

# Managing Change and Making it Stick Level 2

## Foreword

Welcome to the Advanced Line Manager Blended Learning Programme.

The next few weeks are going to give you the freedom to learn at your own pace with this interactive workbook that will provide you with a framework and direction to move forward.

You will have all the materials you need, all built around the NHSBT learning framework with the focus being around leadership and management.

The workbook gives you space for reflection and the opportunity to answer questions such as:

- How do I apply my learning in the workplace?
- How does this help me perform my role better?
- And how does this relate to the leadership ladder?

If you are booked onto a Final Virtual Classroom you will also have access to a network of peers that will enable you to start learning together and move forward in a constructive way.

Feedback we've received from people who have got the most out of the blended approach to learning is that they have planned in dedicated learning time and have shared their learning with peers along the way. They have studied the models and the tools in the workbook and got together to share their thoughts and what that means to them and their role.

The invitation to the Final Virtual Classroom contains a list of all the people that are on the same program at the same time as you; so why not get in touch and arrange time to actually sit down and discuss some of the things you're learning, perhaps plan in a weekly virtual tea/coffee or lunch together?

As part of the Virtual Classroom workshop associated with this module, you will be expected to share your learning in a 3-5-minute presentation, using the media of your choice. This presentation should also be shared with your line manager.

Even if you have not fully completed the workbook, we'd love to see you and hear your journey so far; you can then return to the workbook and complete the remainder.

You may also find that once completed, this programme contributes to at least 30 hours of your annual Continuous Professional Development (CPD).

On behalf of the delivery team - We hope you enjoy this learning experience and look forward to seeing you at the virtual classroom.

# Managing Change and Making it Stick

## Introduction

We know from previous workshops that Leaders provide the motivation to change and get people involved. They create a sense of urgency and importance about the change and show commitment and passion. Leaders also realise that change can be difficult, and they understand the need for people to be motivated to step out of their comfort zone.

We know that change comes in lots of different forms and managing change successfully can increase morale and have a positive effect on team building.

As a reminder of Managing Change Level 1 we covered:

**How change happens** - Levels of change; The change continuum; The change gap

**How to influence change** - The Iceberg; Resistance based on fear; The onion model of resistance; Enablers and blockers

**The impact of change on people** - Rider and Elephant; Personal transition through change

**How to manage change** - Lewin's change management model; Creating a sense of urgency for change

**Managing stakeholders** - Circle of influence; Relationship mapping

**Below you will see the questions and subjects you will cover in this workbook:**

### **How do I solve problems and make decisions?**

- The 7 Habits of Highly Effective People Summary
- Decision Making
- Effective Decision Making – A Framework

### **What is the best way to manage stakeholders?**

- Stakeholder Analysis (Peter Block)
- The Trust /Agreement Matrix

### **How do I plan projects?**

- The Change Equation
- Creating an Inspiring Vision
- Change Management - One by one | Kotter's change model | Human needs |
- People Aspects of Change Toolkit

### **So, before you start:**

- ✓ Make yourself comfortable
- ✓ Make sure you can see and hear what you are going to watch, listen or read
- ✓ Give yourself a chance to avoid being interrupted

## How do I solve problems and make decisions?

### The 7 Habits of Highly Effective People Summary

Watch this 13min 18sec video of the first 3 habits of [Steven Covey's 7 habits of highly effective people](#).



The 7 Habits of Highly Effective People Summary (part 2 habits 4-7) 9mins 03sec can be accessed at the end of the above video.



**What does this mean to me as a Solution Focussed Leader?**



For Action

**What will I do now?**

## Decision Making

People often say that they find it hard to make decisions.

Unfortunately, we all have to make decisions all the time, ranging from trivial issues like what to have for lunch, right up to life-changing decisions like where and what to study, and who to marry.

Some people put off making decisions by endlessly searching for more information or getting other people to offer their recommendations.

Others resort to decision-making by taking a vote, sticking a pin in a list or tossing a coin.

Read more at: <https://www.skillsyouneed.com/ips/decision-making.html>



**What can prevent me from making effective decisions?**

**So, what am I going to do now?**



**For Action**

Have a look at this page on [Effective Decision Making – A Framework](#) that describes one possible framework for making effective decisions.

