in good health

The Norfolk and Waveney Health and Care Partnership

# An Introduction to Organisational Development (OD)

## A Practical Toolkit

#WE CARE TOGETHER

# Contents

## How to use this toolkit

This toolkit has been developed as an introduction to Organisational Development, for you to use as a practical resource to which you can refer to whenever needed. Each section provides information and signposts to other useful resources.

### The toolkit consists of five core sections;

1. **The basics; an introduction to OD**
   This section defines Organisational Development (OD) and what you need to consider when taking an OD approach, and why it matters

2. **Before you start a project or change**
   Offering some most commonly used theories, models and tools that are useful to consider before you start your project. This section explains how they may be used to support and inform your preparation and approach.

3. **During a project or change**
   This section provides a range of practical tools and techniques for use during your project; from effective communication through to managing stakeholders. During this phase it is important to ensure individuals impacted by your project or change are supported and their needs are considered throughout.

4. **After a project or change**
   Post implementation there are some important things to consider and reflect on. This section provide tools to help sustain change, support individuals and ensure effective team-working.

5. **Further Information and Support**
   Where to find more information and support together with useful templates for you to adapt and use

---

### Useful terms

Understanding some specific terms used in the context of this toolkit:

**OD Practitioner**: any person experienced in organisational development who works in a consultancy style using OD tools and techniques, regardless of role or band.

**Client/Sponsor:** the person commissioning the piece of work or project, to whom you would usually report about the progress and outcomes of your work.

**Project Lead:** the person responsible for day-to-day management of a project or programme of work.

**OD Intervention:** one or more activities bringing about change or improvement, whether to a specific role, a team, or to the whole organisation.

**OD Diagnostic Tools** – the methods used to understand an issue and determine where and what needs to be improved. Most diagnostic methods involve engagement with key stakeholders.

# 1. The Basics

## Defining Organisational Development

**NHS Employers DO OD[1] What is Organisational Development?**

Organisation Development (OD) enables people to transform systems.

OD is the application of behavioural science to organisational and system issues to align strategy and capability. It enhances the effectiveness of systems through interventions that enhance people's collective capability to achieve shared goals.

In the NHS, the purpose of OD is to improve the quality and safety of patient care and we describe OD as enabling people to transform systems. OD is a field of practice where behavioural science is applied to organisational and system issues in order to align strategy and capability.

OD enhances the effectiveness of systems through the provision of interventions that build capacity and capability to achieve our collective goals. OD improves the performance and health of systems by amplifying the humanity in our organisations, enabling people to flourish, thrive and have meaning in their work.

---

**An OD approach focuses on leading change, service improvement initiatives, engaging and motivating staff, developing their talents and improving potential of staff. It's about understanding context and culture, taking a systems approach and enabling our people to design and deliver great patient care.**

---

All OD activity starts with awareness of the extent of your role in bringing about change or improvement, and a genuine consideration for all your stakeholders' perspectives.

Always take some time to fully understand the model or approach you are considering, its pros and cons. No single model is perfect, and a combination of several approaches may be needed when scoping out your project. Use the information to provide a framework, or a prompt list of areas to consider when fact-finding or developing a solution.

Be aware that changes to one aspect of the organisation may have a knock-on effect to other aspects, and ensure you always step back regularly to re-assess and reflect on the wider ramifications of what you are doing.

---

### Tip

Look out for the following icons to signpost you to additional activities or exercises that you may find useful to support your project

**Data** **Team** **Individuals** **Ideas**

[1] www.nhsemployers.org/retention-and-staff-experience/organisational-development/what-is-organisational-development

# 2. Phase 1: Starting your Project or Change

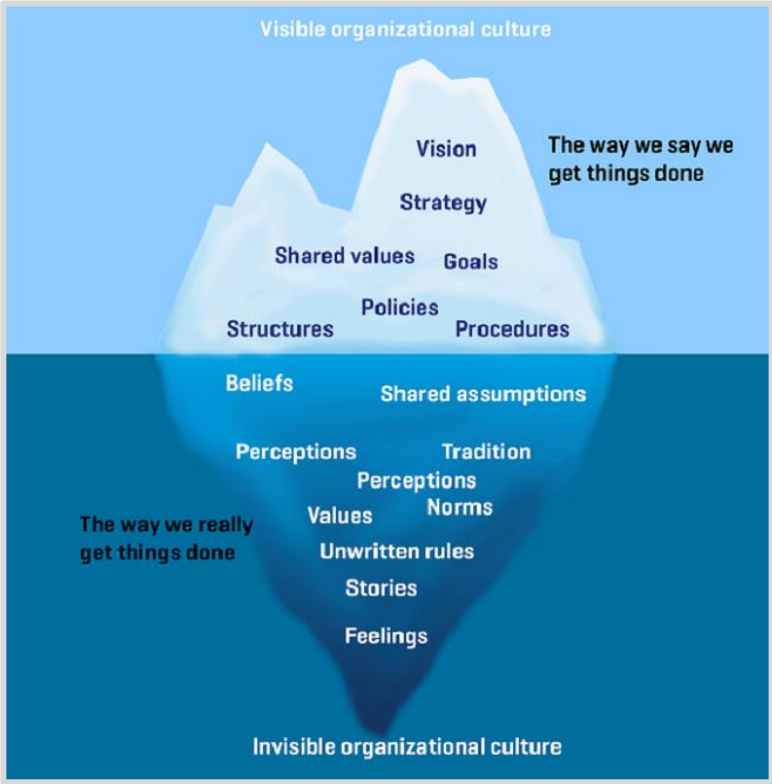
## Preparation and Diagnostics

Before commencing a project or change, it is important to understand the culture in which you are operating.

Take time to consider the factors that will impact on your project and what approach you may need to take.

Organisational culture can be defined as the “way we do things around here”, it is the unspoken norms, informal rules which exist within organisations and guide employee behaviour.

The Iceberg Model, developed by Edward T Hall (1976), is used to depict that the elements that are invisible in an organisation’s culture can also influence its successful outcome.




This model is a very simple representation of a complex system. It uses the metaphor of an iceberg to illustrate that our experiences are deeply influenced by dynamics we cannot easily see: the structures that form the framework within which we operate, and the beliefs we hold about how things work.

**It helps as a reminder that within your project to pay attention to the things that are under the surface, that are not always visible or known.**

Do not make assumptions, if you do not know what is ‘below the surface’ take time to observe, be curious and listen to the individuals and teams you are working with; use a tool like the Cultural Web to help *(Appendix 1)* or contact your OD Practitioner for advice.

## Planning a Change

### Stakeholders

Draw up a list of all the groups of people who will be affected by the change and who will be influential in the success of your change plans – these are your **stakeholders**.

Take time to consider how you will communicate, consult and involve these people as this will determine the success of your project or change initiative.

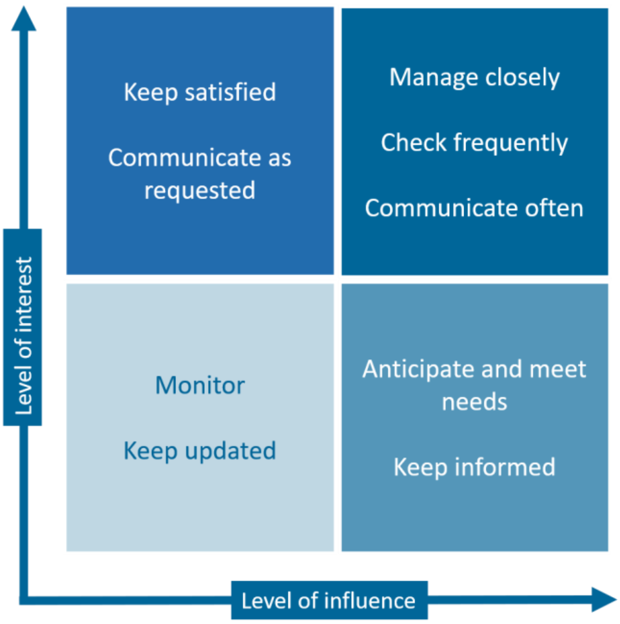
For each group of stakeholders consider:

- How will they measure the success of this change? What is it that they want to see?
- How much influence do they have?
- Could they stop or seriously undermine the change if they wanted to?
- How important are they?
- Think about what kind of power/influence they have. For example, do they have power because of their authority or because they are experts in what they do?

### Stakeholders Analysis

**What is it?**

A stakeholder analysis is an interest/influence grid with four quadrants. It enables you to plot or map stakeholders based on their level of interest (high/low) and level of influence (high/low). Where you plot a stakeholder guides the actions you should take for involving and communicating with them.




**When to use it**

Carrying out stakeholder analysis as an early step in your change project can help you avoid conflict and delays caused by inadvertently failing to involve key people.

For further information and templates see: https://improvement.nhs.uk/resources/stakeholder-analysis/

## Communication

### Communication Plan

Once you have identified your stakeholders, you will need to think about how you will be communicating with them.

Research has proven that if a change is implemented in a consultative and an open manner it results in much effective outcomes in the overall process. Effective communication and managing expectations is key.

