



The influential voice of Nebraska's hospitals

Leading Change Management

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Learning Objectives

- Prepare your approach for leading change in your organization

Small Group Discussion

- What works well when leading change for quality improvement in your facility?
- What challenges do you encounter?

Change and Improvement

- All improvement requires change
- But not all change leads to improvement

What is change management?

The Working Environment

The “Event”

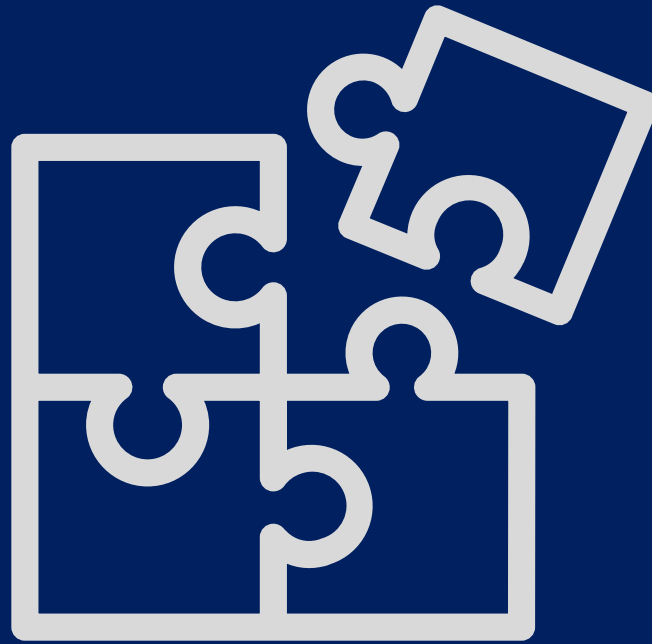
The
Psychological
Response

Every reason not to change

50 Reasons Not To Change



Your Capstone Project



Individual change through the ADKAR Change Model

Awareness

Aware of the change
AND the reasons/need
for it

Desire

Desire to participate and
support the change

Knowledge

Knowledge to change –
“how to change” and
“how to perform”

Ability

Where the change
happens – ability to
perform the change as
expected

Reinforcement

Reinforce the change to
sustain it until you see
results and it becomes
the norm

ADKAR Change Model: Awareness

Awareness

Aware of the change *AND* the reasons/need for it

Why?

A clear, compelling case for the change

Challenges

- Comfort with status quo
- Credibility of source of change messaging
- Denial that reasons for change are real/debate over reasons for change
- Rumors/misinformation

Get there by

- Clear communication from trusted leaders, sponsors – drivers, opportunities, need for change
- Access to credible information
- Observable event/situation occurred (if relevant)

Success when

- *“I understand the nature of the change and why this change is needed”*

ADKAR Change Model: Desire

Desire

Desire to participate and support the change

Why?

Translate reasons for change into motivation for personal, organizational change

- Incentive to change and/or fear of consequences
- I want to be a part of this
- I'll follow you
- Not changing is worse than changing

Challenges

- Comfort/security with the way we've always done things
- Fear of unknown
- Change misaligned with self-interest, values
- I don't know 'what's in it for me'
- Poor history with past change/low confidence of success (personal, organizational)

Get there by

- Visible, active sponsor(s)/coalition(s) of sponsors
- Personal engagement
- Proactively managing resistance
- Engaging staff in creating the solution
- Incentives aligned with change

Success when

- *"I will be a part of this change"*

ADKAR Change Model: Knowledge

Knowledge

Knowledge to change – “how to change” and “how to perform”

Why?

- How to change (what I do during this transition)
- How to perform as desired in the future (what I do – skills and behaviors – to support the change)

Challenges

- Knowledge gaps (current vs. desired knowledge)
- Time demands
- Lack of resources
- Lack of information
- Individual capacity to learn

Get there by

- Well-designed education and training programs
- Mentoring and coaching
- Knowledge/cognitive aids

Success when

- Individuals already have awareness and desire
- “I know how to change and how to perform”

ADKAR Change Model: Ability

Ability

Where the change happens – ability to perform the change as expected



ADKAR Change Model: Reinforcement

Reinforcement

Reinforce the change to sustain it until you see results and it becomes the norm

Why?

Natural for us to revert to old ways

We too quickly move on to the next change without hardwiring what we did change

Make the most of the investment made in the change

Challenges

- Lack of recognition altogether
- Lack of meaningful recognition
- Recognition not associated with achievement
- Negative consequences for performing desired behavior
- Incentives directly oppose the change

Get there by

- Visible performance dashboards, scorecards
- Direct feedback from leaders, peers
- Visible recognition from sponsors, leaders
- Celebrating program/project success
- Performance appraisals, compensation supports the change

Success when

- *"I am doing my job differently and seeing the results"*

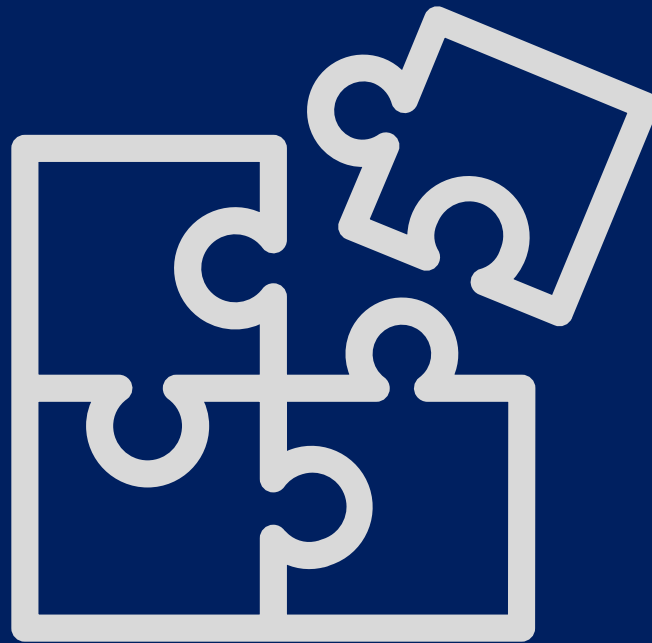
Resource: ADKAR Change Management Planning Tool

ADKAR Model Change Management Planning Tool

Use the ADKAR Model to conduct an analysis of the current and future (desired) state of change for the individuals involved in your improvement effort – those directly affected by the change being tested.

