

Organizational Behaviours and Change Management Toolkit

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Any omissions or mistakes in the text or resource citations are fully the responsibility of the author.

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Purpose of the Toolkit

This toolkit forms part of the Country support package for Immunization Supply Chain Managers (iSCMs) as part of the implementation of the GAVI Alliance supply chain strategy and is designed to support anyone involved in change, especially those leading and managing initiatives with a focus on changing organizational behaviours. Many of the supply change initiatives outlined in the GAVI supply chain strategy and in EVM and other improvement plans will result in the introduction of new systems, processes and technology. In order for these changes to be sustainable it will also require a corresponding change in ways of working, behaviours and ultimately the culture of the organization.

The toolkit emphasizes the “people side” of change and provides iSCMs with tools and processes to support the introduction of new values, ways of working and assisting them in managing resistance to change. It also aims to support the engagement of people in the change process and provide tools in improving individual performance and results delivery. In sharing key principles and practical tools this should assist Ministries of Health and other government agencies in making the transition from its current to a future state resulting in enhanced performance and service delivery within the supply chain.

The purpose of this toolkit is to set out the recommended approach which is simple, systematic and robust. Using this toolkit will ensure a consistent, structured approach to managing the change process.

Change Management is an intervention for managing the softer aspects of change and improving performance within an organization. Its focus is on the management of culture by influencing attitudes, values and behaviours with an emphasis on personal and professional development and improvement, at individual, group and organizational levels. In doing so, it develops and sustains the performance capability of an organization through its people.

Intended Audiences

- ❖ National and Sub-National Immunization Supply Chain managers (iSCM's) and health service providers including clinicians, pharmacists and health workers with supply chain management responsibilities.
- ❖ National level leadership, senior supply chain management, administration and technical staff, and senior programme managers in Ministries of Health.
- ❖ Political leaders within the Ministries of Health, Finance and Planning with responsibility for development of the supply chain.
- ❖ HR functions at national level will also find the information and tools useful to help them in developing and embedding good HR practices and support systems throughout the government structure while creating an enabling environment for iSCM's.
- ❖ Country-level partners and technical assistance providers supporting supply chain strengthening or operations.
- ❖ Global donor organizations and technical agencies supporting health supply chain strengthening.

How to use the Toolkit

- ❖ The toolkit is designed for a range of users and some of the material focuses on organizational change, whilst some is focused on cultural change. The tools are presented in a format that will enable users to work through the parts that are most relevant to them.
- ❖ The tools are designed as a means to help users understand, lead and manage change more effectively and to help iSCMs and their teams to work through whatever change they are involved in.
- ❖ The change process is dependent on local context and therefore specific situations cannot be captured in one model. This toolkit will provide ideas, insights, case studies and best practices; tools to help users think through different approaches and to apply key principles in their own situation.
- ❖ Most of the tools are designed to be used in collaboration with other people: they encourage discussion and consultation.

The Challenge of Managing Change

The causes of failure of change are varied, but most come from within the organization and include:

