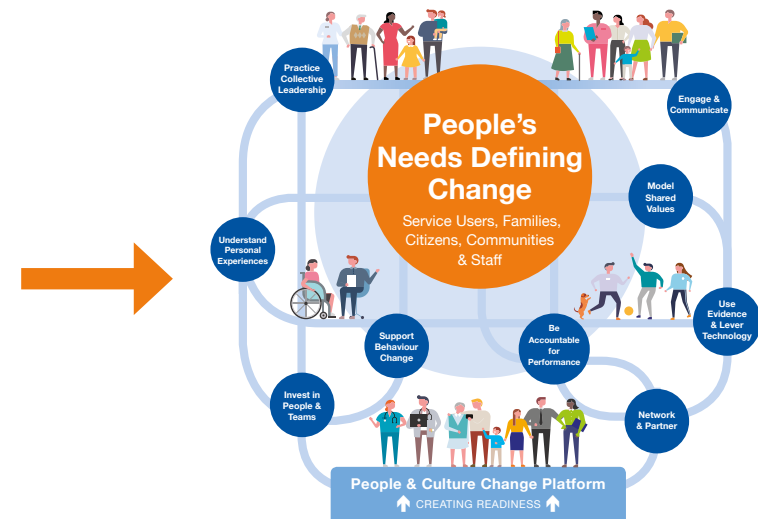
“The Iceberg”, Helen Bevan, NHS, May 2021<sup>[2]</sup>

We can **increase our chances of success** if we place particular emphasis on the **people and culture** side of change:



The **People and Culture Change Platform** presents the priority areas to help create the conditions for change. We need to connect our efforts and attend to each element in more joined up ways. This will assist us to deliver integrated services.

(See next page)

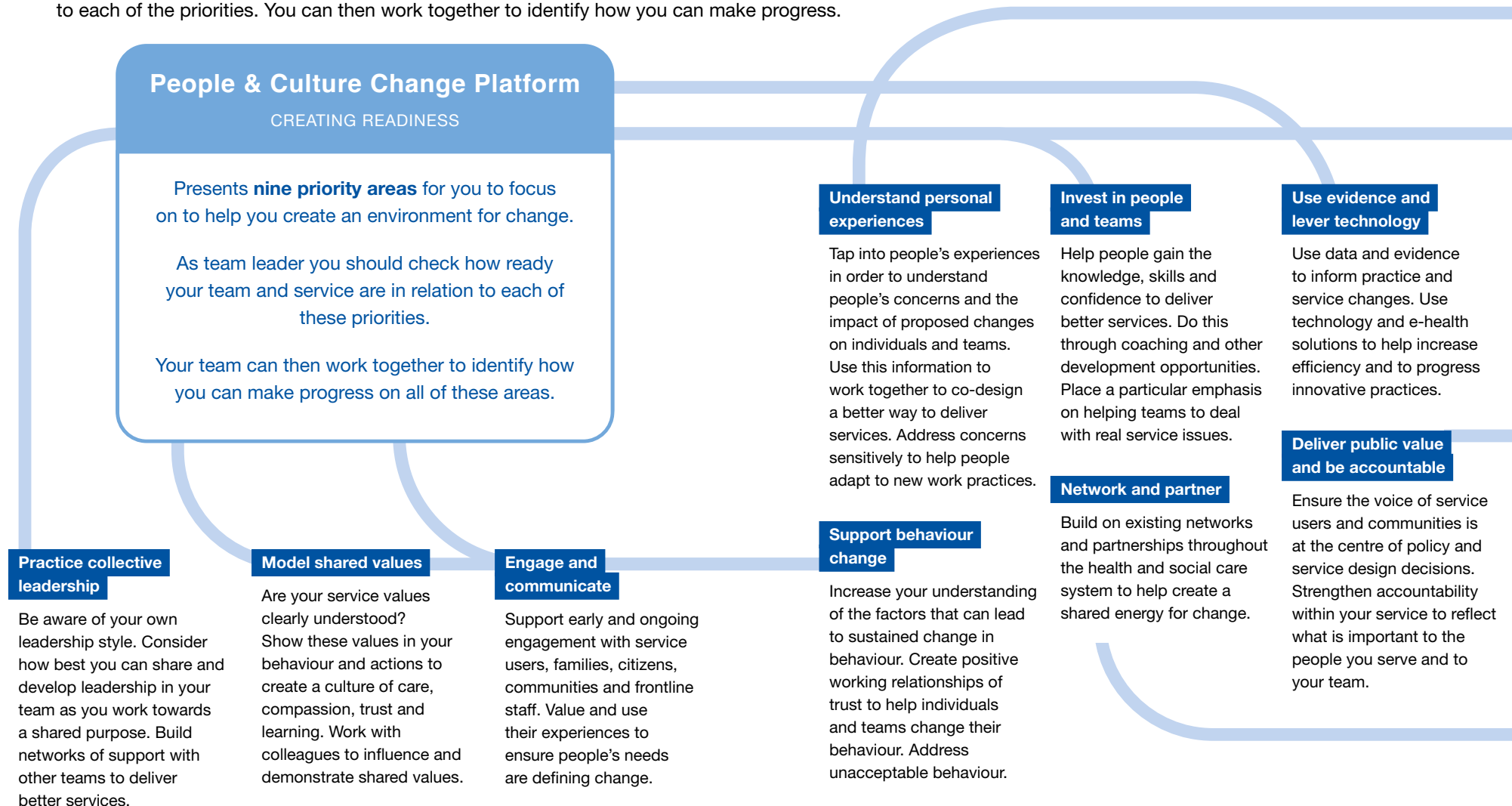


Health Services Change Framework – People and Culture Change Platform<sup>[8]</sup>

# People and culture as a platform for change

## What actions can you take?

As team leader review the prompts below and see how ready your team and service are in relation to each of the priorities. You can then work together to identify how you can make progress.



# People and culture as a platform for change

## Template 6.5.3: Creating the Conditions for Change

### Purpose

This Template combines all the elements of the **People and Culture Change Platform** as a complementary offering to **Creating Conditions for Change and Integration booklet**. It provides 20 prompts to assist your early thinking when you are planning change – the prompts can also be reviewed at regular intervals. You may need to revisit key elements of your plan to support you along the way and to sustain the changes.

### Who might use it?

**We all have a responsibility for change** – change is an inherent part of our roles.

This Template is particularly relevant for those leading out on a specific change programme / initiative at any level in the system. Also remember we cannot deliver change on our own – so think about who you need to engage with at an early stage to help develop insights and support the change.

### How to use it?

- ▶ Use this Template to support individual or team reflection.
- ▶ Think about how best to create a reflective / learning culture – a safe place to share insights, concerns and hopes based on your collective experiences.
- ▶ Agree how you will share the learning and put an action plan in place.

Sample pages

**Template 6.5.3 Creating Conditions for Change**

**Context**  
**Health and social care is a complex system – change comes about when:**

- ✓ The need for change is clearly defined and people are given the opportunity to 'get their head around it' – staff, service users and communities.
- ✓ People are actively engaged in **designing** a better service – framing and reframing the issues, connecting with people on both an emotional and intellectual level – tapping in to people's core needs and values – what is important to them. Developing **insights** to inform the change.
- ✓ Change is **delivered** across multiple processes and there are **many phases of engagement** – some changes are sustained, others are not and the process of engagement begins again. **Patience and resilience are required.**

**Creating the conditions for change** will help you address complex challenges through the lens of **systems change**. Change is not linear and dealing with emergent and constant change requires flexibility and adaptability at all stages. Also remember staff have to manage **service continuity** while at the same time deliver 'change' – change is constant and we need to see it as an inherent part of our roles – something we deal with every day.


**Purpose**  
 This Template combines all the elements of the **People and Culture Change Platform** as a complementary offering to **Creating Conditions for Change and Innovation: How to get ready for change booklet**. It provides 20 prompts to assist your early thinking when you are planning change – the prompts can also be reviewed at regular intervals. You may need to revisit key elements of your plan to support you along the way and to sustain the changes.

**Who might use it?**  
**We all have a responsibility for change** – change is an inherent part of our roles. This Template is particularly relevant for those leading out on a specific change programme / initiative at any level in the system. Also remember we cannot deliver change on our own – so think about who you need to engage with at an early stage to help develop insights and support the change.

