Strategic Training Executive Programme (STEP)



"Promoting sustainable workforce excellence in health supply chain management"

Strategic Training Executive Programme (STEP)

Day 3: PLAN



"Promoting sustainable workforce excellence in health supply chain management"

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Day 2 Review
Day 3 Introduction

Strategic Training Executive Programme (STEP)



"Promoting sustainable workforce excellence in health supply chain management"

Welcome!

The STEP 2.0 WORKSHOP:

Is a five-day workshop focusing on **collaborative** leadership skills, within a realistic supply chain management context

Provides opportunities to practice and network with peers

Offers insights and best practices from each other and from the private sector



Logistics, housekeeping items, and ground rules

Your feedback is important



- This is the second generation of this programme, improvements to STEP 2.0 were based largely on alumni feedback.
- Each day you will be asked to evaluate that day's programme
- At the end of the day, the evaluation form will be shared with you and projected as a QR Code
- Your feedback will help to ensure that STEP is as effective as possible in developing our critical leadership capabilities
- Submit your Day 3 evaluation at the close of today's sessions

STEP 2.0 Workshop Agenda

DAY	FOCUS	1ST Morning Session	2nd Morning Session	1st Afternoon Session	2nd Afternoon Session
1	LEAD	Session 1 **Getting Started**	Session 2 **Leadership, Challenges, Transformation**	Session 3 **Collaboration, Advocacy, Transformation**	Session 4 **Communication, Change Management, Transformation**
2	SHAPE	Session 5 **Day 1 Review Day 2 Introduction**	Session 6 **Team Mobilization**	Session 7 **Team Development**	Session 8 **Team Leadership**
3	PLAN	Session 9 **Day 2 Review Day 3 Introduction**	Session 10 **Think Strategically**	Session 11 **Change Strategically**	Session 12 **Plan Strategically**
4	ACT	Session 13 **Day 3 Review Day 4 Introduction**	Session 14 **Assessing Readiness**	Session 15 **Starting Fast**	Session 16 **Sustaining Transformation**
5	EVALUATE	Session 17 **Day 4 Review Day 5 Introduction**	Session 18 **Keeping Score**	Session 19 **Changing to Change**	Session 20 **Getting Started**

Refer to page 55 in your Team Member Workbook

Your Transformation Challenge

- The cornerstone of STEP is YOUR TRANSFORMATION CHALLENGE
- Your challenge is the true measure of what you learn from this course, and, just as important, how your organisation benefits from their investment of your time in STEP
- Each day we will dig deeper into the work you started during the STEP YTC Preparation Assignments.
- The daily activities will include peer (team member/coaches/staff) reviews of your work and opportunities to revise your work
- Today's P2P focus: YTC Step 3b - Anticipate Difficult Discussions



TEAM MEMBER of the HOUR!

Refer to page 3 in your Team Member Workbook

~~Homework~~ Teamwork assignment debrief

Your Transformation Challenge – Stakeholders

PEER REVIEW EXERCISE

- Meet as a team this evening
- Your coach will facilitate the peer review exercise activities
- Each team member reviews all other team members' responses to *STEP Preparation YTC STEP #3a – Identify Stakeholders and Invested Groups*
- Follow the instructions for quality peer reviewing practices from the sheet provided to you
- NOTE: the objective is to POSITIVELY help each other produce the best plan of action for their Transformation Challenge

Take 5 minutes at your table to prepare for this exercise

Each team member will be asked to present their original challenge statement and then read any revisions that resulted from last night's peer review session

Select one team member to briefly discuss the process of working together as peers.



OUR TEAM'S CHANT, CHEER OR SONG

LEAD: Day 2's learning objectives

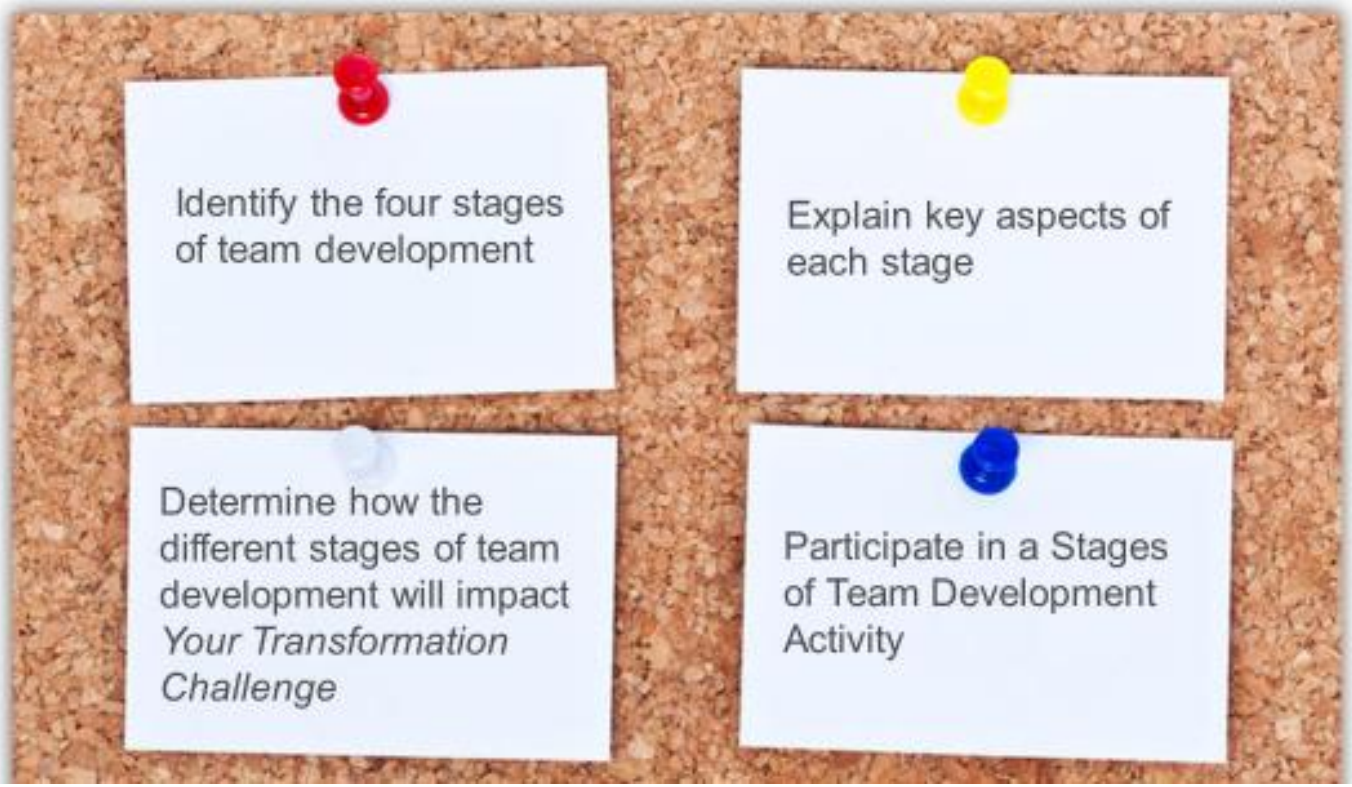
What did you learn?

Session 6 Team Mobilization



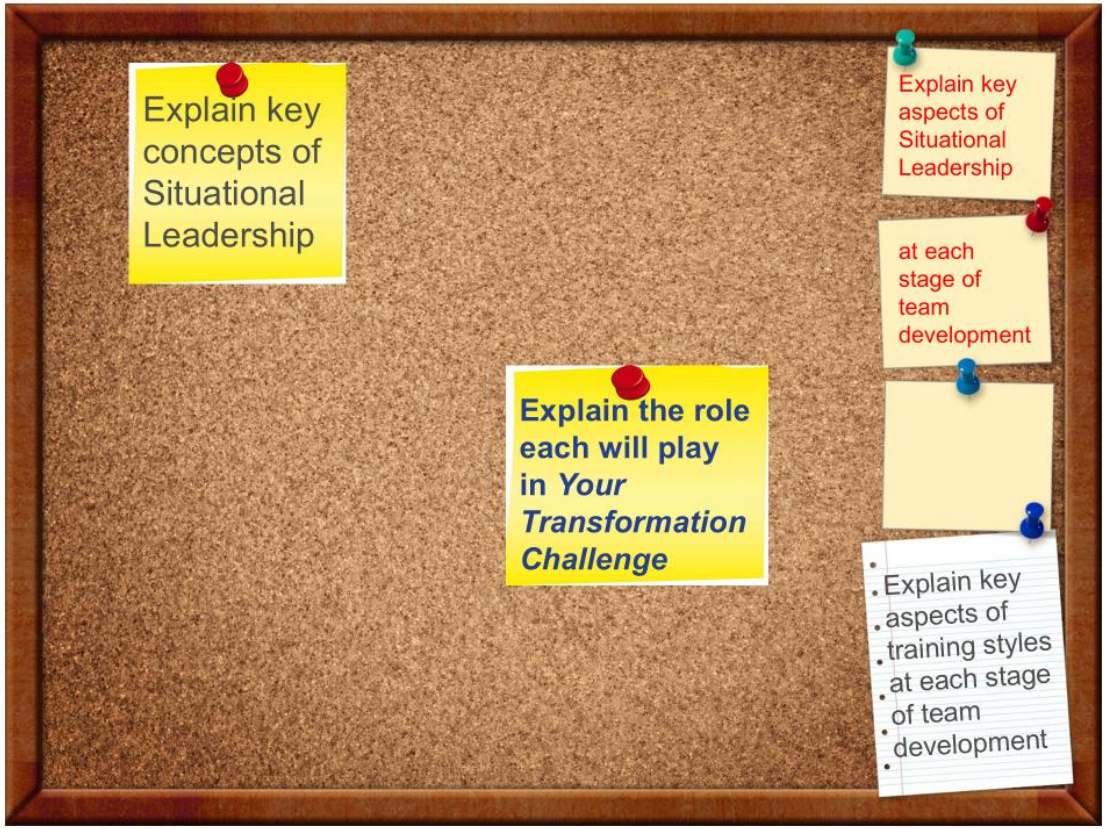
Session 7

Stages of team development: Learning objectives



Session 8

Team Leadership: Learning objectives



Refer to page 34 in your Team Member Workbook

STEP 2.0 Workshop Agenda

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Refer to page 55 in your Team Member Workbook



TEAM MEMBER of the HOUR!

Refer to page 3 in your Team Member Workbook

Planning for a transformational change: your thoughts

- What comes to mind when you hear the term “CHANGE MANAGEMENT?
- What comes to mind when you hear the term “TRANSFORMATION”?
- What is “TRANSFORMATIONAL CHANGE”?





Thank you

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Daalụ

Nagode

These organisations contributed their time, guidance and curriculum during the development of STEP 2.0

Gavi, the Vaccine Alliance
USAID
The Global Fund to Fight AIDS, Tuberculous and Malaria
UNICEF
WHO
The People that Deliver Initiative
PATH
Village Reach
Sabin Vaccine Institute
Africa Resource Centre
The University of Global Health Equity
Yale University
International Federation of Pharmaceutical Wholesalers (IFPW)
GSK
Johnson and Johnson
UPS

Obrigado
Thank you



Session 10: Think strategically

Strategic Training Executive Programme (STEP)



"Promoting sustainable workforce excellence in health supply chain management"

Session 10: Think strategically
Learning objectives



Refer to page 56 in your Team Member Workbook

Think Strategically: your thoughts

- Transformative change requires leadership, strategic thinking and strategic planning – do you agree with this statement?
- What are some of the key differences in “TACTICAL THINKING” and “STRATEGIC THINKING”?
- In what ways are they similar?
- In what ways are they different?



- To determine what type of planning an activity requires, what do you need to know?