<b>1. Possible solutions / options</b>
<b>2. Timescale &amp; Who is responsible for the decision</b>
<b>3. Information gathering</b>
<b>4. Weighing up the risks involved</b>
<b>5. Deciding on values</b>
<b>6. Weighing up the pros and cons</b>
<b>7. Making the decision</b>

## Reflection:

### What have I learned about how I solve problems and make decisions?

Give yourself some time to think about what you have just experienced:

<b>What have I learned?</b>	
<b>What does this mean to me?</b>	
<b>What am I going to do differently?</b>	
<b>What impact will what I am going to do have?</b>	
<b>How might others be impacted? Is that a good thing or bad thing?</b>	
<b>Are the things I am expecting of myself and others reasonable?</b>	
<b>What obstacles might I face and how will I get around them?</b>	
<b>Do I need support? How will I get that support?</b>	
<b>When will I start?</b>	
<b>How will I know I have been successful?</b>	

So, what am I going to do now?

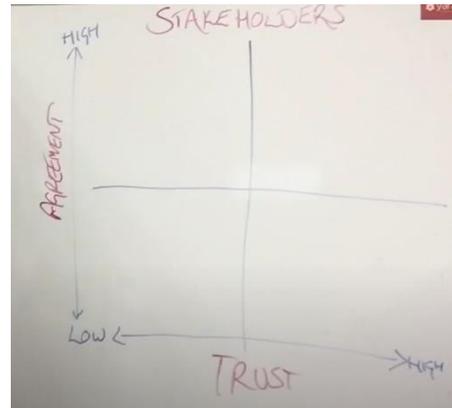
 <b>For Action</b>
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## What is the best way to manage stakeholders?

### Stakeholder Analysis (Peter Block)

- How do your stakeholders perceive you and your project?
- Do they trust you (and how can you build trust) and do they agree with you?

Watch this 8min 19sec video on [The Trust / Agreement Matrix](#)



**Allies (high agreement / high trust).**

**Opponents (high trust / low agreement).**

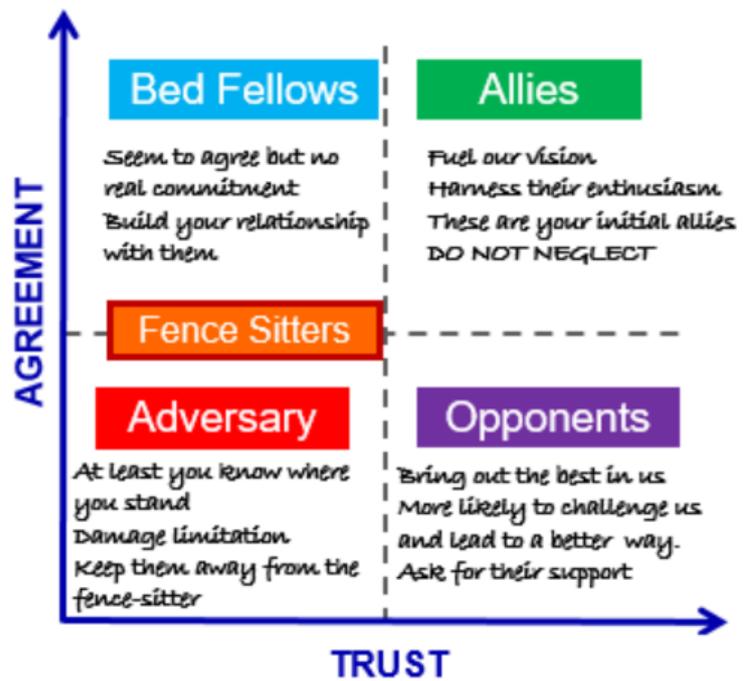
**Bed Fellows (high agreement / low trust).**

**Adversary (low agreement / low trust).**

**Fence Sitters (low trust / unknown agreement).**



How do my stakeholders perceive me and my project?  
Do they trust me? How can I build trust? Do they agree with me?