**How to use it?**

- Use this Template to support individual or team reflection.
- Think about how best to create a reflective / learning culture – a safe place to share insights, concerns and hopes based on your collective experiences.
- Agree how you will share the learning and put an action plan in place.

Note: This Template is aligned to the [Health Services Change Guide](#) and to [Creating Conditions for Change and Integration](#) [click here to access](#)



People's Needs Defining Change Health Services Change Guide 1

**Template 6.5.3 Creating Conditions for Change**

**Creating Conditions for Change**

Name of individual / service / team:		Date:
Checklist	Top Tips and Additional Prompts	Identify Actions
<b>1. Collective Leadership &amp; Values</b>		
<b>1.1. Secure sponsorship from senior leader/s</b> to provide the <b>mandate</b> and <b>resources</b> for the change. How will they <b>incentivise</b> the changes?	Think carefully about who you need to engage with to lever support: <ul style="list-style-type: none"> <li>• <b>Key influencers and decision makers</b> – people who will influence change at different levels in the system.</li> <li>• How visible are they? How engaged are they?</li> <li>• How will they demonstrate their support?</li> </ul> <small>CG pgs 68-70</small>	
<b>1.2. Connect and align</b> your change efforts.	<b>Alignment</b> is key – where this change fits in the bigger context? <ul style="list-style-type: none"> <li>• Do people understand the need for change – the <b>WHY</b>?</li> <li>• How does it fit with your service and organisations priorities? <a href="#">Template 6.2.2: Context for Change – Why, What, How Method</a></li> </ul>	
<b>1.3. Keep focused on a shared purpose</b> – a noble goal – that adds value for the people you serve.	Keep re-framing the messages to <b>build commitment</b> towards a <b>compelling purpose</b> . <ul style="list-style-type: none"> <li>• What will help people find meaning and purpose?</li> <li>• Remember what motivates and inspires you might be different for others.</li> </ul> <small>CG pg 52 (Fig 34)</small>	
<b>1.4. Develop relationships and share responsibility</b> with others to build a coalition for change.	Think about what <b>collective leadership</b> means for you. Remember change is more about <b>relationships and connections with people</b> . <ul style="list-style-type: none"> <li>• Create opportunities for leaders to <b>interact with each other</b> – they will quite naturally find ways to connect their activities and find solutions that work.</li> </ul> <small>CG pgs 11-13</small>	
<b>1.5. Be mindful of your core values and the behaviours you role model.</b>	<b>Build trust</b> through relationships before you try to influence. Challenge your own biases, question norms and be open to new ideas. <small>CG pgs 14-16</small>	

People's Needs Defining Change Health Services Change Guide 2

# Need More Help? Click the links

 [www.hse.ie/changeguide](http://www.hse.ie/changeguide)

To help you understand People and Culture Change access the following resources:

 **People and Culture Change Platform, Change Guide-pages 8-36**

## People and culture as a platform for change

- ✓ Template 6.2.8: People and Culture Change Platform – Readiness Factors
- ✓ Template 6.5.3: Creating Conditions for Change
- ✓ Template 6.2.4: Guidance on Defining your Personal Values
- ✓ Template 6.2.5: Culture Web Exercise
- ✓ Additional Resources: pages 194-236





# Understanding health services as a complex system

## Change in a complex system

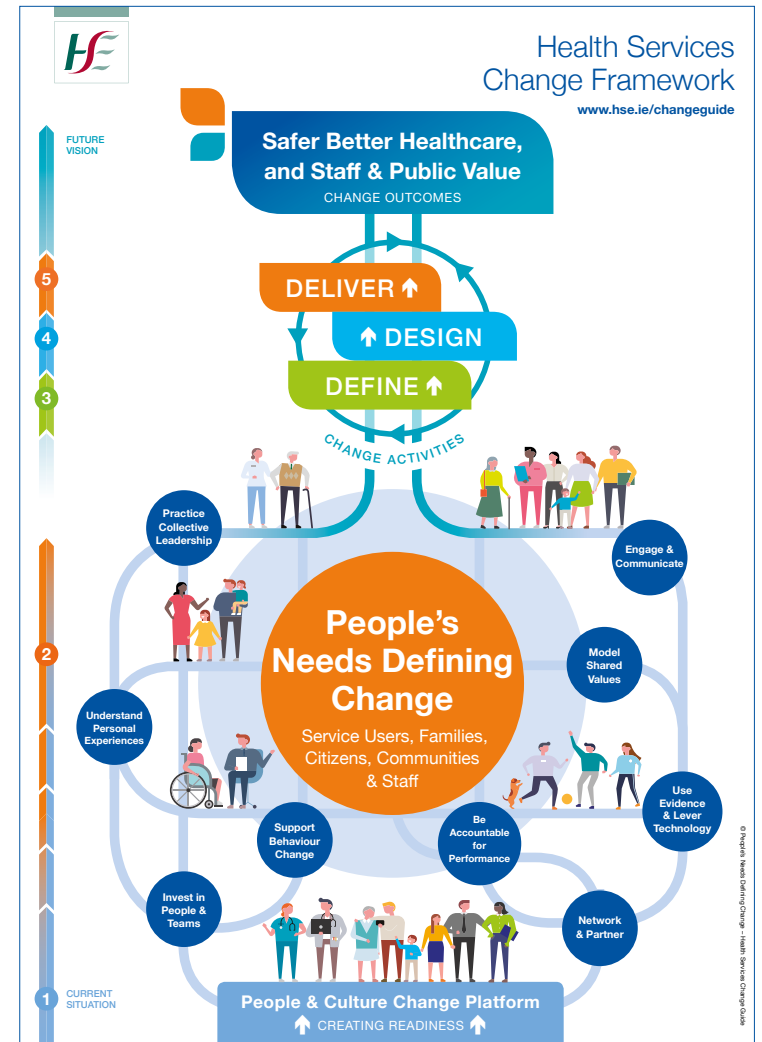
Change within health and social care systems is **complex, unpredictable and messy**. Traditional ways of managing change through planning and control are inadequate when it comes to transforming healthcare services. Unpredictable events will 'emerge' and need to be responded to at pace. Control through seniority has to give way to recognising hierarchy but leading through influence. Our focus needs to move to **building commitment** rather than enforcing compliance. **Influence and emergence** shape much of what it means to lead and deliver change.

To bring about meaningful change it is important that we take the time to **understand our own local context** and all of the factors that make it unique – **the people, relationships, ways we do things** – the local culture and patterns that have developed over time. At the heart of change you will find **multiple cycles of engagement and adapting**. Cycles of change replace rigid linear planning, both as a way to recognise emergence and to foster a growing **understanding of the system and the people within it**. No single approach, method or design will work on its own. The complex nature of our system means that we need to engage in **local change processes on local terms** – adapting to what will work best based on evidence and experience.

COVID-19 and the Cyber-Attack provided many examples of how we adapted to the constantly changing world around us. We experienced rapid change with new challenges emerging each day. We experienced uncertainty and disruption in our personal and working lives. We changed our work practices and ways of delivering services. Many innovative solutions were 'fast tracked', people adapted to working in new roles, with new teams, in new locations and remotely.

Initially things felt chaotic – it was important to bring a sense of order and stability to our work. We had to respond at speed to find creative solutions to deliver safe services that were well governed and that continued to meet people's needs. All of these changes impacted significantly on staff and highlighted the absolute requirement to attend to staff health and wellbeing on an ongoing basis.