Think Strategically: your mindset



Driving transformation starts with changing the way we think

Strategy

- Strategy is the intent
- Determines what needs to be done and why
- Involves intentional and focused high-level thinking that defines the direction to take
- Aligned with the goals, objectives
- Requires focus on defining the future
- It is difficult to change, though entirely possible
- Needs outward perspective
- Typically formed by leaders within the organisation
- Primary focus is on effectiveness, doing the right thing
- Difficult to measure and evaluate
- Strategic planning does not include execution details
- Strategy is intangible

Tactics

- Tactics is putting intent to action
- Determines how it must be done
- Involves concrete actions and steps to implementation inline with the direction
- Aligned with the strategy
- Requires day-to-day execution
- It is very easy to change
- Needs inward view
- Typically defined and executed by managers
- Primary focus is on efficiency, doing it right with less resources, time and money
- Easy to evaluate through well-defined metrics
- Tactical plans includes timelines and implementation
- Tactics are tangible

Think Strategically: focus your thoughts

Focus:
WHAT needs to be done
and **WHY**



Perspective:
ENGAGING and
ENABLING the
Organisation

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Kotter's 8 Step Change Model



Refer to page 57 in your Team Member Workbook

Source: Kotter, J. P. (1996). Leading Change. Boston, Harvard Business School Press

Step 4: Communicate a Vision, Create a Following

Transformational change can occur only when people rally around a common opportunity.

They must be bought-in and urgent to drive change – moving in the same direction.

‘It’s not a project. It’s a movement.
It’s a journey. Join us and leave your mark.’
Gert Bosscher/Bunge



Source: Kotter, J. P. (1996). Leading Change. Boston, Harvard Business School Press

Step 4: Communicate a vision, create a following

Understand the importance of communicating the supply chain vision with the stakeholders

Articulate their current state and the change challenges they face

Identify the key messages that they will communicate

Recognize the importance of building strong and effective two-way communications

Communicate the change



Source: Kotter, J. P. (1996). Leading Change. Boston, Harvard Business School Press

Step 4: Communicate a vision, create a following

The Principles of Two-Way Communication

- Different people engage in communications in different ways
- People's engagement with communications changes over time
- Informal communications often travel faster than official communications
- People can align on ideas if they feel heard
- Different stakeholder groups have different needs for communications
- People at all levels in the system have valuable contributions to make



Source: Kotter, J. P. (1996). Leading Change. Boston, Harvard Business School Press

SESSION 10: PERSONAL PAUSE 1

Thinking about *Your Transformation Challenge – how will you communicate your team's vision for change?*

Refer to SESSION 10: PERSONAL PAUSE 1 in your YTC Workbook

Step 5: Empower action by removing barriers

Removing barriers, such as inefficient processes and hierarchies, provides the freedom needed to work across silos and generate real impact.



Source: Kotter, J. P. (1996). Leading Change. Boston, Harvard Business School Press

SESSION 10: PERSONAL PAUSE 2

Thinking about *Your Transformation Challenge* – what are the barriers in your current reality

Refer to SESSION 10: PERSONAL PAUSE 2 in your YTC Workbook

Step 6: Generate Short-Term Wins

Wins are the molecules of results. They must be recognized, collected, and communicated – early and often – to track progress and energize volunteers to persist.



Source: Kotter, J. P. (1996). Leading Change. Boston, Harvard Business School Press

Step 6: Generate Short-Term Wins

Real transformation takes time, and a change initiative risks losing momentum if there are no short-term goals to meet and celebrate

Understand the importance of short-term wins in gaining trust and confidence for the vision

Understand different leadership styles and how they can affect employee motivation

In a successful transformation, managers actively look for ways to obtain clear performance improvements, establish goals in the yearly planning system, achieve the objectives, and reward the people involved with recognition, promotions, and even money



Source: Kotter, J. P. (1996). Leading Change. Boston, Harvard Business School Press

SESSION 10: PERSONAL PAUSE 3

What are some short–term wins that you can achieve as a part of your starting fast activities?

Refer to SESSION 10: PERSONAL PAUSE 3 in your YTC Workbook



TEAM MEMBER of the HOUR!

Refer to page 3 in your Team Member Workbook

TECHNICAL TIME OUT



Back to our day's discussion



These organisations contributed their time, guidance and curriculum during the development of STEP 2.0

Gavi, the Vaccine Alliance
USAID
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UNICEF
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International Federation of Pharmaceutical Wholesalers (IFPW)
GSK
Johnson and Johnson
UPS

Obrigado
Thank you
Merci



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Session 11: Change strategically

Strategic Training Executive Programme (STEP)



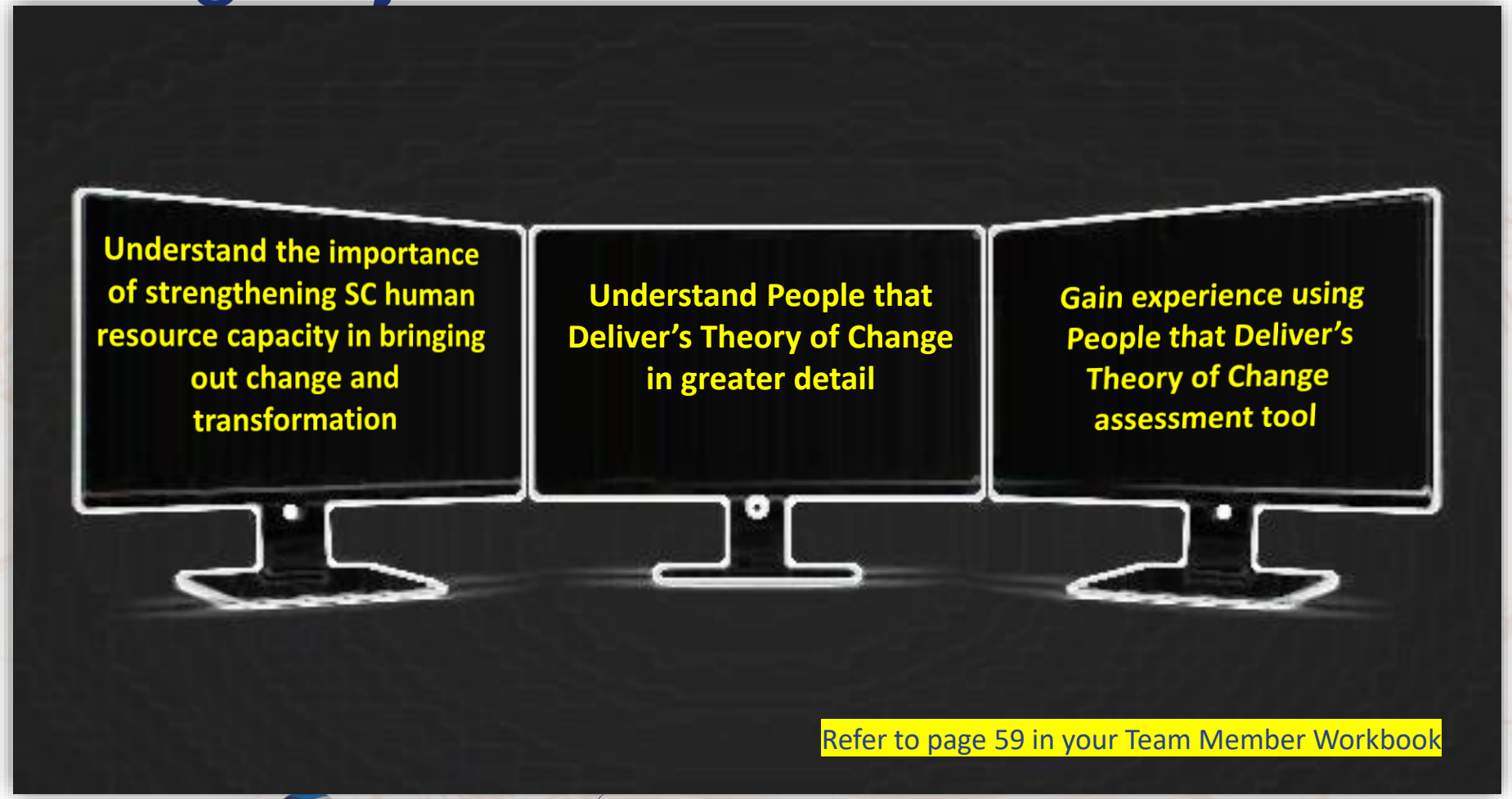
"Promoting sustainable workforce excellence in health supply chain management"



TEAM MEMBER of the HOUR!