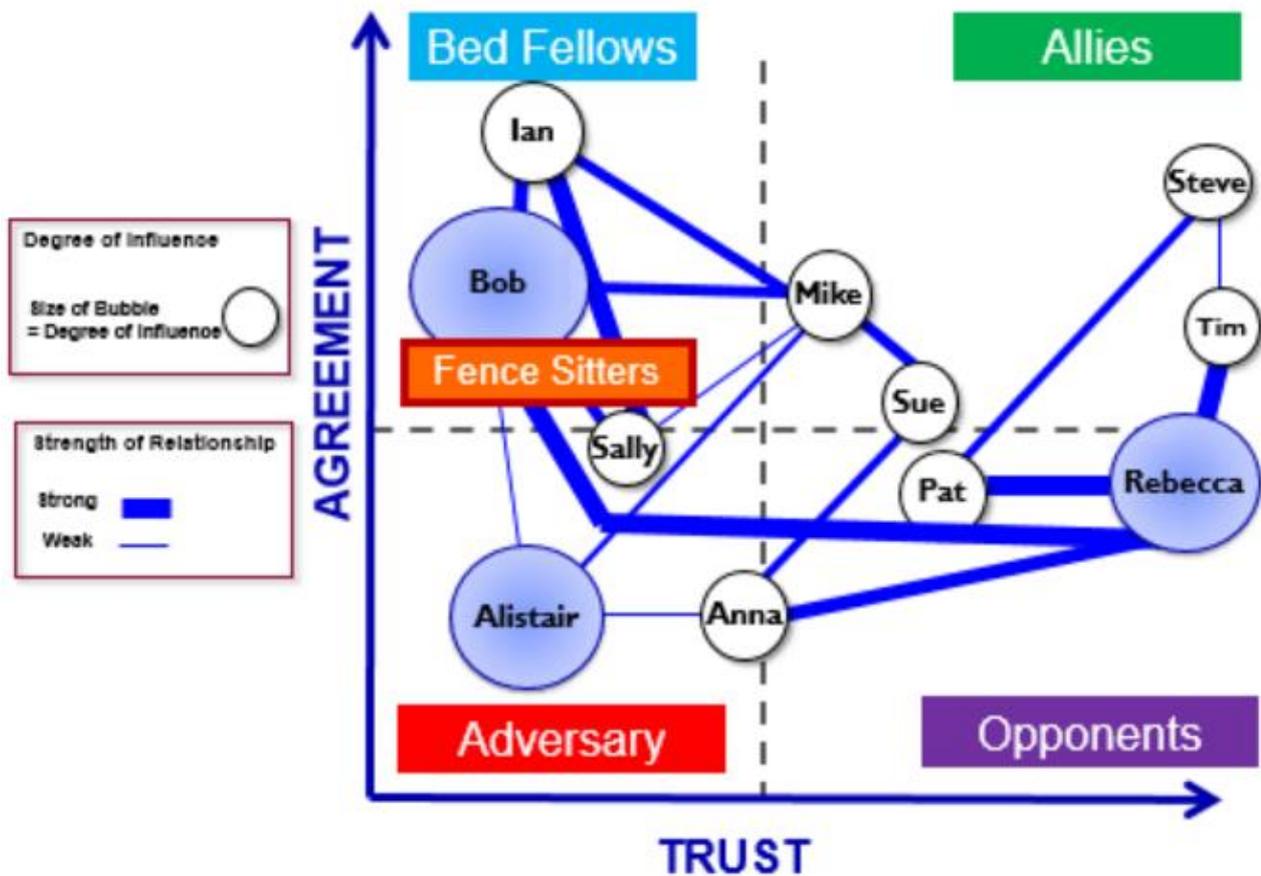
## My Stakeholder Analysis

Have a look at the stakeholder map below:

- Size of bubble = degree of influence
- Thickness of line = Strength of relationship

How do you think you would deal with each person?

**Note:** Alistair might be influential but not within the immediate group. So, it might be worth spending time on Rebecca to turn her into an enthusiastic ally.