"Most change we manage is complex – there are many factors and relationships interplaying that can potentially produce unpredictable results." [8]



People's Needs Defining Change – Health Services Change Guide (2018)



# Understanding health services as a complex system

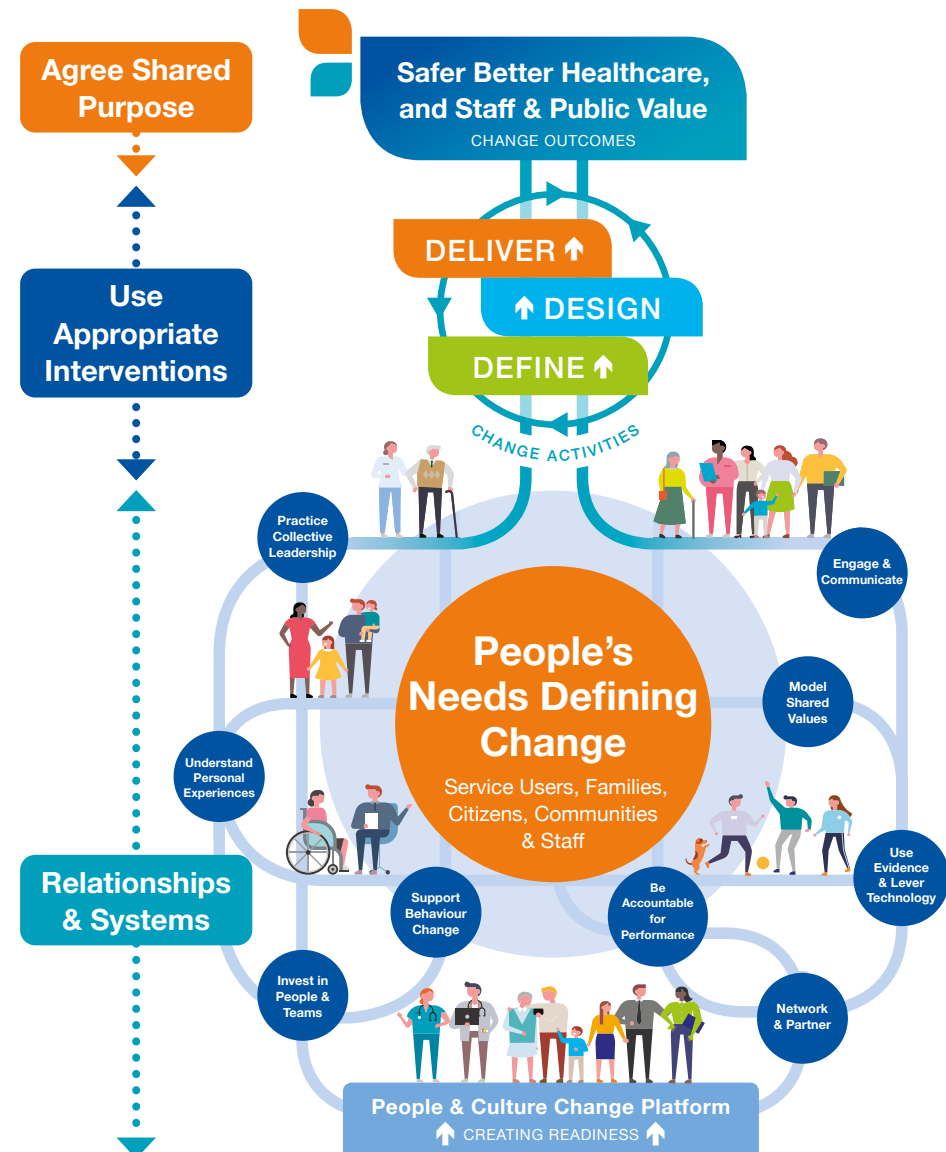
## How does understanding our complex system assist us?

- ▶ Complexity helps us appreciate that **change is not linear** and in most cases cause and effect are only known in hindsight – after the event.
- ▶ It requires us to place trust in **relationships**, our **social networks** and **widespread participation** to deliver.
- ▶ We have to allow for what is **emerging and respond flexibly** to patterns and opportunities – to be adaptable and learn from what is happening in the whole system – not just in our part of the system.
- ▶ An action or change in one service can result in disproportionate and sometimes **unforeseen outcomes** for other services.
- ▶ Making sense of disruption and chaos helps us **adapt to emergent challenges and opportunities** and to survive and thrive in new situations.

We need **simple rules**<sup>2</sup> to help us make sense of what is happening in our local context and to **create the conditions for change**. The Health Services Change Framework is designed based on three 'simple rules':

- 1** Agree shared purpose
- 2** Focus on relationships and systems
- 3** Use appropriate interventions

<sup>2</sup> 'Simple rules' is a core principle for transforming mind-sets that drive behaviours and actions in large complex systems. ©Helen Bevan ©Goran Henriks, 2021.



# Complexity isn't linear

“In a complex and unpredictable world, if we rush in to tackle a problem with our existing linear approaches we will likely be doing the wrong thing....” [12]

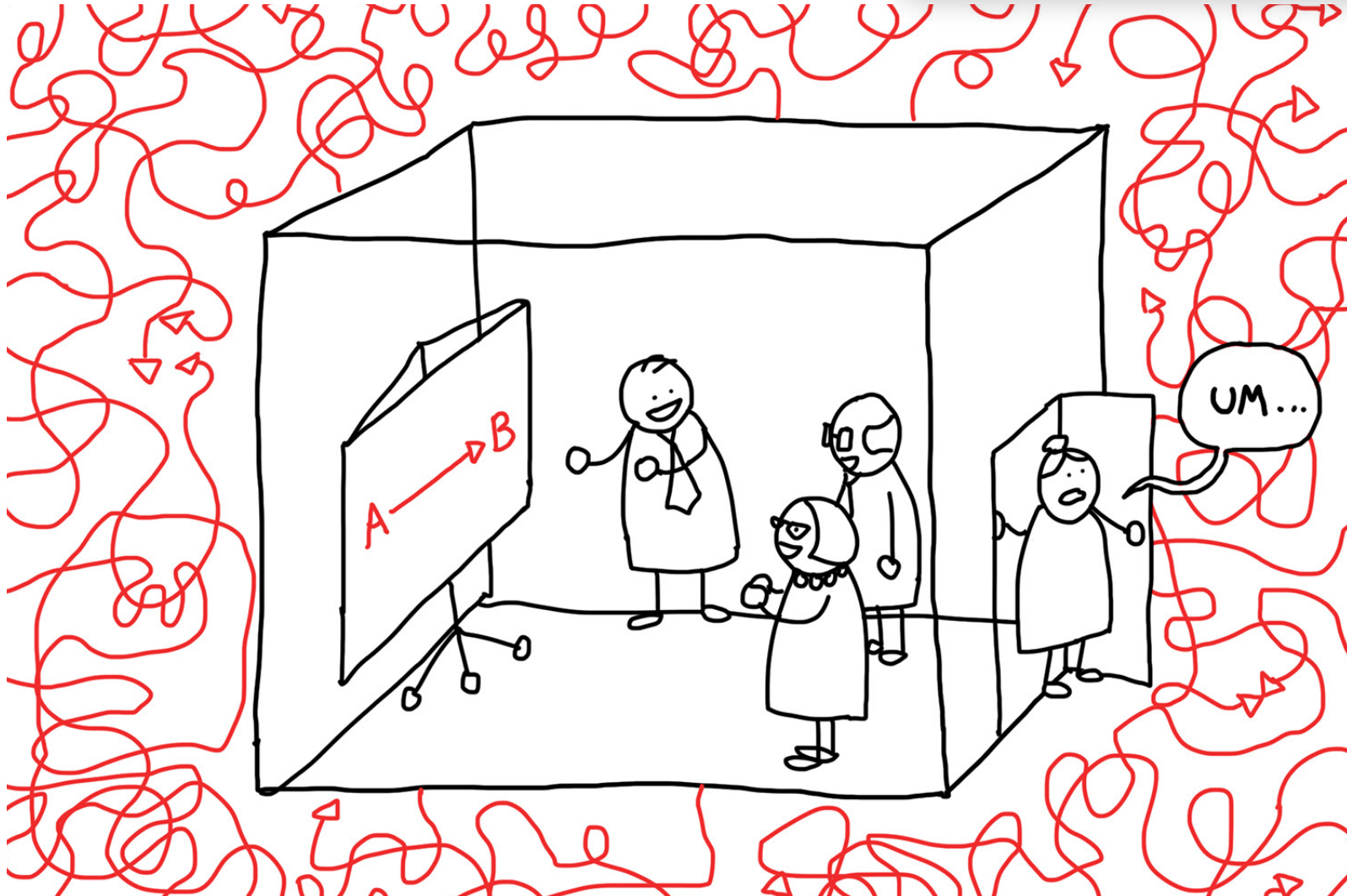


Image source: [www.businessillustrator.com/complexity-and-policy-making-cartoon-summary/](http://www.businessillustrator.com/complexity-and-policy-making-cartoon-summary/)

