

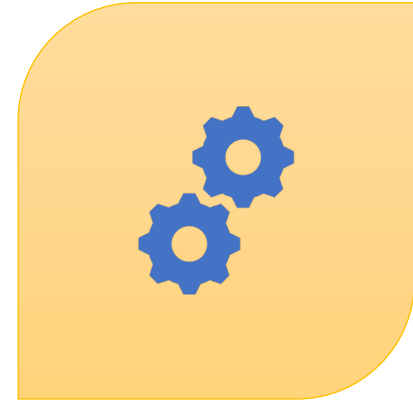
Planning change



PART 1 : UNDERSTANDING /
DIAGNOSING THE SITUATION



PART 2 : DESIGNING
SOLUTIONS



PART 3 : IMPLEMENTING
CHANGES



Kotter's 8 steps (1996)

Creating a climate for change	1	Establish a sense of urgency
	2	Create a powerful guiding coalition
	3	Create a vision
Engaging and enabling the whole organisation	4	Communicate the vision
	5	Empower others to act on the vision (Remove obstacles, encourage creativity)
	6	Create short-term wins
Implementing and sustaining change	7	Consolidate improvements (Don't let up)
	8	Institutionalise changes (Make it stick)

Kotter, J (1996) *Leading change*. Harvard Business School: Boston

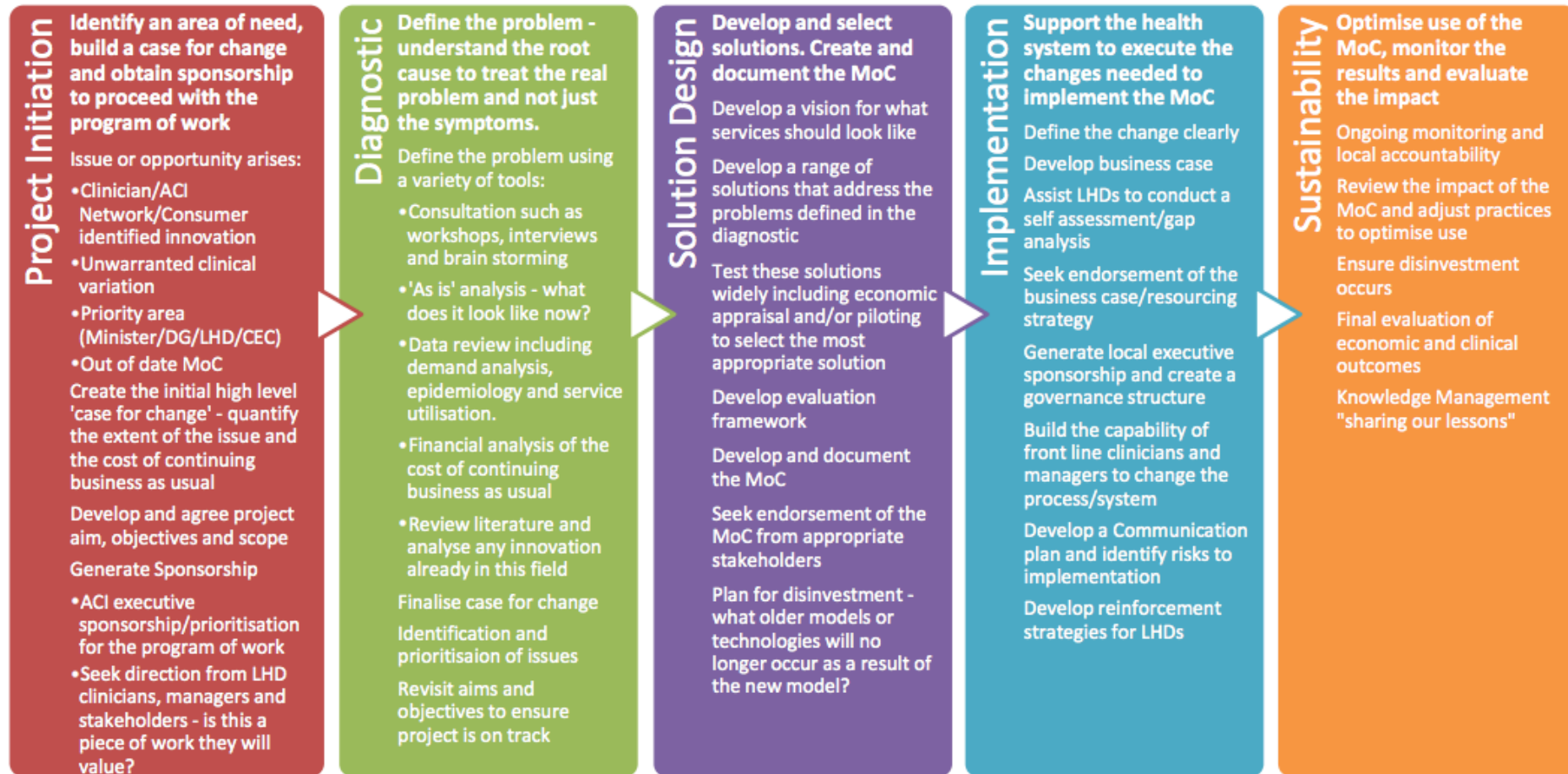
Kotter, J (1995) Leading change: Why transformation efforts fail. *Harvard Business Review*, 73(2), 59--67



Agency for Clinical innovation

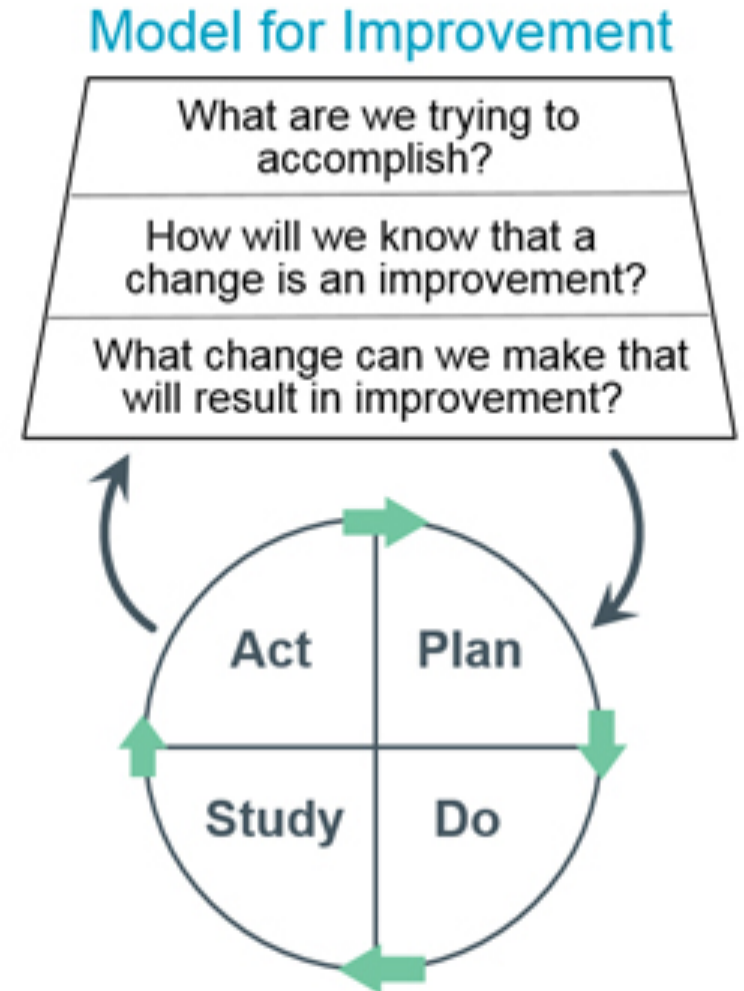
Process Flow Chart for developing a Model of Care (MoC)

This document is used to illustrate the process for developing a Model of Care. It encompasses the work owned by the project manager and the functions that the Clinical Redesign and Implementation Team assist with.



