Embracing Change

Supporting NHS Staff in the West Midlands through Transition
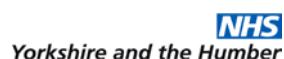
2. Supporting Your Team

Managing Change

Developed by:

Using information and materials provided by:

THE CHANGE LEADER – LEADING AND SUPPORTING STAFF THROUGH CHANGE AND TRANSITION

(Source: Transitions - An evolving guide to working through organisational change. ©NHS Yorkshire and Humber)

A. MODELS OF CHANGE

There are lots of models of change. Here are three that we have found particularly helpful in clarifying what we might need to pay attention to as a leader and manager during a period of change. Each model offers something slightly different, and different people are attracted to different ways of making sense of a change process. As with everything in this workbook, therefore, feel free to choose whatever speaks to you and ignore anything that doesn't.

The World According to Karp: a Gestalt Approach to Change

The first is a model taken from Gestalt psychology as defined by Hank Karp (Karp, "The Change Leader" Pfeiffer & Co., Oxford, 1996).

This defines change as a normal process which can carry with it both positive and negative results depending on individual impact. Karp lists a number of assumptions that can be useful in thinking about productive change:

1. **The Law of Distance**: The farther the demand for change is from the point of implementation, the greater the resistance to change
   If I decide that the time has come to move house, to realise my dream of a country cottage with oak beams and a real fire in a pretty village, then I will put up with the stress and frustration of house hunting, surveys, negotiations over prices, papers getting lost, packing and removals etc. If however, someone I have never met decides that in order to build a new bypass, my house is to be compulsorily purchased, then the stress and frustration of the move becomes magnified ten thousand times. The same applies to jobs. My response to change is as much to do with my sense of choice, as with the impact of the change. I can still get the same positive outcome.

   The effective leader will help me to identify and maximise my positive choices in a period of major change.

2. **The Law of Complexity** – the more complex the change, the greater the need to introduce it slowly
   What this means for me is

   a). That staff need time to get used to an idea, and need a number of opportunities to discuss the implications of a change before they will have fully grasped the implications; and
   b). That the earlier in the process staff are involved, the more time they have to respond (and they can input to the creation of the new systems which will help avoid many of the unforeseen and unwanted consequences of the change).

3. **People do not resist change**. They resist the pain that they anticipate the change may bring (loss of job, colleagues, competence).
   This means that a key task of the change leader is to help staff to consider what the implications of a change actually are, and to de-bunk any myths.
   Everyone will not lose their job but some people will.

4. **People actually tend to resist the opposite of change, which is boredom**
   So the sooner that the change leader can involve their staff in designing the new processes, the more engaged and less distressed staff will be.

5. **Power can be defined as the ability to get what you want.** Resistance can be defined as the ability to avoid what you don't want. Resistance is therefore a subset of power rather than a subset of change
   The effective change leader therefore helps staff to identify what they want and what they can do to get what they want in any change situation. The more potent staff feel individually, the more proactive and resourceful they are able to be on behalf of the new organisation.

6. **Resistance is best dealt with by honouring it rather than suppressing, avoiding or minimising it**
   Resistance is vital information for us. It tells us where staff are feeling concerned, for their own futures and for the service. This allows the effective change leader to provide timely and appropriate support. Staff concerns about the service give us important feedback about areas that need attention in our implementation planning.

7. **The law of enlightened self-interest**: in the long run, people can be counted on to do what will be of the greatest personal benefit to themselves.
   This assumes that self interest is both natural and healthy and implies that people have the energy, foresight and power/ability to get what at they need for themselves. (Nb. Self-interest is not the same as selfishness - it includes putting our core values into practice so incorporates the experience of staff putting patient needs before their own comfort).
   This means that managers who plan work in a way that takes account of staff needs during a period of change are more likely to create a smooth transition. This includes ensuring that staff have regular opportunities both in groups and individually to discuss the implications of the change for themselves as individuals and for their work, and are encouraged to access support for their career planning. This then frees up more energy and attention to focus on the work that needs to be done.

In summary, according to Karp, Change Leadership involves helping people to make better choices in light of the current realities and then assisting them in taking full responsibility for pursuing these choices.