# Understanding health services as a complex system

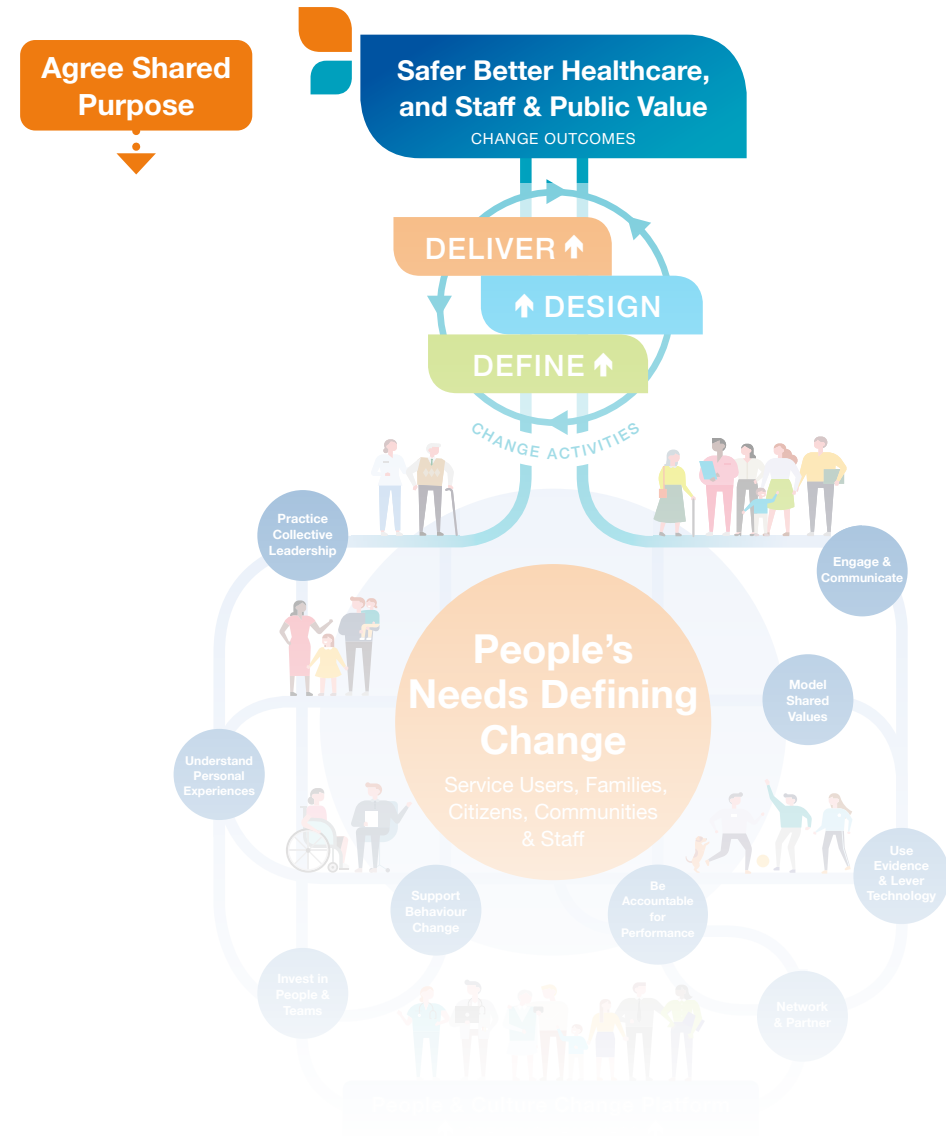
## Agree shared purpose

### Engage the Head, the Heart and the Imagination

Shared purpose is even more important in an increasingly complex world. All our improvement needs to be **anchored in purpose** – it unites people to focus on what is really important. It compels people to take action and to work together to deliver better outcomes – *Safer Better Healthcare and Staff & Public Value*.

### What actions can you take?

- ▶ Focus on **WHY** you are doing what you are doing?
- ▶ **WHAT** do you hope to achieve from it? Think in terms of **outcomes** – what will the change deliver? What are the benefits for all involved?
- ▶ Focus on making **your vision compelling** with enough 'tension' for change to start. Consider both the hopes for the future and the problems of now.
- ▶ Help people **translate national directives into locally based plans** – be brave enough to adapt to your local context while keeping the national picture within your sights.
- ▶ Ensure your vision for the change has clear themes that aid people in understanding **what the change means for them** so that they can get their heads around how they can contribute.
- ▶ Where the change may be perceived as negative **face up to the concerns** and work with people to consider options.
- ▶ Keep your focus on what will assist your service to deliver a more integrated response based on people's needs.



# Understanding health services as a complex system

## Focus on relationships and systems

### Connect, Collaborate and Convene

Build relationships and networks, take the time to understand **your system**, and what will work best in your **local context**. The people and culture change platform in the Health Services Change Framework focuses on all of the key elements. It is the combination of these elements that will help you create the conditions for change and integration within your service.

### What actions can you take?

- ▶ Think about the **whole system**, focus on the **bigger picture** and see how you can act as a **'system convenor'**.
- ▶ Consider all of the **elements that make up your system**. Map out the 'scale' of your change and keep expanding your map as you encounter more stakeholders – this is the territory you'll need to change. Visual images can help.
- ▶ Think about the **dependency** between all the parts – what people and services are you dependent on to deliver your service? **What patterns** are emerging?
- ▶ **Engage** with your service users, families, staff and local communities to identify their needs, understand their experiences and learn about what they expect from your service.
- ▶ Develop **collaborative leadership skills** to build commitment, enable trust-building, learning and action among stakeholders.
- ▶ Challenge your own mindset – become comfortable with **working across boundaries**, learning as you go and allowing others to lead.
- ▶ Build **coalitions and advocacy** in the wider community to develop alignment and mobilise action among stakeholders in the wider system – both within and between organisations.



# Understanding health services as a complex system

## Use appropriate interventions

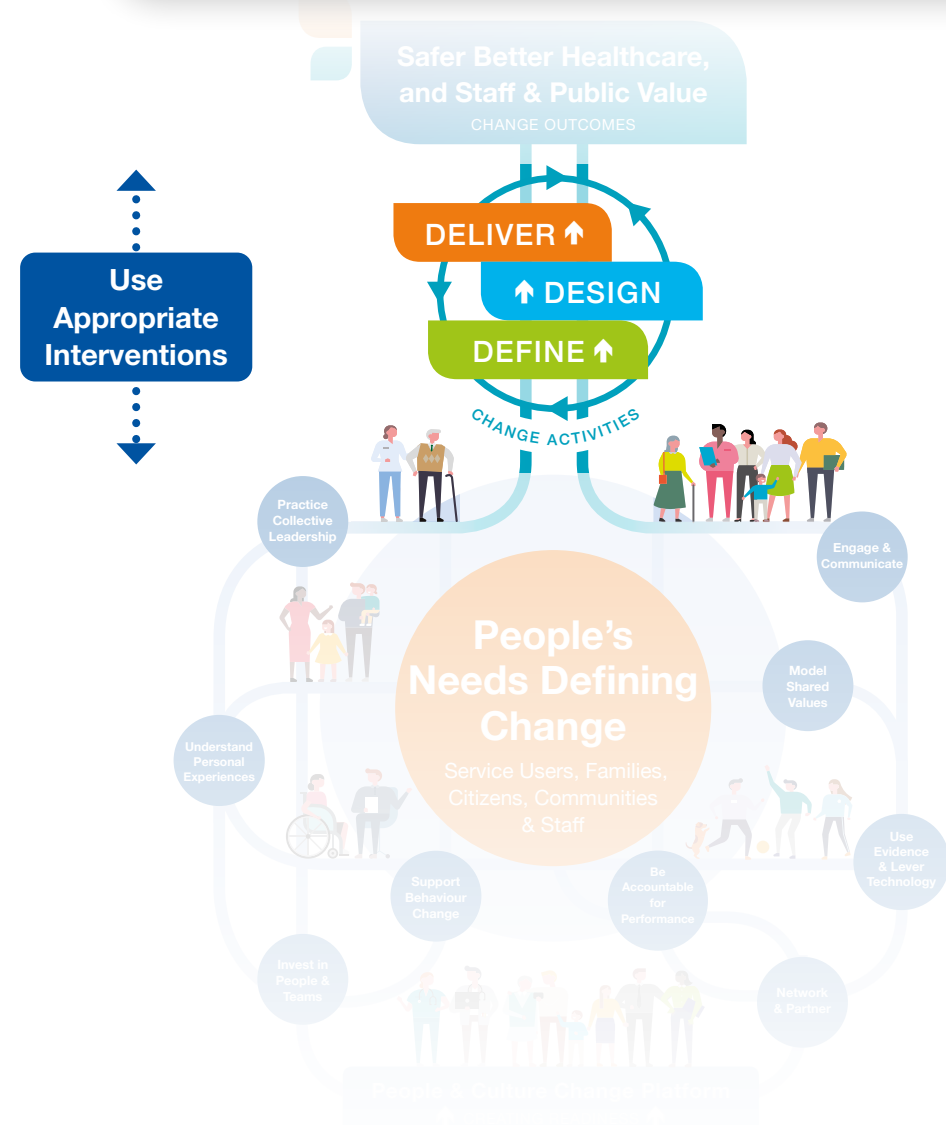
### Adapt, Align and Advocate

The Health Services Change Guide sets out the **agreed approach to change** based on evidence and experience of what works. It is a **road map** you can follow for large and small scale change.

