VALUE AND IMPACT TOOLKIT

SUPPLEMENTARY MANAGEMENT SUPPORT PACK

November 2011

Paullus Consultancy

Foreword

Summer 2011 heralded a new era of professional practice for Higher Education (HE) Student Services managers, when AMOSSHE delivered the Value and Impact Toolkit to widespread acclaim. The toolkit was the main output of a national Value and Impact project, undertaken by AMOSSHE in 2010-11 with the support of HEFCE's Leadership Governance and Management Fund. All of the project's pilot institutions are continuing with Value and Impact studies and 87% of Student Services departments have stated their commitment to adopting Value and Impact management in 2011/12. Other advocates include Vice Chancellors, heads of administration, finance directors, procurement officers and careers advisors.

Evaluating Student Services is not new, but the Value and Impact approach enables departments to consider evaluation in a new, more holistic way. It asks managers to challenge the status quo and think about the real Value and Impact of their services. What is the worth of what they are doing? What difference is the service making to the individuals? This approach:

- underpins the evidence base for the contribution of Student Support services in HE
- forms part of the continued development of professionalism in the Student Services community and the increasingly strategic approach to the management and delivery of Student Services
- can lead to demonstrable and practical improvements in Student Services delivery, enhancing student learning, achievement, retention and success.

It is clear that Value and Impact explorations are essential for good management, but with such a cultural shift in approach, there can be an uncomfortable period of adjustment. All of the project's pilot higher education institutions (HEIs) experienced challenges in introducing Value and Impact practices. These included addressing staff skills, anxieties and fears, departmental culture and change management. In light of these common issues, AMOSSHE worked with Paullus Consultancy to develop resources to help managers introduce Value and Impact to their services. This *Supplementary Support Pack* brings together Value and Impact concepts with mechanisms to face the challenges of introducing new management to departments and higher education.

AMOSSHE is proud to champion and advocate Value and Impact for UK higher education professionals, and in particular to support you to adopt this approach. We will continue to develop materials and offer opportunities for colleagues to develop and hone their Value and Impact skills. We look forward to working with you, our members, to develop Value and Impact further in future years.

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Contents

Introduction

This pack has been developed as a supplement to the Value and Impact Toolkit published by AMOSSHE, the Student Services Organisation, in May 2011. The materials in this pack were commissioned following evaluation of the pilot to provide practical resources to support colleagues implementing the value and impact approach in their institution. The focus of the materials is on the following areas:

- factors to take into account that may impinge on or act as barriers to implementation;
- managing the change processes associated with dealing with these factors;
- consideration of the skills associated with successful implementation at local level.

The materials were developed by an independent consultant who conducted interviews with representatives of the pilot institutions, the Peer Support Group (PSG) and CHERI. The input of colleagues who were interviewed is acknowledged with thanks.

How to use the resources

The resources are structured into short sections to enable a 'pick and mix' approach depending upon the context and needs of individuals implementing the value and impact approach. Cross references are made to the main Toolkit document where appropriate. The managing change resources take a practical approach through the use of relevant theories and models.

Where pilot groups are discussed in this pack, this refers to the pilot experience during the 2010/11 AMOSSHE Value and Impact Project. Details about the project are at www.amosshe.org.uk/projects/vip and the interactive toolkit is at www.amosshe.org/viptoolkit.

It is intended that the pack will be developed further in light of feedback as value and impact practice is more widely embedded and as new case studies emerge.

Considering the context of value and impact implementation

This section builds on aspects of step 1 of Table 1 *Before starting* (page 10 of the main toolkit), which covers some of the general issues that need to be taken into account or determined at the outset of an evaluation.

Diagnosing the present state

The following questions may facilitate assessment of the current context within the department when planning value and impact implementation and some of the outcomes of this assessment could be included in communication/training associated with implementation:

- Where are we?
- What are our strengths, weaknesses, threats and opportunities?
- What will happen if we continue to respond to internal and external demands as we currently do?
- What needs to change?
- Do we *want* to change?
- Are we ready?
- What resources, leverage, and access to influence do we have?
- Do we have the skills?

(adapted from Pettigrew, 1988)

The section on managing change also provides resources to assist with analysing change scenarios.

Issues that may impede implementation

Feedback from the pilot institutions and others with experience of evaluation planning has highlighted the following key issues that may impact upon implementation of the value and impact approach.