The Transition Curve

The second model comes from Elizabeth Kubler-Ross' work with people who are terminally ill and their families. She noticed that people facing loss – of their own life or of a loved one, seemed to follow a common pattern of responses to that loss. This pattern has then been identified in other areas where people are facing the loss of something that is important to them. Some people find this a useful map for helping them to understand their emotional responses to a major change, or to understand what colleagues might be feeling.
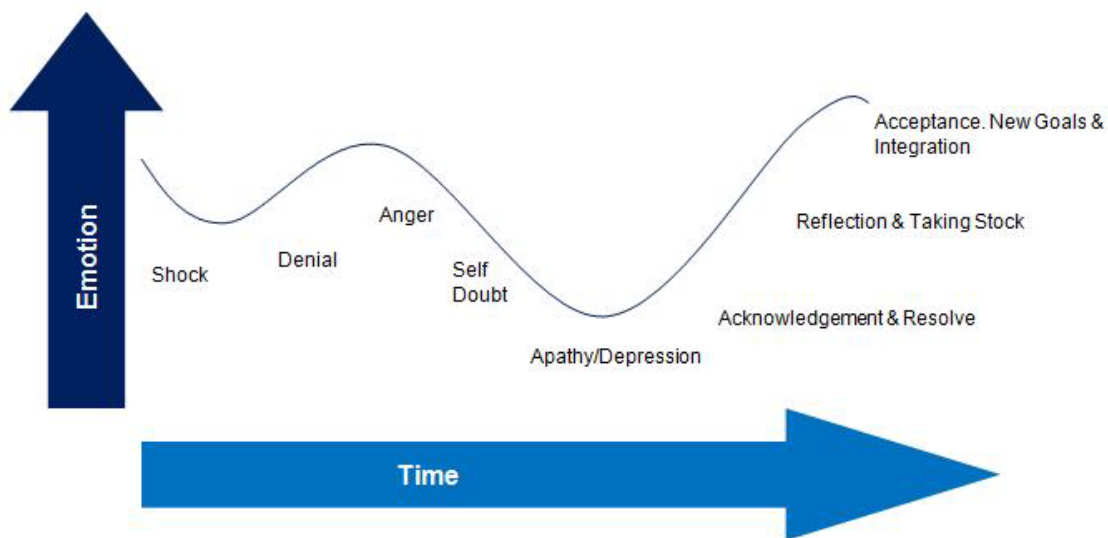
Building Bridges: Managing Transitions

William Bridges ("Managing Transitions" Nicholas Brealey, 2003) developed our third model based on the idea that we can separate our ideas about change (the events themselves as an external process) from our psychological/internal response to that change. The latter he defined as Transition.

He suggests that there are three phases to transition:

- An Ending – The period of time when you disengage from your old work identity and ways of working, and acknowledge what is or will be lost.
- The Neutral Zone – a necessary unstructured space where our attachment to the old is gone but the new has yet to be fully known and/or implemented. You might find yourself disorientated and confused without a clear sense of direction.
- A New Beginning where people develop new identities, renewed energies and sense of purpose. This is a time for creating a new sense of purpose and structure. You begin to move forward, drawn to new situations and challenges. You will begin to feel productive again and have a renewed sense of energy.

It is important to acknowledge that these three phases do not follow a precise sequence – you may be involved in building the new organisation structures early in the change process. However, they chart the progress of a change for most people in an organisation.

Helping Staff to End and Let Go

During this first phase, staff are concerned about what they might be losing as a result of the change. The leader's tasks are therefore:

- **To help everyone to understand why the change is happening.**
  Even where a change will result in a significant personal loss, staff are likely to feel more positive about it if they can understand why the change is happening and the potential benefits it might have for patient care.

- **To help staff to identify what the implications of the change will be for them – the actual losses**
  Staff will need to understand what the change will actually mean for them and for the work that they do. This can be a challenging task for managers as staff ask detailed questions that managers don't yet know the answers to. Helping staff to generate these questions and then developing the responses is a key leadership task. The leader can also help staff to understand what is not changing so that staff can also see where there is continuity.

- **To help staff to accept and come to terms with the losses**
  Some staff may try to avoid the pain associated with a loss by denying that it will happen or by acting as if it is not going to happen. Part of the leader's role is to understand that this is a normal response and to keep checking that staff have understood what the change will mean for them and to find a range of different ways of communicating including one to one discussions.

- **To normalise and contain strong feelings**

  A major change can threaten a staff member's job and therefore their livelihood; their identity and sense of worth (e.g. as a Director, or as a member of the NHS); their competence (will they be able to secure another job; will they be able to perform as effectively in a changed role); their relationships with valued colleagues; their work: life balance; and their sense of job satisfaction. They may therefore feel frightened, anxious, frustrated, resentful and/or angry at times. This is a normal response to a real or anticipated threat and the leader's role is to accept such responses as normal, to create some space for such feelings to be safely expressed and then to enable staff to move on. Ensuring that staff have the opportunity to express and then work through their anxieties constructively will minimise the endless corridor conversations and "Ain't it awful" discussions that can demoralise a team.

- **To celebrate past achievements and mark the ending**

  The rhetoric of change can often imply that all that has gone before was without value and this is disrespectful to the contribution that staff have been making. A key task for the leader is to ensure that staff understand the changes as a response to future needs rather than a reaction to perceived past failures; and to encourage staff to identify and celebrate what they have created and achieved together and find a way to mark its ending.

Leading Through the Neutral Zone

- **Create temporary infrastructures and systems that can be responsive during change**
  Once a major organisational change has been announced, people will begin to respond differently as if the system had already changed. Key people will move their attention to new projects; and staff turnover will increase. Old systems and structures quickly become unstable before the new ones are in place. Staff need clear leadership at this time to provide a temporarily stable structure within which they can work.

- **Develop and Maintain Strong Information Networks**
  With a disruption to normal systems and structures and phases of rapid change, it is vital that the leader establishes and maintains strong information networks that will allow them to test the validity of the work the team is doing, to test rumours and concerns, and to identify opportunities for shaping the new structures. All staff should be involved in this process.