### What actions can you take?

- ▶ Choose the appropriate combination of reliable and valid **change and improvement methods and interventions** based on:
  - An informed understanding of **what's needed**
  - What will deliver results in your local **context**
- ▶ Take a **collaborative approach** with colleagues and align improvement efforts. Working together as local 'change makers' is much more effective than working in isolation or as a single discipline/team.
- ▶ Integrate **change management, project management and improvement processes** – better outcomes can be delivered if we act together.
- ▶ **Advocate relentlessly** to keep the focus on the impact for people. Look at situations from the point of view of others. Visit other environments where you will learn something new and develop fresh insights.
- ▶ Keep **prototyping/testing** before you implement – it doesn't have to be sophisticated to **get insights**. You'll learn loads and make your ideas more real for others.
- ▶ As you narrow down your options use **your head and your heart**. Your head will tell you which ideas will have an impact and be do-able. Your heart will tell you which ones you'll want to see through.

“The best results are achieved when ‘change makers’ have the skills and confidence to use appropriate interventions that fit their local context, rather than simply following an approach which may not take account of their local needs and requirements.” [8]





# Need More Help? Click the links





 [www.hse.ie/changeguide](http://www.hse.ie/changeguide)

To select the most appropriate interventions it is helpful to have a framework to make sense of your current situation. Please see links below.

## Understanding health services as a complex system

-  [Introduction and Context: Change Guide, pages 2-7](#)
-  [Additional Resources: Change Guide, pages 190-199](#)

To help you understand complex systems access the following resources:

-  [Cognitive Edge Org](#)
-  [The Cynefin Framework \(video\)](#)
-  [Making Sense Of Your Problems Using The Cynefin Framework](#)
-  [The Cynefin Framework by David Snowden explained – 2010 YouTube video](#)





# Assess readiness and use appropriate interventions

## Assess readiness and use appropriate interventions

Think about the conditions that support and nurture growth – these conditions will help create readiness for change and also help you to choose appropriate interventions.

- ▶ **Readiness for change** is directly linked to the nature of the relationships between people, teams, services and partner organisations – the culture and subcultures within your service.
- ▶ Determining the **capacity** (number of people/skill mix) and **capability** (confidence, knowledge and skills) required to support the change is also important.
  - Consider strategies to access the **additional capacity** required for your change – this may include stopping specific pieces of work, putting work on hold, slowing down other change initiatives, reallocating people's time, accessing additional staff with the right skills, outsourcing work if appropriate, and leveraging technology to support innovative practices.
  - Focus on how you can **build change capability** at local level so that people are more 'change able' and confident to use appropriate change/service improvement interventions.
- ▶ COVID-19 and the Cyber-Attack provided many examples of where services had to re-allocate resources (people and funding) to deliver services differently or to start up new services. Building a culture of **adaptability and learning** will serve us well in the long term as we continue to navigate constant change.
- ▶ It will also assist us to deliver more integrated services within our regions to meet the needs of local populations.



**Creating the  
Conditions for Change**



# Assess readiness and use appropriate interventions

## Personal readiness

Take time to understand factors that might impact upon people's **reactions** and potential **resistance to change**:

- ▶ How well do people understand the **Rationale** for the change – the 'why?'
- ▶ Think about the **Relevance** of the change for individuals at that point in time. As personal relevance increases people's level of interest in the change will also increase.
- ▶ Consider levels of personal **Readiness**.

Understanding factors that impact upon readiness for change will help determine the actions to assist people to engage in the change process. It is important to recognise that many change efforts do not intervene at the level people are actually at in terms of their own **personal readiness to change**. Aim to understand readiness, appreciate individual 'starting points' and intervene appropriately.

## What actions can you take?

- ▶ Attend to your **own personal readiness** – be consciously aware of your own behaviour, your impact on others and the motivation for your choices.
- ▶ Attend to **what motivates people to change** – there is a fine balance between external factors (reward or incentives) and core intrinsic motivators such as connecting to a shared purpose and sense of meaning.
- ▶ Discuss the personal **opportunities** involved in change initiatives – new role, enhanced skills, better work arrangements, improved service user experience.
- ▶ Ask people who are **reluctant to get involved** what would make it easier for them to get involved.
- ▶ Try **putting yourself in their shoes**, and consider what the change must feel like for them. Can I see the challenges that other people have? Keep working to bring people from the 'outside' or the 'edge' to the centre, where there are opportunities to work together.
- ▶ **What can I do** as the person responsible for introducing change to address the reasons for reluctance or resistance to change?



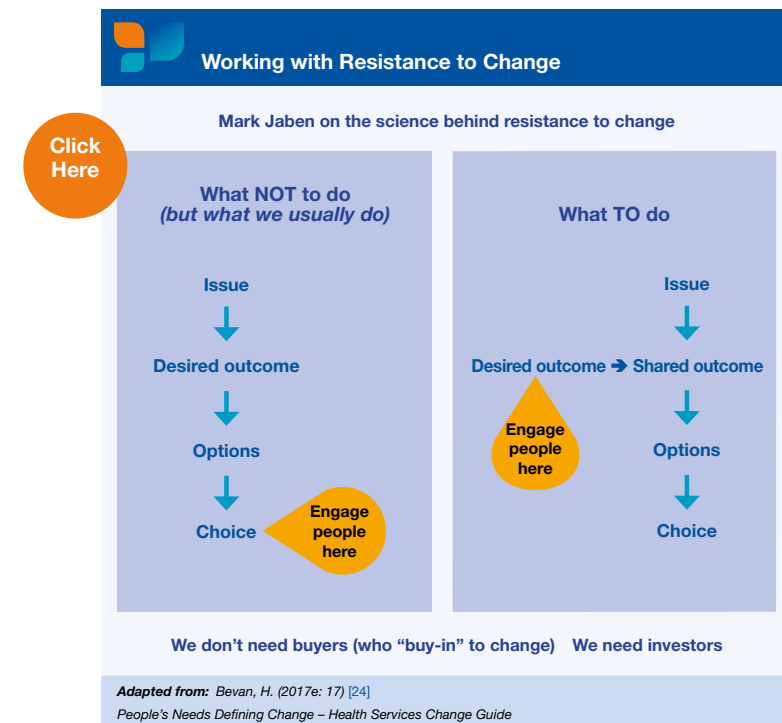
# Assess readiness and use appropriate interventions

## Understand personal experiences

Change is personal and often viewed based on how it impacts on each individual.

### What actions can you take?

- ▶ Support people to recognise the **stages of transition** at an individual level to prepare for and understand their reactions to change as they occur throughout the change process.
- ▶ Take time to understand why people may be resisting the change – challenge assumptions you may have about why people are not engaging.



# Assess readiness and use appropriate interventions

## Support behaviour change

Many change efforts in health and social care have focused on **structures**. Service improvement work has been successful in focusing on **processes** to re-design the way care is delivered. However...

- ▶ To bring about **fundamental change** in complex systems we need to recognise the importance of **patterns of mind-set and behaviour change** at individual and team levels.

The disruption experienced during COVID-19 and the Cyber-Attack acted as a catalyst for behaviour change. When 'positive' change happens in this rapid emergent way the key challenge is to sustain it.

## What actions can you take?

Collective leadership is key as well as understanding the factors that can assist in bringing about sustained behaviour change.

