How to make change happen

The principles of workforce redesign

Tools and resources version

Putting the principles into action – resources to support you with transforming your workforce and enabling people to work differently.

skillsforcare

Introduction

Change is a constant part of working in social care, much of the change we experience involves changing the shape of the organisation we work in, or the shape of organisations around us. Much less attention is given to supporting people to change the way they work. The principles of workforce redesign are focused on enabling you to change how you work and change the way the people around you work as the organisation you are part of, and organisations around you, change.

This version shares widely available tools and resources that you can find on the internet to help you with implementing the principles.

Principle one

Take a 'whole systems view' of organisational change

What this principle means

A 'whole systems approach' recognises that no part of the system, partnership, organisation, or workplace exists on its own. This means whenever something is changed in one place, it will impact on other parts. The relationship between the system's workforce, organisation's workforce and other groups creates its culture, shapes how it works and what the organisation is like to work in.

Systems, partnerships, and organisations consist of many different groups and individuals; they are complicated, complex and in a continuous state of flux.

When thinking about the workforce implications of transforming care and support, it's important to think about how all the people, in each part of the system will be affected.

Tools and resources to help you implement this principle

Venn diagrams

A Venn diagram allows you to identify all the connecting and overlapping pieces of your organisation, and the organisations you work with. The circles represent different pieces. Before beginning a Venn diagram, you need to identify the key people in your organisation who are connected to the change. The size of the circle and the amount of overlap with the centre circle shows the degree of influence. If you ask different groups or individuals what they think, you may come up with different diagrams because not everyone will see the way decisions are made as being influenced in the same ways.

When you produce the diagram, you can see very clearly who has the most, and least, power. You may think that some groups are too influential, while others should have more input.

Radial Venn 1:
Sunnyholme:
Influential groups in developing new community-based care and support (at outset of work)

Local authority commissioner

People supported

Manager

Community-based service

Care Quality Commission

Head office

Staff group

Example Venn diagram

Spider diagrams

A spider diagram allows you to look in more detail at the connections and relationships within your organisation. You can identify the complex links across your workplace by identifying key roles and individuals. You can use a spider diagram to help you answer questions about your workplace and levels of influence as well as seeing how the system operates. In the example, direct formal links are drawn between the manager and other roles or groups, others are informal or more distant networks and relationships. Single arrows point away from the most powerful person, while double-ended arrows indicate an equal relationship.

Once you have created a spider diagram you can use it as a discussion tool to help you and others understand how connections and relationships impact on the changes you are introducing.

Radial Venn 2:
Sunnyholme:
Influential groups in developing new community-based care and support (at of work)
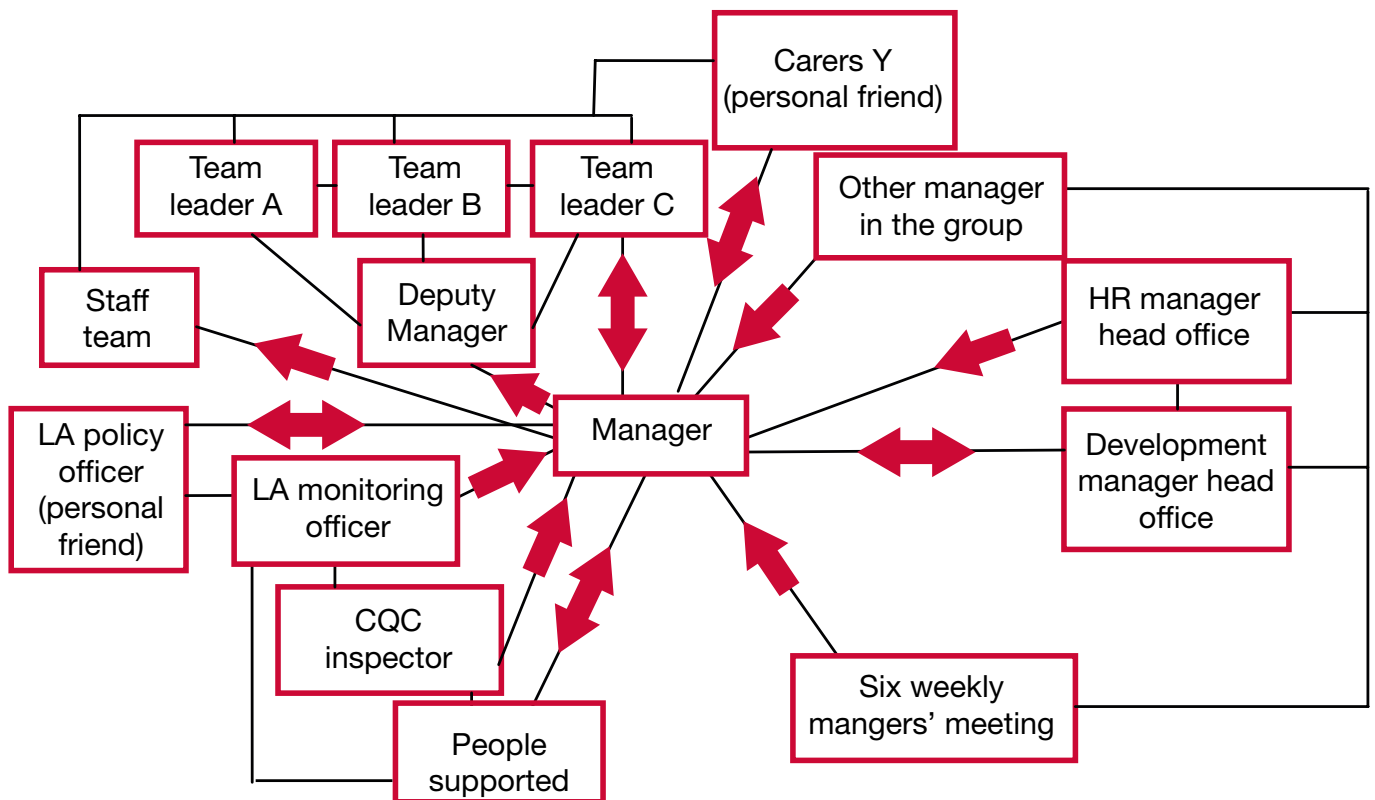
Recognise the different ways people, organisations, partnerships, and systems respond to change.