- **Involve people and find opportunities for working together**
  The effective change leader will create opportunities for their staff to build new relationships across wider networks. This enhances their career opportunities, helps expose them to and engage them in the creative process of building a new structure, and gives renewed focus and reduced anxiety during a difficult phase.

- ***Encourage creativity and time for reflection***
  For some staff, the change may result in a flurry of additional activity. It is vital the effective leader recognises their need to invest some time and energy in ensuring their own future. For others, this phase can be typified by periods of downtime as old projects come to an end and new ones are not yet ready for activity. Underemployment can be as stressful as over work and the leader's role is to ensure that staff have productive work to do. Writing up completed projects and capturing the learning can be helpful both as an ending process and as an investment in knowledge creation for the future.

- **Set and review short term goals**
  It is important to keep the work of the team under review in the light of evolving changes. Set short-term goals and review with team members and stakeholders regularly. The effective leader has the courage to stop work that is no longer productive or that has lost the support of a key stakeholder.

Creating New Beginnings

When a major organisational change is announced, it is natural for attention to focus on what is to end, and this is reflected in Bridges' diagram on page 5. You will notice however that the three phases he identifies run concurrently. The wise change leader is able to give attention to all three areas from the start.

- **Revisit the purpose behind the drive for change**
  Major organisational change is usually devised to meet high-level goals with the detailed implications and redesign work being developed over time. By helping staff to understand what the intention behind the change is, the change leader can help them to engage early in the new design process and to influence the shape of new systems and processes. This optimises the organisational benefits of the change, supports staff morale during the transition, and ensures that individuals are in a good position to consider and apply for new roles.

- **Help staff to see new possibilities within the change agenda**
  Whilst the response to loss associated with change needs to be acknowledged and understood, major changes also bring with them new opportunities, both individually and for the service.

  A number of people will find opportunities for larger and more varied roles, extending their current skills and experience.

  Even where such options are not available within existing organisations, the change offers new and different possibilities. Facing the possibility of redundancy can be terrifying for someone who has spent all their working life in one profession, specialism or organisation. But no career path or employer meets all our needs, especially as these alter and evolve over time. Once the reality of potential job loss is faced, new possibilities emerge. As examples, in changes we have worked with:

  - *an accounts clerk in her mid 30s re-trained as a nurse;*
  - *another in her late 20s went to art college and became a successful commercial artist;*
  - *a trainer in his early fifties retrained as a chef and plans to open his own restaurant;*

- *a telephone engineer in his late forties retrained as a driving instructor specialising in working with disabled learners;*
- *an operational director in his mid fifties retrained as a herbalist;*
- *an HR Director in his early fifties took up an office manager post at a garden centre in the village he lived in, giving him a better work: life balance and greater sense of connection with his local community;*
- *an administrator in her early 30s took the opportunity to fulfil a longstanding ambition and travel round the world in a camper van with her husband and two young children, giving them time to rethink what they wanted from their lives*

Similarly, services can benefit from the new relationships and redesign opportunities that major organisational change brings with it.

The effective change leader encourages staff to explore new possibilities and choices.

- **Create opportunities for staff to engage in the creation of the new future**
  The effective change leader seeks out and seizes opportunities to involve staff in creating the new organisation and processes, and encourages staff to be similarly alert.

RESOURCES
- Karp, "The Change Leader" Pfeiffer & Co., Oxford, 1996
- William Bridges "Managing Transitions" Nicholas Brealey, 2003

B. SOME USEFUL TOOLS & TECHNIQUES

To help staff to identify what the implications of the change will be for them

This is a selection of tools for team leaders and managers to draw from. You may not need or want to use them all. Some may appeal and some you may hate, but they have all been tried and have been found useful.

SWOT analysis

Take your team through an analysis of the current situation, both personally and in terms of your work area, by identifying actual current Strengths and Weaknesses, and the Opportunities and Threats that are potentially offered by the change.

For each Opportunity, consider how you could increase the possibility of that being realised. For each Threat, consider how you could reduce the possibility of that happening.

A variation on this would be to ask staff what they currently offer the organisation, and what they receive of value to them in return. Then to consider what the emerging new organisation will need from staff in their work area, and what it might offer of vale to its employees.

Identify what is changing and what is not

In a time of change, it can be easy to focus only on those things that are changing, and not on the things that re remaining stable. This exercise can help refocus attention and give some sense of perspective.

Looking at your work area, and/or individual circumstances, identify:

1. What you KNOW is going to change
2. What you anticipate might change (check why you might reasonably think this)
3. What you KNOW is not planned to change
4. What you anticipate might not change
5. What we don't know
6. From the above, what questions you have and how these might be resolved

For example:

1. I know that LNHS will result in new organisational structures requiring fewer jobs; and that savings must be realised in the change
2. I anticipate from dividing the amount of savings needed by the number of new organisations involved, that our contribution to the savings might be the equivalent of 40-50% of current management jobs
3. I know that there will be new NHS organisations in Yorkshire which will comprise a number of jobs
4. I can anticipate that many of the current functions of my current organisation will be undertaken by the new organisations and that much of our work will therefore continue
5. I don't know where the new jobs will be located
6. I may have some specific questions about how the new organisation is being designed and when we will know where it is to be located

Change Definition Process

Ask…	Typical Organisation…	My Team…
Who has asked for this change to be made?		
What benefits do they hope to achieve?		
What are the changes that will be required?		
Which groups of people will this affect?		
When must it be done by?		
How will it affect people? (Patients, staff, stakeholders)		

What more information do I need?		
How do I feel about this change?		