Plan-Do-Study-Act (PDSA) cycles

- An iterative, experimental approach
- Based on early theory of learning (Dewey, 1933) and originated as Shewhart's (1939) cycle for understanding production as a system: *specification → production → inspection → re-specification → etc etc*
- Developed by Deming into PDSA form, then later, extended by the Associates in Process Improvement (API), to the current 'Model for improvement'
- See the Institute of Healthcare Improvement website for resources:
<http://www.ihi.org/resources/Pages/HowtoImprove/default.aspx>



Plan-Do-Study-Act (PDSA) cycles

Step 1: Plan

- Plan the test or observation, including a plan for collecting data.
- State the objective of the test.
- Make predictions about what will happen and why.
- Develop a plan to test the change. (Who? What? When? Where? What data need to be collected?)

Step 2: Do

- Try out the test on a small scale.
- Carry out the test.
- Document problems and unexpected observations.
- Begin analysis of the data.

Step 3: Study

- Set aside time to analyze the data and study the results.
- Complete the analysis of the data.
- Compare the data to your predictions.
- Summarize and reflect on what was learned.

Step 4: Act

- Refine the change, based on what was learned from the test.
- Determine what modifications should be made.
- Prepare a plan for the next test.



Evaluating change



“70% of change initiatives fail”

- Is that true?
- Where did that come from?
- What does failure mean exactly?

Hughes (2011) found:

- There is actually no empirical evidence to back up the 70% statistic, just ‘unscientific estimates’ – i.e. speculation
 - The only estimate that was reported with any empirical detail, was an international survey of 1546 business executives by McKinsey & Company.
 - They found: **38%** thought their change programs were ‘completely’ or ‘mostly’ successful at improving performance, **33%** said ‘somewhat’, and **only 10%** said their transformation was ‘completely’ or ‘mostly’ unsuccessful.
-

Would such a statistic even be valid?

Considering:

- the ambiguities of change,
- the context-dependent nature of change,
- competing perceptions,
- temporal aspects and
- measurability?

“I don’t think it is likely that there ever will be clear agreement about what constitutes effective change management for the simple reason that the answer will always depend on who you ask and what they value.”

(Zammuto, 2001, p. 798, cited in Hughes, 2011)

If change is a fluid, complex process that is constantly happening...

How do we 'capture' and compare:

- unexpected outcomes (that may be beneficial as well as detrimental)
- the fluidity and improvisation of change (the change initiative can also change)
- cause-and-effect
- multiple aspects of change
- and multiple (sometimes competing) interpretations of outcomes?
- → This is about **evaluation**: how do you *keep track* and *account* for your change initiative? What do you measure? What *can* you measure?

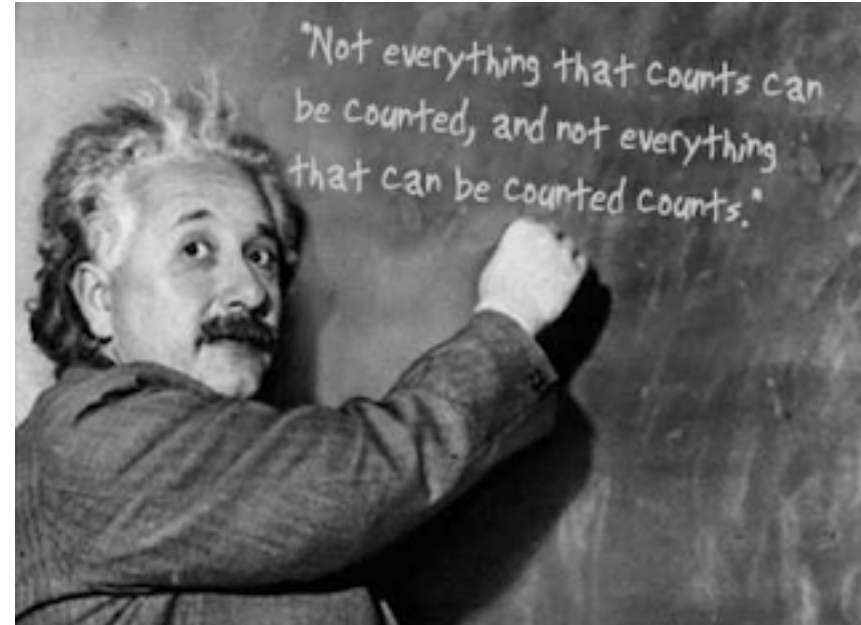


Ursus Wehrli (2013) in
'The Art of Clean Up: Life Made Neat and Tidy'
(<http://www.chroniclebooks.com/titles/the-art-of-clean-up.html>)



“Not everything that can be counted counts, and not everything that counts can be counted.”