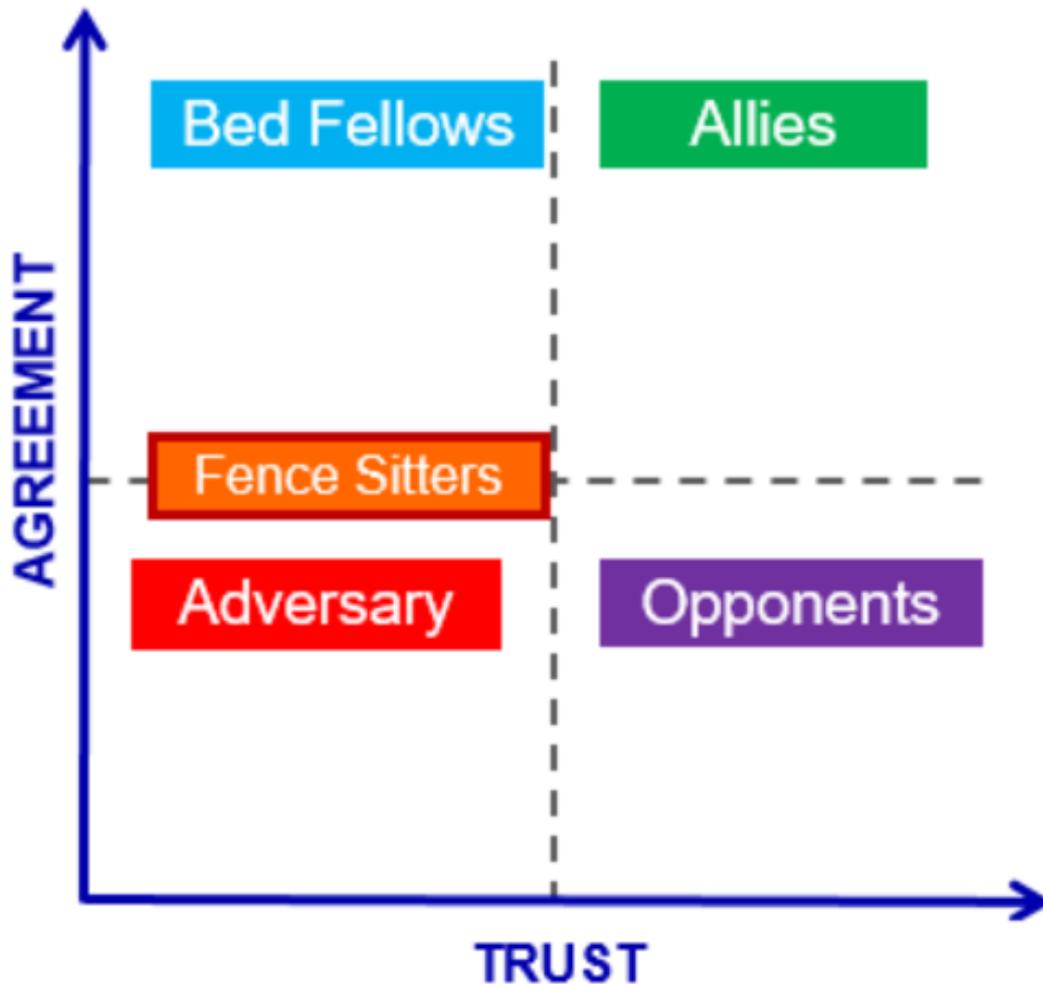
Think about a previous change that went well or didn't go as well as it could have. How was this linked to the trust agreement matrix?

## Where do your stakeholders sit on the matrix?



For Action

Using the simple grid - or maybe a larger flipchart version - map out the key people who may have influence over your team or your change.



Share your map with a colleague or your manager and discuss:

1. What are the implications?
2. Who do you need to invest time and energy in?
3. What key actions will you take, with whom?

## Reflection:

### What have I learned about the best way to manage stakeholders?

Give yourself some time to think about what you have just experienced:

<b>What have I learned?</b>	
<b>What does this mean to me?</b>	
<b>What am I going to do differently?</b>	
<b>What impact will what I am going to do have?</b>	
<b>How might others be impacted? Is that a good thing or bad thing?</b>	
<b>Are the things I am expecting of myself and others reasonable?</b>	
<b>What obstacles might I face and how will I get around them?</b>	
<b>Do I need support? How will I get that support?</b>	
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<b>How will I know I have been successful?</b>	

So, what am I going to do now?

 <b>For Action</b>
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## How do I plan projects?

### The Change Equation - What you need to know about change

Ever wonder why change sometimes fails in your team or a project that you're working on? If you have ever had a change that has failed, why not reflect on this easy to follow 8mins 46sec talk [The Change Equation](#) and see what the cause may have been.