**Things to Consider**

- **why** you are doing what you are doing with this project
- **why** you are communicating with your stakeholders, the purpose
- **what** you are going to communicate, what do they need to know?
- **how** you will do this; what method will you use, what would work for them?
- **when** will you do this, how often do they need to be updated?
- **ask** if you don't know the answers to the above, don't assume
- **listen** as communication should not be one-way

If you have not written a communication plan before, see appendix 2 for further information and a simple template to help you get started

### Everyone is different

**When you are developing your communication plan, make sure your plan includes opportunities that takes into consideration individual preferences and needs. Do not assume that everyone is the same.**

**Communication**

Some individuals prefer time to discuss the change with others and prefers to answer in the moment

***or***

Some just need time to reflect and develop ideas internally and needs opportunities to ask questions later

**Level of Information & Detail**

specific and realistic data on the why this change will improve things

***or***

view the change as a chance to do it a new way

**Involvement in Decisions**

opportunities to ask 'why' questions and get them answered, logical pros and cons

***or***

opportunities to involve people and consider how the change will impact

**Action Plan**

keep to the plan – wants clarity, goals, plans, structures and timelines

***or***

a plan that is flexible with opportunities to add new relevant information along the way

## Ground Rules for Team Events and Meetings

Make sure you create safe conditions to try to get everyone to talk, especially if you are asking them to discuss how they are feeling.

**Your aim should be to make your project meetings;**

- Enjoyable and interesting
- Outcome focused
- Efficient use of everyone's time
- Everyone having equal voice
- Decisions based on fresh, quality thinking and listening

The team may want to decide their own ground rules, but here's a few principles to consider including;

- Everyone matters
- Everyone is a thinking equal
- Diverse points of view support emergent thinking
- Interruptions stifle thinking so does not allowing others to speak
- Everyone gets a chance to speak but can pass
- What is said is what needed to be said
- Confidentiality

---

## People must feel involved in the change. Involvement creates commitment: nothing else is as significant during a change process.

**Project Kick-off Meeting**
You announce the change and list the benefits. Ask for their help, involvement and patience during the transition and promise consistent communication once details are determined. Explain that they will be supported and trained on the new processes. Encourage questions and get back to any that you can't answer.

**Follow-up Message**
This can be a brief e-mail summarising the kick off meeting. Useful for anyone who couldn't attend, and a reminder of what was discussed for those that did. Provide a method to collect any questions and queries and make a commitment to respond.

**Post FAQs and Q&As**
Develop an intranet page or shared site to continually update on the project and its progress, as well as collect questions/feedback and post responses.

**Respond to feedback**
Provide answers on a regular basis, even if the answer is that the details are still being collected

and analysed and the response will be provided later. Whether the questions are critical or mundane, just knowing they can ask any question without feeling embarrassed will calm emotions. Seeing the answer to their anonymous question posted publicly will make an employee feel powerful and valued.

**Lunch 'n learns or Small Group Meetings**

As the project moves forward, arrange some informal and small-group meetings. At first, the answers may be high level. As more details are worked through in your change project, the answers can more specific. Many people who won't raise their hands during a large-group meeting will open up, ask questions and provide feedback during a small-group event.

---

## Listening – Time and Space

Don't forget to create time and space to listen within your plans.

Taking time to hear what people are saying will save time, effort and productivity, resulting in a smoother transition, even if you can't implement all their ideas.

Any change needs a 'steam control valve'. When people can vent about their fears, concerns and frustrations, it serves the same purpose as the steam vent on a boiler. The steam harmlessly evaporates. The boiler doesn't explode! It allows you to get back to the task in hand.

When the people whose roles are impacted by the change understand the goals and are given the chance to participate in the solution, they often can suggest tweaks and improvements. Their involvement leads to buy-in, the more methods you use to engage, the better the outcome.

---

**How you can improve your listening skills and be an active listener?**

Effective listening should have a positive impact, particularly on the speaker. First and foremost, effective listening should result in making a person feel valued. Understanding is important, but secondary to this. Effectual listening should give a person space to think, to explore their feelings and construct what they want to say.

To achieve this level of effectiveness there are 'the 10 thinking components' that can really make the difference, from Nancy Kline 'Time to Think' (1999)

- focused attention
- providing the right environment, it's says 'you matter'
- equality ('our thinking is different, but we are equal')
- ease creates, urgency destroys
- empathy for feelings
- incisive questions
- appreciation (5:1 appreciation to critique)
- diversity 'raises the intelligence of groups'
- place – 'A thinking environment says back to you – you matter'
- encouragement

## ADKAR

Organisational change can often be met with resistance. The ADKAR model was developed by Jeff Hiatt in 2003[2]. The model offers a structured approach to ensure you consider the five phases necessary to make overall change successful. Most useful in the preparation/planning stage.

The letters stand for Awareness, Desire, Knowledge, Ability and Reinforcement.

### 1. Awareness

**How aware of the need to change/or the change being proposed are the team?**

Building awareness as defined within ADKAR means sharing both the nature of the change and answering why this change is necessary. It means clearly explaining the business drivers or opportunities that have resulted in the need for change. It also means addressing why a change is needed now and explaining the risk of not changing.

Effective communication is key throughout any change.

### 2. Desire

**How much does the team want to support and participate in the change? What is in it for them? Do you understand what motivates them?**

More and more and more awareness does not result in desire. Continuing to focus on the reasons for change and not translating those reasons into the personal motivating factors can be frustrating for individuals. Listen to individuals and teams, acknowledge any fears and identify potential risks.

If you are not familiar with motivational factors and need support, please contact your OD Practitioner for advice.

### 3. Knowledge

**Does the team have the knowledge to take on the change/make it happen? What additional information might you need? What training might support this?**

Individuals could be anxious of the change, and potentially resist it if they are concerned, they don't know how to change, and/or whether they will have the skills and knowledge to perform effectively in the future state.

### 4. Ability

**Does the team have the skills and behaviours to implement the change? Training, tools, new processes?**

While knowledge and ability can seem similar, there can be a gap between the two. You can support individuals to successfully build ability by:

- Allowing adequate time to adjust and practice the new ways of working
- Coaching approach
- Role-modelling expected positive behaviours
- Ensuring they have access to right tools
- Supportive monitoring and feedback

[2] https://www.prosci.com/adkar

5. **Reinforcement**

**How aware of the need to change/or the change being proposed are the team?**

It is a natural tendency to revert back to what we know. While making a change can be difficult, sustaining a change can be even more difficult. Therefore, reinforcement is such a critical component of successful change.

Tactics for Fostering Reinforcement

- Celebration of achieving the change
- Visible performance dashboards that positively demonstrate how the new process is working
- Acknowledging contributions, appreciating and valuing personal contributions to the change, the importance of saying 'thank-you' to those involved
- Visible recognition by senior level sponsors
- Corrective actions if/when things don't work
- Capturing lessons learned and supporting the team to reflect on how it felt for them; what worked, what didn't and what still be outstanding

***See Appendix 3 for the ADKAR assessment template***

**N.B.** This is tool is one of many that you could consider to assess readiness, if this doesn't feel appropriate for your project please contact your OD Practitioner for advice.

## Managing the Transition

**What is the difference between change and transition?**

**Change** is the external event or situation that takes place.

**Transition** is the inner psychological process that people go through as they internalise and come to terms with the new situation that the change brings about.
Change will only be successful if you as the change leader address the transition that your team experience during change.

## Bridges Transition

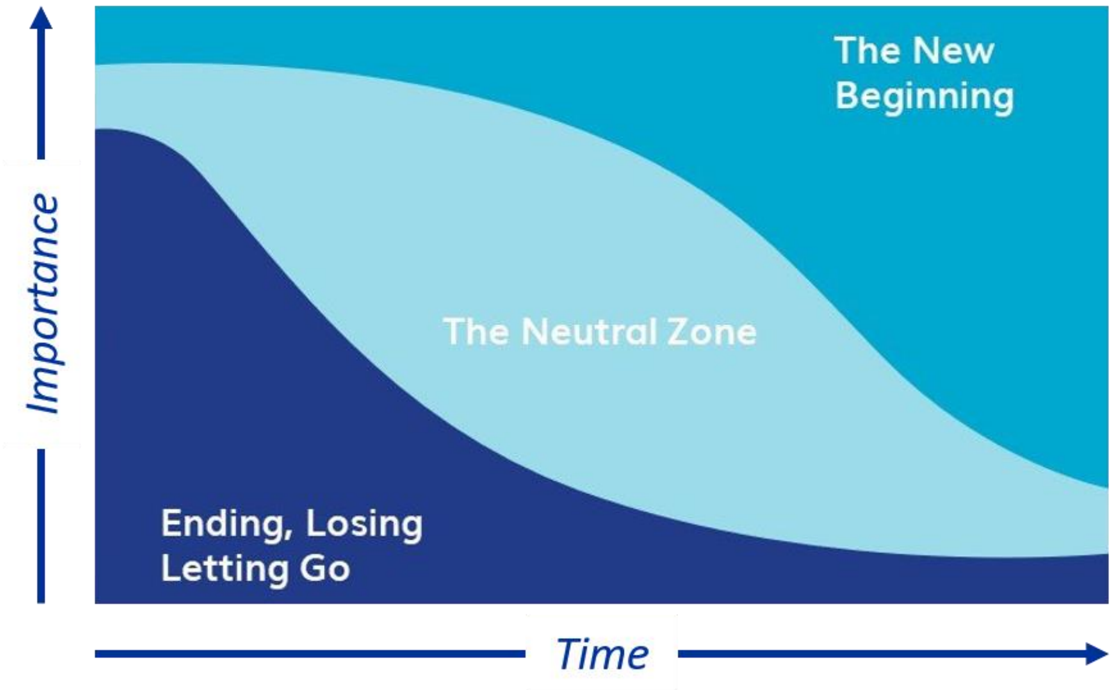
The Bridges Transition Model helps you as the changed leader understand and more effectively manage and work through the personal and human side of change.