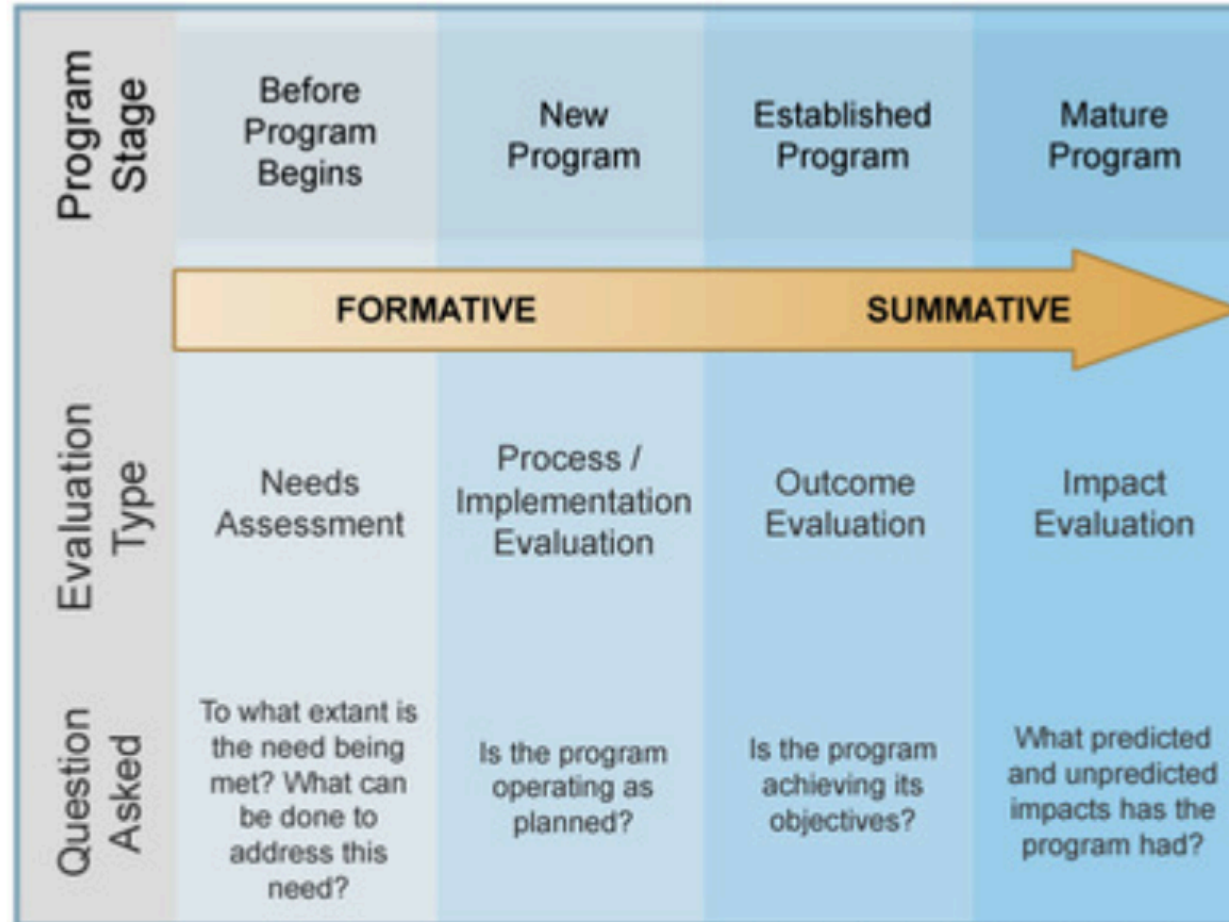
William Bruce Cameron, 1963



Evaluating change – some questions to consider

1. Who are you evaluating the change for? What do they want to know and what would persuade them?
2. How are you defining the problem?
3. What are you aiming to change? What would be different if you hadn't done it?
4. What can you actually, realistically, measure? (this is all about *how* you measure)
5. At what time? (Hint: from the beginning, and ideally, throughout)
6. What else you might measure - how are you going to explain your outcomes?
 - What factors affected the implementation process
 - What factors affected the outcomes you measured

Evaluation over time



Types of evaluation

Type	When	What does it tell you?	Why is it useful?
FORMATIVE	During development/pilot of program	Is the program likely to meet its goals based on what we know?	Early feedback to make modifications if necessary
PROCESS	During implementation	How well the program is working – does it look like it is meeting its goals? If implementation is proceeding as planned	Monitoring how things are going Early warning for problems
SUMMATIVE - Outcome - Impact	During and after implementation	Whether your program met its goals	Tells you how effective the program was What impacts (un/intended) did it have?

Some criteria for good indicators (measures)

Accepted Practice and History of Use	The degree to which use of an indicator is consistent with current and previous practices
Applicability in Different Settings	The degree to which an indicator is relevant in diverse settings
Availability of Data	The degree to which data are accessible for use as part of the study
Burden of Data Collection on Participants	The degree to which data collection imposes burden on participants
Clarity of Focus and Meaning	The degree to which a single indicator is unambiguous and reflects or represents the evaluand accurately
Cultural Appropriateness and Relevance	The degree to which an indicator is culturally appropriate in terms of content or focus and related data collection activities



Some criteria for good indicators (measures)

Data Quality	The degree to which information collected will be complete, reliable, and valid
Investment of Resources	The amount of resources (e.g., funds, personnel, time) needed for data collection, analysis, and use of data or findings
Nondirectional Language	The indicator is written as neutral, not defined as positive or negative in advance of data collection
Opportunity to Detect Unexpected or Unintended Findings	The degree to which an indicator (or set of indicators) allows for documentation of unexpected or unintended aspects of the program
Pathway for Use of Data	The degree to which use and users of data are known and agreed upon
Relevance to Evaluation Questions	The degree to which an indicator helps to address predefined evaluation questions

MacDonald, G. Criteria for Selection of High-Performing Indicators. Centers for Disease Control and Prevention, Atlanta, Georgia. https://www.wmich.edu/sites/default/files/attachments/u350/2014/Indicator_checklist.pdf



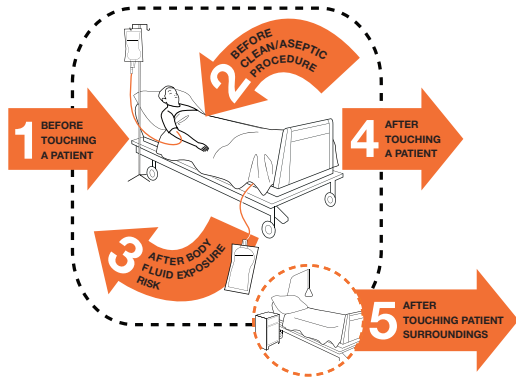
Some criteria for good indicators (measures)

Strength of Evidence or Substantive Merit	The scope and quality of information supporting the indicator as an appropriate descriptor or measure of the evaluand
Value within a Set of Indicators	The degree to which a single indicator adds meaning to a set of indicators



Measuring Hand Hygiene (HH): the 5 Moments

Your 5 Moments for Hand Hygiene



1	BEFORE TOUCHING A PATIENT	WHEN?	Clean your hands before touching a patient when approaching him/her.
		WHY?	To protect the patient against harmful germs carried on your hands.
2	BEFORE CLEAN/ASEPTIC PROCEDURE	WHEN?	Clean your hands immediately before performing a clean/aseptic procedure.
		WHY?	To protect the patient against harmful germs, including the patient's own, from entering his/her body.
3	AFTER BODY FLUID EXPOSURE RISK	WHEN?	Clean your hands immediately after an exposure risk to body fluids (and after glove removal).
		WHY?	To protect yourself and the health-care environment from harmful patient germs.
4	AFTER TOUCHING A PATIENT	WHEN?	Clean your hands after touching a patient and his/her immediate surroundings, when leaving the patient's side.
		WHY?	To protect yourself and the health-care environment from harmful patient germs.
5	AFTER TOUCHING PATIENT SURROUNDINGS	WHEN?	Clean your hands after touching any object or furniture in the patient's immediate surroundings, when leaving – even if the patient has not been touched.
		WHY?	To protect yourself and the health-care environment from harmful patient germs.

Hand Hygiene Australia's key aims:

- **Achieve sustained improvements in HH compliance rates**
- Accurately measure rates of staphylococcal disease – a key outcome measure of the program
- Reduce the rates of Healthcare-Associated Infections (HAIs)
- Develop an effective education and credentialing system to improve knowledge about HH and infection control
- Make HH and infection prevention 'core business' for all healthcare institutions and the wider Australian community



World Health Organization

Patient Safety
A World Alliance for Safer Health Care

SAVE LIVES
Clean Your Hands

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But...