Timing and timescales

As well as considering the timing of an evaluation in order to maximise response rates and to prevent clashes with other activities that might involve student surveys, consideration must also be given to the context within Student Services. For example embarking on a new programme of evaluation during a period of restructure or other major departmental upheaval or change may not be ideal timing. For most individuals experiencing such major changes there is a transitional period of up to 6-8 months (see transition curve, page 13). One pilot group embarked on evaluation at the beginning of an academic year which proved less than ideal timing.

All pilot groups reported that the amount of work involved in designing and delivering evaluation studies was considerably in excess of initial expectations, so it is important to be realistic when setting timescales. The planning stage in particular can take much longer than anticipated. The time intensity of implementation makes it even more imperative to ensure that the area(s) of focus for evaluation are of high importance and of value in their own right.

Cultural issues

Structures determine the way in which work is organised and performed within an organisation. Organisational culture refers to the particular sets of values, norms and beliefs that prevail. Most institutions active in evaluation report that they had initially underestimated the cultural shift required both within their departments and more widely in their institutions. They found that some Student Services colleagues may feel resentment towards the value and impact approach – for example feeling that they instinctively know that what they do adds value, and believing that they do not/should not need to prove this to others. Others may feel that they already cover evaluation sufficiently through existing student surveys and other feedback methods. Colleagues may be conscious that they do not have the necessary skills or depth of understanding to participate and may feel uncomfortable with handling/reporting quantitative financial data. It is important to remember, however, that the motivation behind resistance is not always negative. Hard working and committed colleagues are often the most resistant to taking time away from their roles, particularly time with students. It is easy to assume that change resistance is conscious and deliberate; this is not necessarily the case.

The cultural shift required is described as moving from thinking of evaluation as metrics and general satisfaction levels to identifying what the service is strategically trying to achieve. This shift may be a particularly difficult one for colleagues whose roles do not require them to think strategically on a day-to-day basis. Most institutions observed that some colleagues experienced uncertainty and some negativity towards the approach. Some suspicion and cynicism is to be expected, and it must be recognised that the discomfort and uncertainty of staff (particularly if there is a backdrop of fear of cutbacks) can slow down progress. However, whilst it is important to acknowledge and listen to the views of those who display some negativity, the work does need to continue.

In successful evaluation studies the potential impact of such issues has been minimised by:

- being clear about the purpose of evaluation and selling the benefits to staff
- setting the value and impact approach within the overall context of professionalisation of Student Services
- securing explicit support from senior management teams
- acknowledging and understanding the inherent caution amongst some staff
- inviting teams to suggest areas of their work for review rather than imposing a ‘top down’ edict about areas to be evaluated
- recognising and understanding the varying levels of interest in, appetite for, and comfort with the value and impact process
- providing briefing sessions for staff
- ensuring everyone has the same level of awareness and understanding of the objectives and vision surrounding implementation before embarking on evaluation studies
- anticipating the skills colleagues will require and providing support where there are gaps
- recognising the part that personality differences play, for example how different people might approach evaluation (for example a tendency to focus on qualitative methods as Student Services roles are service driven and colleagues are therefore more likely to be people oriented than number oriented)
- ensuring colleagues are clear that evaluation is a core part of Student Services roles and that it must be embedded into professional practice
- working with the people who want to be involved
- being open and honest about how outputs of evaluation will be used
- convincing staff that it is worth spending the time on evaluation through the articulation of a clear vision.

Organisational issues

Organisational politics feature in all workplace initiatives, and the value and impact approach is no exception. The main issue identified by implementers was the need to prove Student Services is delivering what the organisation wants as well as what the students need. One suggestion for dealing with this was to choose some 'quick wins', i.e. evaluation projects that fit with strategic institutional/sector priorities.

Other organisational issues encountered by implementers include:

- use of different methodologies across the institution
- constantly changing Key Performance Indicators (KPIs)
- pan-university risk analysis processes at odds with what is used in Student Services
- data protection issues associated with access to evaluation data
- institutional systems - including lack of awareness of system capabilities and lack of technical expertise to use systems effectively to extract the data required for evaluation
- functional silos – lack of knowledge and awareness of the bigger picture and lack of experience of working across boundaries can inhibit achievement of the level of collaborative working required to conduct successful evaluation studies
- time taken to recruit and select graduate interns
- underestimating the support needed by interns
- competition (perceived or real) with other areas contributing to impact – for example other stakeholders may perceive that evaluation studies and particularly the reporting of outcomes by Student Services encroach on their area of expertise/responsibility
- securing support from outside of the department – negotiating input from other areas of the institution can be challenging and time consuming
- ethics committee processes – more information on ethics protocol and a useful checklist can be found on page 47 of the main toolkit
- loss of key staff – studies can fail or be seriously curtailed if the key champions within a project team/functional area leave or are diverted elsewhere.