What this principle means

Change is a constant part of people's working lives. The way changes are managed can impact on how people, organisations and partnerships respond to change.

People need to feel safe and valued so they can contribute to change in the system, partnership, their organisation, or workplace. Change can be experienced positively and negatively: people need the right support and enough time to work through what change and transformation means for them.

Tools and resources to help you implement this principle
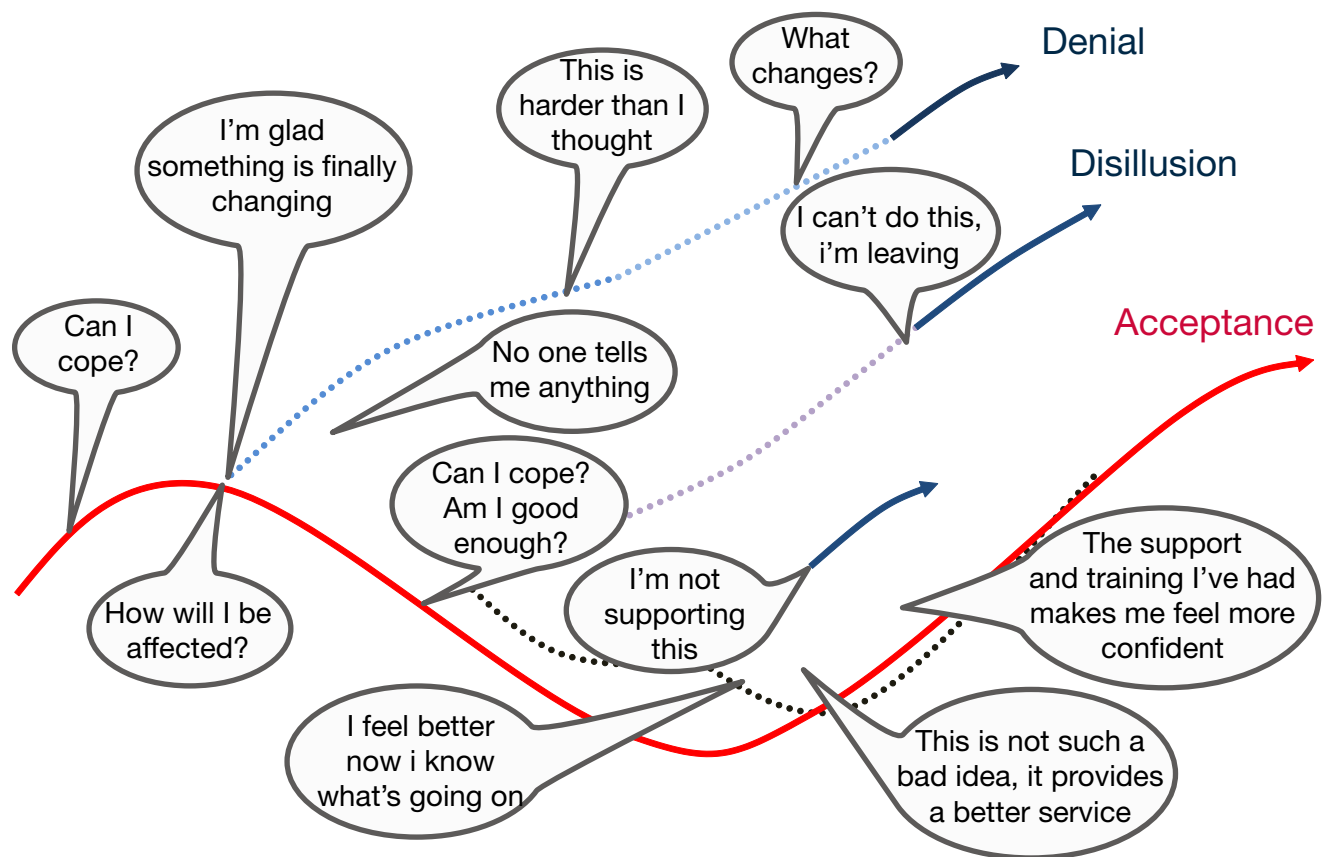
Response to change continuum