- ▶ Changing **patterns of behaviour** takes time and requires the development of trust, honest relationships and a learning culture.
- ▶ It requires a focus on addressing **power, conflict** and **patterns of decision-making**.
- ▶ This will help leaders make progress and **engage with staff** and **teams in a respectful and meaningful manner**.
- ▶ **Stories** and **conversations** are powerful ways to shape and reinforce behaviour change.

Learn more about **Public Narratives and Storytelling** – Change Guide (page 204)

“Positive workings relationships, social networks and peer influence are essential to gaining commitment to behaviour change.” [8]



“Very great change starts from very small conversations held among people who care.”

[Margaret Wheatley] [17]

Think about how you frame your messages about change. What will engage people and connect with them both emotionally and rationally?

# Assess readiness and use appropriate interventions

## Templates



Download  
Template



**Template 6.2.6: Personal Readiness for Change**

**Purpose**  
This template assists you to understand levels of personal readiness for change and to assist conversations with individuals and teams to address readiness factors.

**How to use it?**  
Individuals can complete this readiness table. A composite score for the team can also be compiled. Rate 1-5, where 1 = Low and 5 = High. High scores indicate positive levels of readiness.

**Identify actions:** Based on the outcome of the above, what key actions are needed to increase personal readiness for change? How can concerns highlighted be addressed? What actions require personal follow-up? What actions require attention at team or service level?

People in the service:	LOW 1	2	3	4	HIGH 5
Understand the external forces that are driving the change and the perceived value of the change					
Have been afforded an opportunity to have their say and get involved, have identified what is important to them					
Are willing to let go of the status quo and open to a new future					
Have resolved emotional issues from past changes and recovered from any personal toll these changes created					
Have confidence that decisions regarding the change will be made fairly and justly					
Feel they have a degree of influence over making this change					
Are confident they will get support, access to necessary organisational resources and be equipped with new skills					
Have confidence in the leader's credibility and capacity to manage the change in a collective manner					
Feel they have the ability to make the change a success and fulfil its requirements					
Express a level of urgency about the change, and their ability to respond effectively					
Believe they will be empowered as a result of the change					
Are comfortable with uncertainty and can live with some ambiguity as things unfold					

Adapted from: Anderson, A. and Anderson, C. (2010) (1) (2)  
People's Needs Defining Change – Health Services Change Guide

People's Needs Defining Change – Health Services Change Guide

**Template 6.2.6: Personal Readiness for Change**

### Purpose

This template assists you to understand levels of personal readiness for change and to assist conversations with individuals and teams to address readiness factors.



**Template 6.4.4: People Indicators to Support Behaviour Change**

**Purpose**  
This template includes key people and cultural indicators that are important to monitor during change implementation. They will assist you to be in tune with what mindset and behaviours are emerging in the 'informal system'.

**How to use it?**  
Use the prompts as a reflection exercise at individual and team level. Based on the reflection consider how best to use the data to support helpful conversations and prompt action.

No.	Key considerations	Action needed
1.	What are you observing in the team and at individual level regarding people's reactions and how they are being dealt with?	
2.	Mindset and behaviour changes – what changes are we recognising? Are these changes in line with agreed values and being reinforced?	
3.	Are people participating in training/development and coaching?	
4.	Are sustained, meaningful conversations taking place? (1) (2)	

Adapted from: The Wharfedale Change Project (2016) (2017)  
People's Needs Defining Change – Health Services Change Guide

People's Needs Defining Change – Health Services Change Guide

**Template 6.4.4: People Indicators to Support Behaviour Change**

### Purpose

This template includes key people and cultural indicators that are important to monitor during change implementation. They will assist you to be in tune with what mindset and behaviours are emerging in the 'informal system'.



**Template 6.4.2: Personal Checklist for Change**

**Purpose**  
This checklist identifies some of the factors that are important at an individual level in relation to a person's commitment to engage in a change process.

**How to use it?**  
Staff may wish to complete this checklist and use the findings as a basis for discussion and action planning at team level.

These are the factors that I need to believe in to support the change	Yes / No
I am clear about the reasons for change.	<input type="checkbox"/> <input type="checkbox"/>
I agree change is necessary.	<input type="checkbox"/> <input type="checkbox"/>
I am clear on the outcomes of the change for service users.	<input type="checkbox"/> <input type="checkbox"/>
I have access to regular information.	<input type="checkbox"/> <input type="checkbox"/>
I have access to information relevant to my role and the role of my team.	<input type="checkbox"/> <input type="checkbox"/>
I have worked out the personal impact of the change.	<input type="checkbox"/> <input type="checkbox"/>
My concerns have been listened to.	<input type="checkbox"/> <input type="checkbox"/>
My concerns have been responded to.	<input type="checkbox"/> <input type="checkbox"/>
I have had an opportunity to influence decisions.	<input type="checkbox"/> <input type="checkbox"/>
I have had an opportunity to be involved.	<input type="checkbox"/> <input type="checkbox"/>
I believe the change is well planned.	<input type="checkbox"/> <input type="checkbox"/>
I am clear on the change implementation Action Plan.	<input type="checkbox"/> <input type="checkbox"/>
Milestones are being acknowledged and celebrated.	<input type="checkbox"/> <input type="checkbox"/>
We are meeting change objectives.	<input type="checkbox"/> <input type="checkbox"/>
I am feeling positive about the future.	<input type="checkbox"/> <input type="checkbox"/>

Adapted from: The Wharfedale Change Project (2016) (2017)  
People's Needs Defining Change – Health Services Change Guide

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**Template 6.4.2: Personal Checklist for Change**

### Purpose

This checklist identifies some of the factors that are important at an individual level in relation to a person's commitment to engage in a change process.

# Assess readiness and use appropriate interventions

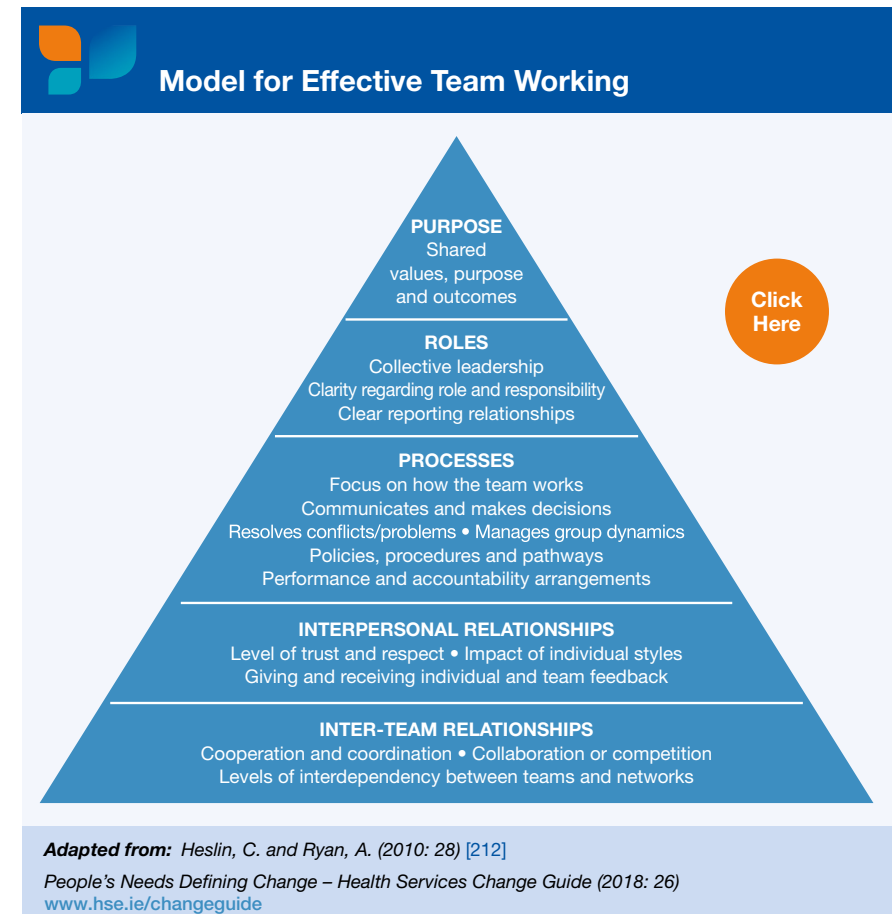
## Team readiness

The **model for effective team working** is a helpful way to consider readiness. It focuses on clarity regarding your **core purpose, roles and responsibilities, key processes** as well as **relationships within the team, with other services** and the **wider system**. Carrying out a team effectiveness assessment will prompt conversations within teams to explore how team working can be strengthened.