Some suggestions for minimising the impact of these factors include:

- thinking carefully about the audience for value and impact evaluation outputs at the outset
- translating Student Services into outcomes that the institution will find valuable, expressed in the right language
- including stakeholders in the decisions about what is to be evaluated and why
- managing expectations about how much or little the outputs are going to tell stakeholders
- developing and maintaining 'vibrant educational partnerships', particularly with academic departments and research ethics committees
- getting resources in place right at the outset some examples include social sciences or psychology expertise for briefing staff and for validating research methods
- joint steering groups made up of both Student Services staff and academic colleagues.
- invest in/bid for resources to develop an institutional repository of evaluation materials, tools, case studies which can serve two purposes: to reduce the risks associated with reliance on key individuals who may leave the institution, and to share knowledge and good practice.

Johnson & Scholes's organisational paradigm model is also helpful in considering organisational issues that may impact on implementing change (see page 13).

Overcoming barriers to value and impact implementation

Schuh and Upcraft (2001) identified four key barriers that impede evaluation projects and suggested that these need to be managed and overcome if projects are to get off the ground. These barriers, together with their suggestions for overcoming them, are summarised in the table below.

Barrier	How barrier may manifest	Suggestions for overcoming barrier
No money	Postponement - waiting for more robust budget year Cannot afford to buy in expertise	Staff time for evaluation built into workload planning Gaining 'consultancy' input within the organisation – other departments to donate time or trade expertise Trading expertise with other local HEIs
Lack of assessment expertise	No experience/training in research methods	Talk to academic departments Find areas of common interest – for example evaluate area that provides opportunities for field research Undergraduate or post-graduate students
Lack of commitment and support from leadership	Leaders out of touch with day-to-day challenges of delivering services to students	Choose evaluation studies that fit with senior leaders' priorities Choose evaluation studies of areas that are high profile Becoming a 'campus leader' in demonstrating how students learn and grow
Lack of staff support	Staff complain they are too busy Initiative 'fatigue' Distracting from the 'day job'	Reassuring staff Articulating clear vision Clarifying the imperative for change

Table 1: Key barriers that impede evaluation projects

The skills associated with successful implementation

The toolkit notes that it is important at the planning stage of the value and impact implementation to consider what skills will be required to undertake evaluation (AMOSSHE, page 10). Conducting a skills audit would identify the existing skills of colleagues and guide training and development activity to support the value and impact approach. For implementation to be successful, it is essential that all those involved have a common knowledge base and language associated with the value and impact approach. It is important to build capacity for evaluation internally and to ensure that good practice and learning is shared amongst those involved in evaluation studies. Developing skills and knowledge of evaluation must be seen as part of ongoing professional development for Student Services professionals, and resources allocated to support this.

Keeling (2004), noted the following learning and development needs for student affairs professionals:

- an understanding of various learning theories
- a comprehensive understanding of the HE environment
- respect for human diversity, being multi culturally competent
- an understanding of the needs of students at various points in their development
- the ability to apply basic counselling theories and skills
- an understanding of factors that contribute to academic success

Some suggestions for maximising existing skills, developing new skills or filling skills gaps include:

- accessing relevant internal or external staff development provision
- bespoke workshops for staff on research methodologies provided by research professionals from within the institution
- offering a range of methods to develop skills – for example on-line modules, self study materials, workshops, coaching
- using a senior academic colleague in an advisory capacity as a 'critical friend'
- providing ongoing ad hoc specialist support to evaluation teams
- recruiting graduate interns
- ensuring knowledge transfer and fostering a community of practice
- developing capacity as you go along – for example providing extra financial support for staff to undertake masters in research methods for use within future evaluation studies
- some sources of technical assistance to support evaluation studies are provided in section 4.4 on page 43 of the toolkit.

Table 2 on page 10 captures the key skills, behaviours/attributes and knowledge required of heads of Student Services implementing the value and impact approach and colleagues undertaking evaluation studies. These are not intended to be exhaustive or mutually exclusive lists; rather they capture the key skills identified as essential by implementers and highlighted in the literature review. Some or all of these may apply depending upon the institutional context and the individual evaluation studies undertaken.

