Leading Change Management

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Learning Objectives

- Prepare your approach for leading change in your organization

Opening Group Discussion

- What successes do you experience leading change for quality improvement in your facility?

- What challenges do you experience leading change for quality improvement in your facility?

NHA

What is change management?

The Working Environment
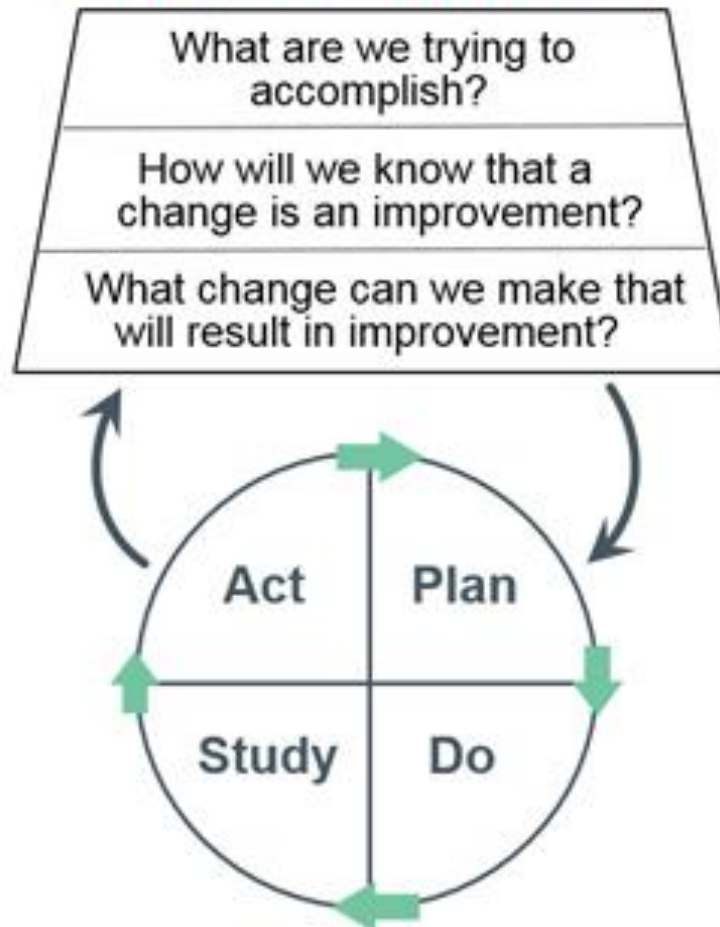
The "Event"

The Psychological Response

NHA

This is not easy…

50 Reasons Not To Change
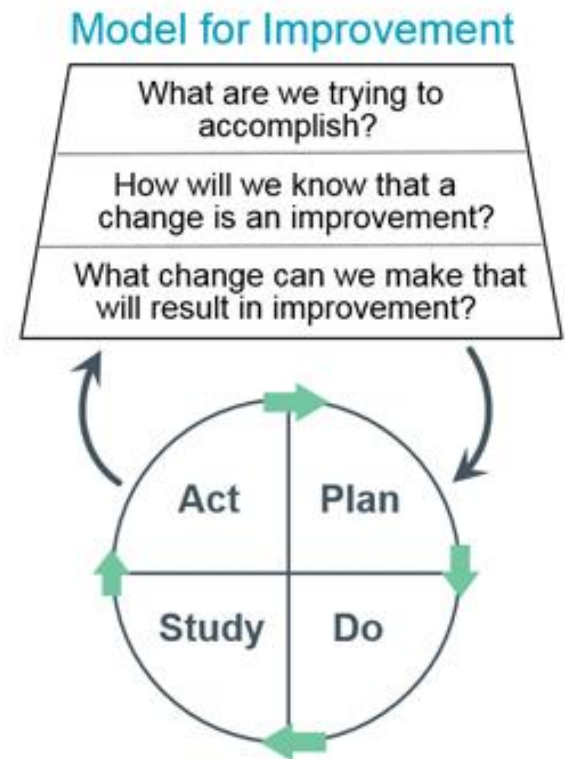
Change built into our QI methods

Model for Improvement

What are we trying to accomplish?