The model identifies the three stages an individual experiences during change: Ending What Currently Is, The Neutral Zone and The New Beginning.

Developed by William Bridges, the Bridges Transition Model has been used by leaders and management consultants for more than thirty years.

If these three phases/stages are managed well the organisational change is more likely to be effective.

**This model is useful to refer to throughout your project or change but take time at the beginning to consider and plan for each of the three phases.**




**Stage 1 - Ending, Losing, Letting Go**

To move out of this stage, you need to help people deal with their tangible and intangible losses, and mentally prepare to move on. It is about getting staff to let go of the old ways and their old identity - the first stage is about drawing a line, creating an ending and dealing with their losses.

**Stage 2 – Neutral Zone**

An 'in-between' time when the old has gone, but the new is not fully operational. It is about helping people get through it, and potentially capitalising on uncertainty by encouraging them to be innovators. What the change even is and where you're headed may be unclear during the neutral zone, so let the team know that it's OK to feel lost or unsettled. Remind them of team goals and encourage them to talk about what they're feeling.

**Stage 3 – The New Beginning**

This is where the transition period is ending, and the new beginning has arrived. During this stage you need to try and help people to develop a new sense of identity, a fresh sense of purpose and the energy to help make the changes work.

**Don't get impatient or try to push people through the stages; instead, do what you can to prepare and support them. Guide them positively and sensitively through the change process.**

If during your project you notice people that individuals or teams are getting 'stuck' there are a few resources in the next section to help you manage this.

## Mismanaged Change

This has been included in the planning section of this toolkit as a reminder to consider the importance of the following right at the start of your project or change.

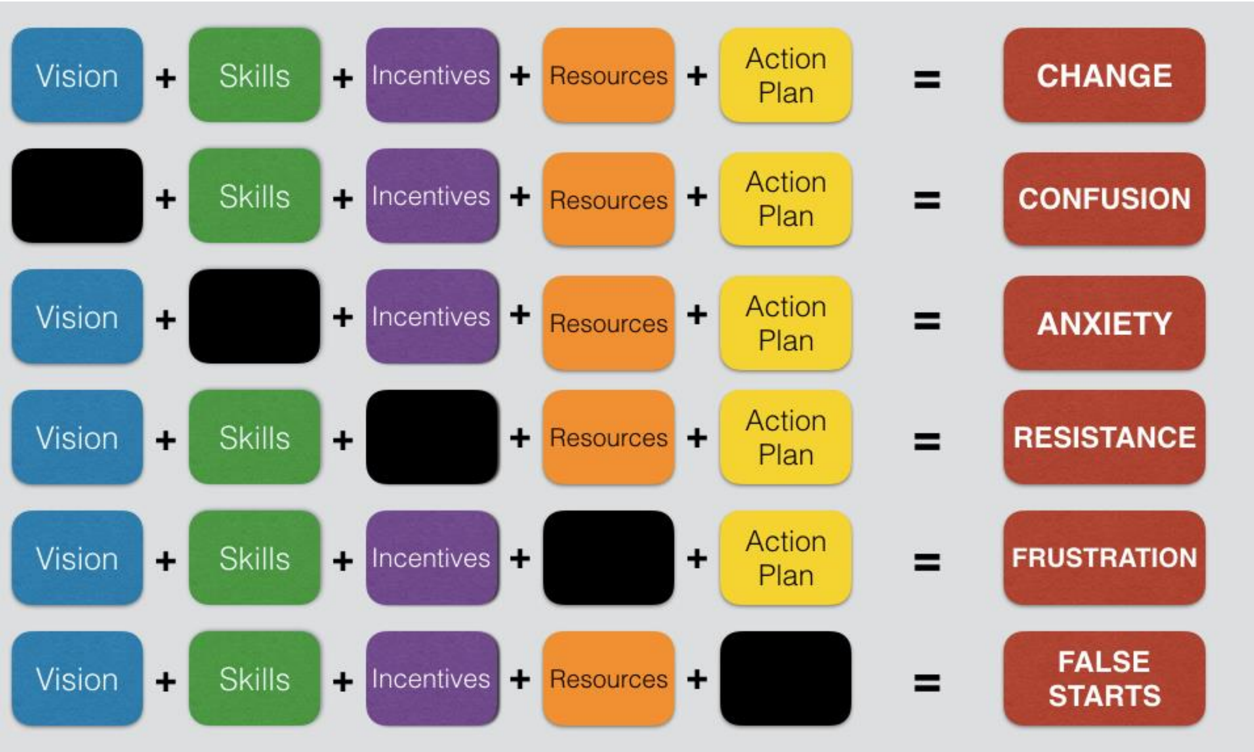
### Vision
Communicate what you are trying to achieve and why

### Skills
Indentify potential skill and knowledge gaps, and consider how will address these

### Incentives
What is in it for **me**? Sell the benefits and understand motivations

### Resources
Time, finance, people

### Action Plan
Actions, timescales, responsibilities, status




**When projects and initiatives don't achieve desired results and outcomes, it is often because we ignored the 'people side' of change**.

Throughout your project if you notice the emotions in the righthand column, you may need to focus on the area that is 'missing' in the equation.

This isn't suggesting that you have omitted or forgotten it, but you may have to spend more time considering this factor.

## SWOT Analysis

This can be done at the start of the change, or during the change but something that you can go back to – has anything shifted, are you making the most of the opportunities, keep hold of the strengths and ensure you don't lose them.


Using and Appreciative Inquiry approach, capture what works well right now, listen to understand what they might not want to let go of during this change, and look for opportunities to align the benefits of your change to rectify what might not be working at the moment.

### 1. Strengths

- *Capture what's working well with the team/service – what are their strengths?*
- *Any good practice that they want to make sure they keep during the change?*
- *Benefits that they can see in the change?*

### 2. Weaknesses

- *What will they be pleased to let go of in the change that isn't working well currently?*
- *Any 'niggles' they have that could be rectified in the change*

### 3. Opportunities

- *Capture any ideas and suggestions that you could bring into the change*
- *Volunteers for helping, opportunities for development to work with you on the change?*
- *Can any of the weaknesses be addressed?*

### 4. Threats

- *Use this as an opportunity to capture any risks (that you may not have thought of)*
- *Are there any gaps in their knowledge and skills that they may be worried about?*
- *Anything else they may have concerns over that could jeopardise this change*

SWOT can be a really useful reflection tool to use at the end of the project too.

## Prepare the People

Take time to understand and explore how dealing with change can affect people, and what you as the change leader can do to help people work through the change.

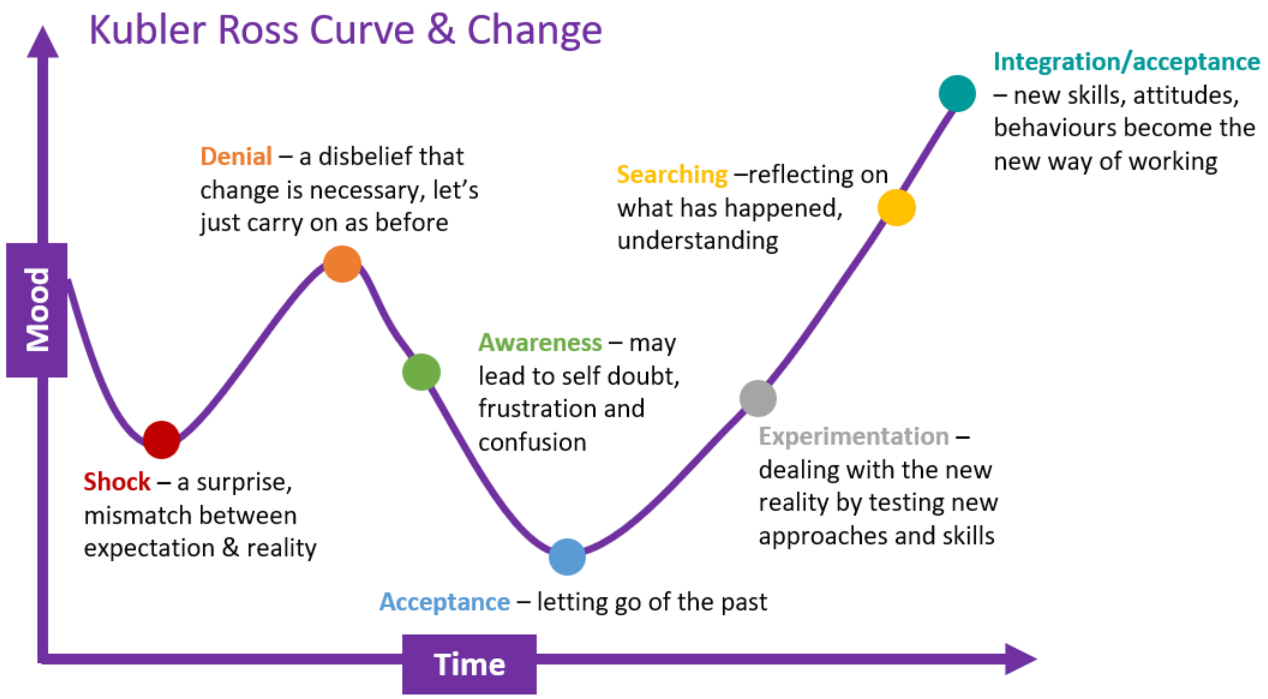
Each person will experience the change differently depending on their individual circumstances, experiences and their resilience to change.