Refer to page 3 in your Team Member Workbook

Session 11: Change strategically
Learning objectives



Refer to page 59 in your Team Member Workbook



Gavi The Vaccine Alliance

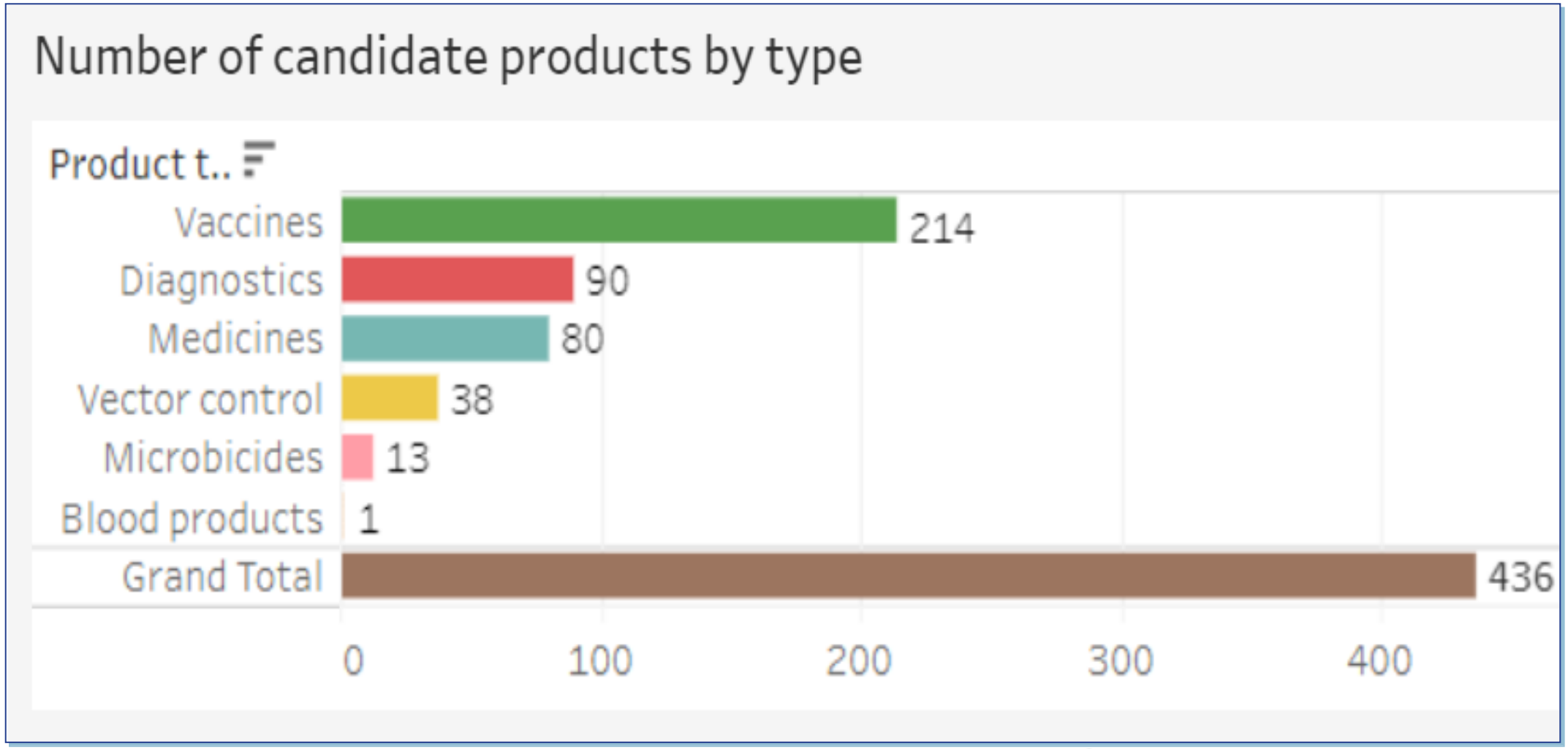
Zipline

ARC_ESM
Africa Resource Center for Excellence in Supply Chain Management

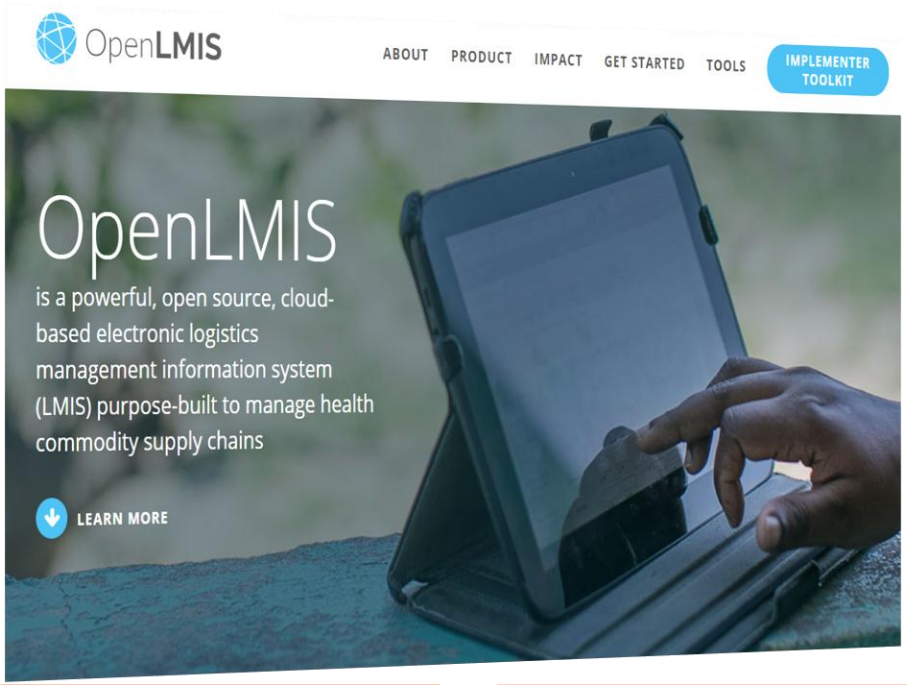
PEOPLE THAT DELIVER

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400+ More New Products in the R&D Pipeline



Source

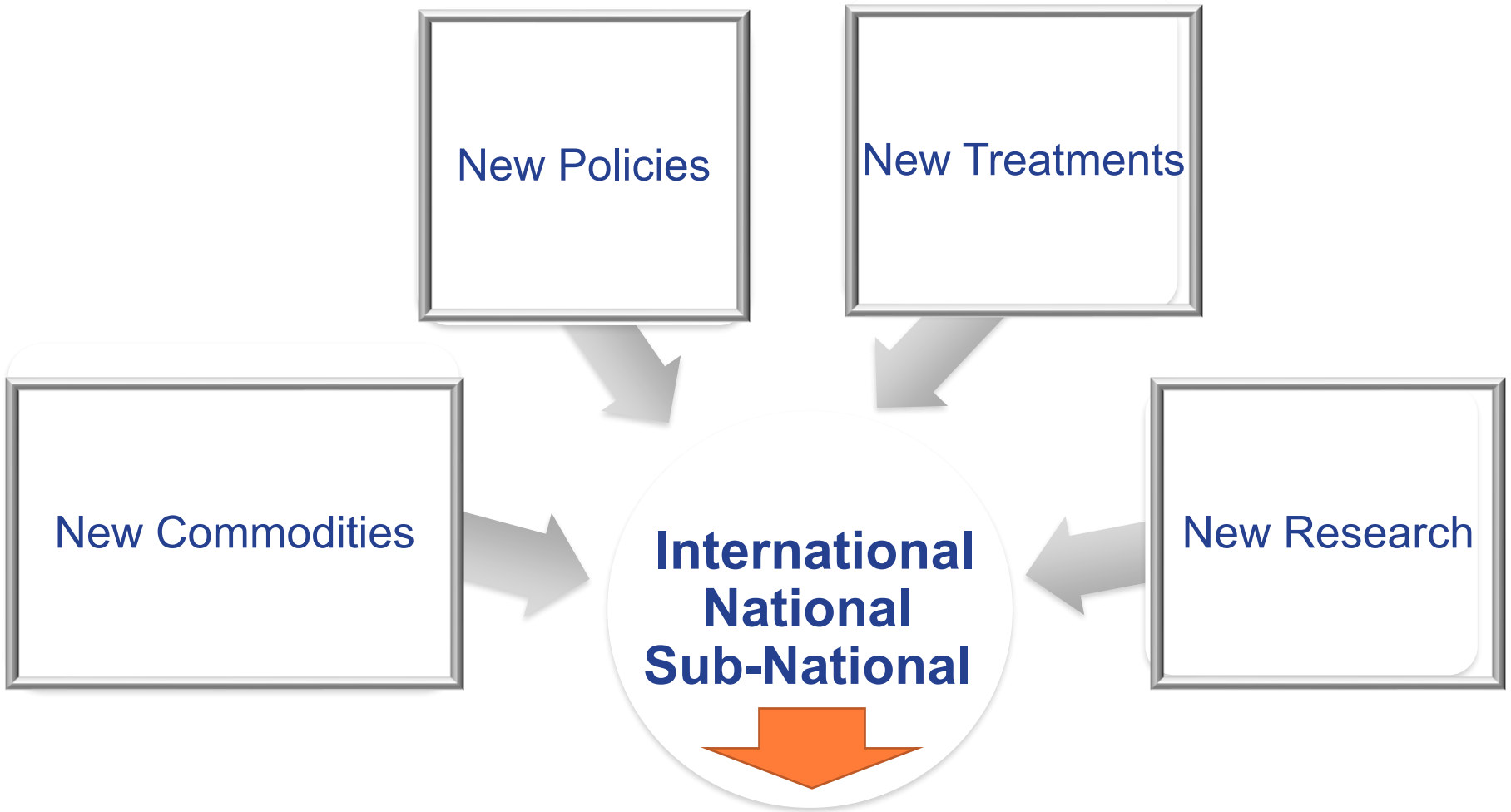


New Ideas, New Strategies and New Technologies in Supply Chain

- Out-Sourcing Logistics (private sector engagement)
- Medical Logistics-Cross Docking (vs. 3 tier distribution system)
- Fleet Management
- Supply Chain Intelligence and Visibility

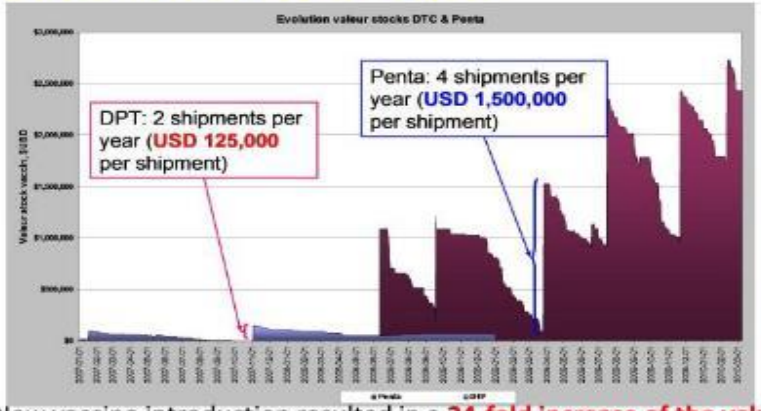
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Information is Dynamic and Evolving



Increasing Pressure on Health Supply Chains

Increased values at stake!

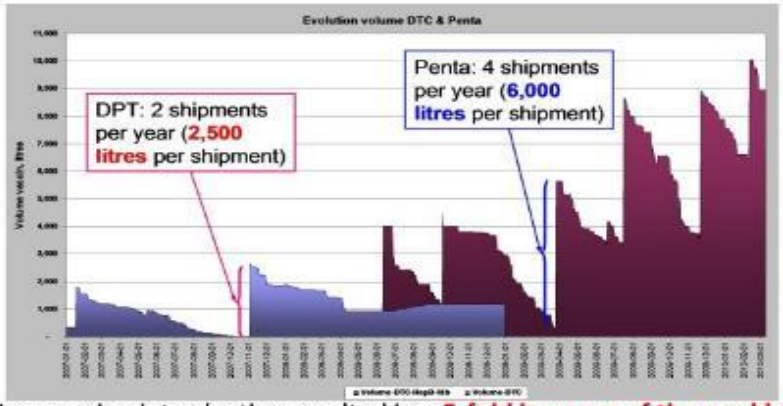


New vaccine introduction resulted in a **24-fold increase of the value** of vaccines stored at central level!

- 24-fold increase in the value of new vaccines introduced into a country…

- … resulted in a 5-fold increase in the workload for supply chain management

Increased workload…



New vaccine introduction resulted in a **5-fold increase of the workload** at central level!

Source: : WHO/IVB, Apr. 2010 (based on Chad data)

Demands on the Supply Chain Professionals

Required HR4SCM



Available HR4SCM

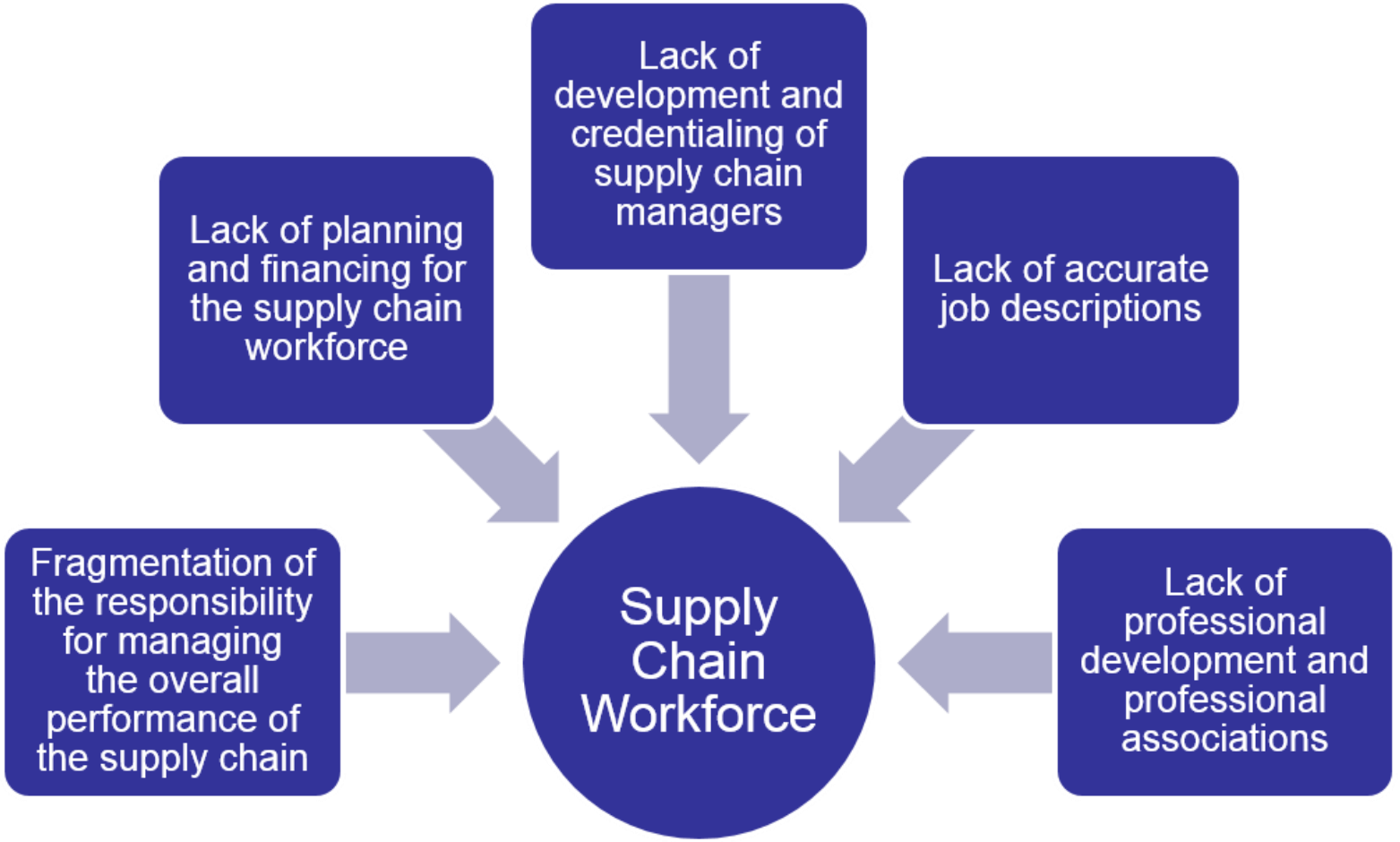


Effective HR4SCM



Is this true in your situation?