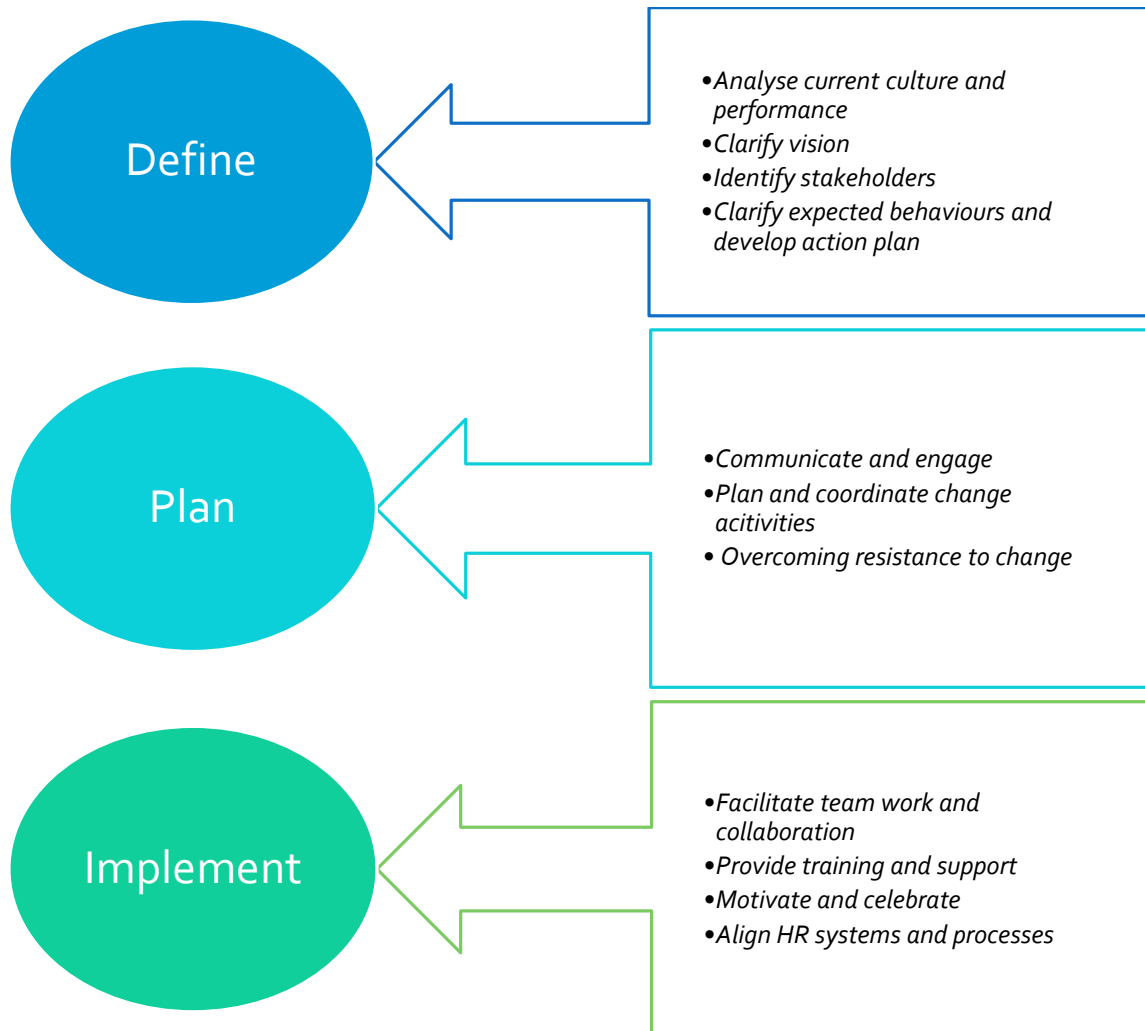
- Misunderstanding of what change is
- Lack of planning and preparation
- Change process has no clear vision
- Goals are set, but too far in the future
- The quick fix option
- Poor communication
- The legacy of previous change
- "...the way we do things around here"
- Fear of failure
- Employee resistance
- Ill-prepared employees

Change is a challenging process and there are no simple solutions however this toolkit outlines the key principles to ensure successful change management and is designed to help mitigate against these causes of failure.

Structure of the Toolkit

The framework is made up of 3 phases and represent the key components required for successful behavioural change and system improvements.

The toolkit describes the 3 phases in the model and the responding activities as illustrated below.



For each phase you will be provided with:

- Definition of the terms
- Principles and process - guidance on how to conduct the activities and recommended practices
- Tools and resources to assist – case studies, scenarios, workshop guides
- Further reading and references

Phase One – Define

1.1 Definition

The 'define' phase is about developing your understanding of the gap between the way you operate today and the current culture and the way in which you want the team to operate in future to deliver your goals. This allows you to define the scope and articulate the need for change. At this stage you should

also identify those people who are key to the success of the change and develop a plan for getting the support you need.

1.2 Principles and Process



Work at this stage involves:

1. Describing the current operating culture and how the team operates today.
2. Identifying the areas of organizational culture that most affect the performance of the supply chain and assess the impact of the change.
3. Developing an action plan for improvement and describe the new culture, ways of working and behaviours within the team
4. Ensuring that leaders and key stakeholders clearly understand the likely impact and investment that will be required to make change happen.

1.2.1 Analyse Current Culture and Performance

The operating culture has an effect on individuals, group and the wider organization and as a result culture can be associated with satisfaction, motivation and stress at the individual level; teamwork and coordination at group level; and service quality at organizational level. As a manager it is important that you understand the impact before taking any action.