Hand Hygiene observation - Data collection form.

Organisation: _____
 Depart/Ward: _____
 Date: ____/____/____
 Auditor: _____ Session No.: _____
 Start Time: _____ Finish Time: _____
 Duration of Session: _____ mins

FIVE MOMENTS FOR HAND HYGIENE
 1. Before touching a patient
 2. Before a procedure
 3. After a procedure or body fluid exposure risk
 4. After touching a patient
 5. After touching a patient's surroundings

Notes

How	Moment	Action	Glove	How	Moment	Action	Glove	How	Moment	Action	Glove	How	Moment	Action	Glove
☐	1	☐ 1. Rub	☐ 1. On	☐	1	☐ 1. Rub	☐ 1. On	☐	1	☐ 1. Rub	☐ 1. On	☐	1	☐ 1. Rub	☐ 1. On
☐	2	☐ 2. Wash	☐ 2. Off	☐	2	☐ 2. Wash	☐ 2. Off	☐	2	☐ 2. Wash	☐ 2. Off	☐	2	☐ 2. Wash	☐ 2. Off
☐	3	☐ 3. Missed	☐ 3. Cont.	☐	3	☐ 3. Missed	☐ 3. Cont.	☐	3	☐ 3. Missed	☐ 3. Cont.	☐	3	☐ 3. Missed	☐ 3. Cont.
☐	4			☐	4			☐	4			☐	4		
☐	5			☐	5			☐	5			☐	5		

Total Correct Moments: _____ Total Moments: _____

- The 'moments' can be confusing to interpret in practice.
- HH audit data can be unreliable (Srigley et al, 2014)
- Auditing can be difficult, and costs ~\$2 million a year in nurses' time (Azim & McLaws, 2014)
- Danger of forgetting about vectors other than hands.

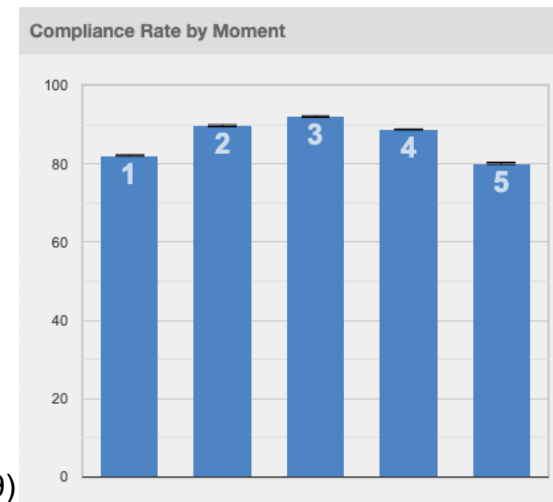
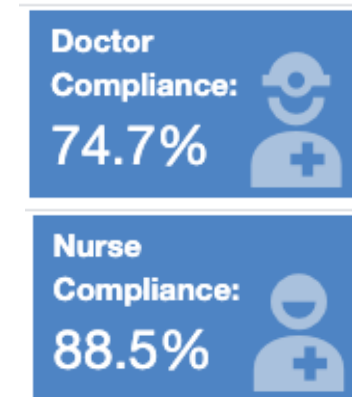
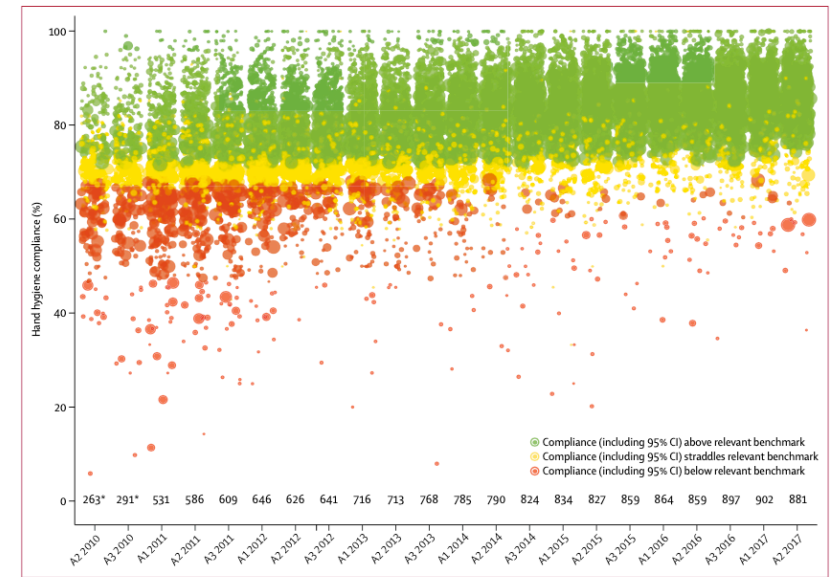
Azim, S. & McLaws, M.-L. 2014, 'Doctor do you have a moment? National hand hygiene compliance in Australian hospitals.', *Medical Journal of Australia*, vol. 200, pp. 1-4.

Srigley, J.A., et al. 2014, 'Quantification of the Hawthorne effect in hand hygiene compliance monitoring using an electronic monitoring system: a retrospective cohort study', *BMJ Quality & Safety*, vol. 23, no. 12, pp. 974-80.



And yet...

- Auditing allowed them to show an improvement in hand hygiene rates (2010-2017) (Grayson et al, 2018)
- And allows us to continually *track*, over time, *and compare*, hand hygiene rates by moment, by profession, ward type, organisation type, and by state.
- Latest national data: <https://www.safetyandquality.gov.au/our-work/infection-prevention-and-control/national-hand-hygiene-initiative-nhhi/national-audits-and-hhcapp/national-audit-data>



Hand Hygiene Audit Data (period 3 2019)

Activity

For your chosen case study, make a list of all the ways you might 'know' that your initiative has been successful:

1. How is the problem defined? (Diagnosis of problem, baseline measure)
2. How do you know your initiative is going well (or not)? (Process evaluation)
3. How do you know if your initiative has made a difference? (Outcome measure)
4. How might you measure unintended effects of your initiative? (Balancing measure)
5. What else might affect your intended outcome, that might be worth measuring? (Confounding factors)

→ For each, what can you realistically measure? – identify at least one for each question above. Post your indicators to the journal on UTS Online for feedback from me [[LINK](#)]



SMART goals & objectives

Specific	“be better at what we do” vs “reduce patient falls in our unit”
Measurable	“make fewer errors” vs “reduce errors by 10% each year for the next five years”
Attainable	“we will ensure 100% adherence to all hand hygiene protocols all the time” vs “we will improve hand hygiene adherence by at least 20% at each monthly audit”
Relevant	to the problem, and your vision, mission and goals.
Time-related	“all the time” vs “phase 1 will be completed in 6 months, phase 2 in 3 months”



Aims statements

Helps to focus change projects on what they are meant to achieve, and keeps them on track with regards to its goals (aims).

Common components:

- Overall (systems-level) aim
- Measure of change
- Stakeholder target group (patient/staff/other?)
- Direction of change: to increase or decrease
- Time frame



Examples of aims statements

[At a GP clinic] Reduce waiting time to see the GP to less than 15 minutes within 9 months, to improve patient experience.