Part of this process is assisting teams to see the **bigger context** and their responsibilities for the **whole system** and not just their own role. Clarifying **expectations of key stakeholders** in the wider system and understanding **different perspectives** is key.

## What actions can you take?

- ▶ What do stakeholders need or expect from your service? How can you engage with them to find out?
- ▶ How can all the parts of the system work together to deliver better outcomes?
- ▶ How can your team help to improve relationships between the different parts of your system?



# Assess readiness and use appropriate interventions

## Create energy for change

When thinking about the conditions for change and readiness it may be helpful to consider energy levels. This approach gives voice to a different type of conversation that makes discussion on elements of personal and team energy more explicit.

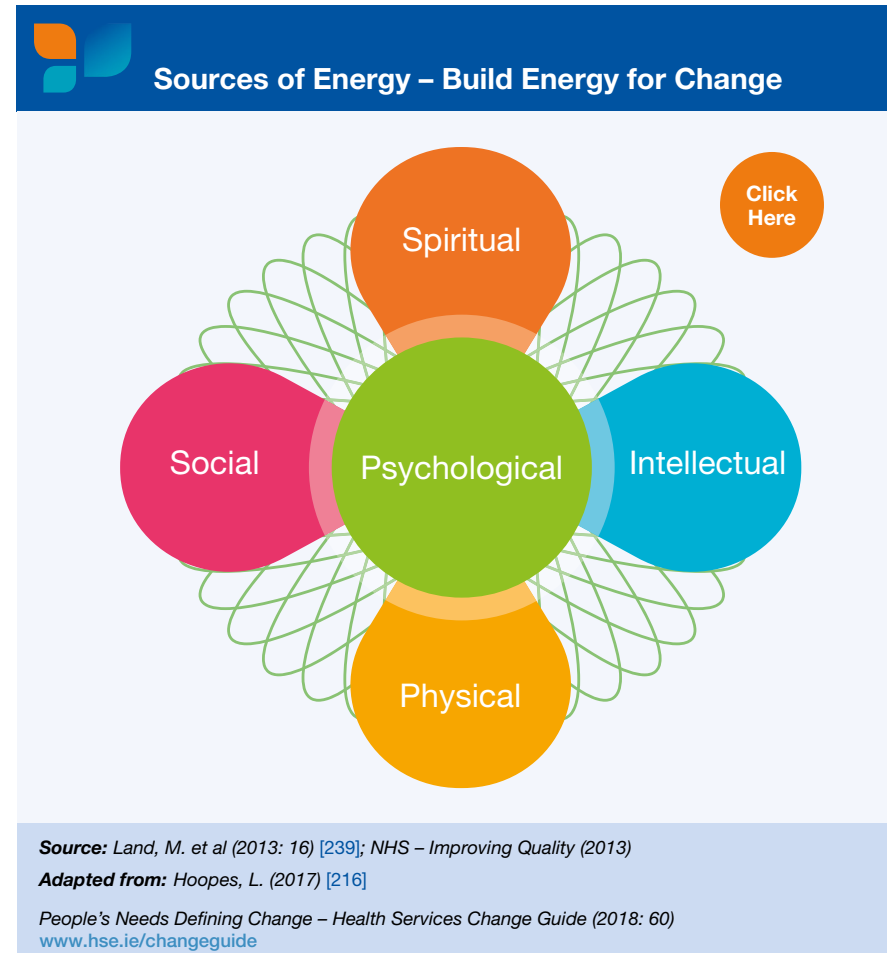
### What actions can you take?

- ▶ Start the conversation and identify ways to **build energy within your service**. How demanding will the change be? Think about it from the perspective of different **sources of energy**.

### Change is most likely to happen when the following five energies are high:

- ✓ **Physical energy:** The energy of action, getting things done and making progress. How physically demanding will the change be?
- ✓ **Intellectual energy:** The energy of curiosity, analysis, thinking and cognition. How mentally demanding will the change be?
- ✓ **Social energy:** The energy of personal engagement, relationships and connections between people. How will relationships be impacted by the change?
- ✓ **Spiritual energy:** The energy of commitment to a common vision for the future, driven by shared values and a higher purpose. How can you reconcile differences in values that may emerge?
- ✓ **Psychological/emotional energy:** The energy of courage, trust and feeling safe to do things differently. How emotionally demanding will the change be?

“Energy for change is the capacity of a team or system to take action to deliver service improvements.” [8]




# Assess readiness and use appropriate interventions



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Template

## Templates



**Template 6.2.7: Team Diagnostic**

**Purpose**  
The Team Diagnostic is a questionnaire based on the *HSE Improving Team Working Guidance Document* which is designed to identify areas within a team that are working well and also areas that require improvement.

**How to use it?**  
This particular Team Diagnostic works well with a team of ten or more members. It can also be used as a checklist to prompt discussion within a team. Please note that team diagnostics are best used as part of a team development process.

The questionnaire explores a number of key areas of team working such as:

- Purpose
- Goals and objectives
- Values
- Roles and responsibilities
- Distribution of work
- Policies and procedures
- Team meetings
- Communication
- Continuous improvement
- Decision-making
- Feedback
- Change
- Conflict
- Motivation
- Team development
- Morale

**Access to Team Diagnostic / Team Development Services**  
To access Team Diagnostic / Development Services, please contact **Leadership, Education & Talent Development** at the following numbers for further information and support:


- HSE Offices, Andree, Co Louth: 041 8857816
- HSE Offices, Tullamore, Co Offaly: 057 8070811
- HSE Offices, Letterkenny, Co Donegal: 074 9108121
- HSE Offices, Cork City, Co Cork: 021 4921213

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**Template 6.2.7: Team Diagnostic**

### Purpose

The Team Diagnostic is a questionnaire based on the *HSE Improving Team Working Guidance Document* which is designed to identify areas within a team that are working well and also areas that require improvement.



**Template 6.4.3: Working with Emotional Reactions to Change**

**Purpose**  
This template outlines possible emotional reactions to change that may be evident at individual and team levels. It enables reflection and conversations that can prompt action.

**How to use it?**  
Consider the questions below and use them to prompt conversations within the team – agree actions that will address issues that arise.


No.	Key considerations	Actions
1.	Do the change leaders need support to understand people's emotional reactions during change? Do people feel supported by the organisation leadership? Is a support plan in place?	
2.	Are there legacy issues from past change efforts that need to be considered? Has the pace of recent changes had a significant personal impact?	
3.	Do people fully understand the need for the change – what is driving it?	
4.	Consider the potential 'negative' impacts on people in the current change plan? How can these be worked through and minimised?	

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**Template 6.4.3: Working with Emotional Reactions to Change**

### Purpose

This template outlines possible emotional reactions to change that may be evident at individual and team levels. It assists reflection and conversations that can prompt action.



**Template 6.5.2 Sources of Energy – assessing energy for change and taking action**


**Creating the conditions for change: Energy for change** is a concept which can enable different and sometimes difficult conversations about what can best support change and service improvements. Responding at pace to rapid emergent change and sustaining change efforts is challenging – very often people reference how difficult it is to 'keep the energy going'. Having a frame of reference that enables you to consider different sources of energy is helpful. Positive energy can be increased by high levels of engagement and contributing in a meaningful way to deliver improvements for service users and staff. Keeping energy levels high requires constant assessment of where a team is at: What is enabling the team to perform? What is causing barriers to progress? What factors will strengthen team resilience?

**Purpose**  
To support teams consider energy for change as a core element of creating readiness and supporting sustainability of service / quality improvements.

**How to use it?**  
Use this Template to support individual and team reflection and meaningful conversations on 'energy for change'.

- Agree how you will facilitate the team conversation using the prompts below.
- Think about how best to create a reflective / learning culture – a safe place to share insights, concerns and hopes based on your experiences. Not a 'once off' but a regular opportunity to engage.
- Identify who will coordinate the learning efforts – think of ways to make it easy to gather and share insights given the pressures on staff.
- Agree what information you want to collect – use the suggestions as a starting point.
- Identify how you will come together to share and act on the learning – 'on the go', team huddles, learning sessions.
- Agree how you will share the learning and put an action plan in place.