HEADS OF STUDENT SERVICES	COLLEAGUES UNDERTAKING EVALUATION STUDIES
Skills Strong leadership skills Managing change Good judgement Persuasive skills Negotiation skills Influencing skills Managing resources Strong communicator Working with people	**Skills** Analytical skills Research skills[1] Facilitation skills Communication skills (especially listening and writing skills) Interpretation skills – for example not just reporting outputs from mixed methods but making connections
Behaviours/attributes Generating momentum Providing vision Making value and impact a hot topic Motivating staff to learn new skills Clarity of purpose Tenacity Supportive Patient Resilient Clarifying links between strategy and delivery Commitment to own professional development	**Behaviours/attributes** Objectivity Impartiality Differentiate student learning outcomes from indicators of operational effectiveness, student satisfaction or efficiency Desire to develop the service Confidence to take data externally/ benchmark Reflective practice
Knowledge Understanding the toolkit Knowledge and understanding of research Knowledge of sector-wide value and impact initiatives Knowledge of evaluation good practice both within HE and in other sectors	**Knowledge** Understanding of research methodologies Statistics Seeing the bigger picture / links to strategic objectives Understanding of 'integrated transformative learning' Understanding of the role of Student Services in enhancing student learning Knowledge of systems, for example data manipulation capabilities

Table 2: Key skills, behaviours/attributes and knowledge relevant to the value and impact approach

The specific context of value and impact implementation will determine approaches to professional development for those involved. The skills most pertinent to dealing with the significant cultural and organisational issues identified in pilots are those associated with managing change, and the next section is therefore devoted to this area.

[1] described by one implementer as: designing questions, designing tools and instruments to answer the questions, data analysis, disaggregating data, seeing the wood for the trees, spotting synergies, reporting cogently and compellingly

Managing change

How to use the managing change section

The purpose of this section of the pack is to provide resources to help you focus on areas you wish to refresh or develop your knowledge in managing change situations in the context of implementation of the value and impact approach. It is suggested that you skim through the topics to identify those that resonate with your situation that you may wish to explore further.

The resources are structured broadly around four key aspects of managing change:

1. The context of change
2. Analysing change situations
3. Choosing change strategies
4. Implementing and sustaining change

Some of the models covered may already be familiar to you, but wherever possible practical examples of how the models might be applied to value and impact implementation are included. Management concepts are necessarily briefly described, but full references are provided should you wish to explore any of the theory behind the models in more depth (see page 25).

Overview of the change process

The following is a set of practical steps involved in managing change in organisations:

- Identify the stakeholders and understand their multiple viewpoints.
- 'Measure' the current situation so that you will be able to see what has changed later on.
- Set clear outcomes for the change.
- Check assumptions - both your own and others.
- Reduce or eliminate resistance to change.
- Create the conditions where change is possible. This may mean building an understanding of a desirable future before trying to dismantle what is currently in place.
- Maintain constant communications.

About change

The rate and amount of external change requires organisations to continually adapt to survive. Change often results in uncertainty leading to immobilisation and poor team performances. As Charles Handy (1985) put it, the only thing certain about the future is that the future is uncertain. Managing change effectively enables transitions to be managed more effectively.

For many of us, uncertainty provides fear about the future. One key skill in managing change is creating a *viable future* that is an improvement on that which has gone before.

These notes distil key ideas of successful change management.

1. The context of change

The 'Gleicher formula'

For change to occur, the dimensions of change must be more potent than resistance to (or 'costs' of) change. The 'formula' below (created by Beckhard and Gleicher and later refined by Dannemiller) provides a model to assess the likely success of organisational change:

D x V x F > R

The change formula helps to see if the conditions are right for change.

D = the level of ***dissatisfaction*** with the present
V = a shared ***vision*** of the desired situation
F = the awareness of some actionable ***first steps***
R = ***resistance*** to change

If any of the key dimensions are missing change may not be possible.

In this model, if any of the D, V or F dimensions are very small or zero then it is unlikely that change will occur. This could explain some of the challenges encountered by pilot groups. In the context of value and impact implementation the D dimension could be quite low in terms of the cultural aspects mentioned earlier, especially if colleagues believe that the current student satisfaction approach to evaluation is fit for purpose.

Logical deductions from this formula suggest some practical actions to encourage change:

- Increase the level of dissatisfaction associated with the present situation – this might be achieved in the value and impact context by clearly articulating why current approaches to evaluation are no longer tenable and what the potential implications are of doing nothing.