For each area of your work consider what the change will actually look like – what change is required and how will it be measured. This might be in the

- Types of services offered or functions performed
- Stakeholder satisfaction with the service
- Productivity
- Speed of delivery
- Cost of the service
- Quality of service/service improvement
- Staff capability – skills and knowledge
- Capacity – flexibility and responsiveness of resources
- Culture and Leadership style

Change Implications		
Change area	**From**	**To**

Self assessment tool

Preparing for Change Self Assessment	Circle your rating					
1. How committed am I to this change?	Not at all	1	2	3	4	Very
2. How well do I communicate my commitment to others?	Not well	1	2	3	4	Very well
3. How much do I engage stakeholders in the case for this change?	Not at all	1	2	3	4	A lot
4. How well do I listen to comments and suggestions	Not at all	1	2	3	4	A lot
5. How much time and energy do I want to invest in making the new organisation work?	None	1	2	3	4	A lot
6. How long do I want to persist in supporting this particular change?	None	1	2	3	4	As long as it takes
7. How well have I prepared myself in term of skills and knowledge to support this change?	Not at all	1	2	3	4	Very well
8. How comfortable am I in handling any resistance to this change?	Not at all	1	2	3	4	Very
9. How effective are my networks for maintaining updated information and feeding in ideas?	Not at all	1	2	3	4	Very
10. How much do I understand the real needs of people during this change?	Not at all	1	2	3	4	A lot

To normalise and contain strong feelings

Potential Problem Analysis

This is a simple and powerful tool for helping people to face their fears and identify a way forward.

1. Brainstorm the possible problems that will result for you personally, and/or for the work area as a result of this change
2. Identify what is the worst that could happen – what are you most concerned about?
3. On a scale from 1 – 10 where 1 = highly improbable and 10 is almost certain, rate how likely you think this outcome is

4. On a scale from 1-10 where 1 is my life would be over and 10 is little real impact, identify how disastrous it would actually be if this event occurred
5. Identify any actions you could take to reduce the possibility of the outcome occurring
6. Identify any actions you could take to minimise the impact of the outcome if it did occur
7. Identify any information you need and where you might acquire this
8. Agree an action plan.

Power Whingeing

Constant complaining can be very demoralising for a team and needs to be addressed early. However, organisational life can be challenging and frustrating and sometimes it can be helpful to offload. The challenge can be that one person's offload ruins another person's day.

A power whingeing session can help.

If there seems to be a lot of discontent, then step one is to identify whether there is an underlying concern that can be addressed.

Invite team members to consider:

- Is my concern a problem that needs to be solved? (If so, take them through a problem solving process)
- Is my concern a complaint? If so, who do I want to hold to account for this? How might I do this? (Take them through an action planning process)
- Is my concern a whinge? i.e. I don't want to do anything to resolve this right now but I am frustrated and/or angry. Invite team members to pair up with a partner and each take ten minutes to whinge about anything and everything they want. Encourage them to be as comprehensive and unreasonable as possible. It is fine to exaggerate and dramatise. Keep time accurately and tell them when to swap – make sure each person gets an uninterrupted 10 minutes of quality whinge time. Then take them through possible coping mechanisms (Investing in work and non work activities that are satisfying; planning pleasurable future activities such as holidays; spending time with people who are uplifting; limiting time spent discussing frustrating events except where this is for action planning or problem solving).

If there is a lot of low-level whingeing in the team, introduce a whinge pig (or a whinge jar) and invite the team to pay for any whingeing in advance. Set a tariff e.g. 20p for a one liner, £1 for every 5 minutes.

This helps raise awareness of the activity and its potential impact on colleagues and the money can be used to fund a team treat, or donated to a team charity.

Recognising and Reducing Stress in the Team

The Health & Safety Executive define stress as "The reaction that people have to excessive pressure or other types of demand placed upon them. It arises when they worry that they can't cope."