Challenges facing HR in Supply Chain Management




CHANGES AHEAD!
MADE
ENGINEERING
VALUES
ACTIVITIES
IMPROVEMENT
EMPLOYEES
FOCUS
MODEL
STRATEGY
BEST
PEOPLE
RESULT
IMPLEMENTATION
RESISTANCE
IMPROVE
MANAGEMENT
NEW
EFFECTIVELY
CHANGES
APPROACH
SUCCESS
ENVIRONMENT
PROCESS
SUCCESSFUL
KNOWLEDGE
BUSINESS
STRUCTURE
REQUIRED
MANAGE
TRADITIONAL
INITIATIVES
OWNERSHIP
MECHANICAL
CULTURE
SYSTEMS
PROCESSES
SIDE
WORK
FIELDS
DEFINITION
MANY
BOOK
COMPETENCY

Introducing

PtD's HR for SCM Theory of Change



People that Deliver Initiative

- People that Deliver (PtD) is a global partnership of organisations focusing on professionalization of supply chain personnel by advocating for a systematic approach to human resources (HR) for supply chain management (SCM) at the global and local level.

- PtD ultimately envisions a world where health supply chain workforces are empowered and equipped to optimize health outcomes by improving access to health commodities.

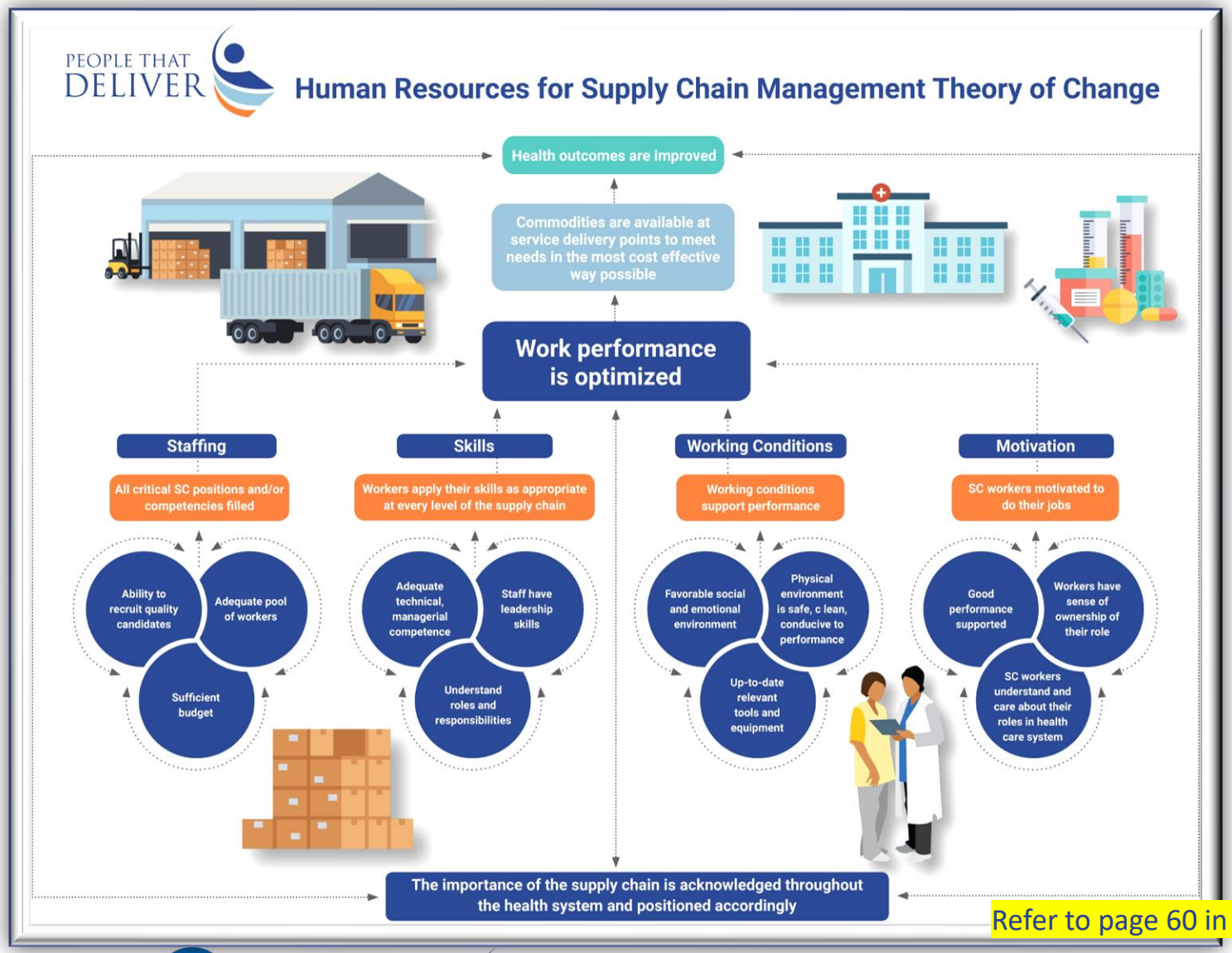
PEOPLE THAT DELIVER

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The Theory of Change Process

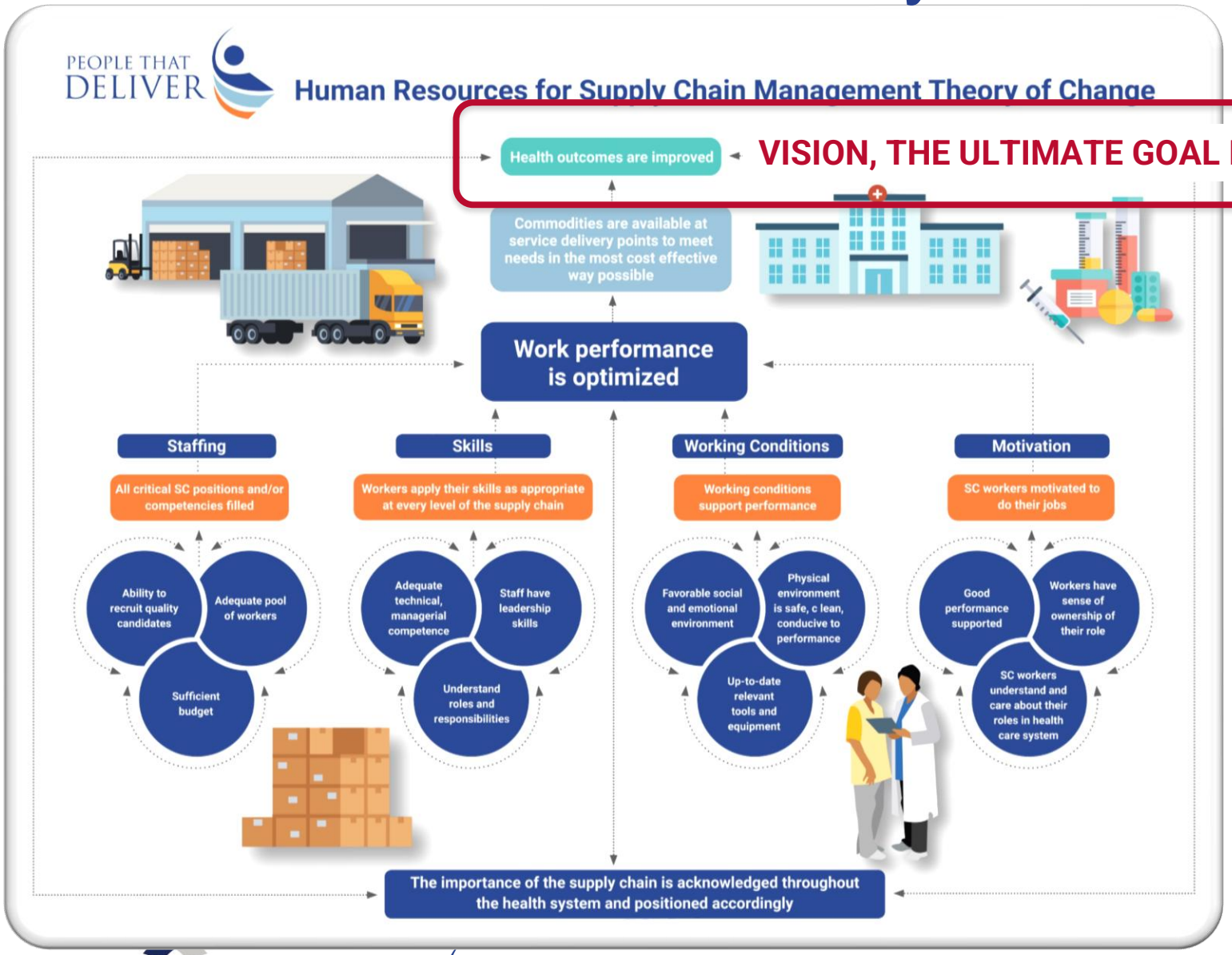
- Describes how and why a desired change is expected to occur
- Explains the pathway through which a specific result can be achieved
- Shows the chain of events that exists between a programme's interventions and its goals and desired outcomes