The response to change continuum is:

sabotage   resist   ignore   accept   embrace   initiate
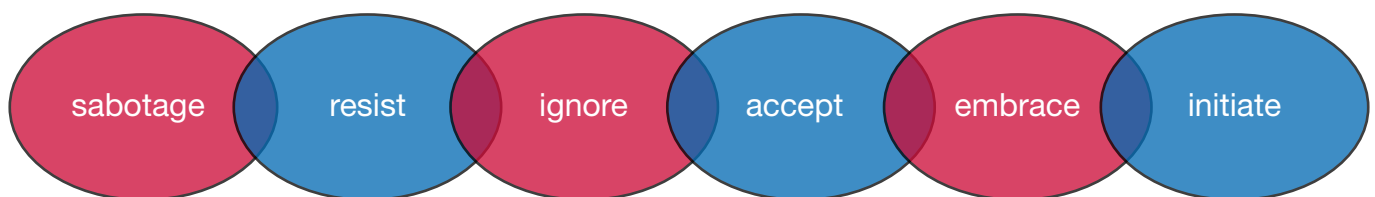
You can use this continuum to look at your workplace and consider how change is welcomed. You can use this tool when you are looking at yourself, others, or the whole organisation. Where people are on the continuum will vary according to the change, and the stage of implementation. Where someone sees the benefit, they are most likely to view change as positive. Some people are initially resistant but will gradually come to accept it.

Once you have plotted where people are on the continuum you can think about how to help the more negative people see the positives, and how you can capture the enthusiasm and support of others. Just because someone begins in one place, they will not necessarily remain there.

Anxiety I Happiness I Fear I Threat I Guilt I Depression I Gradual acceptance I Moving forward

Denial

Disillusion

Acceptance

What changes?

This is harder than I thought

I'm glad something is finally changing

I can't do this, i'm leaving

Can I cope?

No one tells me anything

Can I cope? Am I good enough?

How will I be affected?

I'm not supporting this

The support and training I've had makes me feel more confident

I feel better now i know what's going on

This is not such a bad idea, it provides a better service

Adapted from J M Fischer at www.businessballs.com/personalchangeprocess.htm

Adopting workplace transformation

People adopt changes in their workplace at different rates. The diagram below outlines a very simplified way of looking at this, allowing you to think about the different people in your workplace and how their attitudes will affect transformation. There will be a mixture of all these groups. Identifying and involving innovators and early adopters can help with introducing any changes and making sure that they are positively received. The diagram describes the following types of people.

- Innovators: people who like to push boundaries. They like the idea of developing new models of care and support and leading change; happily accommodating difficulties when they arise and enjoying problem solving.

- Early adopters: social leaders, early adopters are popular and knowledgeable. They are risk takers who embrace change and use new ideas.

- Early majority: like change to be measured and steady, preferring everyone to adopt changes together. Once it is agreed, change should be introduced quickly.

- Late majority: tend to be more sceptical and traditional; they want to know something is going to work before they adopt it.

- Laggards: want to maintain the status quo, which they believe works perfectly well.

You can use this diagram to help you work out how different people's attitudes will impact on the changes you are introducing.