During periods of major organisational change, staff may find the pressure of work increases due to:

- Additional workload resulting from the change process
- Additional workload resulting from higher staff turnover and delays in replacing staff
- Lack of clarity about decision making structures, procedural and reporting arrangements
- Fear of job loss or demotion
- Lack of information – poor or inconsistent communication (often because decisions are announced before the detailed implications have been worked through)
- Fear of possible relocation
- Loss of or reduced power, status or prestige
- Changes in managers, team members and colleagues
- Redundancy and devaluation of current skills and expertise

Symptoms may include:

- Increased sick absence or increased incidence of coughs, colds etc in the team
- Low morale – staff looking tired and lack of energy and humour in the team
- Increased complaints and low level whingeing
- Low meeting attendances and frequent diary clashes
- Low contribution to discussions
- Staff working longer hours (emails sent during the evening and at weekends)
- Increased isolation – team members working alone, reduced levels of collaboration and joint working; no sharing of common problems or of information
- Increased unhealthy competition and game playing (e.g. development of cliques, increased demarcation to enforce perceived status differences)
- Increased aggressive behaviour (e.g. mistakes used to punish people, judgemental language, sarcastic comments)
- High level of unassertion – increasing dependency on the leader to make decisions

It is important to recognise and address signals of increasing staff stress levels.

Maintaining a commitment to regular and frequent 1:1 meetings is crucial. It can also be useful to include regular "stress-proofing" slots on team meeting agendas.

Ask staff to rate how stressful they are feeling at work on a 1–10 scale and keep a track of whether this is increasing or decreasing. Ask for ideas for stress-proofing the team. Making this a team initiative prevents individuals from feeling that this is somehow a personal failure.

Each of us respond differently to organisational change depending on our personality, life experience and current life situation. Where you see signs of increasing stress in an individual team member, it is important that you speak to them individually and privately to check whether they need any specific individual support.

And finally, it is important to ensure that you are not adding to the stressful situation by allowing your own stress to filter down.

To celebrate past achievements and mark an ending

Identify and celebrate achievements

Ask team members to work in pairs to interview each other in turn and discover:

- What does their colleague think was the high point for this team – the time when we were at our most effective?
- What have they most enjoyed about working in this team?
- When they think about the work they have done as part of this team, what are they most proud of?

Share the stories – verbally or by writing them up

The coat hanger

This is useful at the point that the team is transferring to a new organisation or venue.

You will need paper in different colours, ribbon or wool in different colours, a shredder or waste bin and a coat hanger.

Invite team members to select a sheet of paper in a colour they least like, and a sheet of paper in a colour they most like.

Ask them to write down on the first sheet those experiences and behaviours that they would like to leave behind when they leave this team/organisation.

On the second sheet, ask them to write down the experiences and behaviours that they hope to take with them to a new organisation.

Invite them to share whatever they wish to from their lists (they may want to do this in pairs rather than with the whole group). Then invite each person to shred or crumple and throw away the things they wish to leave behind. Finally, invite them to fold up their list of things they want to take forward, and attach these with a piece of ribbon or wool to the coat hanger. This can go forward with the team.

The book

In the United States, graduating students compile a yearbook of their final year including photographs or each of them. A version of this could include material from the first and/or second exercises above along with team photos.

The party

A party is a traditional method of celebrating an ending – it might be helpful to structure the first half of the time with simple games or entertainment

e.g. a quiz based on little known facts about team members, and team experiences – keep it light and funny.

e.g. invite team members to contribute something to the entertainment, possible in pairs or groups (e.g. a team song or humorous ode)

e.g. create a playlet or pantomime based on the team's experiences.

Create temporary infrastructures and systems that can be responsive during change

Reviewing Departmental Purpose and Objectives

During periods of major organisational change, priorities can change quickly and projects or work activities can quickly become redundant. Similarly, staff turnover can increase as team members find work elsewhere or become involved in new project work.

It is important to ensure that work priorities and team resources are reviewed regularly to ensure that:

- Key work priorities are maintained throughout the period of change
- Team members maintain appropriate workloads
- Work that cannot be maintained is terminated efficiently with clear communication to key stakeholders

This tool can be useful in identifying what the team's priorities should be and can be revisited regularly to identify where priorities need to be changed:

STEP	KEY QUESTIONS	ACTION STEPS
1. Team Function	• What is the key purpose of our team? What service do we provide or what value do we add to the provision of health services?	• Identify top 10 activities
2. Future Fit	• How does our function fit with the existing business plans and policy requirements? How does it fit with the new NHS? Will it still be needed? If so, where will it fit and how might it change?	• Check assumptions with your Manager/Director
3. Stakeholder Review	• Who are our key stakeholders? Who commissions our work? Who do we provide a service to? Who are we dependent on? • Are these people still in place? How are they impacted by the changes?	• Check that your activity is still needed and in line with their priorities. • Establish short regular review process (e.g. quarterly)
4. Time and Skills	• What resources do you currently use? How is the time in the team spent? What skills do you depend on?	• Establish quarterly meetings to review the resources within the team against changing priorities • Identify contingency plans for key people leaving the team
5. Action Planning	• Identify short and medium term team priorities	• Set time specific goals for the team reviewed quarterly

Encourage creativity and time for reflection

Meetings

- Book regular 1:1 meetings with each team member – at least 6 weekly and ideally monthly.
- Agree and review development action plans
- Establish regular team meetings with space for reflection and review

After Action Review

During periods of major change, it can be difficult to predict what will change and when. This is a short process for short-term knowledge capture for an operational team.

It is useful for identifying what is happening when a project or activity area are not progressing as anticipated, or when something has happened that you had not foreseen.