[In a surgical ward] Increase unit staff hand hygiene compliance with Moment 1 from 60% to 80% within 6 months, to help prevent healthcare-associated infections.

[In an ED] Transfer every patient from the Emergency Department to an inpatient bed within 1 hour of the decision to admit, to improve patient flow.

[In an aged care facility] By June 2019, 90% of staff members in our facility will complete the training module for falls prevention, to increase staff competencies in preventing falls for our residents.



Drafting your aims statement

Now have a go at drafting an aims statement for your change initiative, using the outcome measure that you identified earlier.

Example template:

This project aims to [*increase/decrease*] the [*measure of change*] for/by [target group] from [*baseline*] to [*goal*] by [*time frame*], in order to [*overall aim*].

Post your indicators to the journal on UTS Online for feedback.



Project management

A brief look at project management

What is a project?

- A temporary, group activity to produce a unique product, service or result.
- Not part of normal operations, and groups not necessarily usual operational groups
- Project management seeks to formalise, structure and thus manage projects to produce specific outcomes, given specific time and resources.
- Phrased differently: To **define** (objectives, scope and strategy), **plan** (costs, schedule, activities, relationships, resources, constraints) and **control** (monitoring) projects.

Project management

Particularly useful where there is complexity and uncertainty:

- Helps to identify and keep track of multiple (sometimes moving) variables: tasks, costs, risks,
- Helps to keep multiple stakeholders and project team members on the same page (to some extent)
- Helps in documenting the process for future learning and accountability, and continuity of knowledge if project members leave

Project Management Body of Knowledge (PMBOK)

The PMBOK Guide (5th edn, 2013) recognises 47 processes that fall into 5 basic process groups and 10 knowledge areas typical of almost all projects.

5 Basic process groups (chronological):



10 Knowledge areas (technical):

Integration management

Scope management

Time management

Cost management

Quality management

Human resource management

Communications management

Risk management

Procurement management

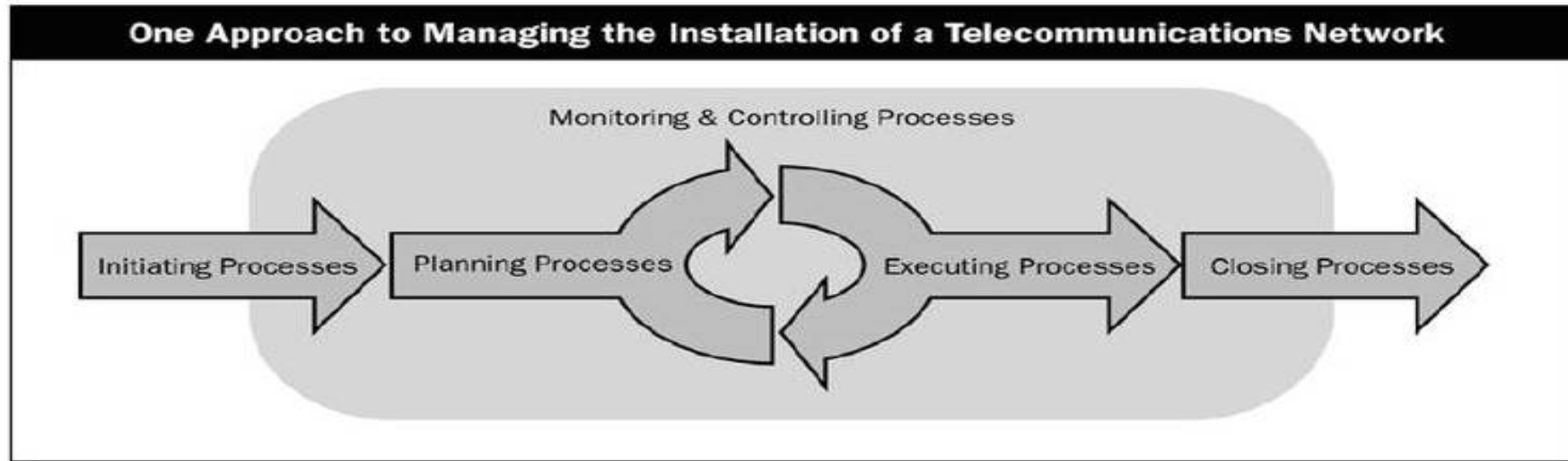
Stakeholder management



5 Basic processes over time (PMBOK)



Modelling project life cycles



10 Knowledge Areas

- Integration management
- Scope management
- Time management
- Cost management
- Quality management
- Human resource management
- Communications management
- Risk management
- Procurement management
- Stakeholder management

Integration Management

Develop project charter

Defining project at a high level.

Develop preliminary project scope statement

Defining what needs to be accomplished.

Develop PM plan

Integrating all project plans into one *consistent & coherent* document.

A master plan used by key personnel.

Direct and manage project execution

Carrying out all the activities included in the plan.

Monitor and control project work

Monitoring processes associated with initiating, planning, executing, and closing.

Perform integrated change control

Pulling together various changes occurring across the project and manage them.

Close Project or Phase

Handover, lessons learnt.



Scope Management

Plan scope

Define stakeholder needs to meet project objectives.

Define scope

Developing a written scope statement as a reference document.

Create a *work breakdown structure (WBS)*

Breaking down the work into manageable components.

Verify Scope

Obtaining formal acceptance from the stakeholders.

Control scope

Develop a basis for scope change control.



Time Management

Define Activities

Identifying specific actions to be performed

Sequence Activities

Identifying and document relationships

Estimate Activity Resources

Identifying material, people, equipment, supplies

Estimate Activity Durations

Estimating work periods required to complete activities

Develop a schedule

Analysing the above and developing a schedule

Control schedule

Setting up a mechanism to monitor and control changes



Cost Management

Estimate Costs

Developing estimated costs

Determine Budget

Allocating costs to work activities to track costs

Control Costs

Controlling changes to project budgets or *baseline*



Quality Management

Plan Quality

Identifying quality standards relevant to a project

Developing a quality plan

Perform Quality Assurance

Performance evaluation on a regular basis

Perform Quality Control

Monitoring specific project results

Identifying and eliminating causes of poor performance



Human Resource Management

Develop Human Resource Plan

Identifying project roles, responsibilities and reporting relationships

Acquire Project Team

Securing human resources required

Develop Project Team

Improving competencies, team interaction and environment to enhance performance

Manage Project Team

Tracking performance, providing feedback, resolving issues to optimise performance



Communication Management

Plan Communications

Who needs what information and when?

Manage Communications

Gathering information for communications creation, distribution, storage, retrieval, and disposition

Control Communications

Process of monitoring and controlling of communications throughout the entire project life cycle to ensure information needs of project stakeholders are met.