Evidence suggest there are three main drivers of the stress or 'fight or flight' response:

- Novelty
- Uncertainty
- Uncontrollability

Change by its very nature will bring these three elements. The transitions that people need to make through this change may be welcome or unwelcome.

The change curve is a model originally developed in the 1960s by Elisabeth Kubler Ross to explain the grieving process. Since then it has been widely used as a method to help people understand their reaction to significant change.




The two axis are the passing of time and performance/mood

As people move through the curve up until the point of acceptance people are focused on the past, loss and what was.

People will move through the curve at different speeds and may move backwards and forwards along the curve and get stuck in places. As they accept the change they become more focused on the future and what could be.

Initially the shock of the announced change may cause a dip in mood and performance as people struggle to comprehend what they have been told.

At denial stage mood and performance may briefly go up as people don't feel that change is real or will really happen.

As it becomes real, they may become angry blaming others or themselves for the situation and potentially becoming confused as to why the change is happening to them. Mood and performance can lower considerably potentially leading to depression.

There is a risk at this point that people become stuck here in low mood, feeling helpless and unable to change.

**Can get stuck if:**

1. They are very comfortable with how things were
2. Have little experience of change
3. Feel threatened
4. Fear that we will fail and be unable to cope with the change

Once the change is acknowledged and accepted people start to explore what it means to them and become engaged in thinking about what the future might look like, make decisions and integrate the change into their lives.

**Using the Kubler Ross model**

1. Where are you right now?
2. Take a moment to draw the curve and map where you think people involved and impacted by the change might be right now

Take a couple of moments to consider what you need to do at each stage to lead, manage and support people

What information do you need to communicate?

Observe, listen and try to understand people's needs at each stage

Give time to explore and test the new ways of working

**Team Exercise**

If you have an opportunity to get the team together face to face you could mark out the key points on the Kubler Ross curve on the floor. Ask individuals to stand where they are right now. **Listen to understand**

- How are they feeling?
- If they feel stuck, what might they need to move?
- What do they need?
- What may they need from you?
- What opportunities are there to help each other?

**Individuals**

Whilst it's useful conduct this exercise as a team, some individuals may not feel comfortable to speak up. Remember to allow time and create opportunities for small group or a 1 to 1 session too.

# 3. Phase 2: During your Project or Change

## Influencing

**The Situational Influence Model**

This model describes influence behaviours and allows us to analyse and understand our use of influence. All the styles are, in themselves, neutral, but each style will be more or less effective depending on the situation you are trying to influence. To become a truly effective influencer you must be able to choose the best style for any situation and use that style skilfully.

**There are three layers to the Situational Influence Model: Energy + Style + Behaviour**

1. **Energy**

   In order to be influential, you must have energy. Energy is the potential power (positional and personal) that you bring to bear on any situation. In order to influence effectively you need to have an influence objective and use your energy to achieve it. You can use your Energy in three ways: Push, Pull, and Move Away.

   **Push Energy** is used when you move another person towards your influence objective. It's about what you, the influencer, think and feel, and what you want. It's about expressing that to another person in a way that shapes their subsequent behaviour.

   When used well, people may refer to you as dynamic, someone who drives things forward. If you overuse push energy, or use it badly, or in the wrong situations, others may feel backed into a corner. They may describe you as 'pushy'.

   **Pull Energy** is when you work with the other person to draw them towards your influence objective. It's about focusing on other people and what they need, want, or expect of you. Whilst you may not agree with them, you genuinely want to understand what they are thinking and feeling.

   When used well, people may feel drawn to you and to want to work with you. If you overuse pull Energy, or use it badly or in the wrong situations, others may start to feel 'sucked in' or manipulated.

   **Moving Away Energy** is when you take your energy out of a situation.

   If you take your energy out of a situation tactically and temporarily, it will be seen as constructive. If you do it unconsciously or as a way of abandoning your influence objective, it will be perceived as unproductive.

2. **Style**

   - A style is the culture or climate created by the behaviours within that style.
   - Within **push energy** there are two styles: **persuading and asserting**
   - Within **pull energy** there are two styles: **bridging and attracting**
   - There are two ways of moving away: **disengaging and avoiding**

3. **Behaviours**

   Behaviours are what you say and do. They are seen and felt by others.

   - When you use the behaviours within a style well, and with intent, you are more likely to be influential and have the impact that you intend.

- A key element of using a particular behaviour well is the ability to use the language of that behaviour.

**Push Energy**

Within push energy there are two styles, persuading and asserting.

| ENERGY | INFLUENCE STYLE | INFLUENCE BEHAVIOUR |
|---|---|---|
| PUSH<br>SELF | PERSUADING | **PROPOSING:** ideas; suggestions; recommendations; questions that suggest a proposal.<br>**REASONING:** facts and logic in support or opposition; argument for or against; rhetorical questions. |
| OTHERS | ASSERTING | **EVALUATING:** positive or negative judgment, reinforcement, or criticism; personal and intuitive.<br>**STATING EXPECTATIONS:** needs; demands; standards; requirements.<br>**USING INCENTIVES (AND PRESSURES):** specifying the ways and means you control that meet others' needs. |

**Pull Energy**

Within pull energy there are two styles, **bridging** and **attracting**.

| ENERGY | INFLUENCE STYLE | INFLUENCE BEHAVIOUR |
|---|---|---|
| PULL<br>SELF | BRIDGING | **INVOLVING:** soliciting views, ideas, and information from others; encouraging participation.<br>**LISTENING:** paraphrasing; summarising; reflecting feelings; giving one's interpretation of other's position.<br>**DISCLOSING:** admitting mistakes; revealing uncertainty; making oneself vulnerable; asking for help. |
| OTHERS | ATTRACTING | **FINDING COMMON GROUND:** highlighting common values, beliefs, ideas, agreement, or synergy.<br>**SHARING VISIONS:** viewing future with optimism, picturing ideal outcome; using positive metaphor, analogy, or word pictures; using language that builds enthusiasm. |

**Moving Away**

The four influence styles, used well and in the right situation, will mean you are able to be more influential and achieve your personal objectives. However, there will be times when you, or the other person, are not open to influence: when things get too heated or you feel stuck. In those situations, you will need to move away.

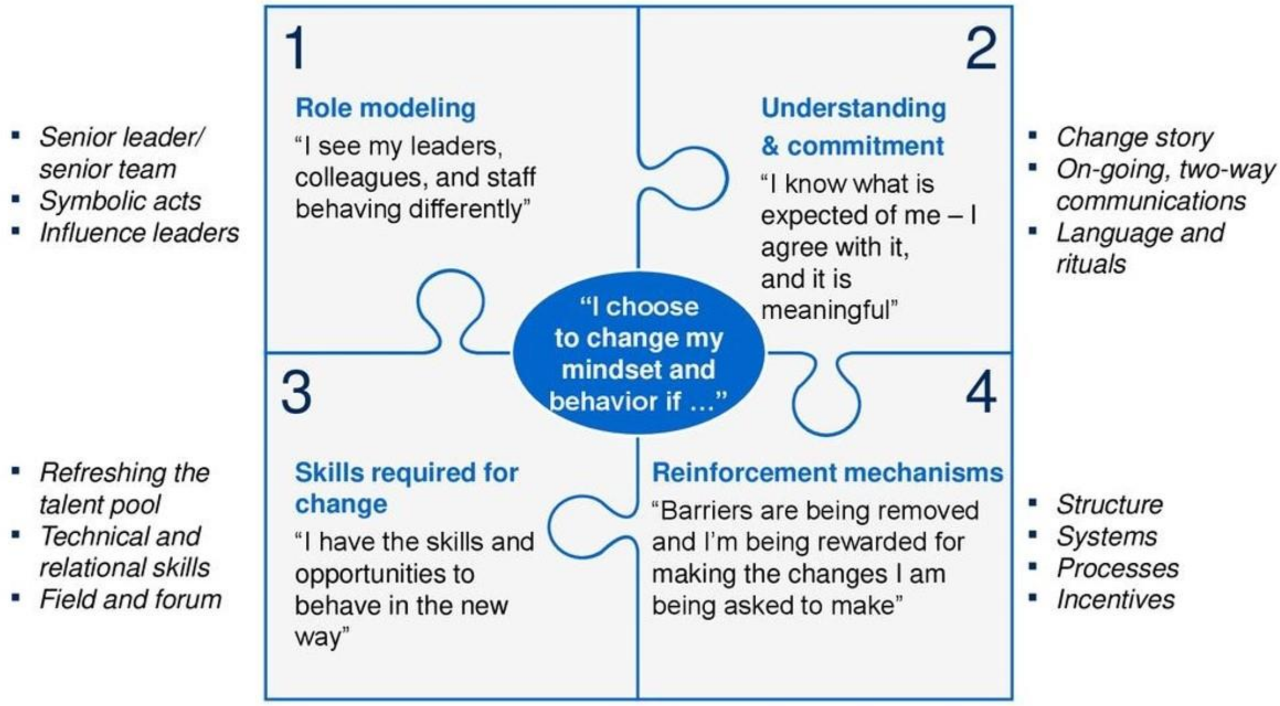
There are two ways of using moving away energy: **avoiding** and **disengaging**.