E Rogers' Diffusion of innovation model

www.provenmodels.com/570/diffusion-of-innovations/everett-m.-rogers

2.5%
Innovators

13.5%
Early
adopters

3.4%
Early
majority

34%
Late
majority

16%
Laggards
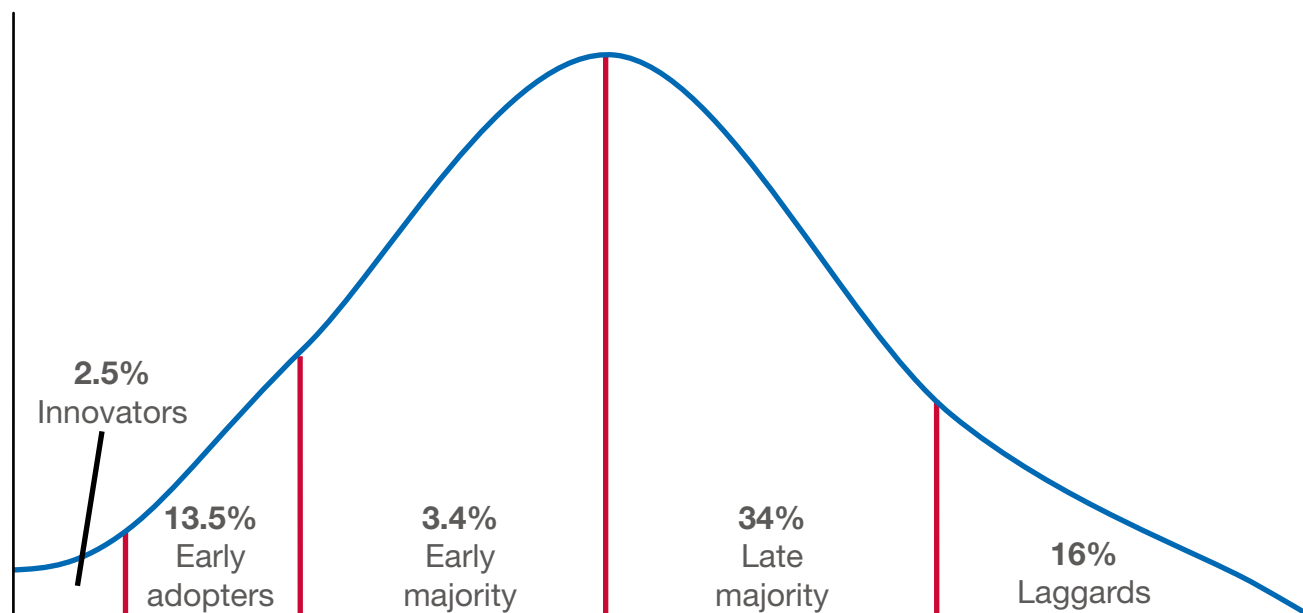
Nurture champions, innovators, and leaders; encourage and support organisational learning

What this principle means

Everyone can innovate and has expert knowledge to bring to the change process. Workplaces, organisations, partnerships, and systems that encourage people to contribute ideas, enable and encourage people to experiment and take managed risks are better at changing the way people work and transforming care and support.

Tools and resources to help you implement this principle

Team roles

If you are going to get the most from the people you work with, you need to understand the way in which they work. When you are transforming care and support the attitudes people have are often more significant than their formal job roles. Everyone has different strengths, and a skilled manager will bring these together to make an effective team.

There are lots of different online tools you can use to assess people's roles in the team. These include:

Belbin's Team Roles

Belbin's work showed that successful teams are made up of a diverse mix of behaviours. Teams that work well have mixture of each of the nine Belbin Team Role behaviours in the team.

The nine Belbin Team Roles are: Resource Investigator, Team Worker and Co-ordinator (the social roles); Plant, Monitor Evaluator and Specialist (the thinking roles), and Shaper, Implementer and Completer Finisher (the action or task roles). You can find more detail about each Team Role on the Belbin website.

You can use Belbin to help you explore the different roles people have in your team and work out how to ensure you have the right mix of roles to support you with implementing change.

Supervision

Supervision is an important tool in everyday management. It has a particular contribution to make in working with change and transformation. It is one of the most important ways in which people can learn and develop as practitioners. It is also one of the places where potential can be identified, so an individual can be encouraged to contribute to the organisation's learning and transformation. Supervision is an ideal time to encourage people, developing both their confidence and their skills.

Use this checklist to work out if you are getting the most out of supervision to support change. This can be used as a checklist for you as a supervisor and for your own supervision.

- Have you made sure that the balance of work is right in terms of how it impacts on someone's morale? Is the person over or under stretched?

- Is work shared fairly and with balance and consistency across the whole workforce?

- Do you know each worker's likes, dislikes, strengths, and weaknesses? Do you show an interest in how they feel and what they think? It is important that people understand what they are accountable for, and to whom. Supervision means being clear about what is expected, while still being supportive and sensitive to individual circumstances.

- Are you positive and constructive, praising achievements, working with any problems so that they can be overcome? It is important to recognise that sometimes a worker cannot achieve their best because the workplace does not allow it. For example, the amount of time allowed for a particular task may be insufficient.

- Do you understand a worker's skill set, identifying learning needs and ensuring they have an up-to-date development plan that meets their needs?

- Are you consistent about expectations, particularly ensuring that your behaviour mirrors what you ask of others? This includes practical things like timekeeping, as well as values and attitudes.

- Do you make clear judgements about when a worker is ready for new responsibilities and delegating to them in a supportive and safe way?