Overview of the HR4SCM Theory of Change



Refer to page 60 in your Team Member Workbook

Overview of the HR4SCM Theory of Change



Overview of the HR4SCM Theory of Change

VISION

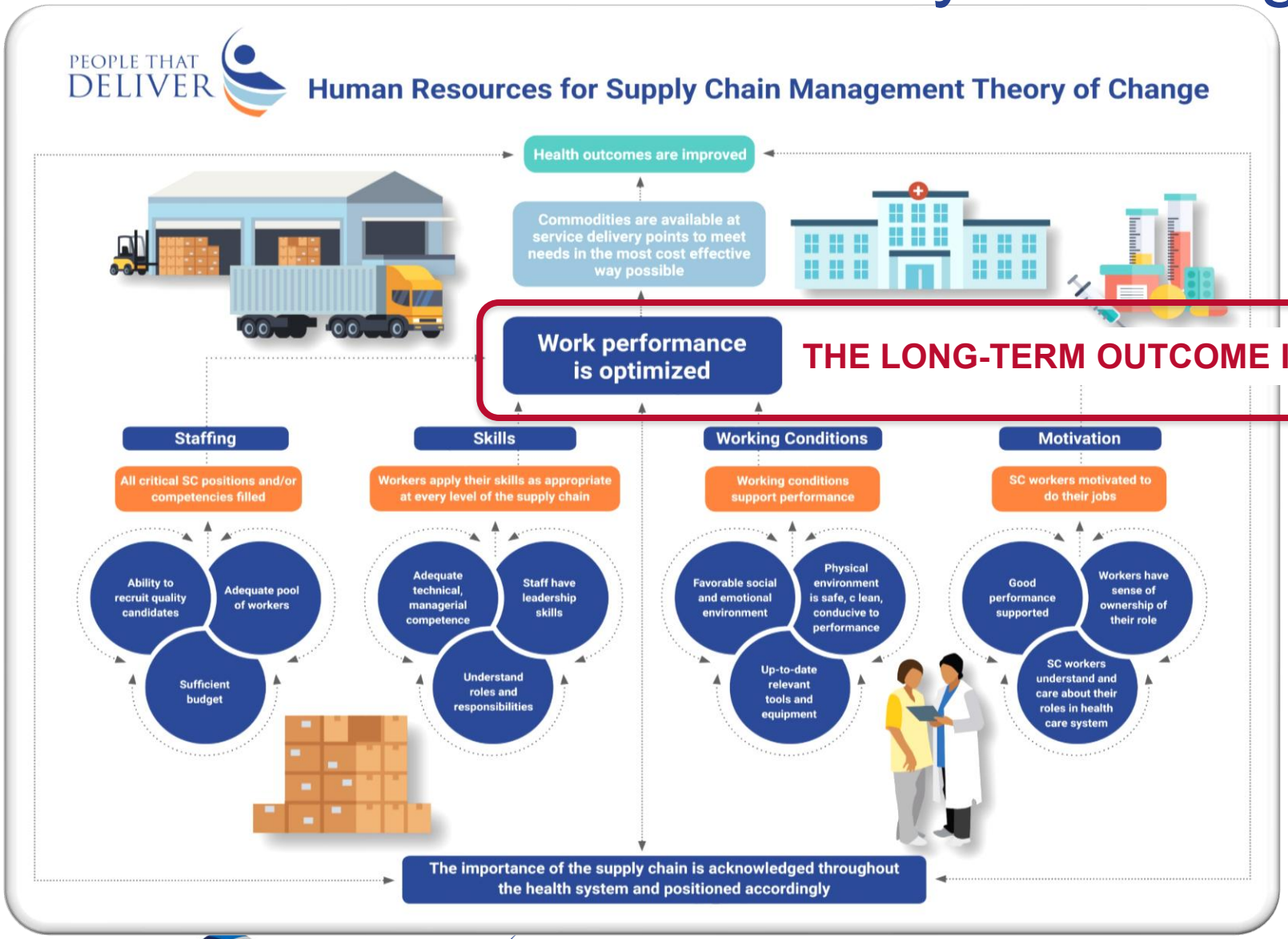
Commodities are available at service delivery points to meet needs in the most cost-effective way possible

so that

Health outcomes are improved

Enabling improved health outcomes, through continual commodity availability, is the overall purpose of our programmes

Overview of the HR4SCM Theory of Change



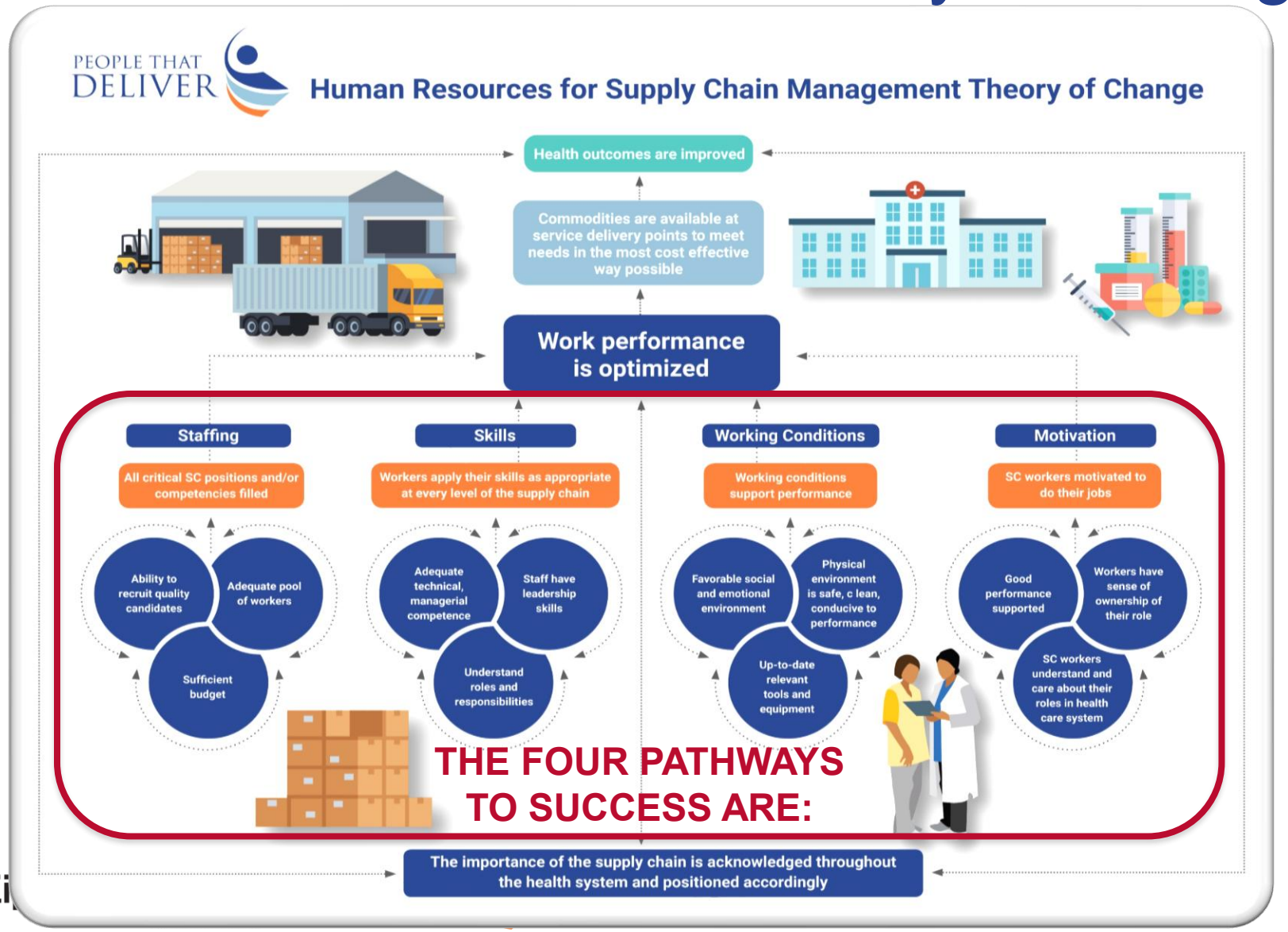
Overview of the HR4SCM Theory of Change

LONG-TERM OUTCOME

Work performance is optimised

A workforce must be in place and performing optimally in order for commodities to be available in the most cost-effective way possible

Overview of the HR4SCM Theory of Change



Overview of the HR4SCM Theory of Change

FOUR PATHWAYS TO SUCCESS

Staffing | Skills | Working Conditions | Motivation

Workforce performance is optimized through four distinct, mapped pathways.
To reach the long-term outcome, four top-level outcome areas must be in place.

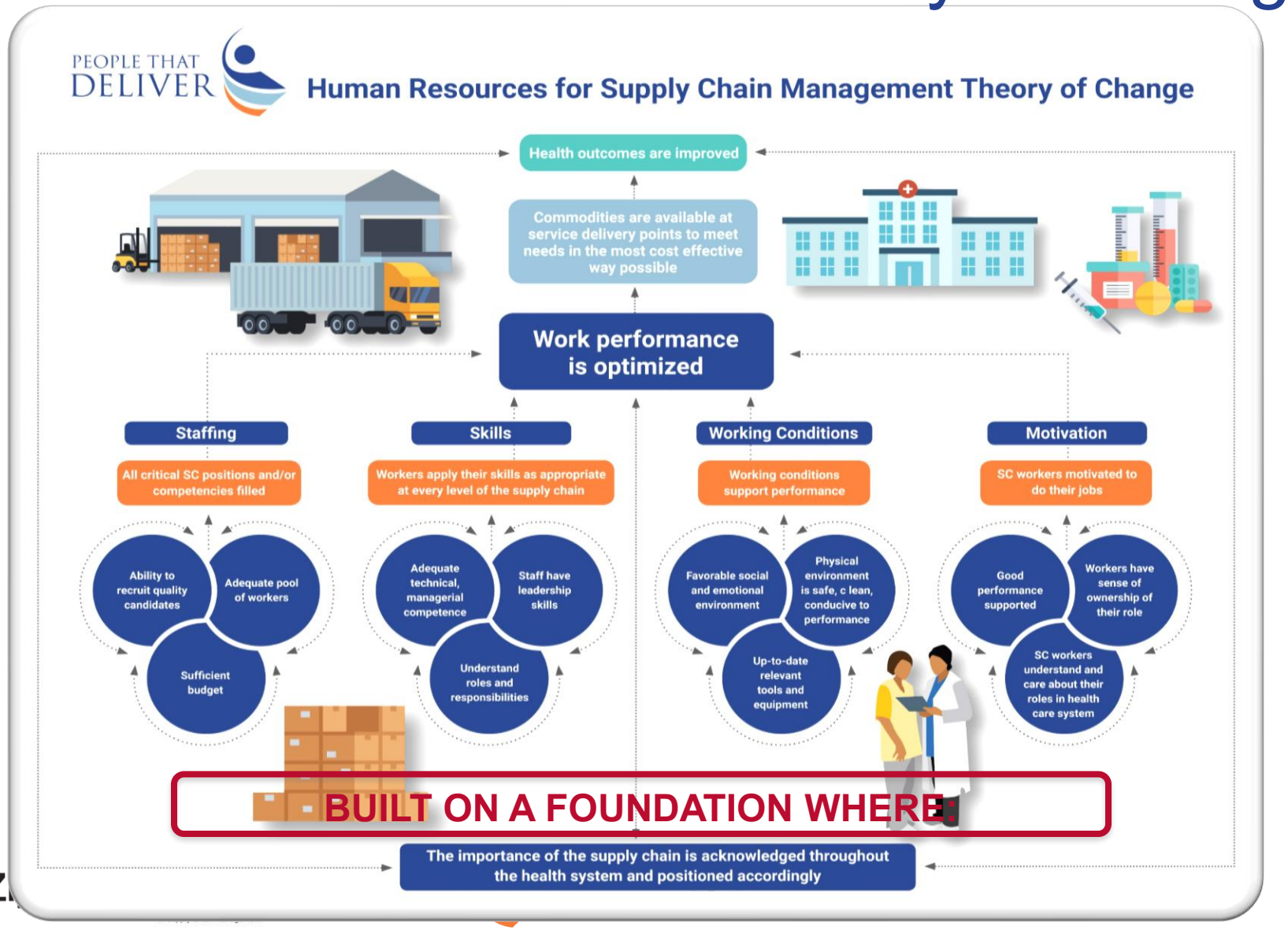
All critical SC positions and/or competencies are filled