How will we know that a change is an improvement?

What change can we make that will result in improvement?

Act | Plan

Study | Do

NHA

What is the change?

- What is the problem, and your need?
- What is the desired change?
- Does your change address the problem/need?
  - Are you truly 'solving' the problem?
- What needs to change about 'the change' itself to best fit the people and the environment?
- What needs to change about the people and the environment to best fit 'the change'?

NHA

IHI's Psychology Of Change Framework

Figure 1. IHI Psychology of Change Framework

Unleash Intrinsic Motivation
Tapping into sources of intrinsic motivation galvanizes people's individual and collective commitment to act.

Adapt in Action
Acting can be a motivational experience for people to learn and iterate to be effective.

Co-Design People-Driven Change
Those most affected by change have the greatest interest in designing it in ways that are meaningful and workable to them.

Activate People's Agency

Distribute Power
People can contribute their unique assets to bring about change when power is shared.

Co-Produce in Authentic Relationship
Change is co-produced when people inquire, listen, see, and commit to one another.

Hilton K, Anderson A. IHI Psychology of Change Framework to Advance and Sustain Improvement. Boston, Massachusetts: Institute for Healthcare Improvement; 2018. (Available at ihi.org)

Who is involved? 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

Hiatt JM. ADKAR: A Model for Change in Business, Government, and Our Community. Prosci Research: Loveland, CO. 2006.

ADKAR Change Model: Awareness

Awareness

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

Why?	Challenges	Get there by	Success when
A clear, compelling case for the change	• Comfort with status quo • Credibility of source of change messaging • Denial that reasons for change are real/debate over reasons for change • Rumors/misinformation	• Clear communication from trusted leaders, sponsors – drivers, opportunities, need for change • Access to credible information • Observable event/situation occurred (if relevant)	• "*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?	Challenges	Get there by	Success when
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	• 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)	• Visible, active sponsor(s)/coalition(s) of sponsors • Personal engagement • Proactively managing resistance • Engaging staff in creating the solution • Incentives aligned with change	• *"I will be a part of this change"*

Hiatt JM. ADKAR: A Model for Change in Business, Government, and Our Community. Prosci Research: Loveland, CO. 2006.
https://www.prosci.com/resources/articles/adkar-model-desire?hsLang=en-us

NHA

ADKAR Change Model: Knowledge

Knowledge

Knowledge to change – "how to change" and "how to perform"

Why?	Challenges	Get there by	Success when
• 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)	• Knowledge gaps (current vs. desired knowledge) • Time demands • Lack of resources • Lack of information • Individual capacity to learn	• Well-designed education and training programs • Mentoring and coaching • Knowledge/cognitive aids	• Individuals already have awareness and desire • "I know how to change and how to perform"

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https://www.prosci.com/resources/articles/adkar-model-knowledge?hsLang=en-us

ADKAR Change Model: Ability

Ability

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

Why?	Challenges	Get there by	Success when
Gap between knowledge gained and translation of knowledge into ability to perform	• Lack of time to develop skills • Hard to break old habits • Psychological barriers and physical limitations • Individual capabilities to perform • Lacking support	• Provide opportunities for hands-on practice, demonstration • Availability of experts to help • Engage coaches • Access to feedback • Monitor performance	• *"I can put my knowledge into practice and perform"*

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https://www.prosci.com/resources/articles/adkar-model-ability?hsLang=en-us

ADKAR Change Model: Reinforcement

Reinforcement

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

Why?	Challenges	Get there by	Success when
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**	• Lack of recognition altogether • Lack of meaningful recognition • Recognition not associated with achievement • Negative consequences for performing desired behavior • Incentives directly oppose the change	• Visible performance dashboards, scorecards • Direct feedback from leaders, peers • Visible recognition from sponsors, leaders • Celebrating program/project success • Performance appraisals, compensation supports the change	• "*I am doing my job differently and seeing the results*"

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https://www.prosci.com/resources/articles/adkar-model-reinforcement?hsLang=en-us