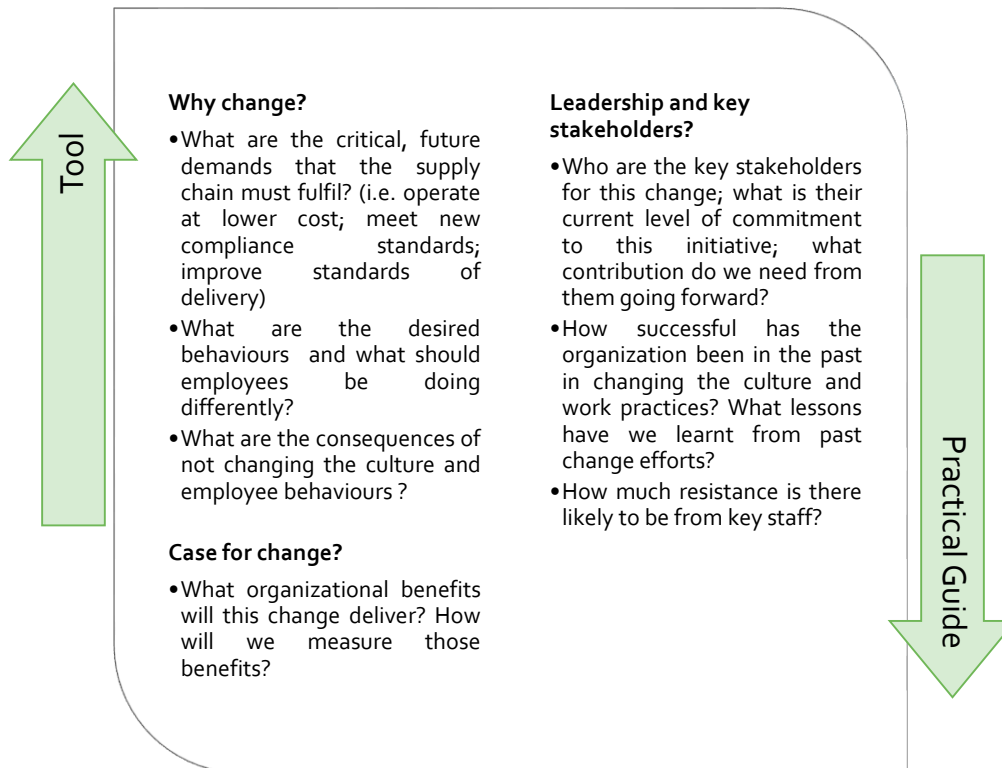
The first step in changing the culture involves defining your critical performance priorities and collecting data on your organization's current and ideal culture. This will highlight the strengths and weaknesses that are impeding the team from achieving the performance priorities.

The organizational culture assessment instrument is a useful tool for doing this and can be found in the following link. http://my.ilstu.edu/~llipper/com435/survey_ocai_culture.pdf

The purpose of the instrument is to assess six key dimensions of organizational culture. In completing the instrument, you will be providing a picture of how your organization operates and the values that characterize it.

1.2.2 Clarify Vision

The following questions can be used to clarify your vision and assist you in articulating the need for the planned changes:



Having assessed your team or work unit the support of your immediate manager or sponsor is critical to any system or behavioural change that you envision. You should ensure there is active sponsorship for the change at the senior management level within your organization, and engage this sponsorship for a successful outcome. A sponsor builds commitment across the organization, champions the change, mitigates change resistance and builds organizational alliances.

1.2.3 Stakeholder Analysis

Stakeholders are individuals or groups who may affect, be affected by the process of change or have an interest in the change process. Often their needs are perceived to be very different and for this reason it is usually a good idea to identify key groups and individuals and try to understand how they view the potential changes.