- Make the vision a shared one and make it more potent and attractive – this might be achieved by involving all colleagues in development activities related to the value and impact approach, by seeking their input into decisions about areas to evaluate and by communicating evaluation successes.

- Increase the awareness of first steps in change – this might be achieved by involving others in the planning stage or by communicating the evaluation plans widely at an early stage

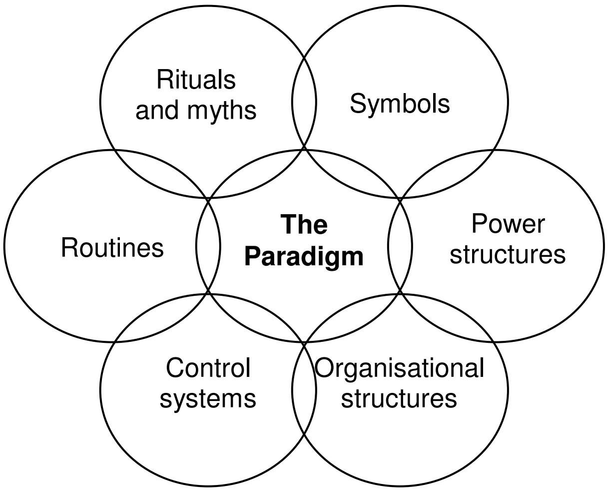
- Reduce the level of resistance – this might be achieved by securing resources and minimising the emotional 'cost' by reducing levels of anxiety and fear through communication, training and execution of some of the steps above.

The organisation's paradigm

Our habitual patterns of thinking may not always help change.

As individuals, our habitual ways of thinking produce a set of way of behaving in the world. In many cases the ***'mindset'*** that we develop is useful, in as much as it allows us to operate on 'auto-pilot'. In times of change, our habitual patterns and beliefs do not always serve our interests in achieving the desired outcomes.

The organisation's collective mindset is also referred to as a ***'paradigm'***. A paradigm fulfils a useful function in providing the organisation with a number of 'shared rules of the road'. However it will also limit the apparent choices open to an organisation when faced with new circumstances – ***'group think'*** – which can become ***self-fulfilling prophecies***. This will, at best, result in missed opportunities, or, taken to extremes, cause decline. Johnson and Scholes (1992) cultural web model of the components of the organisational paradigm is shown below:



Therefore it is sometimes the case that the chief blockage in achieving change is the outdated or limiting beliefs that exist in the paradigm. Typically you will hear things like:

'We have never done it before'
'We have never known anyone else that has done it before'
'Everyone else who has tried this has failed'
'We wouldn't know how to begin'

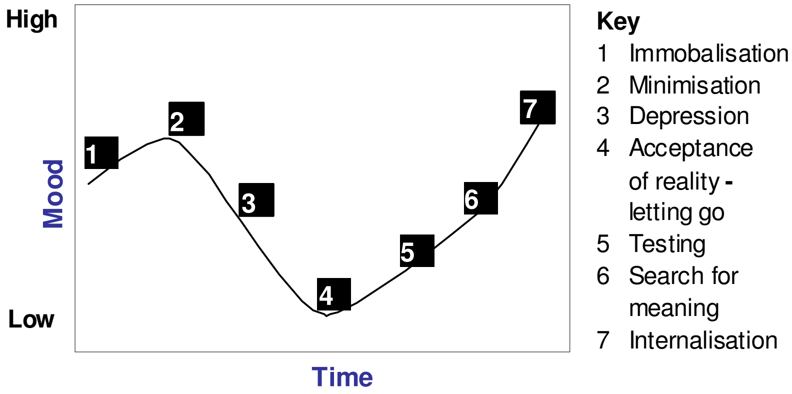
This may be relevant in implementing the value and impact approach in the planning stage when considering challenges and barriers to success.

2. Analysing change situations

Personal change: the transition curve

People go through a transition process when change occurs.

This model, based on Lewis & Parker's transition curve (1981), shows the stages that individuals pass through during change:



If the change is traumatic it may take some time.

It implies change is a linear one-way process, yet it is not uncommon for people to get stuck at certain points, revisit previous stages and spend differing amounts of time at the various stages. This reflects individual differences in coping strategies and the intensity of the change. This model is particularly observable in individuals who undergo significant changes, for example a new job or redundancy. In general terms, it can take up to 6-8 months for individuals to reach stage 7.

The model also works well as a model of organisational change. The model is relevant in the context of value and impact implementation in terms of:

a) the change itself, i.e. implementing the value and impact approach;
b) thinking through the potential impact of other institutional/ departmental changes that may affect colleagues who will be involved in evaluation studies;
c) when considering the timing and timescales of studies.