- Are you clear about what is to be covered in supervision, what needs to be done between sessions, and ensuring that the person being supervised is also able to contribute to the agenda?

- Have you and the worker protected the time set aside for supervision, but also being available to workers between sessions if they have an urgent problem?

Engage people in the process; acknowledge, value, and utilise their experience
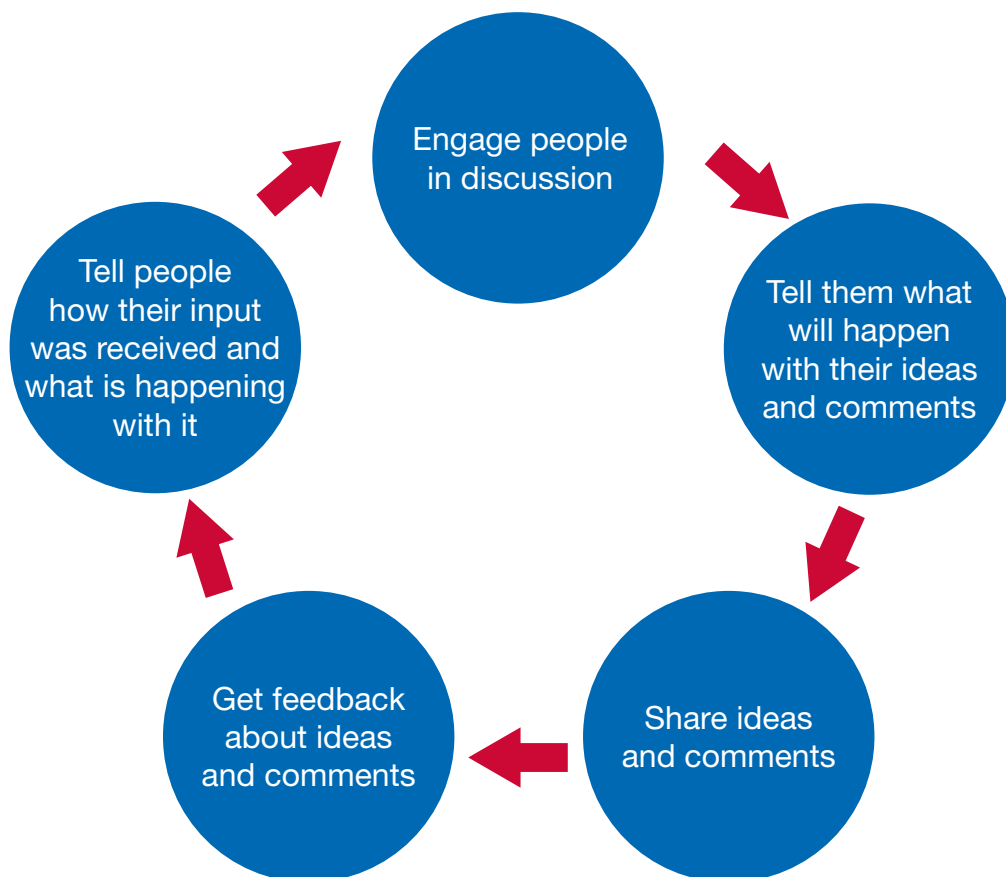
What this principle means

Knowledge and experiences gained from life and work have a significant impact on workplace culture and how people learn. Creating opportunities for people to talk to each other inside and outside of the workplace can help to develop ideas, promote innovation and contribute positively to workforce development and service transformation.

Tools and resources to help you implement this principle

Feedback loop

Using a feedback loop is a simple way of keeping people engaged with the transformation of care and support. You can use the cycle below as a checklist, to make sure that when people make the effort to contribute, they know what happens next. It is very important that people have evidence that their input is valued, and this is a good way to do it. Even if ideas or comments are not going to be acted on, people still need to know that they were listened to, and the reasons that they were not used. If people do not get feedback, they will stop making an effort to contribute.

Engage people in discussion

Tell them what will happen with their ideas and comments

Share ideas and comments

Get feedback about ideas and comments

Tell people how their input was received and what is happening with it

Leadership and management styles

Leadership style is very important in motivating, engaging, and encouraging people. This means that a good understanding of your own style (or that of your manager) matters. It may be that you need to re-think the way you work with others to encourage them better. You will need to adopt different styles for different purposes.

This chart set out some common descriptors of people's leadership style. Use it to understand your style and the styles of others and how you might need to modify – or understand the impact leadership styles have on others.

Autocratic

Total control.
Resentment, leading to high levels of absenteeism, high turnover, lack of engagement or co-operation. Staff may learn to do things differently, but they will not be engaged in service transformation.

Task-oriented

Wanting to get the job done by being in charge, quite similar to autocratic style.
Takes charge of deciding what needs to be done, how, and by whom at the cost of good team working. Can be de-motivating for workers and does not encourage active involvement.