Key Principles:

- Short term, small team
- By the team, for the team
- Takes about 15 minutes
- Makes learning conscious
- Makes learning explicit
- Builds trust within the team

Set clear time boundaries and ensure all team members are encouraged to participate fully and openly in a blame-free environment.

Ask the following Four Simple Questions:

- What was supposed to happen?
- What actually happened?
- Why was there a difference?
- What can we learn from it?

Daily Learning Log

(Offered with thanks to Steve Adlard from Leicestershire, Northamptonshire and Rutland Strategic Health Authority)

A ship's captain writes a daily log, aiding navigation by recording key events on the voyage. The log brings attention to progress and successes, difficulties and problems. It also helps to reveal underlying patterns, providing needed insight, learning and a greater sense of control for those brave people who travel without maps. Here are some questions to use in your daily log:

What was going on today? How do I feel about it?

What was really going on? (What were the underlying drivers or patterns?)

Why do I think this is happening? (What are my working theories or hypotheses?

Supporting Yours Team : Managing Change

What successes have we achieved so far in this change process?

What is still incomplete or missing?

What really matters most to me/the team and this point?

What do I want to deliver/provide to colleagues in this organisation?

What do I want to learn or gain for myself? What are my next steps?

RESOURCES

NHS Improvement Leaders' Guide: Managing the Human Dimensions of Change

Available from
http://www.institute.nhs.uk/building_capability/building_improvement_capability/improvement_leaders'_guides:_introduction.html

Tips for leading others through times of change
(Source: NHS fsdnetwork)

Leading others through a period of change can be daunting! There never seem to be enough hours in the day to get things done as you manage the busy "business as usual" agenda alongside the implementation of changes to structures, systems and/or processes, and above all keep your team motivated and focused throughout it all.

The Change Curve(below) summarises the four phases that people experience during periods of change. Most people experience the phases of change in sequence, starting with Denial and moving through to Commitment.
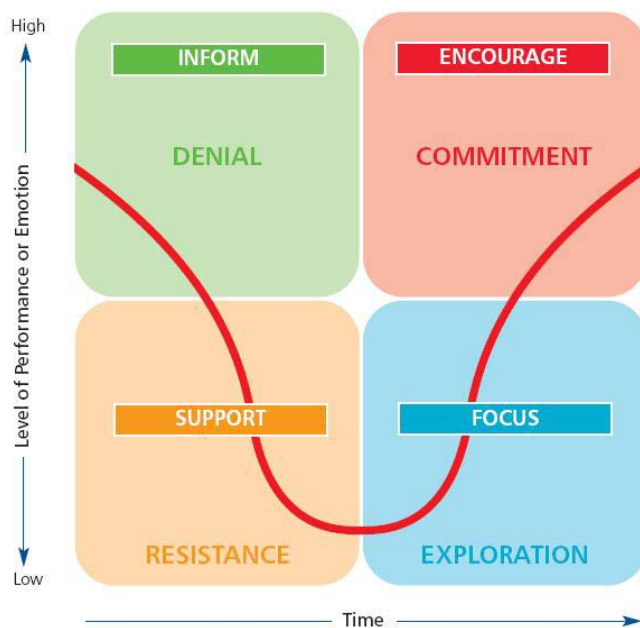
The Change Low Curve – Scott and Jaffe

The following hints and tips will help you to lead your team as they experience the four phases of the Change Curve.

Remember!