Risk Management

Plan Risk Management

Deciding how to conduct RM activities

Identify Risks

Identifying and documenting risks that may affect the project

Analyse Risks

Qualitative, ranked by priority

Quantitatively analysed for potential impact

Plan Risk Responses

Developing options and actions to enhance opportunities and reduce threats

Monitor and Control Risks

Planning, tracking, monitoring, evaluating



Procurement Management

Plan Purchase and Acquisitions

Deciding what to procure and when

Plan Contracting

Documenting products, services, and results requirements

Identifying potential suppliers

Request Seller Responses

Obtaining seller responses (information, quotations, bids, offers, or proposals)

Select Sellers

Reviewing offers and choose

Negotiating written contract

Administer Contracts

Managing contract & relationship between buyer and seller

Monitoring performance of seller

Making changes as required

Close Contracts

Completing and settling each contract, including resolution of outstanding issues and ensuring commitments have been met

Closing each contract applicable to the project or project phase



Stakeholder Management

Identify Stakeholders

Identifying all relevant people or organisations impacted by the project

Analysing and documenting relevant information regarding interests, involvement, interdependencies, and potential impact on project success

Plan Stakeholder Management

Developing appropriate management strategies to effectively engage stakeholders

Manage Stakeholder Engagement

Communicating and working with stakeholders to meet their needs/expectations, address issues as they occur, and foster appropriate engagement

Control Stakeholder Engagement

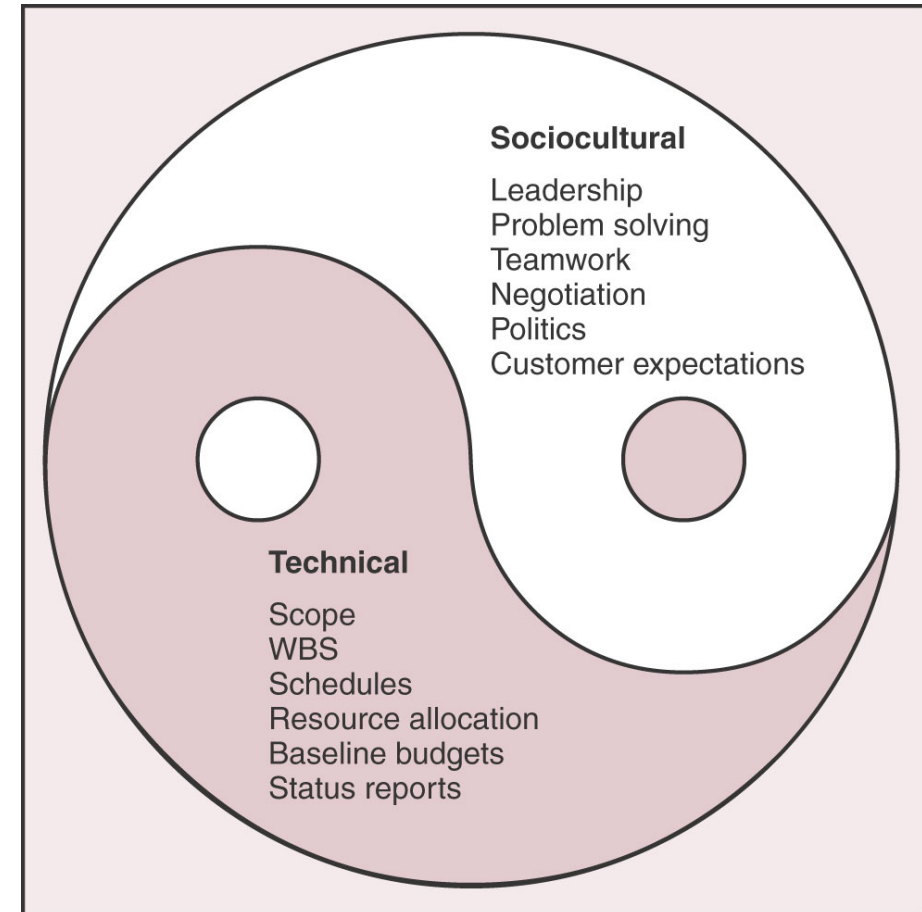
Controlling overall project stakeholder relationships