	Awareness of the change and reasons for it	Desire to participate and support the change	Knowledge of how to change and how to perform	Ability to perform the change as expected	Reinforcement to sustain the change until it becomes the norm
What is the current state?					
What does the desired (future) state look like?					
What needs to be done to bridge the gap between the current and future state?					

Your Capstone Project



Using principles of psychology to troubleshoot problems



What do they know?

"When did we learn about this?"

"I didn't know I was supposed to do this."

"Why are we doing this?"

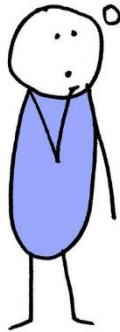
Understand the challenge

- What do staff know?
- Do staff know that they should be doing this?
- Do staff know **why** they should be doing this?

Action to encourage behavior change

- Match the education method to the type of knowledge
- Evaluate what was (and wasn't) learned (e.g., post-test, pre-post test)
- Is the knowledge used on an infrequent or irregular basis? Consider use of reference guides, alerts/reminders, cognitive aids, etc.

What can they do?



"I know I'm supposed to do this, but I don't know how."
"I can't do this the way we were told, so I did it another way."

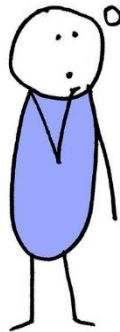
Understand the challenge

- Do staff know **how** to do this?
- How easy/difficult is it for staff to do this so that their action meets the desired standards?

Action to encourage behavior change

- Offer opportunities for staff to practice or demonstrate the skill, and receive feedback
- Identify the workarounds used, and remove barriers to encourage action consistent with desired protocols

What do they believe about their capabilities?



"I know how to do it, and can do it, but I just don't feel confident in my ability to do it well in this situation."

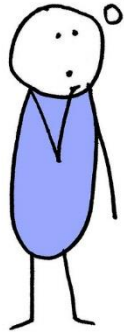
Understand the challenge

- Do staff believe that they can do this?
- How confident are staff in doing this in this specific situation?

Action to encourage behavior change

- Provide ample opportunities to practice under different circumstances
- Pair staff with role models who can assist and demonstrate successful completion of the activity
- Offer positive verbal feedback and encouragement
- Encourage staff to visualize themselves performing this activity successfully

What are their professional roles and identities?



"This isn't my responsibility"
or "This isn't my job"
"[My profession] doesn't do
this"

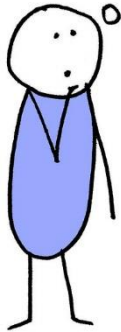
Understand the challenge

- How does doing this align (or create conflict) with staff professional identity?
- Do staff perceive this activity as 'beyond' or 'beneath' their role?

Action to encourage behavior change

- Reinforce the importance of 'task assistance,' 'mutual support,' and 'back-up behavior' as key aspects of team-based care
- Identify opportunities for cross-training
- Revisit job descriptions and task responsibilities

What do they see others do?



"Other staff members do (don't do) it this way."
"Provider X does (doesn't) do this, so neither do we."

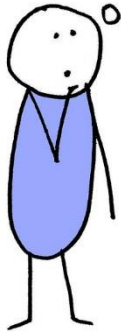
Understand the challenge

- Do staff see others doing this? Do others like them do this?
- Are social norms encouraging or discouraging staff from doing this?

Action to encourage behavior change

- Have well-respected role models, champions share information in support of the desired behavior, against the undesired behavior
- Show staff how their performance compares against others
- Offer verbal/non-verbal rewards for effort and/or progress

What are their goals and motivations?



"I can't do this and this at the same time."

"I know this will keep the patient safe, but the patient will be really upset with me."

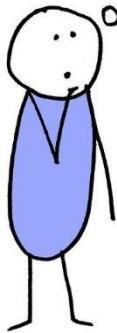
Understand the challenge

- Do staff feel like they need to do this?
- Do staff understand the goal of this action?
- What competing goals influence staff behavior?
- What incentives exist to motivate staff to act?

Action to encourage behavior change

- Ensure goals are clearly defined, explained, and understood
- Identify areas where goals are in competition, in conflict with one another
- Help staff with goal prioritization
- Revisit how you recognize, reward new behavior

What do they think will (or won't) happen if they do (or don't) act?



"I've done this many times, nothing bad has happened."
"Is adding one more intervention really going to help reduce risk?"

Understand the challenge

- What will happen if staff do this?
- What are the perceived costs of doing this? What are the perceived costs of the consequences of doing this?
- Do the benefits outweigh the costs?
- What will staff feel like if they do, or don't do, this?

Action to encourage behavior change

- Understand staff perceptions of costs vs. benefits of the action
- Understand staff perceptions of risk and the why behind them; educate accordingly to ensure perceptions of risk reflect reality
- Help staff draw connections between their actions and outcomes

IHI's Psychology Of Change Framework

IHI Psychology of Change Framework

to Advance and Sustain Improvement



AN IHI RESOURCE

Figure 1. IHI Psychology of Change Framework



Wrap-Up