Staff apply their skills as appropriated at every level of the SC

Working conditions support performance

Workers are motivated to do their jobs

Overview of the HR4SCM Theory of Change



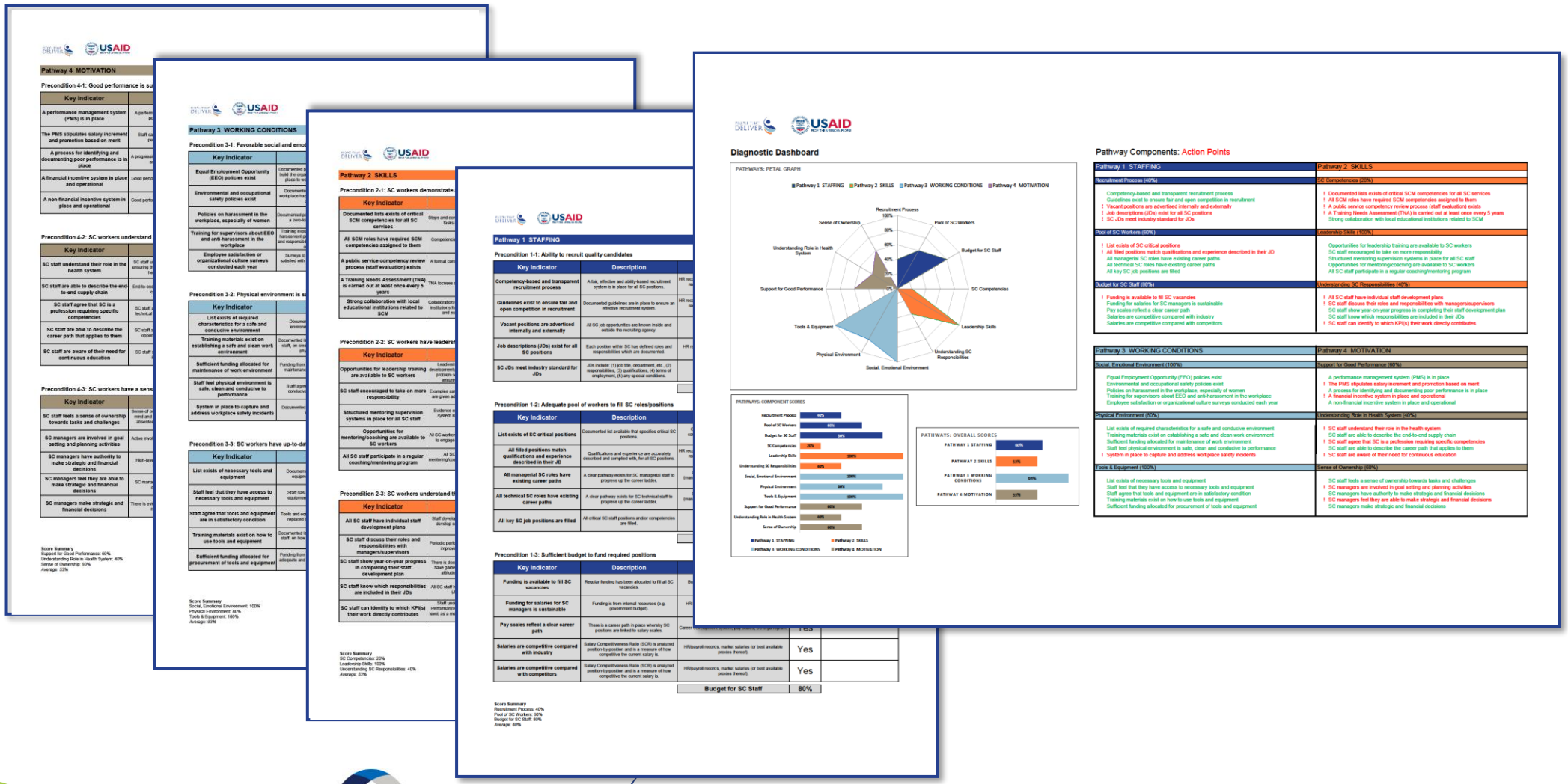
Overview of the HR4SCM Theory of Change

BUILT ON A FOUNDATION WHERE:

The importance of supply chain is acknowledged throughout the health system and positioned accordingly

Recognizing the importance and complexity of SC management is essential to building national health systems where well-managed supply chains provide critical commodities and allow for health care delivery.

PtD HR4SCM Rapid Assessment Tool





TEAM MEMBER of the HOUR!

Refer to page 3 in your Team Member Workbook

Barriers to change

What is your reaction to this statement?

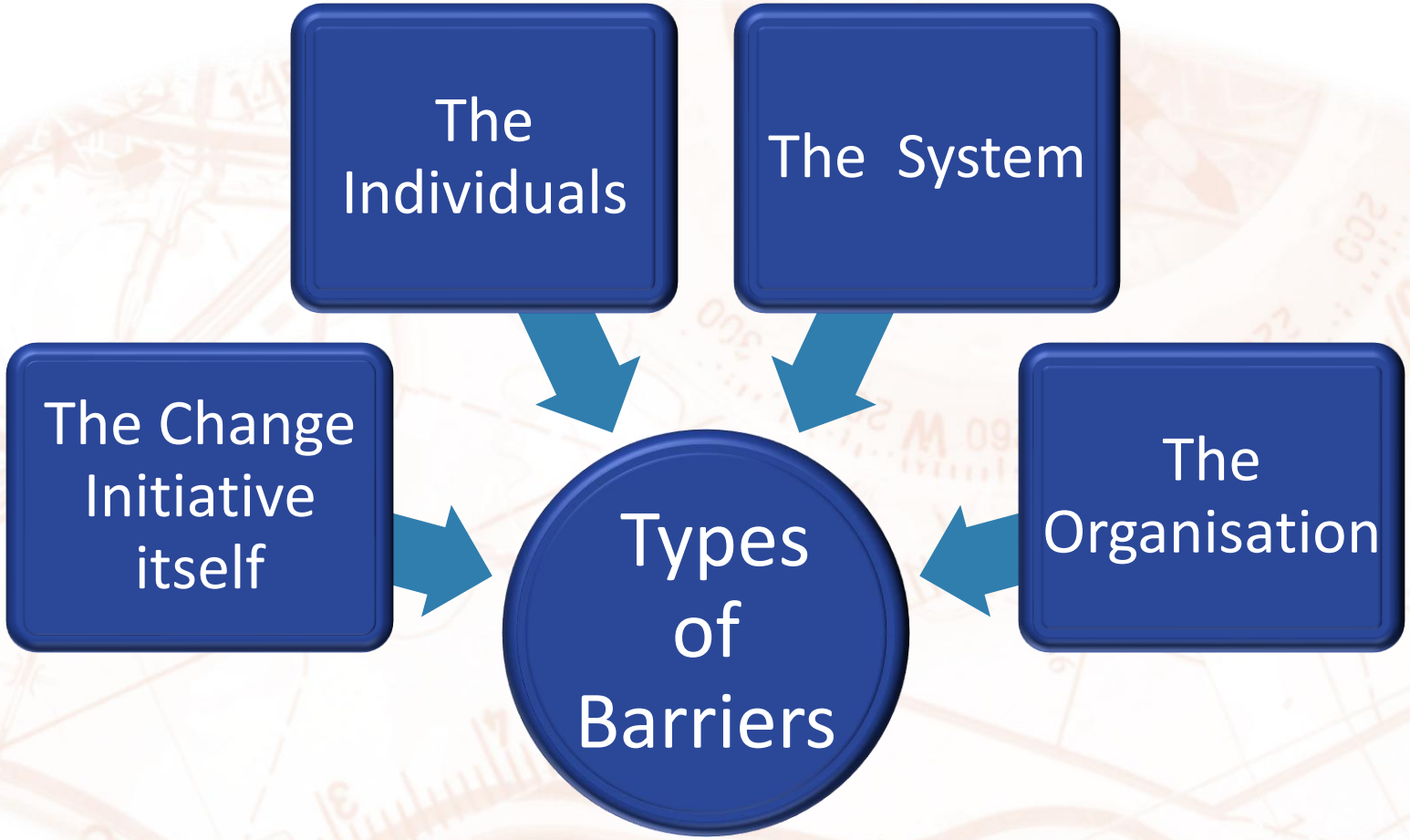
> There is no such thing as a dysfunctional organisation, because every organisation is perfectly aligned to achieve the results it gets.

How about this one?

> People are not resistant to change, they are resistant to the personal loss that comes with the change.

Why are these distinctions important? Especially in the context of Your Transformation Challenge?

Barriers to change



Barriers to change

Types of Barriers

Prevalence of barriers to the implementation of improvement

	Design	Delivery	Dissemination
Initiative-related barriers			
Insufficient evidence base	X		X
Usability of interventions		X	
Fit with processes		X	
Individual barriers			
Staff resistance	X	X	
Staff skills and knowledge		X	
Role demarcation		X	
Organisational barriers			
Culture and stability	X	X	
Lack of leadership	X	X	
Management	X	X	X
Insufficient use of data	X	X	X
Lack of time allocated	X	X	X
Lack of funding	X	X	X
System-wide barriers			
NHS culture	X	X	X
Lack of stability	X	X	
Partnerships		X	X
Incentives and funding	X	X	

Barriers to change

Potential Barriers

Table 3: Potential barriers to improvement sourced from the international literature

Factor	Potential barriers	
Characteristics of the initiative itself[4–15]	• Not easy to use • No clear information or guidelines about use • Not consistent with existing procedures • Not able to be tested on a small scale before rolling out • Results not immediately visible to professionals or other stakeholders	• Not thought to be relevant or add value • May carry risk to patients or organisations • Not been used much in the past/not well tested • Lack of evidence base
Practical issues relating to implementing improvement[16–21]	• Lack of financial resources • Lack of other resources such as equipment or IT interfaces • Lack of incentives • Lack of administrative support • Lack of time available	• Lack of staff available to coordinate implementation • Lack of involvement of professionals and patients in development • Lack of opinion leaders or champions who influence others

Barriers to change

Potential Barriers

Characteristics of the individuals involved[22–54]	• Lack of leadership buy-in/engagement • Lack of support from colleagues and managers • Lack of role modelling by colleagues • Perceived increase in workload • Perception that project is not advantageous • Lack of skills and knowledge among professionals	• Lack of confidence among professionals to make change • Lack of autonomy of professionals to make decisions/changes • Lack of perceived ownership of improvements/top-down implementation • Health professionals' assumptions about acceptability to patients • Perceived ethical issues
Organisational factors[55–68]	• Lack of formal reinforcement or championing by management • Top-down decision-making process/ hierarchical structure • Organisational size and type • Staff turnover • Lack of teamwork or silo working	• Poor relationships with other departments or organisations • Lack of collaboration • Lack of improvement culture • Culture of blame • Number of potential professionals/users to be reached

Barriers to change

Potential Barriers

Contextual/ environment factors[69–78]	• Project does not fit into existing rules, regulations or legislation • Priorities of commissioning organisations • Behaviour of other organisations eg using different approaches • Patients not willing to take part	• Patients doubt whether professionals have skills or capacity • Financial burden of the change on patients, organisations or systems • Counter-incentives such as financial targets for other things

SESSION 11: PERSONAL PAUSE 1

Thinking about the barriers in your current reality identified in the last session, what type are they?