Adjusting strategies and plans for engaging stakeholders

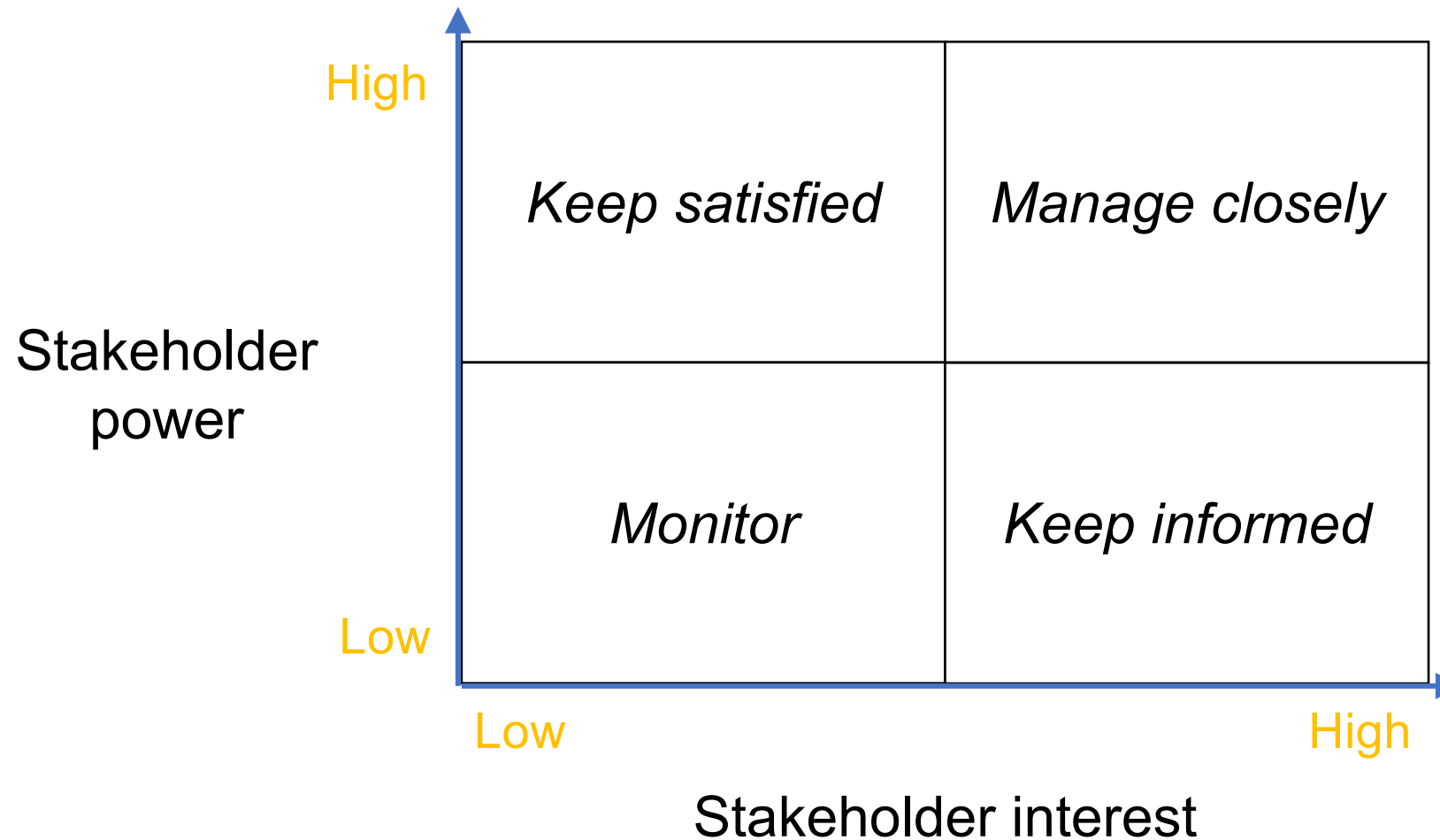


Some useful tools from project management

1. Stakeholder analysis frameworks
2. Work breakdown structures
3. Gantt charts



Stakeholder analysis: the power-interest grid



Stakeholder Analysis Matrix

Stakeholder Name	Contact Person <i>Phone, Email, Website, Address</i>	Impact <i>How much does the project impact them? (Low, Medium, High)</i>	Influence <i>How much influence do they have over the project? (Low, Medium, High)</i>	What is important to the stakeholder?	How could the stakeholder contribute to the project?	How could the stakeholder block the project?	Strategy for engaging the stakeholder
EXAMPLE Nurses & Midwives Union	Carlos Davida cdavida@nu.org 0998 765 287	High	High	Maintaining working conditions for nurses	Agree for union members to implement the new reforms	Going on strike	Monthly round-table discussions
Patient Advocacy Group	Viki Chan vchan@pag.org 888 587 101	High	Medium	Maximising quality of care for patients	Communicate with other stakeholders to express their support for reforms	Making complaints about quality of service after the reports	Information and feedback meetings every 6 months
Sunday Times Newspaper	Jane Smith jsmith@stn.com 888 587 101	Low	High	Getting a good story	Print stories that support the new reforms	Printing stories that oppose the new reforms	Quarterly press meetings



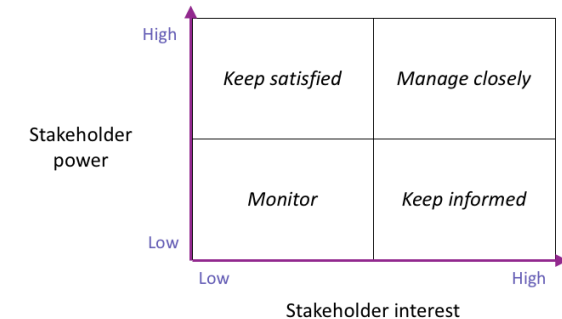
Concerning high priority stakeholders:

- What financial or emotional interest do they have in the outcome of the project? Is it positive or negative?
- What motivates them most of all?
- What information do they need?
- What is the best way of communicating with them?
- What is their current opinion of the project?
- Who influences their opinions? Do some of these influencers therefore become important stakeholders in their own right?
- If they are not likely to be positive, what will win them around to support the project?
- If you don't think you will be able to win them around, how will you manage their opposition?

Activity

1. For your case study, take 10 minutes to identify the stakeholders for your project, using the **Power-Interest Grid**.
2. Select two (or more) of your high priority stakeholders (high in power and/or interest), and try to fill in the columns in the **Stakeholder Analysis Matrix**.

Stakeholder analysis: the power-interest grid



Stakeholder Analysis Matrix

Stakeholder Name	Contact Person Phone, Email, Website, Address	Impact How much does the project impact them? (Low, Medium, High)	Influence How much influence do they have over the project? (Low, Medium, High)	What is important to the stakeholder?	How could the stakeholder contribute to the project?	How could the stakeholder block the project?	Strategy for engaging the stakeholder
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Sunday Times Newspaper	Jane Smith jsmith@strn.com 888 587 101	Low	High	Getting a good story	Print stories that support the new reforms	Printing stories that oppose the new reforms	Quarterly press meetings



Work breakdown structures (WBS)

Breaking down all the anticipated work involved, into smaller, more manageable components.

E.g. the project planning process:

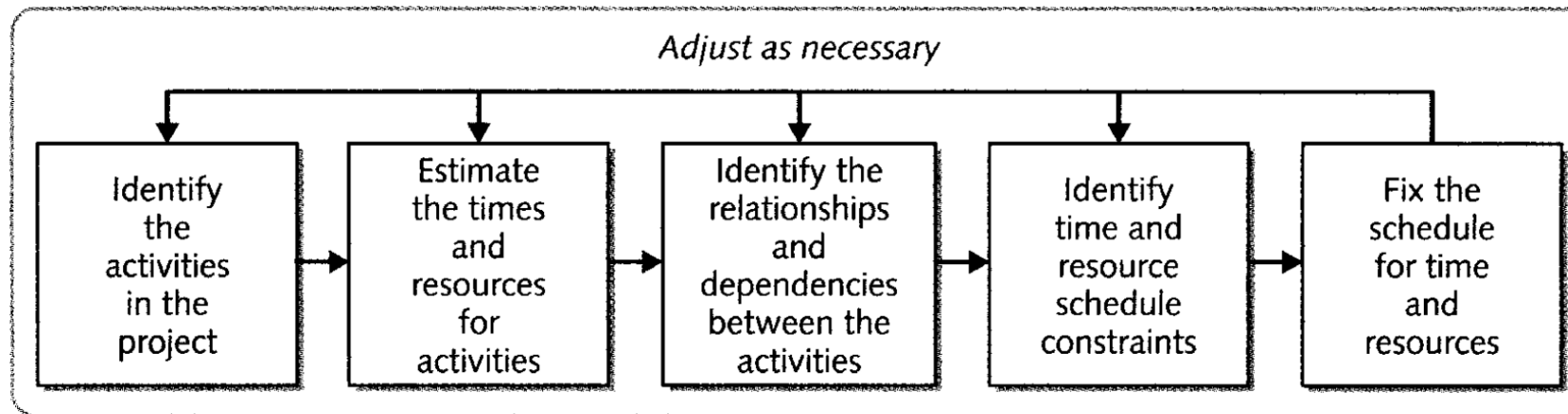
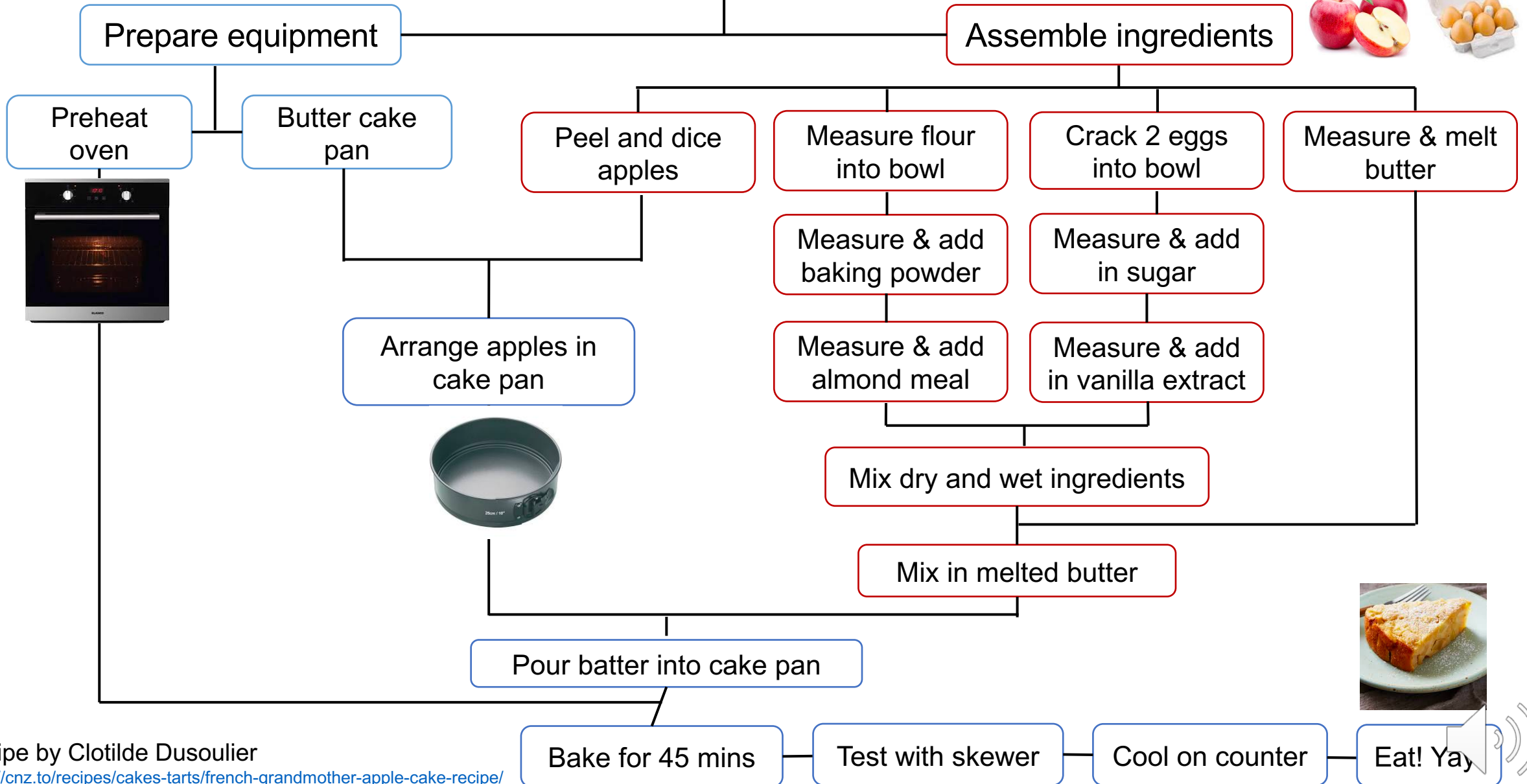