There are some very important principles you can apply throughout a period of change, that will help you implement it successfully, and keep everyone on board.
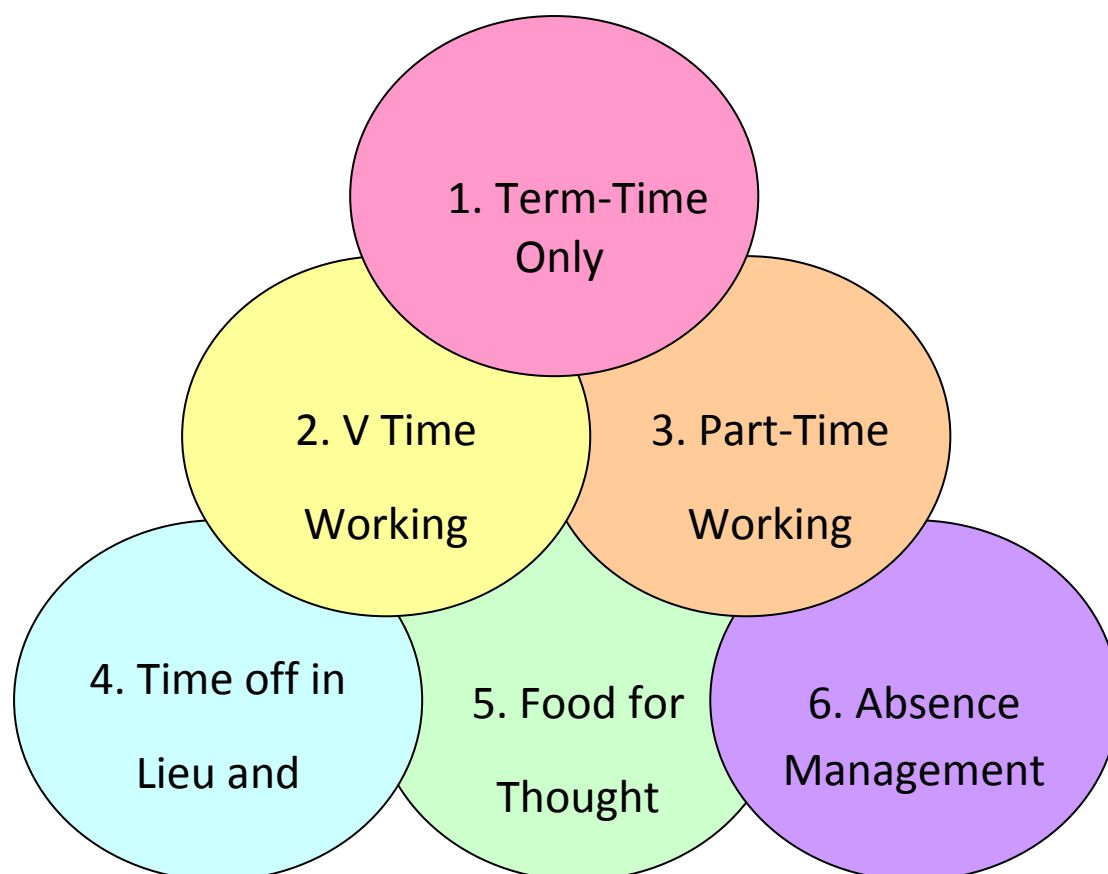
1. Communicate, communicate, communicate! Set up regular meetings to tell your team what you know, when you know it. If there's nothing new to tell, let them know this too.
2. Remain positive at all times. You need to stay positive in front of your team, even if you don't agree with what's happening. Where you have genuine concerns, find someone you can trust to share them with.
3. Involve your team wherever possible. By consulting and involving them from the outset you will go a long way towards getting their support.

Phase of Change	What you will see and hear	Tips for leading your team in this phase
Denial Those who are denial will simply believe that the change isn't going to happen, or that it won't have any impact, and some will not even know that they are in denial!	• People carrying on as before – maybe ignoring new methods because the old ones are "easier" • Limited discussion about the change – individuals deliberately avoiding others who want to discuss it. *"I'll believe it when I see it"* *"It's not worth worrying about"* *"It won't affect us"*	**Provide Information:-** • Outline the facts of the change as you know them. • Give them time and space to assimilate the changes – listen to them and accept their feelings. • Provide information to counter their arguments and make the change real – sell the benefits. • Talk to them about what you see – their denial and its effects. • Above all, empathise, be patient and don't let your frustration show. • Organise regular planning and feedback meetings to discuss the change.
Resistance Those who resist will do so because they think the changes will cost them more than they will gain – materially or emotionally.	**What you see is:-** • Reduced motivation – lower output and quality – "just enough" • Absence/lateness • Criticism and challenge • Encouraging others to be negative *"They can't make me"* *"It'll never work – what idiot thought this up"* *"We haven't got the skills/training"*	**Provide Support:-** • Listen for the genuine objections and address them. • Use facts, logic and information to challenge (gently!!) their views. • Encourage those who are positive and use them to influence. • Identify the opinion formers and focus on changing them. • Provide formal measures of progress towards the change goals that have been established. Share and review them with your team.
Exploration When exploration is reached people are looking forward rather than back. Exploration must be nurtured - if not, people can revert to cynicism and negativity.	• Energy, involvement and eagerness • More positive discussions about the change – suggestions and innovation for improvement rather than criticism *"Now I can see what they're after"* *"What if we tried…?"*	**Provide Focus:-** • Encourage and recognise the transition. • Support and coach to ensure the changes are embedded. • Involve individuals and teams in setting new goals and looking for further improvements. • Reward progress. • Tolerate mistakes. • Celebrate success.
Commitment People are now using and accepting the new processes and procedures – and they are the established norm.	• Focus on future improvements • Deliver high output and quality, complying with the new processes • Recognise the achievement *"I prefer this"* *"What were we worried about"*	**Provide Encouragement:-** • Reinforce new goal and plans. • Recognise and reward achievements and ideas. • Celebrate the new beginning. • Involve the team in forward planning. • Be consistent.

(Source: Sandwell Primary Care Trust)

A Managers Guide to Flexible Working

1. Term-Time Only

2. V Time Working

3. Part-Time Working

4. Time off in Lieu and

5. Food for Thought

6. Absence Management

1.   Introduction Guide

The following guide is designed to give managers information on new ways of working that may contribute to Cost Efficiency targets. In addition it will also provide information on the importance of Managing sickness Absence as one way to improve cost efficiency.

2.   Term Time Only Working

Term time working is a variation of a substantive full-time or part-time contract of employment when an employee does not work at all during school holiday periods. Salary is averaged over a 12 month period and paid in 12 instalments.

Pros	Cons
Annual Leave is taken during school holidays.	How will the service be covered during school holidays?
Reduced Salary costs.	Possible increased workload for others.