| ENERGY | INFLUENCE STYLE | INFLUENCE BEHAVIOUR |
|---|---|---|
| MOVE AWAY<br>SELF | DISENGAGING | **POSTPONING:** to a future time.<br>**GIVING AND GETTING FEEDBACK:** standing back to review work process or methods.<br>**CHANGING THE SUBJECT:** includes the use of humour to defuse tension.<br>**TAKING A BREAK:** recess, or caucus. |
| OTHERS | AVOIDING | **BACKING DOWN:** dismissing real differences; discarding objectives; withdrawing from the situation. |

To find out more, please ask your OD Practitioner about the 'The Situational Influence Model'

**McKinsey Influence Model**

According to Mckinsey, in both research and practice, the findings suggest that transformations stand the best chance of success when they focus on four key actions to change mind-sets and behavior: fostering understanding and conviction, reinforcing changes through formal mechanisms, developing talent and skills, and role modeling.




**Why it works**

1. **Role modeling**
   People mimic individuals and groups who surround them – consciously and sometimes unconsciously
2. **Understanding & commitment**
   People seek congruence between their beliefs and actions – believing in the why inspires them to behave in support of a change. Always try to be transparent and timely.
3. **Skills Required for change**
   Confidence and skill building come down to ensuring that people have the information and skills required to do things differently—and feel able to do so. People of all ages have a surprising capacity to learn new things and build new skills
4. **Reinforcement mechanisms**
   Associations and consequences shape behaviour but all too often organisations reinforce the wrong things, try to provide positive reinforcement. Nudge people to do the right thing.

## People: Checking in

### SCARF

Our assumptions, emotions, and view of the world influences our behaviour and defines how we, make meaning, solve problems, and carry out tasks with others. Core neurobiological human processes play out every day in our actions, thoughts, feelings, and motivations

David Rock (CEO of Results Coaching International) developed a model, known as the SCARF model, which describes the social concerns that drive human behaviour:

**Status**: Our relative importance to others
**Certainty**: Our being able to predict the future
**Autonomy**: Our sense of control over events
**Relatedness**: Our sense of safety with others
**Fairness**: Our perception of fair exchanges between people


The major organising principle of the brain is to minimise threat and maximise reward.

| | |
|---|---|
| **Threat leads to:** | Reduced working memory<br>Narrower field of view<br>Generalising of threat<br>Greater pessimism |
| **Reward leads to:** | Greater cognitive resources<br>More insights<br>Increased ideas for action<br>Fewer perceptual errors<br>Wider field of view |


**Status**

At work, a person's status is determined relative to others around them. It can be increased by praise, recognition, promotion, giving responsibility and sharing important information. It can be diminished by criticism, failure and exclusion from meetings or conversations. It can also be diminished by the successes of colleagues with whom the individual does not enjoy a good relationship.

Bear in mind, individuals who feel their status is threatened may start indulging in behaviour that undermines their colleagues, thereby rebuilding their perception of their own status

You can support and increase the status of every member of your team if you regularly give positive feedback, keep everyone informed and involved and consult them often.

**Certainty**

This means having clear goals, strategy and plans and telling your team about them. Certainty is also created through routine. If you always hold a team meeting on Monday at 2pm and you always send out a team update on Thursday at 10am, people have some certainty to hang on to.

In a fast-changing environment, it's very easy for people to begin to feel uncertain about the future, so this is an area where leaders can make a big difference with very little effort. Set out your plans, establish a routine and keep your everyone informed.

**Autonomy**

Not everyone has complete autonomy at work so what is important here is the perception of having control over events. It's also worth noting that working as part of a team significantly reduces the perception of autonomy and can raise stress levels quite dramatically.

Wherever possible, give individuals discretion at the point of decision-making. Define areas where each person's own judgement is required. Nothing undermines that sense of autonomy faster than having to refer every decision to a manager or upwards. Build individual decision-making into your change processes and avoid lengthy procedures that require the approval at multiple levels.

**Relatedness**

At work, the idea of relatedness means a sense of safety with others and the need for safe human contact is a primary driver similar to the need for food. The sense of relatedness is easily lost when meeting new people or when someone you know excludes you from a meeting or discussion or chooses not to confide in you over an important matter.

To avoid triggering the threat response in your people, it's important not only for them to feel safe with each other, but also with you as their leader.

Fortunately, this sense of safety is easy to generate. It comes from creating rapport, which can be done verbally or non-verbally. Shaking hands, using a person's name, chatting about non-work interests are common ways of creating rapport.

Teams of people who know each other well enjoy a strong sense of relatedness and this can significantly enhance performance by triggering the 'reward' response that makes good use of cognitive abilities.

As a leader, you can also create a greater sense of relatedness – to you – in your team through coaching and mentoring and one-to-one meetings.

**Fairness**

At work, fairness – or its absence – is noticed in many ways. Is there a 'fair exchange' between individuals, between leader and team, or between organisation and employee

If something seems unfair, it rapidly triggers intense emotions and the 'threat' response. It uses up a lot of mental energy and distracts from everything else.

Each individual person has their own view of what is fair, but most people are also open to seeing a different version of fairness if it can be explained fully.

***See Appendix 4 for an example SCARF template***

## Managing the Change: People

There are many models that you can use to enable you to understand and respond to individual's needs during change.

If you don't know what people are feeling, or what they need, try using a visual tool to help.

**Using the 'Jelly Baby Bridge'**

There is no right or wrong place to be in the picture, and it is deliberately left open to interpretation.

Ask individuals to say where they are in the picture

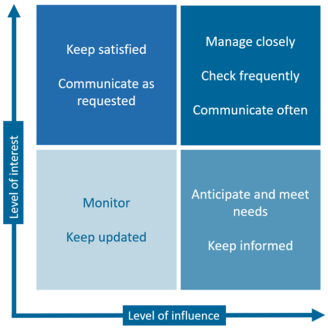
1. How does it feel to be there?
2. Where would they like to be?
3. What do they need to get there?
4. What support do they need from you or each other?

**(A template for this can be found Appendix 5)**

## Managing the Change: Review

### Milestones and Stakeholders

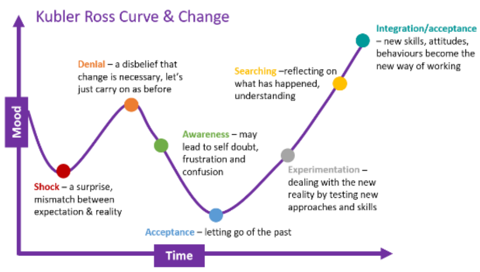
At key milestones during your change, it is essential to pause and review your plan.




Has anything changed? If it ensure any changes are communicated to your stakeholder. Keep everyone updated with progress; don't forget to celebrate successes, not matter how small.

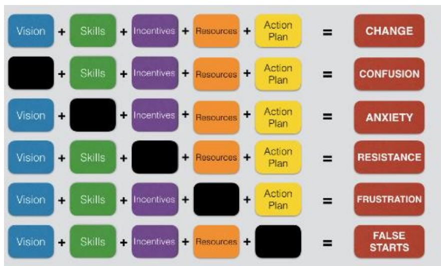
Review your stakeholder analysis (see page 6) to ensure no-one has moved, has anything changed? Do you need to update your communication plan as a result?

Review your SWOT analysis, have any new threats or risks emerged? Are you making best use of your strengths? Are you turning any opportunities into 'wins'?


Take time to reflect on the Kubler-Ross curve (page 11) where are you? Where are the individuals impacted by the change, is anyone 'stuck'? As the change leader, what do they need from you?

If the change isn't going to plan, check the table on page 10, 'mis-managed change' is there anything that may need some attention, recommunicating, or further clarification?




If you would like further support or advice with your project at this stage, or some help using the models listed please contact your OD Practitioner.