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."
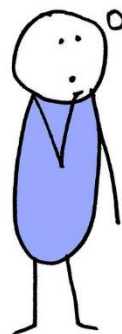*"Why are we doing this?"*
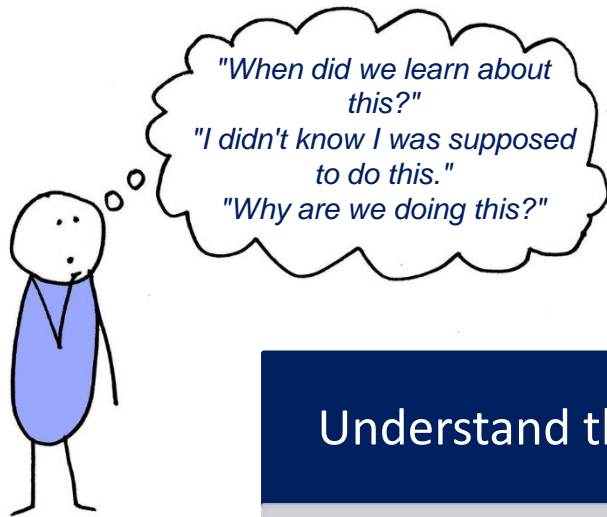
Understand the challenge

- 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.

Michie, S., Johnston, M., Abraham, C., Lawton, R., Parker, D., Walker, A., & "Psychological Theory" Group (2005). Making psychological theory useful for implementing evidence based practice: a consensus approach. *Quality & safety in health care*, *14*(1), 26–33. https://doi.org/10.1136/qshc.2004.011155

What can they do?

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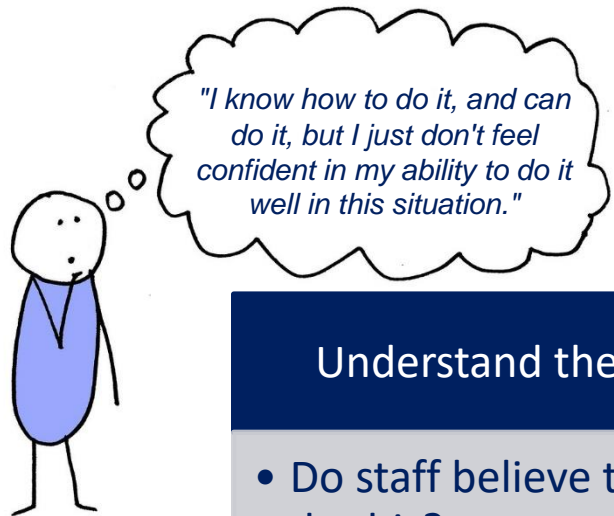*"I can't do this the way we were told, so I did it another way."*

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

Michie, S., Johnston, M., Abraham, C., Lawton, R., Parker, D., Walker, A., & "Psychological Theory" Group (2005). Making psychological theory useful for implementing evidence based practice: a consensus approach. *Quality & safety in health care*, *14*(1), 26–33. https://doi.org/10.1136/qshc.2004.011155

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

Michie, S., Johnston, M., Abraham, C., Lawton, R., Parker, D., Walker, A., & "Psychological Theory" Group (2005). Making psychological theory useful for implementing evidence based practice: a consensus approach. *Quality & safety in health care*, *14*(1), 26–33. https://doi.org/10.1136/qshc.2004.011155

What are their professional roles and identities?

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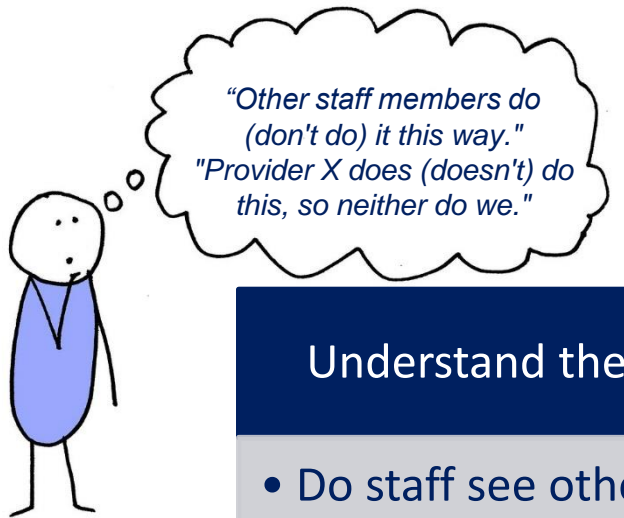
Understand the challenge