This is essential viewing for anyone that either manages or leads any type of change intervention within NHSBT.

### Communicating for buy-in – your plan



What do people have to be told in order to engage with a vision or accept change?

**V – Vision:** The End Point – the Outcome – the desired state. How it will be!

**D – Dissatisfaction:** Why the change? Why bother? Is everything OK as it is?

**C – Capacity:** People need to know they can make the change. How will people be supported?

**S – STEPS:** What are the first steps? What's the sequence?

**>R – RESISTANCE:** The combination of the above must be greater than the Resistance or Perceived cost.

If any of above are zero all are zero

### Creating an Inspiring Vision

Vision is about the **Desired State**.

**Desired State** = What it will be like, what the difference will be.

If there isn't a better future – what's the purpose or point of the change? What is the "end result" for your change? How can you communicate it in a way that is interesting and engaging?

<p><b>V</b> <b>Vision</b></p>	<p>Appeal to both hearts and minds. Questions in people’s heads need answering both rationally and tangibly. Remember – <b>SEE – FEEL – ACT</b> and appeal to Rider and Elephant.</p> <p>Tell a story and, if you have it, give tangible, feel-able, viewable evidence. Describe what’s it going to be like? What will I have? What will life be like?</p> <p>Describe the positive consequences of changing.</p> <p><b>WIIFM?</b> What’s In It For Me? <b>WIIFU?</b> What’s In It For Us. What are we keeping? What’s not changing and what is?</p>
<p><b>D</b> <b>Dissatisfaction</b></p>	<p><b>Why and Why Now?</b> What exists now that’s dissatisfying? What’s frustrating, blocking, niggling about the now?</p> <p>Are there examples now of how people are experiencing the negative consequences of not having the new, the future, the desired state?</p> <p>What are the negative consequences of not doing the change? What are some real negative ways that individuals could be affected – in their pocket, their esteem, their role, relationships etc?</p> <p>Could there be even more “loss” if we don’t change? What is that?</p>
<p><b>C</b> <b>Capacity</b></p>	<p>Remind people of the skills, abilities, talents, personalities and capabilities they have. Remind people of how well they have coped with change and shown resilience in the past.</p> <p>Tell people how they will be supported with any new skills or resources or equipment to get through the change successfully. Tell them how they’ll be supported if they hit a problem either practical of personal confidence.</p> <p>Tell them how they’ll get support from being in the team, individually, training or workshops or one-to-ones or guidance or time or .....???</p> <p>Tell them what you are going to do and show them the plan!</p>
<p><b>S</b> <b>First Steps</b></p>	<p>What are some very quick things that will happen?</p> <p>What are some things that will happen in the short term?</p> <p>Outline the first steps you as change leaders will take. Make it tangible and not just an empty promise.</p> <p>Tell people what first steps each individual will be expected to take.</p>

## Your Elevator Pitch

**V X D X C X S > R**



Compose an elevator pitch about something you want to communicate to the team – it could be a reformed vision or introducing a change of some kind.

Imagine you're in a lift and you've got 18 floors to go up. Who you want to influence walks in and you have 16 floors to convince them.

<b>V</b> <b>Vision</b>	
<b>D</b> <b>Dissatisfaction</b>	
<b>C</b> <b>Capacity</b>	
<b>S</b> <b>First Steps</b>	

**Now try your pitch out with a colleague and get some feedback:**

- Helpful Feedback
  - Was “V” compelling enough?
  - Was dissatisfaction real?
  - **Was capacity to achieve it clear?**
  - Were first steps concrete?
  - Was the storytelling, words music and dance compelling enough?



**Discuss:**

- What are the implications?
- What key actions might you take with whom?
- Who might it be worth putting your energy and time into?



**What does this mean for me and my plan?**



For Action

**What will I do now?**

## Reflection:

### What have I learned about how I plan projects?

Give yourself some time to think about what you have just experienced:

<b>What have I learned?</b>	
<b>What does this mean to me?</b>	
<b>What am I going to do differently?</b>	
<b>What impact will what I am going to do have?</b>	
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**So, what am I going to do now?**

 <b>For Action</b>
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## Change Management - One by one | Kotter's change model | Human needs |

Why do most organisations fail when trying to change?