**Sources of Energy – Build Energy for Change**



Source: Lund, M. et al (2018). 19/03/18, NHS – Improving Quality 2018  
Adapted from: HSE, L. (2017) 0118  
People's Needs Defining Change – Health Services Change Guide (2018) 003  
www.hse.ie/changeguide

People's Needs Defining Change Health Services Change Guide 1

**Template 6.5.2: Sources of Energy – assessing energy for change and taking action**

### Purpose

This template supports teams to consider energy for change as a core element of creating readiness and supporting sustainability of service/quality improvements.



# Templates – Sample



Download  
Template 6.2.8

## Service readiness

Assessing service readiness in line with the People and Culture Change Platform will provide an overall sense of the priorities that can shape culture change. Based on this assessment of readiness key actions can be identified.

## What actions can you take?

- **Template 6.2.8: People and Culture Change Platform – Readiness Factors** can be adapted for use within your team. A sample is included below.

Sample

Template 6.2.8: People and Culture Change Platform – Readiness Factors				
<b>Purpose</b> This template assists in identifying readiness in relation to the People and Culture Change Platform outlined in the Change Framework. The findings will guide as to where focused attention is required to address cultural elements in an integrated manner.  V2 15/07/2021		<b>How to use it?</b> Carry out this exercise as a team-based activity. Use the key activities below to generate a rating (high, medium, low) for each of the people and cultural priorities outlined. Identify actions to increase readiness based on the findings – actions can be prioritised as follows: <b>High:</b> to maintain focus and do more of <b>Medium:</b> to improve <b>Low:</b> to target in a dedicated way		
<b>Service:</b> service that is leading on the vaccination programme locally <b>Date:</b> March 2021	<b>Readiness</b> How would you rate readiness?			
<b>People and cultural factors - for more detailed explanation refer to 1.2.1 to 1.2.5, pages 8-36</b>	High	Medium	Low	Action
<b>Practice collective leadership</b>				
1. Be self-aware Self-awareness is the greatest agent for change – as change leaders reflect on your own biases and how you plan to approach the change within your service / team.	■	■	■	Be self-aware: discussion highlighted varying levels of worry re the scale of the work involved; some of the team think the expectation is too great and it can't be delivered. Others think we just need to 'get on with it' regardless. <b>Action:</b> we need to be honest re scale of the work and openly discuss the challenges, also trouble shoot possible solutions. We need to develop a level of confidence that we can do this if we are properly resourced.
2. Role model the change Think about how the leaders of the service will actively promote the change, adopt new practices and demonstrate behaviours that signal the change is real. Are you demonstrating by your actions that this change is a real priority?	■	■	■	Role model the change: concern that this programme is not a priority for all managers locally – mixed messages. Also some of the services are under severe pressure re staffing. <b>Action:</b> we need to agree a position that is realistic and that we can all buy into. Also need to give more time to the increased expectations of our staff – many are being asked to work in different locations, take on new roles – what's in it for them? How do we assist them with the personal change needed?
3. Communicate with integrity and purpose Think about what this means for you and your team – how ready are you to communicate openly, honestly and clearly with all key players involved in the change.	■	■	■	Communication: generally we are ok on communications although it is hard to navigate all the data coming at us from national / different sources. We know local staff want to hear from us. We are reliant on national for some of the info we need – our local communications are strong so think we are in a good place. <b>Action:</b> Continue to prioritise dedicated support for communication locally – one named person who will lead out on this for us. We need to make sure we are speaking with one voice on vaccinations and check in that our messages are clear and frequent.

4. Nurture collective leadership activity Collective leadership requires us to take individual responsibility to contribute to a 'greater good' and work collaboratively (not competitively) with colleagues to deliver the change – how ready are how?	■	■	■	Collective leadership activity: if we are being honest there is a degree of individualism among our services and some degree of competitiveness. Recent experiences have provided increased opportunities for us to work together on key challenges. Readiness wise – think we are medium but more to do. <b>Action:</b> We need to agree that the vaccination programme is our shared purpose and openly state how we can contribute to its success locally. Together we have a better chance of success.
5. Build relationships and create networks Can you see the bigger picture? How well formed are the key relationships you need to progress this change? Have you invested energy in building relationships to increase readiness?	■	■	■	Build relationships and create networks: we have really good relationships locally between HGs and CHOs, Public Health, Occupational Health, NAS, local GPs, County Councils and local partnerships. This is one of our real strengths so our readiness is high on this. <b>Action:</b> we need to reach out now to key partners to involve them in the planning of the vac programme locally. Who will do this? We need to agree on our approach. It will be a good outcome if the delivery of the vac programme brings us closer to a population health approach locally.
<b>Model shared values</b>				
1. Understand personal values	■	■	■	<div style="text-align: center; font-size: 2em; color: red; transform: rotate(-45deg);">SAMPLE</div>
2. Connect on a noble goal – add public value	■	■	■	
3. Translate values into action	■	■	■	
4. Monitor performance in line with values	■	■	■	

# Need More Help? Click the links

 [www.hse.ie/changeguide](http://www.hse.ie/changeguide)

To help you understand how to assess readiness and use appropriate interventions visit:

 **Define: Change Guide, pages 50-70**

## **Assess readiness and use appropriate interventions**

- ✓ See sample Template referenced earlier
- ✓ See also: **Template 6.5.1: Reflect Recover Renew – Making Sense of Rapid Emergent Change**





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Support teams to make sense of rapid emergent change

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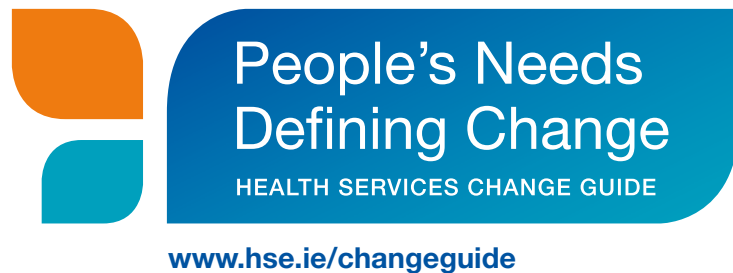
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To access references regarding figures and templates in this document see the bibliography in *People's Needs Defining Change – Health Services Change Guide* (pages 302 – 334) [www.hse.ie/changeguide](http://www.hse.ie/changeguide)

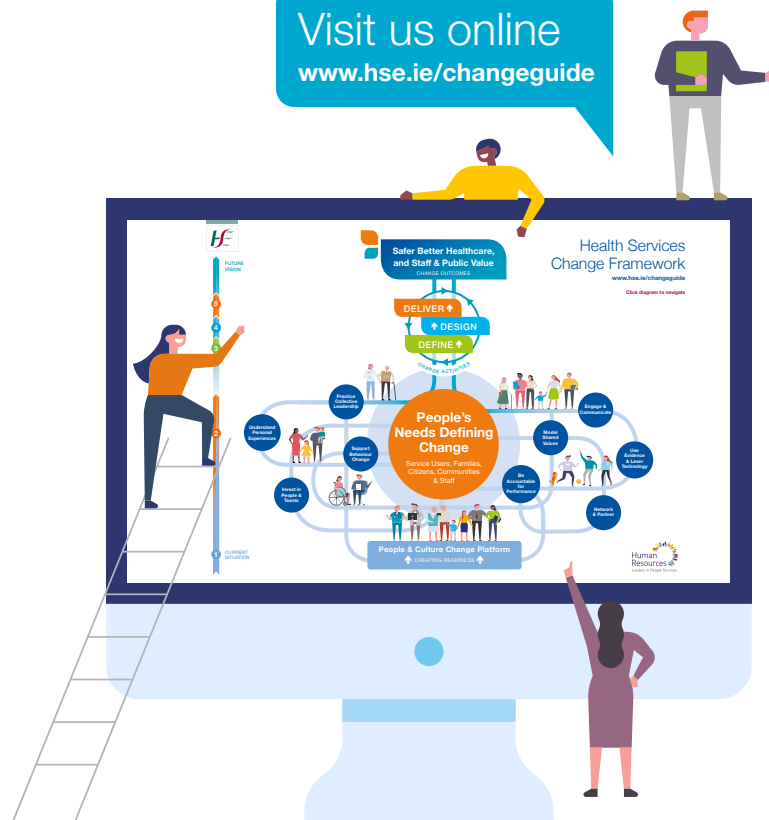
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