Refer to SESSION 11: PERSONAL PAUSE 1 in your YTC Workbook

Actions Required to Address 4 Major Types of Barriers: Initiative Related Barriers

- Clarify the initiative
- Provide details for how to implement, detailed instructions, key people to be engaged and timelines
- Ensure sufficient resources are available before embarking on the initiative
- Plan for unintended consequences of the initiative



Refer to SESSION 11: PERSONAL PAUSE 1 in your YTC Workbook

Actions Required to Address 4 Major Types of Barriers: Individual Skills and Attitudes Related Barriers

Attitude of Staff

- Confront resistance directly
- Engage resistors in honest discussion about their concerns
- Provide resistors with opportunities to solve their problems
- Always deal with people in a fair, straight forward and timely manner
- Be clear about the desired behaviours



Skills

- Explicitly define the new behaviours and identify the knowledge, skills, abilities, and attitudes that will be needed to succeed in the new work environment
- Visit other countries and organisations where these skills and abilities are being deployed
- Ask the people who will be doing the work what skills they have and what training they will require
- Test how the new skills will work in a pilot setting
- Provide training at the right time, for the right skills, and using the right approach

Refer to SESSION 11: PERSONAL PAUSE 1 in your YTC Workbook

Actions Required to Address 4 Major Types of Barriers: Organizational Structure Related Barriers

- Align authority with responsibility
- Clarify priorities for people who report to multiple groups
- Reduce interference from other groups by isolating the group driving the change initiative
- Create a structure that is consistent with the vision



Refer to SESSION 11: PERSONAL PAUSE 1 in your YTC Workbook

Actions Required to Address 4 Major Types of Barriers: System Related Barriers

- Ensure that performance appraisals include elements that demonstrate commitment to the vision by including competencies and behaviours
- Back up commitment with pay
- Make promotion decisions objectively and consistently with the vision
- Ensure that succession plans promote individuals who will support the vision and serve as role models
- Ensure that recruiting and hiring systems select people who fit the new requirements



Refer to SESSION 11: PERSONAL PAUSE 1 in your YTC Workbook

SESSION 11: PERSONAL PAUSE 2

Thinking about the barriers in your current reality identified in the last session, take a moment and make notes on addressing these barriers

Refer to SESSION 11: PERSONAL PAUSE 2 in your YTC Workbook

Thank you

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Daalụ

Nagode

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The University of Global Health Equity
Yale University
International Federation of Pharmaceutical Wholesalers (IFPW)
GSK
Johnson and Johnson
UPS

Obrigado
Thank you



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Session 12: Plan strategically

Strategic Training Executive Programme (STEP)



"Promoting sustainable workforce excellence in health supply chain management"



TEAM MEMBER of the HOUR!

Refer to page 3 in your Team Member Workbook

A Continuous Improvement Opportunity



OUR TEAM'S CHANT, CHEER OR SONG

Session 12 – Plan Strategically: learning objectives



Refer to page 61 in your Team Member Workbook

Planning Strategically - Terminology



Planning Strategically - Terminology



Goals vs. Objectives

Although the terms "goals" and "objectives" are often used interchangeably, there is a difference between them:

Goals	Objectives
General	Specific
Intangible	Measurable
Broad	Narrow
Abstract	Concrete
Strategic	Tactical

Adapted from SHRM

©SHRM 2008

Planning Strategically - Terminology

Strategies focus on GOALS



Setting SMART goals: an example



Original goal:

Create a new intake process.

Revised goal that meets the SMART criteria:

Work with the Supplier to create a new intake process by March 2024 and implement the new process by June 2024.

SMART Methodology

S	• **Specific:** State exactly what you want to accomplish (Who, What, Where, Why)
M	• **Measurable:** How will you demonstrate and evaluate the extent to which the goal has been met?
A	• **Achievable:** stretch and challenging goals within ability to achieve outcome. What is the action-oriented verb?
R	• **Relevant:** How does the goal tie into your key responsibilities? How is it aligned to objectives?
T	• **Time-bound:** Set 1 or more target dates, the "by when" to guide your goal to successful and timely completion (include deadlines, dates and frequency)



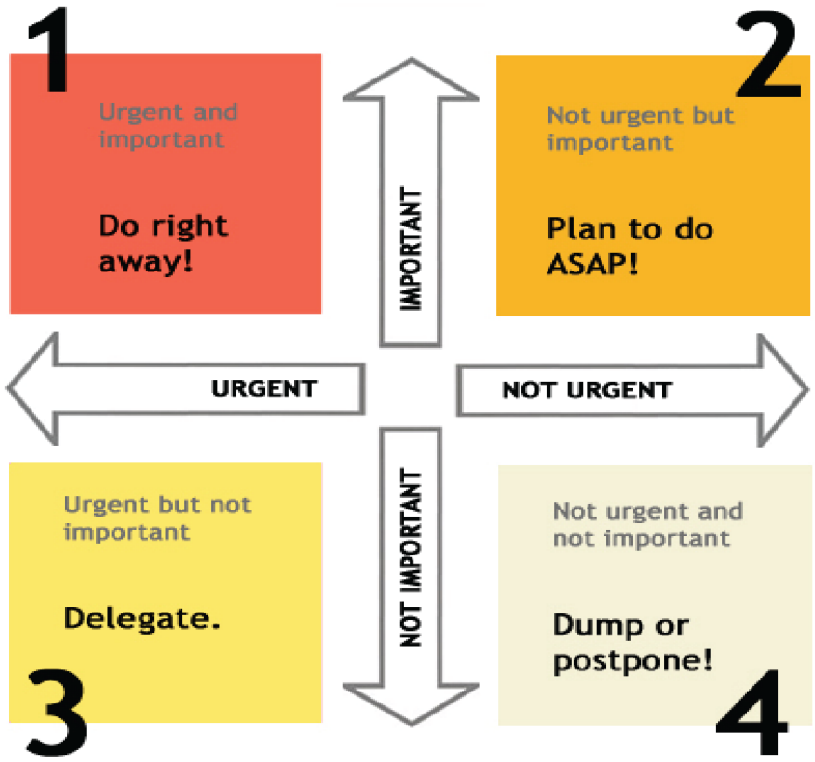
Assess the risk of your goals



- Classify each individual goal as high risk or low risk
  - Low-risk goals usually require less time and effort
  - High-risk goals often require significant time and effort
- Consider how much risk you are willing to accept

Prioritize your goals

Action Priority Matrix



source: http://affirmyourlife.blogspot.com/2009/08/action-priority-matrix.html

An **Action Priority Matrix** (or Time Management Matrix) is a tool for prioritizing daily activities. There are 4 quadrants to the matrix.

1 - Important and Urgent
These are the tasks that must be done now. These tasks should be cleared away as soon as possible, as they are often not relevant to the actual work that is most important to us.
- Pressing issues that arise
- Emergencies and crises
- Deadlines
- Scheduled appointments and meetings

2 - Important but not urgent
These are the most important tasks of all. They are the activities that allow us to reach our goals and objectives. They should be scheduled and worked on every day.
- Working on specific projects or goal tasks
- Planning and scheduling
- Personal development
- Crises prevention

3 - Urgent but not important
These activities can take up a large proportion of our time if we let them. They are often avoidable by delegating the job to others, or by ignoring them altogether.
- Daily unscheduled tasks
- Interruptions
- Maintenance work
- General fill-in jobs
- Regular correspondence

4 - Not urgent and not important
These are the activities that we let creep into our day. They are often tasks we shouldn't be doing at all, but we often use them as an excuse to escape the drudgery of other tasks.
- Time wasting – idle chatting, long breaks
- Irrelevant distractions – internet surfing, socializing online, texting friends, personal phone calls
- Trivial work – busy work, pushing paper, other procrastination tasks

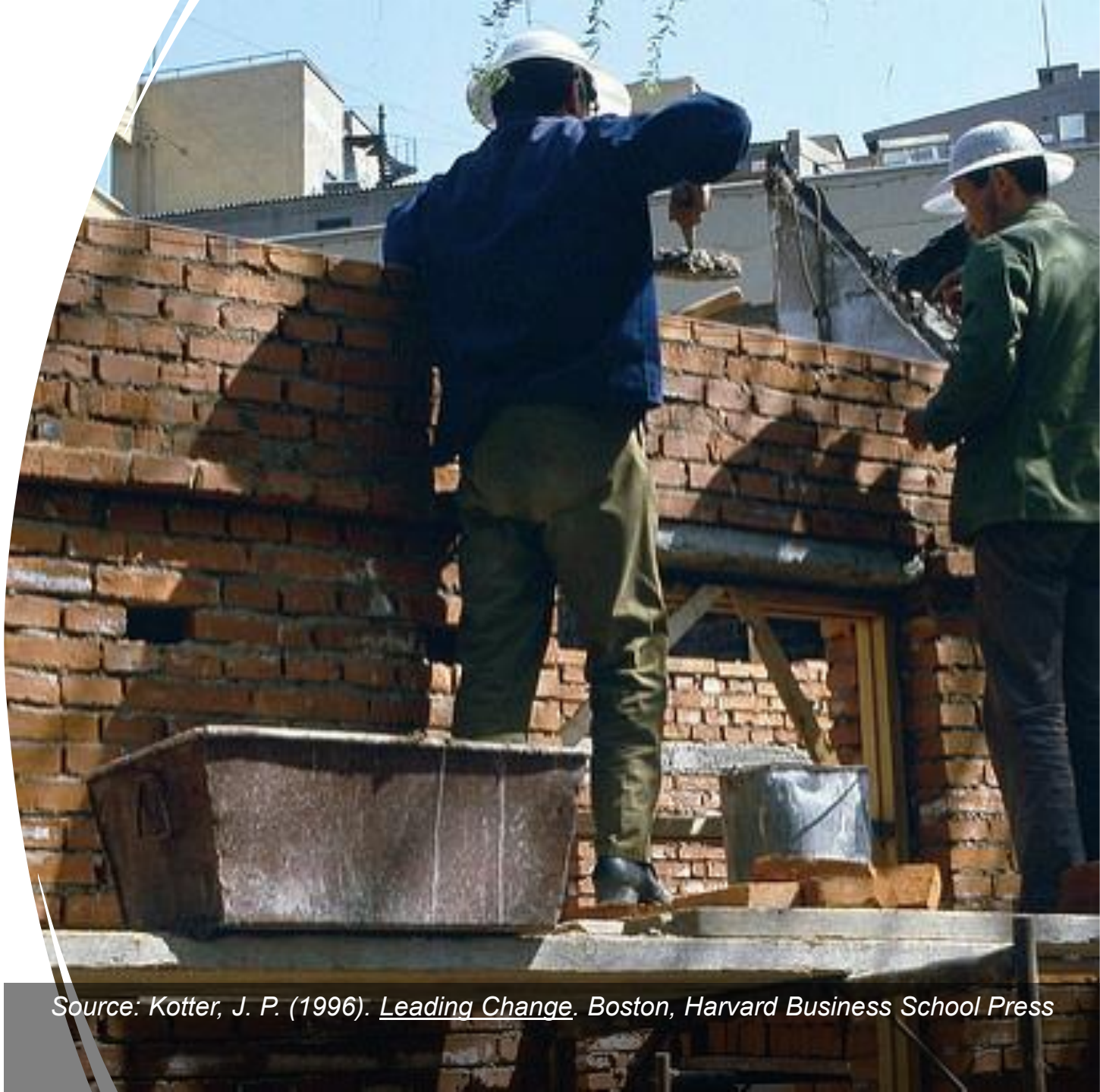
Implementing and sustaining for change



Source: Kotter, J. P. (1996). Leading Change. Boston, Harvard Business School Press

Step 7: Build on the Change

Press harder after the first successes. Your increasing credibility can improve systems, structures, and policies. Be relentless with initiating change after change until the vision is a reality.