Watch the 14 min video [Change Management Introduction](#) to understand:

- Why most organisations fail when trying to change,
- Kotter's model and why is it so hard to convince employees to change; and
- How to approach the situation in order to be more successful.



## People Aspects of Change Toolkit

An online package has been designed as a self-help toolkit for anyone planning change. The stages outlined are based on John Kotter's 8 steps of Leading Change. The toolkit contains helpful tools, models, guidance and templates to assist with early planning considerations. It aims to help you to focus, identify and plan the people aspects of change.

This toolkit is not intended to provide advice and guidance for 'how' to implement change or the 'process'. It aims to help you assess your early planning considerations. You will need to contact the relevant departments identified in the signposting section (at the end of the toolkit) for further follow up information and support for implementation or additional guidance.

How can the [People Aspects of Change Toolkit](#) help you?



## ***John Kotter's 8 steps to leading change successfully***

### **1. Increase urgency**

**Inspire people to move, make objectives real and relevant.**

- What is the burning platform/why do we need this.
- Are the chief exec and directors seeing this as a priority?
- What will happen if we do not do this?

### **2. Form a powerful coalition**

**Build the guiding team. Get the right people in place with the right emotional commitment, and the right mix of skills and levels.**

- Who owns this? Who else can make it happen? Who are the stakeholders – those who can influence for good and those who can scupper it?

### **3. Get the vision right**

**Get the team to establish a simple vision and strategy, focus on emotional and creative aspects necessary to drive service and efficiency**

- What is the end result?
- What's in it for me, you, they?'

### **4. Communicate for buy-in**

**Involve as many people as possible,**

- Communicate the essentials, simply, and to appeal and respond to people's needs.
- De-clutter communications - make technology work for you rather than against.

### **5. Empower action**

**Remove obstacles and enable constructive feedback**

- Give lots of support - reward and recognise progress and achievements.

### **6. Create short-term wins**

**Set aims that are easy to achieve - in bite-size chunks.**

- Manageable numbers of initiatives. A good strategy is to have some early wins and then build on it from there.

### **7. Don't let up**

**Foster and encourage determination and persistence**

- Maintain the ongoing change - encourage ongoing progress reporting - highlight achieved and future milestones.

### **8. Make change stick**

- Reinforce the value of successful change via recruitment, promotion, new change leaders.
- Weave change into culture.



### **Embedding the change is dependent on visible results**

People need to see that their efforts have been worthwhile and that the efforts are paying off.

<b>Build on the Change</b>	
What do you say and do (that is, job roles, performance management, processes) that is compatible and consistent with the 'new stuff'?	
What needs to change or stop and what do you need to keep doing, or do more? Remember unwritten (beliefs and values) customs and practices. Don't assume they will sort themselves out – they won't!	
What support is required to support the transition? This might be training in the new ways of working or emotional support. Emotions drive behaviour; therefore, it is important to consider this at every step. – remember the Rider and Elephant?	



### **Recognise that embedding the change may result in turnover.**

Sometimes by changing the culture, some people may decide that they want to leave. It is important for you to contemplate succession planning with your considerations.



**What does this mean for me and my change?**

## Reflection:

### What have I learned about managing change and making it stick?

Give yourself some time to think about what you have just experienced:

<b>What have I learned?</b>	
<b>What does this mean to me?</b>	
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 <b>For Action</b>
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**Now that I have successfully completed this module:**

- **What are my key learning points?**
- **What have I put into practice?**
- **What actions do I need to take as a leader manager?**
- **How will I review my progress and the impact of these?**

Please complete the [Evaluation Survey](#) to indicate that you have completed the programme.

We look forward to seeing you at the Advanced Line Manager Final Virtual Classroom which is a chance to discuss with Experts and Peers how you have applied your learning.

Even if you have not fully completed the workbook, we'd love to see you and hear your journey so far; you can then return to the workbook and complete the remainder.

As part of the Virtual Classroom workshop associated with this module, you will be expected to share your learning in a 3-5-minute presentation, using the media of your choice. This presentation should also be shared with your line manager.

## **My Action Plan**

<b>Immediate Action</b>	<b>Description of action and outcome</b>
Short term (within 3 months)	
Medium term (within 6 month)	
Long term (6 months plus)	