# 4. Phase 3 After the Change

## Team Dynamics

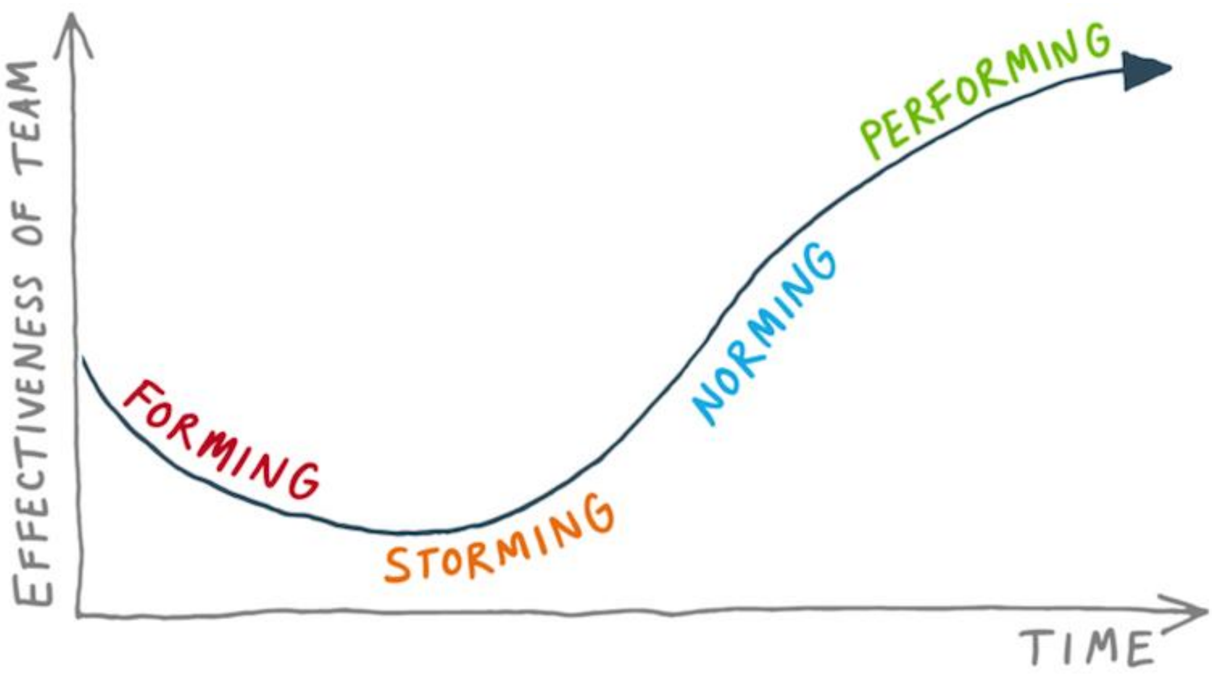
Team dynamics are those psychological forces influencing the direction of your team's performance and behaviour. Those dynamics are created by the personalities involved and how they interact.

Positive team dynamics occur when team members trust each other, work collectively, and hold each other accountable. When a team has a positive dynamic, its members are more successful and there is less chance of conflict.

After a change you may notice that the dynamics in your team have changed. This is quite normal, as the team naturally moves through each 'stage' of adjustment.

In 1965 Bruce Tuckman developed a model for understanding team development outlining four phases of progression that teams go through. Each stage has its own characteristics and requires a certain type of leadership to help the team progress and develop.

All phases are necessary and inevitable in order for the team to grow, to face up to challenges, to tackle problems, to find solutions, to plan work and deliver results.




Your role as leader is key at each of these stages, observe the team, listen to what is being said, and be prepared to adjust your style and approach according to where the team are and what they need.

**Stage 1: Forming**

- There may be high dependence on you as the leader for guidance and direction
- Clarify individual roles and responsibilities

- Be prepared to answer lots of questions about the team's purpose, objectives and external relationships. Processes maybe ignored.
- Team members may test the tolerance of both the system and leader
- You may need to take a directive leadership approach (but only in this stage)

**Stage 2: Storming**

- There may be a lack of agreement when it comes to making group decisions.
- At this stage team members attempt to establish themselves and their position in relation to other team members and the leader
- Clarity of the team's purpose increases but many uncertainties persist, therefore regular reminders may be required
- Watch out for cliques and factions forming. (This may lead to power struggles, ensure the team focus on its goals to avoid becoming distracted by relationships and emotional issues)
- Be prepared to compromise to enable progress
- Adopt a coaching approach to support this stage

**Stage 3: Norming**

- Agreement and consensus starts to form amongst the team
- Roles and responsibilities become clear and accepted
- Decisions are made by group agreement, and smaller decisions may be delegated to individuals
- Commitment and unity are strengthening. The team may engage in fun and social activities
- The team starts to discuss and develop its new processes and ways of working
- Leadership responsibilities are starting to be shared amongst the team
- Your role as leader at this stage is to facilitate and enable the 'new normal'

**Stage 4: Performing**

- The team has an increased awareness as to why the team is doing what it is doing
- The team have a shared vision with a higher degree of autonomy
- There may be disagreements, however, they are now resolved within the team
- Team members trust and look after each other
- Team members may still ask for assistance from your as their leader, but predominantly your role is to stand back, advise, delegate and oversee

**Tuckman's fifth stage – Mourning**

In 1975 Tuckman revised his model and added a fifth phase - he called it 'Mourning'.

The change may require the dissolution of roles, the end of tasks and/or the conversion of dependency. The process can be stressful, especially when the dissolution is unplanned, which is also resulted in a sense of loss sometimes held by team members.

Mourning could also be the break-up of the project group, hopefully when the task is completed successfully, its purpose fulfilled; everyone can move on to new things, feeling good about what's been achieved.

From an organisational perspective, recognition of and sensitivity to people's vulnerabilities in Tuckman's fifth stage is helpful, particularly if members of the group have been closely bonded and feel a sense of insecurity or threat from this change.

This phase can also occur when an existing team member leaves for whatever reason or a new team member joins. If this happens the team will, by nature return, albeit briefly, to the beginning of the four stages as this change is incorporated and accepted by the team.

**Exercises & Activities**

**Forming Stage**

Forming is about getting acquainted and building trust to create a feeling of safety and acceptance. This is an important stage because it is key to build a strong foundation if the rest of the stages are to be successfully navigated.

Example activities that support this phase are;

- Informal and safe ‘getting to know you’ exercises
- Exploring personal values
- Developing a team ‘charter’ with your shared values; what to expect from each other

**Storming**

While some team members would rather avoid the conflict of this stage, it is important to build skills and show them how to cope and deal with the storming stage.

Example activities that can support this phase are;

- Circles of influence: a tool that identifies three ways you can respond to challenges and to manage stress. Useful for individuals but also to agree as a team. Further information and a template can be found here www.mindtools.com  Circles of Influence
- Conflict is a natural part of our interactions with others, using a tool that helps you understand your own style and that of your colleagues will support you as a team to discuss and agree the most appropriate way this. The Thomas Kilmann Instrument is a widely used tool, if you are not familiar with it please contact your OD Facilitator for advice.
- The HSE Indicator Tool focuses on the six primary work related stressors. Although designed to identify and understand work related stress, your team does not need to be experiencing stress for the tool to be of use. It can be an extremely effective ‘temperature check’ tool that could help prevent work related stressors or encourage conversation about areas where team members may be experiencing discomfort or track your teams progress over time. For guidance and a link to the tool see www.hse.gov.uk/stress

This can be a difficult phase to manage, but it is normal, and it is important to work through it.  If you do need support or advice, please contact your OD Practitioner.

**Norming**

Sharing, trust building, and skill building activities are used in the Norming stage

Example activities that support this phase are;

- Informal 'getting to know you more' exercises, sharing personal stories, experiences and building trust with each other.
- Feedback: giving and receiving feedback with each other
- Regularly reflect on the SWOT analysis
- Exploring difference in your team and how you can use this positively. Understanding your preferences, strengths and any potential areas for development. Using tools such as Belbin or Myers Briggs Type Inventory (MBTI) are useful tools for this, please contact your OD Practitioner for further information.
- De Bono 6 Thinking Hats is a simple and fun exercise to stimulate problem solving, creative thinking and exploring new ideas. For further information, see www.debono.com/six-thinking-hats-summary

**In any of the phases:**

**Individual support**

Don't forget that mentoring and coaching are invaluable during times of change, for either yourself or any of the individuals involved.

***Please note:***

This list of exercises is just a sample and is not exhaustive, if you feel these are not suitable for what you need, or that you may need some additional support or advice please contact your OD Practitioner as there are several other interventions that may help.

## Diagnostics

After you have implemented your change, you may notice that there has been a knock-on effect elsewhere, or an impact on performance, or misalignment with other areas within the department or wider organisation.

There are a couple of models that can be used to help identify what needs to be realigned to improve performance, or to maintain it during or after change.

If you are unfamiliar with these models, they may look a little complicated to use at first glance, however they are a useful way of understanding current reality, framing questions and identifying potential interventions.