Source: Kotter, J. P. (1996). Leading Change. Boston, Harvard Business School Press

Step 8: Make it Stick, Institutionalize Change

To start: Anchor the changes in the organisational structure

- Articulate the connections between the new behaviours and organisational success
- Make sure they continue the new behaviours until they become strong enough to replace old habits



Source:
Kotter, J.. P. (1996). Leading Change. Boston, Harvard Business School Press

Step 8: Make it Stick, Institutionalise Change

Until new behaviours are rooted in social norms and shared values, they are subject to degradation as soon as the pressure for change is removed

Two factors are particularly important in institutionalizing change in corporate culture

First:

- Make a conscious attempt to show people how the new approaches, behaviours, and attitudes have helped improve performance
- Communicate to help people see the right connections

Second:

- Take enough time to ensure that the next generation of top leaders really personifies the new approach
- One bad succession decision at the top of an organisation can undermine a decade of hard work

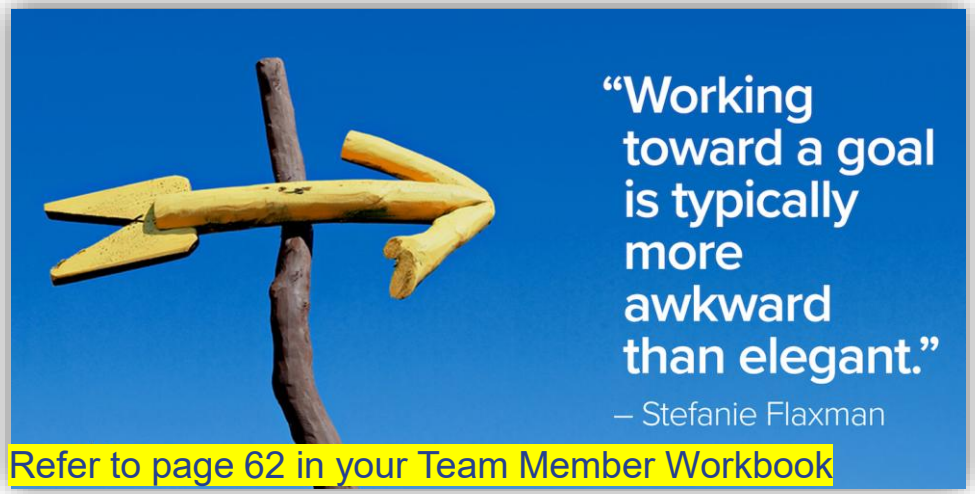
Refer to page 62 in your Team Member Workbook

Source: Kotter, J. P. (1996). Leading Change. Boston, Harvard Business School Press

Step 8: Make it Stick, Institutionalize Change

To make change last, new behaviours need to become a part of the formal and informal systems, practices, and habits that form the organisation's culture.

- Achieve tangible results as quickly as possible
- Show how the change is working and why the old ways won't work
- Measure and support sustained performance
- Ensure that leadership supports and models new behaviours
- Initiate necessary turnover



Refer to page 62 in your Team Member Workbook

Source: Kotter, J. P. (1996). Leading Change. Boston, Harvard Business School Press

Step 8: Make it Stick, Institutionalise Change

Indicators of a Behavioral Shift	Indicators that Behavior is not Changing
Change leaders are sought for advice and input	Change leaders are criticized
Results of the changes are used to evaluate how best to continue or improve	Benefits of the change are challenged, questioned, or discounted
Emphasis is on what needs to be adjusted, revised or improved	Emphasis is on what can be maintained or kept
Focus is on successes and learning	Focus is on the costs and sacrifices
More decisions are made consistent with the vision and the marketplace	More decisions are made consistent with historical successes and past practices
Old behaviours and traditions are used to describe how things have changed	Old behaviours and traditions are used to rationalize mistakes and justify new decisions
People seek to understand what they need to do and what is expected of them to be successful in the new environment	People act consistently with the way they have been successful in the past
Change leaders and promoters gain more influence	Change resisters get more and more time and attention
Change leaders and promoters are finding support and resources for more changes	Change leaders become increasingly frustrated
People with high tenure begin to leave the organisation because they acknowledge they don't fit in anymore	Recently hired people leave the organisation because they don't fit in or are frustrated in their efforts

Source: Kotter, J. P. (1996). Leading Change. Boston, Harvard Business School Press

Refer to page 63 in your Team Member Workbook

Step 8: Make it Stick, Institutionalise Change

An **action plan**

- Ensures your organisation's vision is made solid
- Describes the way your group will use its strategies to meet its objectives
- Consists of action steps or changes to be brought about in your organisation

Each action step or change to be sought should include the following information:

- **What** actions or changes will occur
- **Who** will carry out these changes
- **By when** they will take place, and for how long
- **What resources** (i.e., money, staff) are needed to carry out these changes
- **Communication** (who should know what?)



Refer to page 63 in your Team Member Workbook

SESSION 12: PERSONAL PAUSE 1

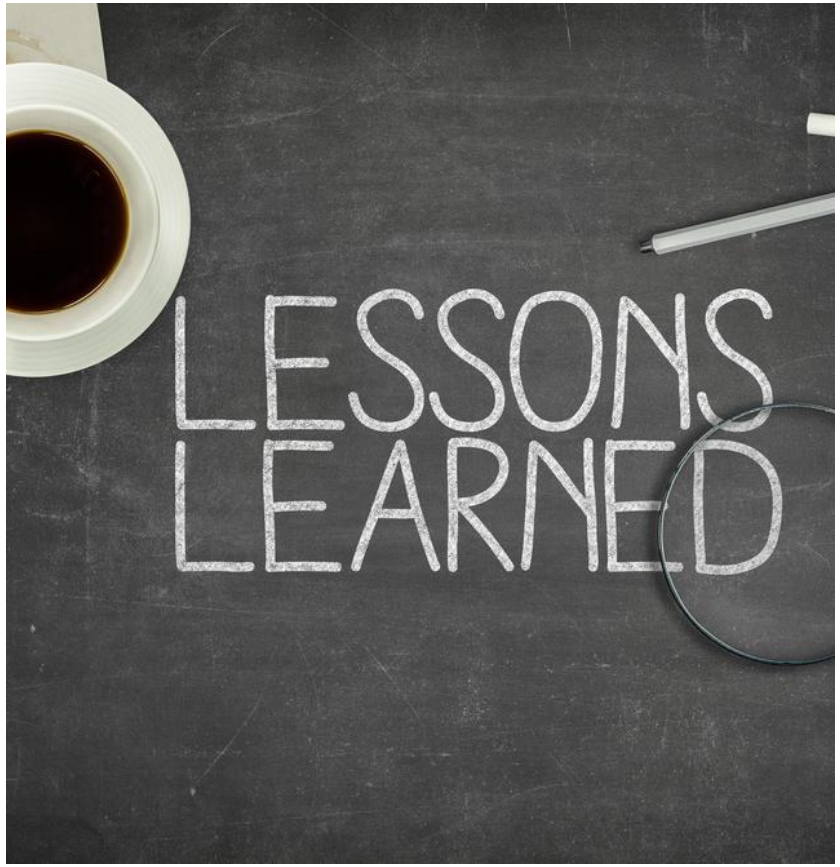
How can you build on the change and then make change 'stick'?
How will you institutionalize change?

Refer to SESSION 12: PERSONAL PAUSE 1 in your YTC Workbook

Key Takeaways

Work hard to change an organisation successfully

Create a sense of urgency, recruit powerful change leaders, build a vision and effectively communicate it, remove obstacles, create quick wins, and build on your momentum



Source: Kotter, J. P. (1996). Leading Change. Boston, Harvard Business School Press



TEAM MEMBER of the HOUR!

Refer to page 3 in your Team Member Workbook

TECHNICAL TIME OUT



Back to our day's discussion



Tonight's ~~Homework~~ Teamwork Assignment

PEER REVIEW EXERCISE

- Meet as a team this evening
- Your coach will facilitate the peer review exercise activities
- Each team member reviews all other team members' responses to *STEP Preparation YTC Step 3b - Anticipate Difficult Discussions*
- Follow the instructions for quality peer reviewing practices from the sheet provided to you
- NOTE: the objective is to POSITIVELY help each other produce the best plan of action for their Transformation Challenge

Technical Timeout Background Articles **pages 60-74**



Personal reflection

What key insights did you gain today?

What will you do differently, starting tomorrow?

How will you apply your learning to *YOUR TRANSFORMATION CHALLENGE*?

How will you apply your learning to your work environment?



Refer to page 67 in your Team Member Workbook

What's next: tomorrow morning

Be ready to debrief on today's topic: PLAN and update on your personal assignment.

Read your DAY 4 Technical Timeouts Pre-reads: Refer to pages 68-71 in your Team Member Workbook

TOMORROW'S TOPIC: ACT

With Sessions on:

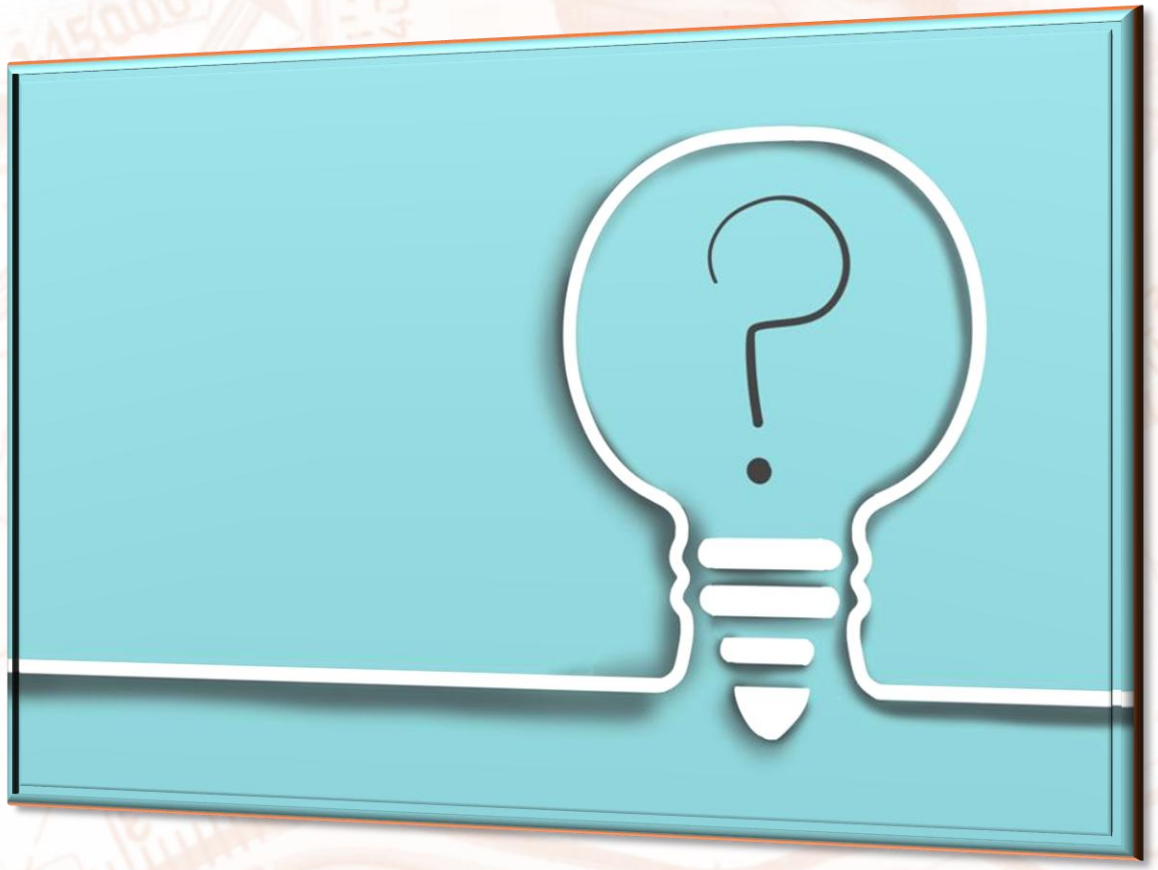
1. Assessing Readiness
2. Starting Fast
3. Sustaining Change





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Refer to page 3 in your Team Member Workbook



Please submit your Day 3 feedback!



Thank you

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