Change formula

To manage change for others requires some abilities in managing change for yourself.

The ability to manage personal change is a prerequisite to being able to plan and manage change involving others. Studies of people who manage change successfully suggest they share certain things in common. This is summarised by the ***ultimate change formula***:

Successful change requires clear focus, ability to listen and flexibility – for starters……

Outcome - knowing what you ***really*** want to achieve (i.e. well formed outcomes are ones that drive action)

Acuity - being receptive to communications from others, both verbal and non-verbal

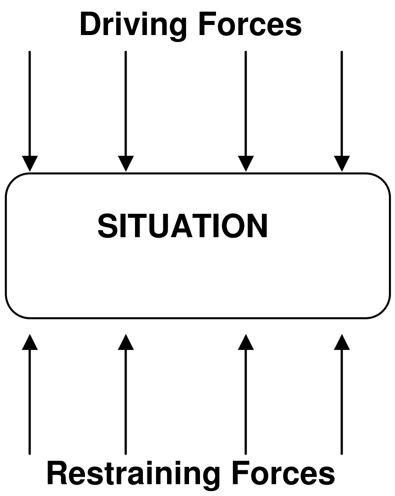
Flexibility - changing what you think and do until you achieve the desired outcomes

Force field analysis

Lewin's force field analysis is a valuable way of assessing the likelihood of change becoming successful by identifying sources of leverage. It considers all the forces for (driving forces/enablers) and against (restraining forces/blockages) change and is represented diagrammatically:

Identify the forces that will facilitate change …..

…. and those that may hinder it.

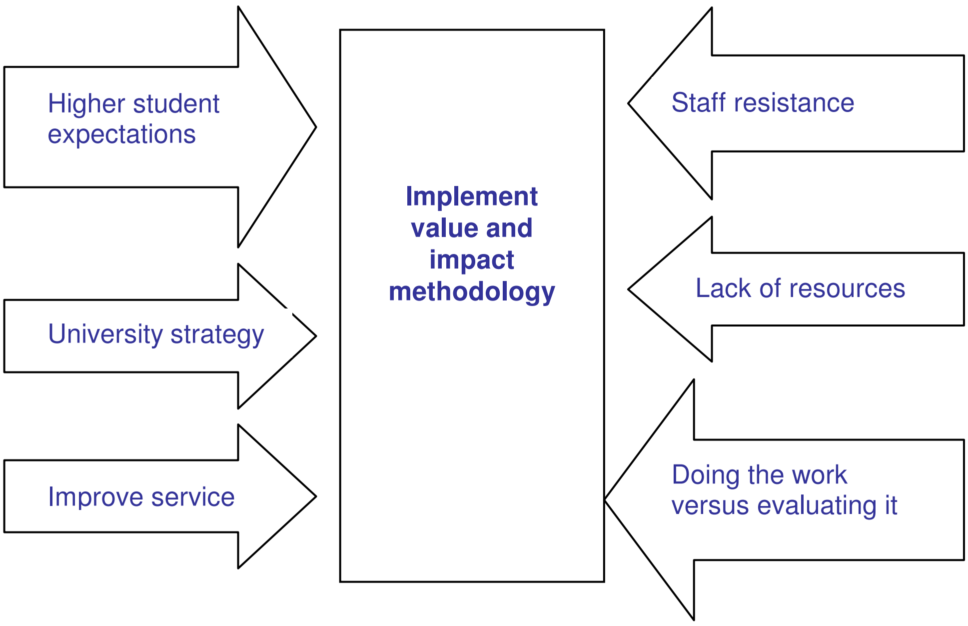


The basic principle is that driving forces must be more powerful than resisting forces for effective change. This can be achieved by strengthening or reinforcing enablers or by introducing new enablers, and by removing, reducing or changing blockages. Typically, it is people factors that make up most of the resistance to change. 'Assets' can strengthen the driving forces. These might include skills, resources, 'champions', expertise, information etc. A value and impact force field analysis might look something like this:

A value and impact example

The arrows in a force field anaylsis diagram are drawn with different widths to indicate the strengths of each force.

Forces for change change | **Forces against**



Stakeholder analysis

Kotter and Schlesinger (1979) identified four major reasons why people resist change:

Resistance is predictable and this gives hints about preparing for change.