Bureaucratic

Follows the rules, adhering rigidly to procedures.
May be useful in imposing new procedures but gives no opportunity to think beyond this. Transformation will not happen without 'breaking' a few rules. But there will still be occasions (for example health and safety) where this approach can be the most appropriate.

Transactional

Manager expects to be obeyed by employees who must meet pre-determined 'standard'.
Is very task-focused, concentrating on meeting standards and deadlines (or not) and consequences (reward/punishment); there is no space for creativity and does not encourage the development of new ideas. However, task focus is very good for ensuring that routine work gets done properly.

Charismatic

Uses their personality to inspire and enthuse others. Highly energetic and committed to driving things forward.

The energy and enthusiasm of the project can become dependent on the charismatic individual, putting it at risk if that manager leaves. Other people who are involved in the transformation tend to feel that the leader is essential to success.

Democratic or participative

Involves others in the process of decision making, but ultimately takes the decision themselves.

Very effective when working with teams and groups; it encourages skills development, makes people feel involved and increases job satisfaction and motivation. Although working in this way can take more time than other approaches, it will also produce high quality results that all staff will have a stake in.

Laissez-faire

Staff are left to 'get on with it', but when done well the manager monitors and gives regular feedback. It will not work well if managers fail to exert control where it is needed.

When there is an experienced, confident and skilled staff group this style will work well, allowing staff to make decisions and promote ideas that contribute to transformation.

Servant

Focus is solely on meeting the needs of the team.

Can create a workplace that is good for the workers, who are involved in decision making, but less so for others.

People-oriented

Focus is on organising, supporting and developing people. Participative approach.

Encourages teamwork, creativity and collaboration. Truly collaborative service transformation where staff can contribute to the process and take responsibility for delivery to happen.

Transformational

Trustworthy, enthusiastic, inspiring leaders who engage with and encourage team members, recognising and acknowledging good work. They are highly principled, setting a good example for others.

Excellent for creativity, encouraging new ideas and involving all workers. Can focus a bit too much on big ideas without attention to important details.

The different ways that people learn should influence how change is introduced and how the workforce is supported

What this principle means

People learn in different ways, both formal and informal, and have preferred ways of learning. It's also important to understand different learning styles, so that you can create the right opportunities and give the appropriate support.

Tools and resources to help you implement this principle

Honey and Mumford's four learning styles

There are many ways to categorise the way different people learn best. The table below outlines one approach, showing some of the strengths and weaknesses of each, as well as giving some ideas about the best approaches to learning opportunities for the four groups. You can use it to think about the ways that you and others learn best.

Pragmatists

Experiment with new ideas and look for practical applications, they need to know how what they are learning addresses real problems.

Strengths

Keen to test things but in practice practical and realistic. Down to earth and business-like; get straight to the point. Problems seen as a challenge.

Weaknesses

Tend to reject things that don't have a clear application and will go for the first answer rather than thinking about the best one. Not very interested in theory or principles. Not interested in much talking. Task, rather than people-oriented. Easily frustrated with long discussion and inaction.

Learn from the best

Practical approaches that are linked to real situations. Opportunities to put ideas into practice in the workplace.

Theorists

Rational, objective, analytical, logical thinkers. Ask good questions. Like a structured and disciplined approach that is linked to underpinning theory. Like to be stretched and challenged.

Strengths

Logical, rational and objective thinkers who take a very disciplined approach to learning. Ask helpful, probing questions.

Weaknesses

Tend not to think 'outside the box', they want certainty and order. Intolerant of subjective, 'feeling' ideas. Very single-minded in approach to learning. Uncomfortable with uncertainty.

Learn from the best

Clearly structured learning, with explicit aims. The chance to discuss what is being taught with other people they find stimulating. New and challenging ideas which have an evidence base.

Reflectors

Chew things over and are thoughtful and analytical. They are good listeners and like to stay in the background.

Strengths

Careful, thoughtful, thorough and methodical. Good at listening and assimilating information. Rarely jump to conclusions.

Weaknesses

Tend to hold back from direct participation, and be unassertive. Slow to make up their minds and reach a decision. Can be over cautious and risk-averse.

Learn from the best

Opportunities to examine all the evidence, and enough time to think about it. Plenty of good information from different sources.

Activists

Open minded, enthusiastic, jump straight in. Enjoy new experiences. Very sociable and like to be the centre of attention.

Strengths

Flexible and open- minded, always happy to 'have a go'. Optimistic and enthusiastic about anything new. Happy with change. Good problem solvers.

Weaknesses

Tend to take the immediately obvious course of action without weighing up other possibilities or preparing properly. Will sometimes hog the limelight and do too much themselves. Can take unnecessary risks. Get bored after initial rush of enthusiasm, so not very good at things that require sustained effort.