3. V Time Working

This is a voluntary arrangement whereby an employee reduces the number of hours worked for an agreed period with a guarantee that previous conditions of employment will be available again at the end of this period.

Pros	Cons
Can help to avoid redundancies through periods of economic down turn.	May prove difficult to guarantee a return to original working hours/salary.
Reduced salary costs.	

4. Part-Time Working

Allows an employee to work less hours/days over their working week. This could be in the form of earlier/later start and finish times, working morning or afternoons, working fewer days.

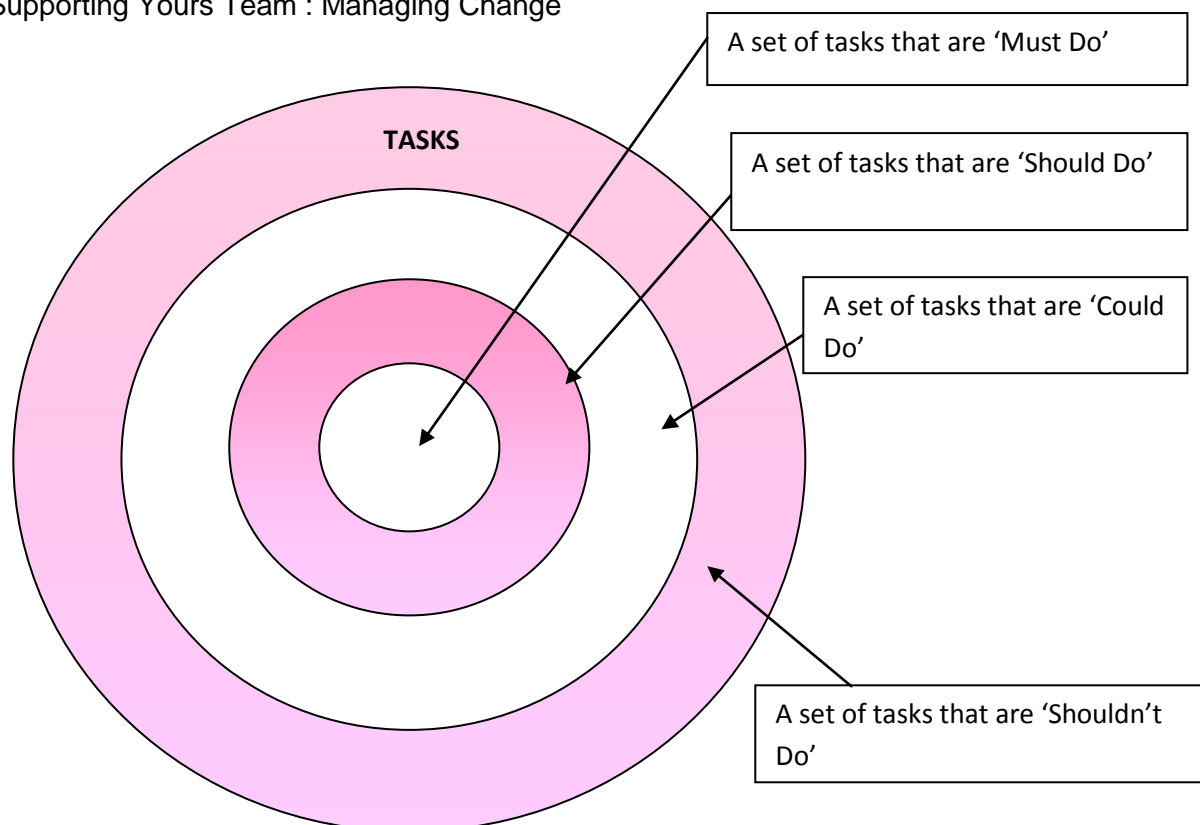| Pros	Cons
Reduced salary costs.	Part time workers are not obliged to work additional hours.
	How will the needs of the service be met on reduced hours?

5. Time Off in Lieu and Banked Hours

This working pattern allows employees to work additional hours in return for TOIL or the opportunity to Bank hours for use as and when required.

Pros	Cons
Increased hours for an extra salary costs.	Need to ensure compliance with Working Time regulations.
Can support busy periods within a service/department.	How will the service continue to deliver when the individual takes their banked hours/TOIL.

6. Food for Thought?

Productivity by definition is a measure relating the quality or quantity of output to the inputs required to produce it. To maximise productivity gains, it is therefore important to look at what the outputs are as well as the resources required to produce them (in other words to ensure that inputs are focused on delivering priority outputs).

Targeting (or focusing) activity ensures that human resource input is spent on delivering individual level (to improve personal efficiency and productivity), as a service level (to reduce non critical activities or introduce efficiency savings – e.g. reduce meeting them to release time) and at an organisational level (for example asking: what are the core activities of the organisation?)

TASKS

A set of tasks that are 'Must Do'

A set of tasks that are 'Should Do'

A set of tasks that are 'Could Do'

A set of tasks that are 'Shouldn't Do'

Rationalising activity is likely to identify further resource savings and will also prevent against a reduced workforce working harder at delivering less.