- Parochial self-interest - seeing nothing in it for them
- Misunderstanding - often connected with communication breakdowns
- Different assessments - holding a different perception of the objectives and/or need for change
- Low tolerance for change - often due to fear

Analysing the reasons for resistance can help to identify appropriate strategies.

Different strategies are appropriate for addressing these different states. You could analyse the levels of resistance displayed by various stakeholders using a table such as this:

A possible value and impact example.

	Stakeholder constituencies*			
Resistance	**A**	**B**	**C**	**D**
Parochial self Interest				✓
Misunderstanding		✓		
Different Assessments	✓		✓	
Low tolerance for change	✓			

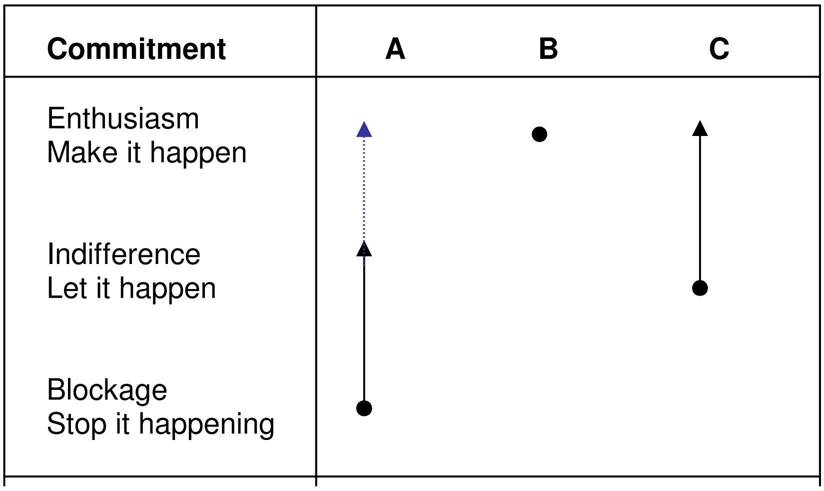
* Possible value and impact key:
A = Student Services
B = Students
C = VC Executive
D = other university departments

The approach, or approaches, you decide to use to overcome resistance will depend on the reasons for resistance and the particular context of implementing the value and impact approach.

Commitment charting

It is possible to chart the minimum necessary outcomes for major stakeholders in the change process using the notion of commitment charting. Mark a position where each stakeholder is at present and a place where you must get them to in order to be successful. This will assist you in determining a strategy.

Identify the eagerness that key stakeholders exhibit.



Key

● = position now

→ = where stakeholder must be in order to move forward

→ = where stakeholder would ideally be

3. Choosing a strategy

Planning a change

The following factors are important aspects of planning a change:

Different types of change require different techniques.

These factors are important …..

…. and this is how they might apply in the context of value and impact implementation.

- Identify timescale - it is inappropriate to spend time engaging in a full employee involvement programme in a business that is rapidly going to the wall. Conversely, it is often inappropriate to introduce change faster than it needs to be done in a 'steady state' operation such as the context of value and impact implementation.

- Involvement of employees - a steamroller approach to introducing change may well work in the short term, but can leave people feeling demotivated and manipulated. Full employee involvement is likely to be most successful in value and impact implementation.

- Top - down, Bottom - up or Sideways - in: many changes use elements of all three designs, and this is likely to be successful in value and impact implementation, for example the strategic vision of change may be created high up in the organisation (for example vision for value and impact implementation articulated by Head of Student Service) with some involvement from key players within the organisation (for example Student Services team leaders, heads of functional areas), with a bottom - up approach to deciding exactly how the strategy will be implemented (for example wide consultation and involvement of those affected about which evaluation studies to focus on).

- Maintain constant communications - often the design stage will be the time when those affected hear the least about the change, which can allow cynicism to creep in or for momentum to be lost.

Change strategies

Kotter and Schlesinger (1979) developed a strategic continuum to enable the most appropriate strategy for change to be plotted:

Fast --Slow

There is no best speed to implement change. But it does depend on the situation.

Clearly planned	Not clearly planned at beginning
Little involvement of others	Much involvement of others
Attempt to overcome resistance	Attempt to minimise resistance

They also described the key situational variables that determine the pace of change:

- The amount and type of resistance that is anticipated.
- The position of the initiators vis-à-vis the resistors (in terms of power, trust and so on).
- The locus of relevant data for designing the change and of needed energy for implementing it.
- The stakes involved (for example crisis, consequences of resistance or lack of change).