Learn from the best

The challenge of something new. Plenty of different activities to hold their interest. Being allowed to make mistakes. Working with other like-minded people.

Encourage and utilise the understanding of values, behaviours and practice to shape innovation and transformation

What this principle means

Cultural change and transformation will only succeed if people in the workplace learn to think and behave differently when changes to systems and the way that things are done are introduced.

Workplace culture is the character and personality of your organisation. It's made up of your organisation's leadership, values, traditions, beliefs, behaviour, and attitudes of the people in it.

The more staff feel engaged with any change process and have a sense that changes match their values with your organisational values, the more likely you are to succeed.
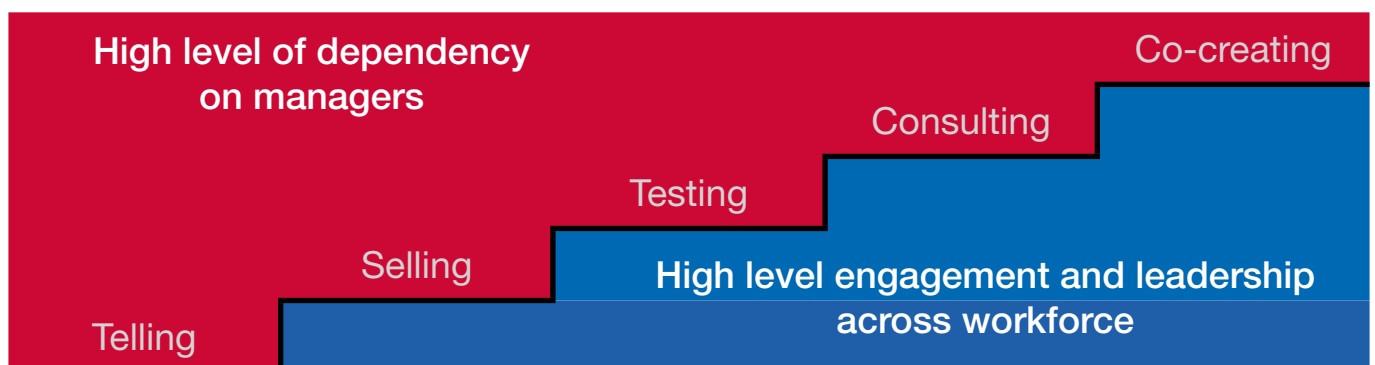
Tools and resources to help you implement this principle

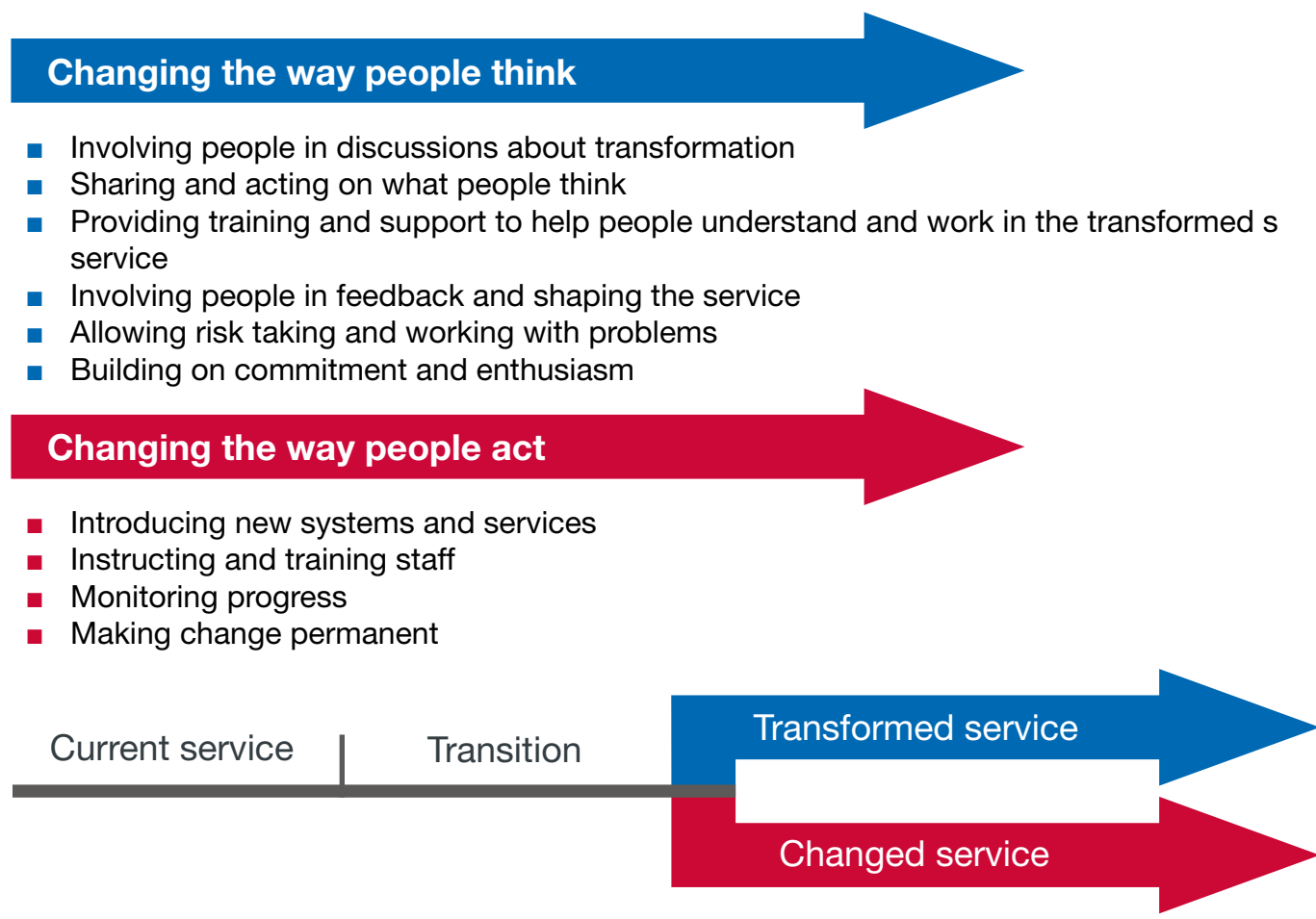## Changing the way people think and work