You may need the experience of an OD Practitioner to introduce you to and explain how they can be used.

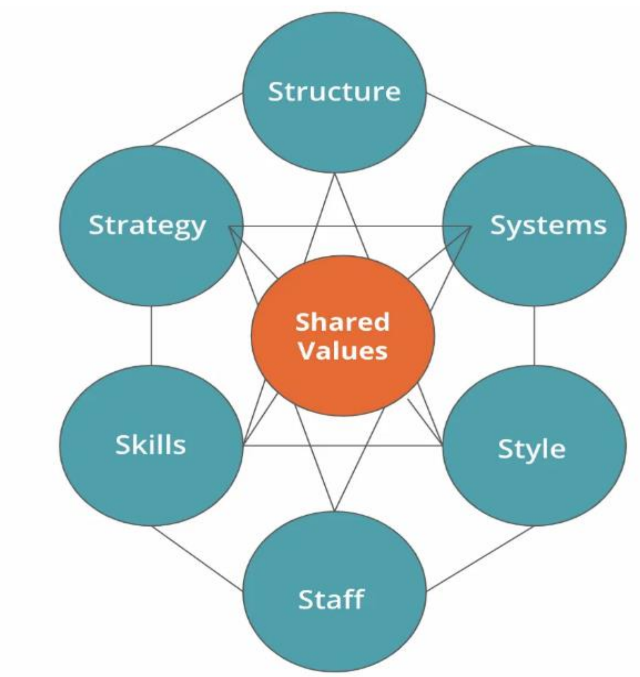
**McKinsey's 7s Model**

This model can be used to identify any areas of inconsistency or misalignment.

It is based on the theory that, for a team/organisation to perform well, seven elements need to be aligned and mutually reinforcing.

Whatever the type of change e.g. restructuring, new processes, new systems, change of leadership – the model can be used to understand how the organisational elements are interrelated, and so ensure that the wider impact of changes made in one area is taken into consideration.

**The 7S Model includes:**




**Strategy**: the plan devised to maintain and build competitive advantage over the competition

**Structure**: the way the organisation is structured and who reports to whom

**Systems**: the daily activities and procedures that staff members engage in to get the job done

**Shared Values**: these are the core values of the organisation or team that are evidenced in the culture and the general work ethic

**Style**: the style of leadership adopted

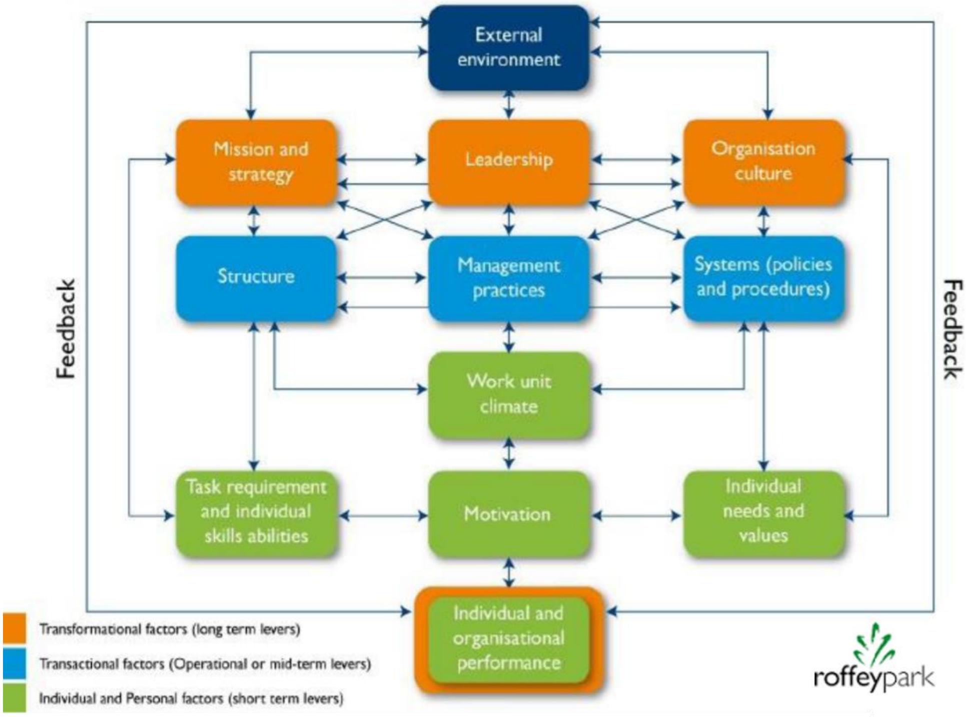
**Staff**: the employees and their general capabilities

**Skills**: the actual skills and competencies of the employees working for the organisation

**Burke Litwin Model (1992)**

An alternative model that can be used diagnostically at whole or sub-organisational level and can be used as a method for assessing 'organisational health' and identification of areas for focus and intervention.

Burke, Stringer & Litwin Model 1989, 1992, 2002




Burke-Litwin suggests that personal and transactional factors (blue and green) affect the organisational climate – how individuals perceive their team and working relationships.

Transformational factors (orange) include strategy, leadership and culture, greater weight in forms of driving long-term change but need to be supported by effective interventions in the other factors.

Transformational factors are deeply embedded processes and characteristics of the organisation. Any change that occurs to these factors will have substantial consequences to the rest of the organisation.

Transactional factors refer to day-to-day operations within the organisation. The authors argue these factors are strongly affected by management, rather than leadership. Change in these factors is only likely to lead to lasting change if, in turn, the transformational factors are also affected.

**Using the Models**

You can use either model to help analyse the current situation in each of the elements/factors (Point A) and then where you need to be/future situation (Point B) and to identify gaps and inconsistencies between them. It's then a question of adjusting and tuning the relevant elements/factors to ensure that your team/organisation works effectively

**N.B.**

These models can also be used at the start of change to consider factors that may affect your project, where your stakeholders may focus their attention and identify the interdependencies between the elements/factors

## Lessons Learnt

It is tempting when the change has been implemented to close it down or move onto the next piece of work that needs doing. Take time to end and close down the project properly. This is also an essential step for those affected by the change to help mark the end of the change.

If this step is not done, or it is rushed, you and the organisation lose out on a valuable opportunity to learn.

This stage of a project focuses on identifying and documenting;

- What worked well/project successes
    a) expected
    b) unexpected
- What didn't work so well
- Challenges faced, and how these were overcome
- Recommendations to improve future projects

**Step One: Lessons Learned Session**

This session is a very important part of the project. To obtain optimum results, invite a group of stakeholders who were directly involved or impacted by the change. The lessons learned session(s) should be facilitated by someone other than the project lead/manager, someone neutral who is skilled to deliver and capture the outputs of the discussions effectively. (If this is not possible the project results should be summarised by someone other than the project manager and shared with the participants at the end the session). This will ensure the all the relevant items are included in the discussion.

**Step 2: Document Lessons Learned**

The next step in this process is to document and share findings.

The summary report should be distributed to all session participants to ensure accuracy of the report. It is good practice to prepare a summary for your leadership team and/or project sponsors. This report should present an overview of the lessons learned process and a summary of project strengths – what went well, project weaknesses – what went wrong and recommendations – what is needed to sustain the change, and anything that needs to improve.

Leading any project or change is an invaluable development opportunity - take time document your own personal thoughts, reflections and your own lessons learned. Ask for feedback on how you have managed the project, your leadership skills and attributes; think about your strengths and how you can build on these in the future.

## Marking the Ending

Finally, communication to your stakeholders to mark the end of the project/change.

A thank you to those involved and appreciation of the hard work and input during the journey that you have been through.

Include a brief summary of the project aims and objectives that have been met, and acknowledgement of lessons learned. Clarify what is now over and finished, what's not and anything that might still need to be done.

**Celebrate the successes**

**Appendix 1**

| Cultural Web Exercise | | | |
|---|---|---|---|
| **1. Cultural web elements** | **2. Prevailing culture: Baseline** | **3. Cultural web elements** | **4. Future 'desired' culture: Future** |
| Listen and gather stories that reflect what it is like to work in the service at the moment | | What would service users, staff, other services be saying about our service (desired future culture)? | |
| Observe rituals and routines that signal acceptable behaviour – what organisational habits/routines are at play? | | What rituals would we have? Describe behaviours that would be evident. | |
| Examine symbols that visually represent what the service stands for – what are the physical environment cues telling you? | | What symbols would be visible in the new way of working? | |
| Determine power structures – who has the greatest influence on decisions, direction and day-to-day operations at the moment? | | Who would influence decisions? How would power and influence be distributed? | |
| Consider the organisational structure, both the formal and informal lines of power and influence – whose contributions are most valued? | | How would new working relationships be reflected in the structure/service? How would the structure support organisational networks as well as traditional hierarchies? | |
| Assess control measures including performance indicators, budget management, rewards, etc. and their impact on people | | How would we manage accountability and performance for delivering better outcomes, quality standards, financial targets etc? | |

**Appendix 2**

## Communication Plan – Content and Template

A communications plan identifies all parties interested in the project or programme, then details the means, frequency and content of communications with them.