Figure 15.5 Stages in the project planning process



BAKING APPLE CAKE



Recipe by Clotilde Dusoulier

<https://cnz.to/recipes/cakes-tarts/french-grandmother-apple-cake-recipe/>

Gantt Chart

After breaking down the work into smaller components, Gantt charts allow you to:

- plan and schedule stages and tasks *across time*,
- track progress, and
- take into consideration interdependencies (x can't happen before y is completed, for instance), and
- resource allocation (human and equipment),

A thanksgiving Gantt chart

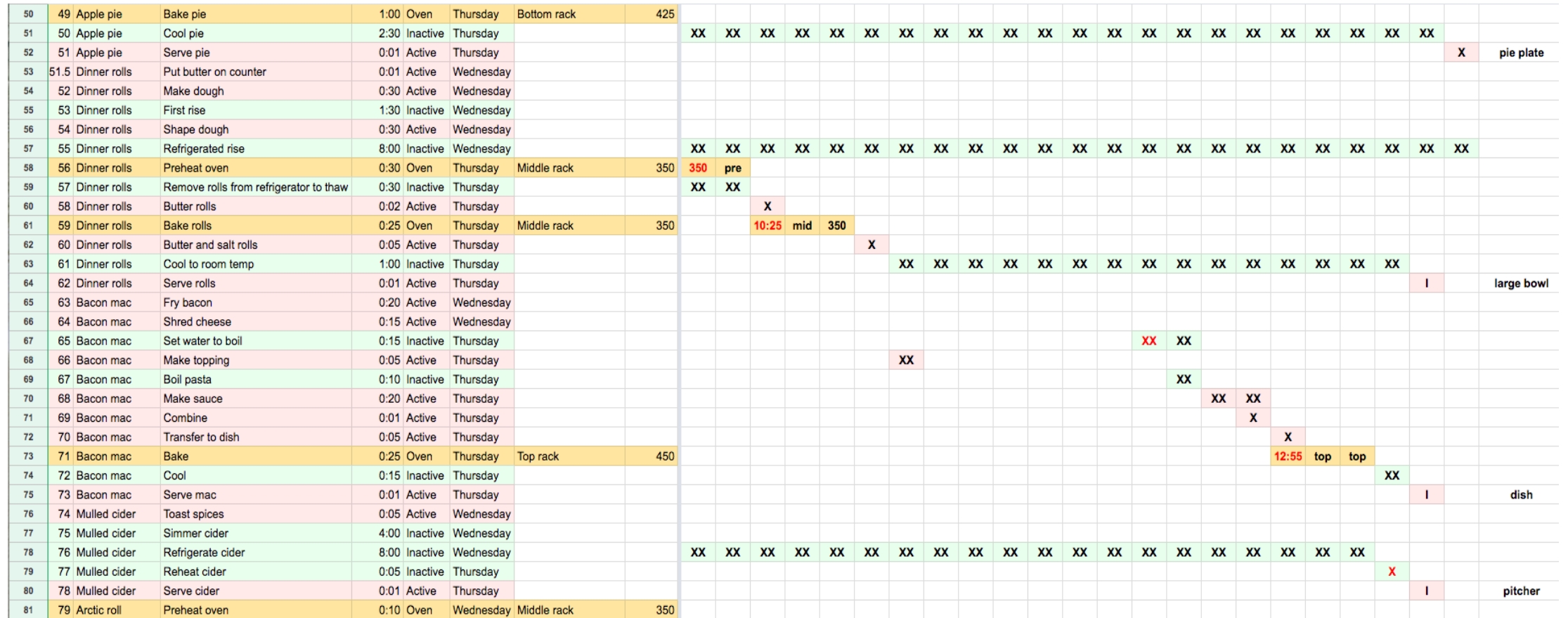


Chart created by Samantha Bong: <https://www.linkedin.com/in/sambong>



Activity – Assessment 3 support task

1. Identify the key *stages* and *tasks* that will need to be ‘mapped’ for your chosen Assessment 3 case study.
2. Consider how long each will take, and whether it is realistic to complete them all in the time frame given to you in the case study.
3. When you have an idea of what is realistic to achieve in the time frame for your case study, have a go at drafting a Gantt chart for the timeline part of your report. Microsoft Excel is a useful program for this, or you could just create a table in Microsoft Word.