Thurley & Werdenius (1973) identified five change strategies:

- ♦ Directive - imposed
- ♦ Negotiating - bargaining
- ♦ Normative (hearts & minds) – attitude changing
- ♦ Analytical – project work
- ♦ Action-centred – 'suck it and see'

In implementing the value and impact approach, the normative approach would seem most appropriate as it focuses on achieving more than simple compliance by attempting to capture the commitment of those affected, not just to specific changes, but to the overall aims of the organisation, hence the 'hearts and minds' subtitle. In the context of improving the quality of a product or service, for example, the aim is to gain colleagues' commitment to the idea of high quality and to strive constantly towards it through continuously suggesting improvements and participating in evaluation projects.

4. Implementing and sustaining change

Critical success factors for implementing change

An action research study of learning organisations revealed a number of common factors that were important in maintaining change within the organisations studied:

Change is not easy. Here are just a few points to keep in mind before you start the journey.

- An increase in vision and communication of the vision to align individual and organisation.
- Active support and commitment from the top with bottom-up strategy implementation.
- Working on change quickly at all organisational levels.
- Ensuring that organisational systems support the desired changes, for example embedding the value and impact approach in new developments, and staff appraisal processes.
- Leadership reinforcement of new behaviours through modelling.
- Devolving responsibility for performance outcomes and careers.

The process for implementing change

Kurt Lewin (1951) described a simple but memorable process:

Three-stage model of implementing change.

Unfreezing - loosening the organisation up for change

Changing - implementing the chosen strategy

Refreezing - institutionalising change and returning to steady state

In addition, as noted earlier, it is essential to thoroughly prepare for change and review the outcomes.

Devising a solid implementation plan

The quality of any strategy is in the degree to which it can be implemented. The technique of potential problem analysis provides a means of ensuring that problems can be negotiated in advance of their occurrence. Use the steps below to analyse challenges to the strategy.

Identify potential problems with implementation and how to combat them.

1. Set out the possible problem
2. Estimate the probability of the problem occurring
   (0 = impossible, 5= certain)
3. Identify preventative actions
4. Estimate the residual probability of the problem occurring
   (0 – 5)
5. Identify contingency plan if problem occurs

Tips for implementation

- Work hard at it!
- Solve new problems as they occur – it is probable that new issues will arise as the change reaches the implementation stage. It is important to build contingency into plans to enable these issues to be deal with.
- Measure the changed situation.
- Communicate – let people see, hear and feel that the change has occurred using a variety of appropriate media.
- Celebrate successes and ensure knowledge transfer.

A checklist for managing change

A checklist for those managing change … including some value and impact-specific steps.

Preparation

- plan changes to achieve specific improvements
- analyse the driving and restraining forces and the potential assets for change
- assess who will be affected and the reasons for potential resistance
- decide who else needs to be involved in planning the change
- select a change strategy and method for dealing with resistance
- anticipate issues likely to be generated by the change
- agree a realistic timescale
- identify the resources required and how these will be covered
- conduct a skills audit

Unfreezing

- allow sufficient time for people issues
- select training and communications approaches
- monitor progress and modify approach if necessary

Implementing

- change as little as necessary to accomplish the desired outcome
- keep a 'fire-fighting' reserve of time and resources to deal with the unpredictable
- be prepared to modify the change and/or strategy where experience indicates improvements are possible
- communicate and celebrate successes

Refreezing

- allocate adequate resources for 'maintenance' activity
- consider follow-up training
- implement contingency plans
- use value and impact outputs to develop a business case for additional resources
- allocate resources to effect improvements arising from evaluation studies

Evaluation (of the change itself)

- obtain feedback from those affected
- communicate the outcomes
- share learning with other areas of the institution and more widely within the sector

Conclusion

There is no doubt that managing change can be a challenging part of adopting the value and impact approach. It is hoped that these materials will provide practical and thought-provoking resources that are appropriate and relevant to your institutional setting to support you in minimising the challenges as you embark on your value and impact journey.

Ongoing support and CPD opportunities

There are a variety of sources of ongoing support, for example you may like to consider attending a value and impact development workshop where you can apply some of the managing change tools and practise skills associated with successful implementation. Your own institution may offer development events that focus on managing change.

A range of value and impact resources including case studies is available to you via the AMOSSHE website, where you will also find details of development events. It can be very helpful to have a peer mentor who can act as a confidential ‘sounding board’. As well as colleagues within your own institution and the wider AMOSSHE membership, there is a growing value and impact community of practice on which to draw.

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