**What to keep in mind when developing a project communication plan**

1. List all your identified stakeholders (anyone interested or affected by your project)
2. Information to be communicated (content and level of detail)
3. Method and format (i.e. 1:1s, meetings, e-mail, newsletter, intranet, social media etc)
4. Frequency (i.e. ad-hoc, weekly, fortnightly, monthly, quarterly etc.)
5. The purpose of each communication

A communication plan can either be a simple overview or a more detailed plan. In many cases, the overview is enough for small, simple projects. For complex projects, more detail may be needed.

**Determine the stakeholder's communication needs**

- Consider all the tasks, activities, key decisions/milestones and from start to finish. From there, you'll be able to identify the project stakeholders that you will need to communicate with.
- Get input from all stakeholder groups: discuss and understand their preferred communication methods, how frequently they expect to receive updates, content (even when there might be nothing to update, do they still want to know) etc.

**Example**

| **Communication** *(What)* | **Method** *(How)* | **Frequency** *(When)* | **Purpose** *(Why)* | **Stakeholder** *(Who)* | **Owner** *(Responsibility)* |
|---|---|---|---|---|---|
| *Project status report* | *e-mail* | *weekly* | *Project update, progress/delays* | *Project Team* | *Project Manager* |
| *Team meeting* | *MS Teams or face to face* | *fortnightly* | *General update for information* | *Team involved in the change* | *Project or Line Manager* |

| **Communications Plan for: [enter name of project/programme)** | | | | | **Version: [ x ]** |
|---|---|---|---|---|---|
| **Communication** *(What)* | **Method** *(How)* | **Frequency** *(When)* | **Purpose** *(Why)* | **Stakeholder** *(Who)* | **Owner** *(Responsibility)* |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

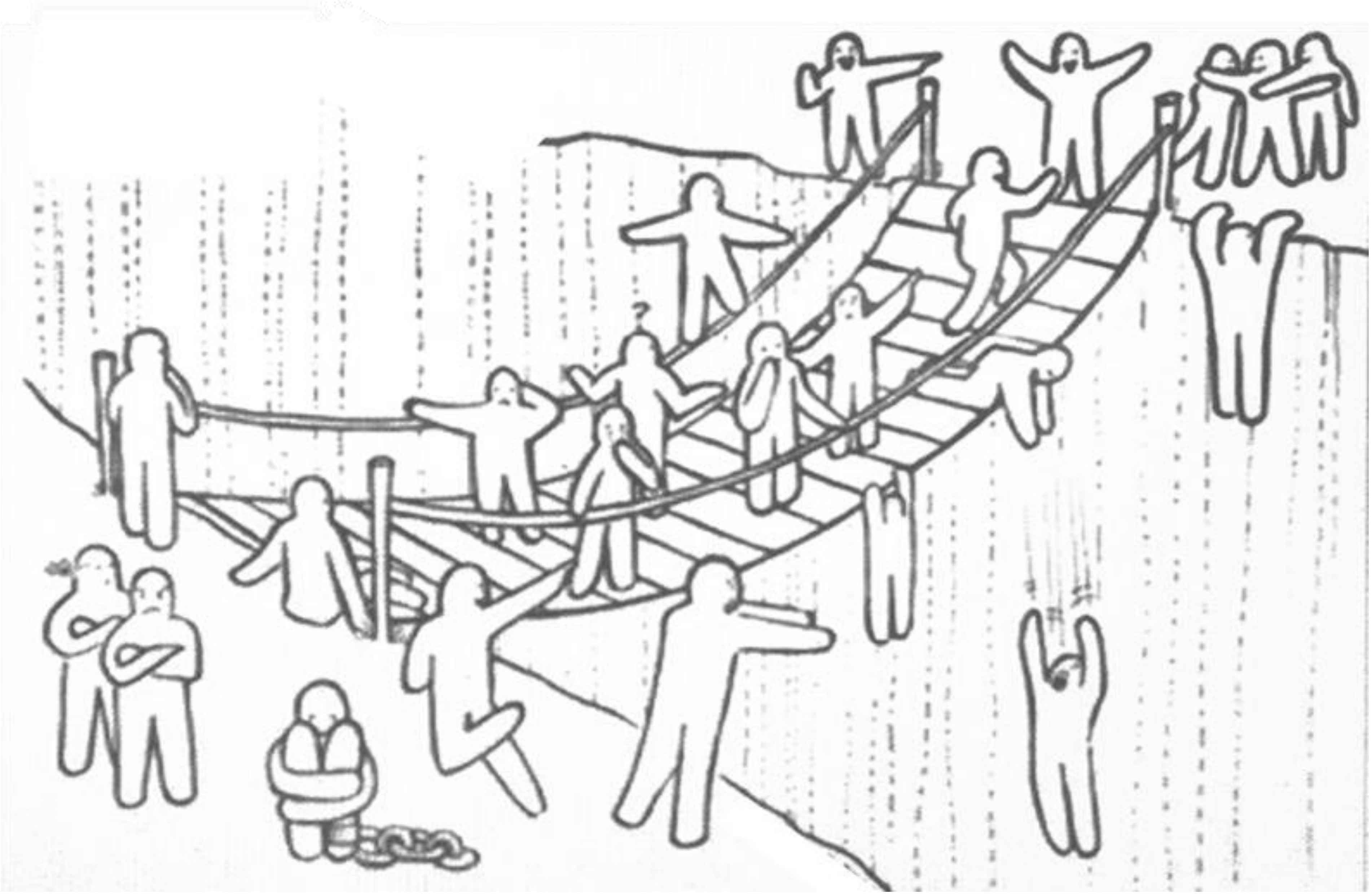
**Appendix 3**

| Element | Status | Comments/Observations/Actions |
|---|---|---|
| **ADKAR Change Readiness Assessment** | | |
| Awareness | *Score 1-10 Manager's self assessment of self and/or team for each element* | How aware of the need to change/or the change being proposed are the team? |
| Desire | | *How much does the team want to support and participate in the change?* |
| Knowledge | | *Does the team have the knowledge to take on the change/make it happen? What additional information might you need? What training might support this?* |
| Ability | | *Does the team have the skills and behaviours to implement the change? Training, tools, new processes? Coaching/mentoring? Removing of barriers.* |
| Reinforcement to Sustain the Change | | *Incentives/rewards? Celebrations? Recognition (personal & team?) Leadership responsibilities & systems to keep changes in place?* |
| **Communication** | | |
| Vision – communicated & understood | Done/To be done | *Has the vision for the change been communicated?* |
| Reason - communicated & understood | Done/To be done | *Has the reason for the change been communicated? Has it been understood? How do you know?* |
| Expectations - communicated & understood | Done/To be done | *Has the expectation of what is to change been communicated? Has it been understood? How do you know?* |
| Impact - communicated & understood | Done/To be done | *Has the impact of the change been clearly communicated? Has it been understood? How do you know?* |
| Benefits - communicated & understood | Done/To be done | *Has the benefits of the change been communicated? Has it been understood? How do you know?* |
| Approach - communicated & understood | Done/To be done | *Has the approach/plan for the change been communicated? Has it been understood? How do you know?* |
| **Change Process/Project Lead** | How/Who | *What method are you using to plan the change and who will lead it?* |
| **Measurement of success** | Done/To be done | *Identify and agree measurement/evaluation to monitor and sustain change* |
| **Training & skill development plan** *(including comments detailing what is require, who for, how and timescales involved)* | Done/To be done | *Identify a plan (who, what, how, when) to develop & train self &/or team if required* |

**Appendix 4**
**SCARF template**

| **Project/Change:** | **Date:** | |
|---|---|---|
| Element | What can be done to create a 'toward' state within the team or on an individual basis during this change? | What can be done to avoid a 'threat' state within the team or on an individual basis during this change? |
| **Status**<br>Our relative importance to others | | |
| **Certainty**<br>Our being able to predict the future | | |
| **Autonomy**<br>Our sense of control over events | | |
| **Relatedness**<br>Our sense of connection and safety with others | | |
| **Fairness**<br>Our perception of fair exchanges between people | | |

**Appendix 5**



## 5. Further Information and Support

Please do not hesitate to contact us to find out more about OD; for help, advice or support – and don't forget to let us know how you are getting on with your change projects!

To find out who your local OD practitioner is please contact nwccg.workforce@nhs.net


### Acknowledgements

This toolkit has been developed by the fabulous Organisational Development Community of Practitioners across Norfolk and Waveney system.

**With special thanks to the contributions from;**

| | |
|---|---|
| Hayley Bishop | hayley.bishop@nnuh.nhs.uk |
| Jo Catlin | j.catlin@nhs.net |
| Rosanne Goose | rosanne.goose@jpaget.nhs.uk |
| Jo Klimera | joanna.Klimera@jpaget.nhs.uk |
| Sandy Oosthuysen | sandy.oosthuysen@nhs.net |
| Sarah Pask | sarah.pask@nnuh.nhs.uk |
| Rosie Smithson | rosie.Smithson@nchc.nhs.uk |
| | |
| Caroline Croughan | From CNEQT |


#WE CARE TOGETHER