Sometimes when new services are introduced people are just told what they must do differently. This may seem the easiest way to work, in fact it can cause longer term problems as well as reducing the chances of success. Involving the people who know best – the people who are supported by and who work in the service – is not just good practice; it will lead to greater success. The two diagrams below illustrate how you can achieve this.

This first diagram shows the link between different management approaches to communication about change, and the effect on the people who work in the service. This can be used to help you think about how you work with people, and the impact that that will have on the culture of your workplace.

High level of dependency on managers

Co-creating

Consulting

Testing

Selling

High level engagement and leadership across workforce

Telling

The second diagram shows two different routes to introducing change. Working to change the way people think takes longer, and is harder work, but in the long run it will create a workplace where people continue to think about what they are doing and how they do it, so that the service is continually improved. It will also create a more highly skilled, confident and motivated workforce. Introducing new procedures to make change happen means that people will do (or not) as they are instructed, but they will not necessarily understand why, so won't be engaged with thinking about it and giving feedback.

Changing the way people think

- Involving people in discussions about transformation
- Sharing and acting on what people think
- Providing training and support to help people understand and work in the transformed s service
- Involving people in feedback and shaping the service
- Allowing risk taking and working with problems
- Building on commitment and enthusiasm

Changing the way people act

- Introducing new systems and services
- Instructing and training staff
- Monitoring progress
- Making change permanent

Current service | Transition | Transformed service

Changed service

The more people are involved and engaged at every stage, the more likely a successful outcome will be.

Following the steps in the lower part of the diagram may be quicker, but it is very unlikely to result in a sustained improvement in care and support. This is because it only deals with behaviour, it doesn't engage people in the process, so is less likely to have 'buy in' and it doesn't give them the chance to think about and understand the changes. By being clear about changes, and the underlying values they are built on, workers can adapt all their activities in line with the agreed values.

Principle seven

Engage with your community to understand its assets, strengths, and culture; work together to develop inclusive and creative workforce planning strategies

What this principle means

Social care and support take place within local communities and are themselves part of that community.

By understanding the needs of the local community and the people living in it, you will have a better idea how they can support you to change the shape of care and support and be clearer about how you can meet community needs.

People's lifestyle, culture and experiences all influence the ways in which they would prefer to be supported and the things they have to offer. Understanding these helps in developing the right resources for the local community.

People supported have knowledge and expertise that has an impact on what your workforce needs to learn, what skills and knowledge they need to have and how these should be gained.

The more inclusivity and flexibility you can create in your workplace and the places where care and support is offered, the more opportunity you will create for local people to engage actively in working with you.

Tools and resources to help you implement this principle

TLAP ladder of co-production

Co-production is a way of working, where everyone works together on an equal basis to create a service or come to a decision which works for them all.

Based on Arnstein's Ladder of Participation, the TLAP ladder of participation describes a series of steps towards co-production. It is designed to support greater understanding of the various stages of access and inclusion before full co-production is achieved.

Download a checklist that will help you work out where you are at in terms of co-production.

Workforce planning

Skills for Care has lots of resources to support you with workforce planning. You can use them alongside co-production to help you work out the workforce development needs for your local area.

There is a short guide to workforce planning and support resources that you can use.