- 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

Michie, S., Johnston, M., Abraham, C., Lawton, R., Parker, D., Walker, A., & "Psychological Theory" Group (2005). Making psychological theory useful for implementing evidence based practice: a consensus approach. *Quality & safety in health care*, *14*(1), 26–33. https://doi.org/10.1136/qshc.2004.011155

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."
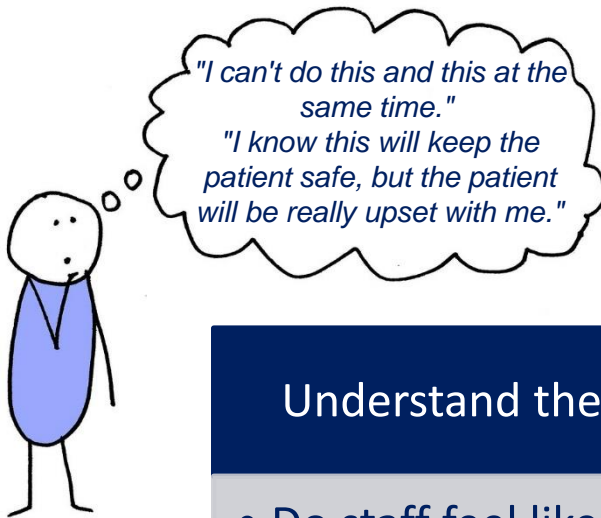
Understand the challenge

- 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

Michie, S., Johnston, M., Abraham, C., Lawton, R., Parker, D., Walker, A., & "Psychological Theory" Group (2005). Making psychological theory useful for implementing evidence based practice: a consensus approach. *Quality & safety in health care*, *14*(1), 26–33. https://doi.org/10.1136/qshc.2004.011155

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."
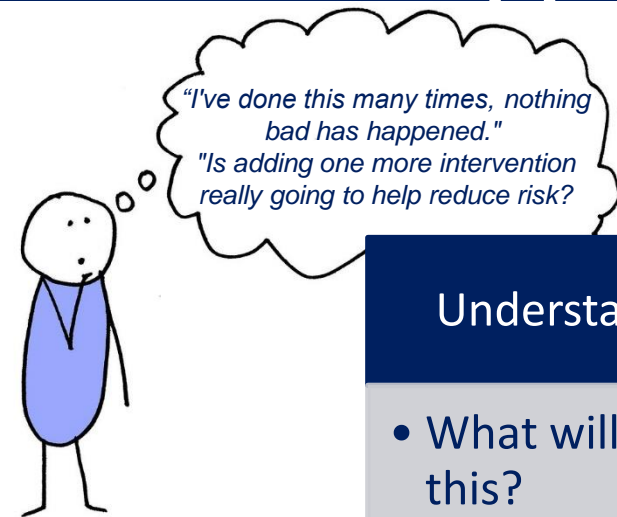
Understand the challenge

- 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

Michie, S., Johnston, M., Abraham, C., Lawton, R., Parker, D., Walker, A., & "Psychological Theory" Group (2005). Making psychological theory useful for implementing evidence based practice: a consensus approach. *Quality & safety in health care*, *14*(1), 26–33. https://doi.org/10.1136/qshc.2004.011155

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

Michie, S., Johnston, M., Abraham, C., Lawton, R., Parker, D., Walker, A., & "Psychological Theory" Group (2005). Making psychological theory useful for implementing evidence based practice: a consensus approach. *Quality & safety in health care*, *14*(1), 26–33. https://doi.org/10.1136/qshc.2004.011155

Wrap-Up