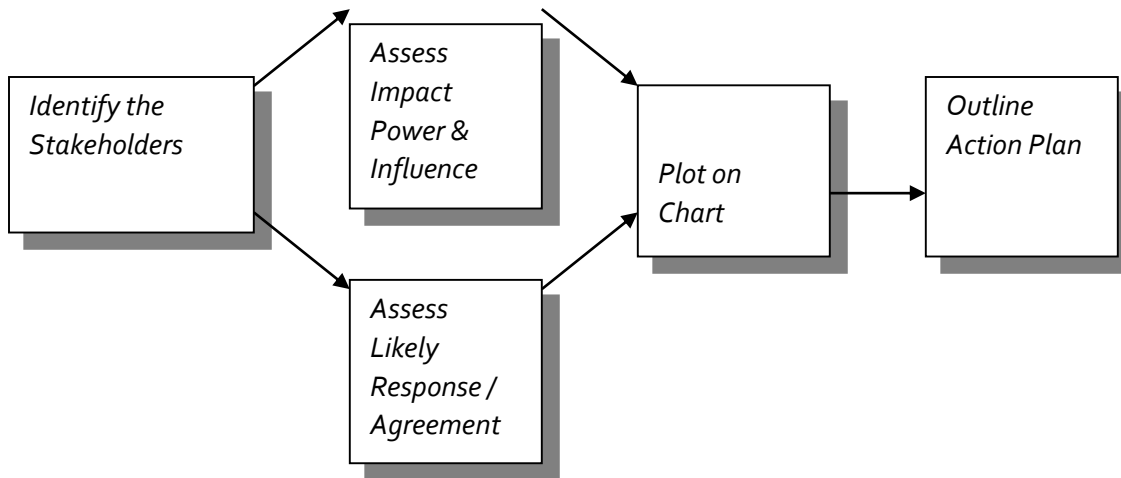
Why stakeholder analysis is important?

- The support of key individuals/groups is critical to the success of implementing change
- Stakeholders have different agendas and interests, therefore it must be understood and actively managed
- Perceptions of the stakeholders will differ and change over time

- Understanding the stakeholders will enable an effective communication/action plan to be developed.

The following schematic shows the key steps in conducting a stakeholder analysis.

Source: Mindtools.com



The following links https://www.mindtools.com/pages/article/newPPM_07.htm contains guidance on how to identify your stakeholders and develop appropriate strategies to manage them.

1.2.4 Clarify Expected Behaviours and Develop Action Plan

In this activity you will identify working practices and behaviours that need improvement and make proposals for change by developing action plans. The Cultural Change Action Plan should articulate your vision and the activities to embed behavioural changes.

The plan should also identify the factors to be monitored to determine the success of the targeted cultural gaps and outcomes.

CASE STUDY – Cultural Change Action Plan: International NGO

The organization identified the areas of organizational culture that would most affect the impact of their work as Delivery/Accountability and Team Work.

To engage people more widely the focus of the culture change was “delivery”, with team work as the route to enhance delivery. They outlined the steps to be taken to establish clarity on what was meant by “delivery”, and suggested a route to support a change of organizational culture to enable delivery. The work focused primarily on employees in the humanitarian division. In order to establish the key changes required, a cultural assessment was undertaken and thereafter key stakeholders were interviewed and asked:

What does effective delivery look like? What helps us to deliver and what are the barriers to delivery? Where are there examples of effective delivery? What can we do to enable more effective delivery?

The responses were shared with employees who were asked the same questions. This analysis resulted in a proposed plan for the next 12 months.

The data from the analysis suggested that there were pockets of effective delivery across the humanitarian division and clear instances of ineffective delivery. All of those consulted agreed that there was room for improvement. Frustration was expressed around planning, clear prioritisation, ineffective behaviours and tolerance for inadequate delivery. Most people recognised that they had a role to play in improving and enabling delivery, however there was little certainty about what that role might be and how much of the responsibility lay with them as individuals. The barriers to delivery included: lack of team work and collaboration, low levels of trust / confidence, poor performance management processes, unwillingness to deal with non-delivery, retaining people who don't deliver, poor planning and lack of support from the HR function.

The 2 areas that were highlighted as potentially having the greatest effect on creating a delivery focused culture were team working and performance management. Thereafter the following overall principles were advocated to move this work forward: 1. Changes are woven into and support existing processes, systems and behaviours. E.g. performance management, training and development, new improvement initiatives. 2. Change is articulated in positive language i.e. creating something even better rather than fixing something that is broken. 3. Link effective delivery with team success.

The organization then defined specific actions to guide how team work and performance management would be enhanced as follows:

1. Team Working

Objectives

Explore enablers of effective cross team working

Actions

Ongoing meetings and workshops with key staff to establish

What supports team working

What are the barriers

What behaviours are required to enable effective cross team working

What structures and processes enable cross team working

What can we do differently next time

2. Performance Management

Objectives

Improve performance management processes

Actions

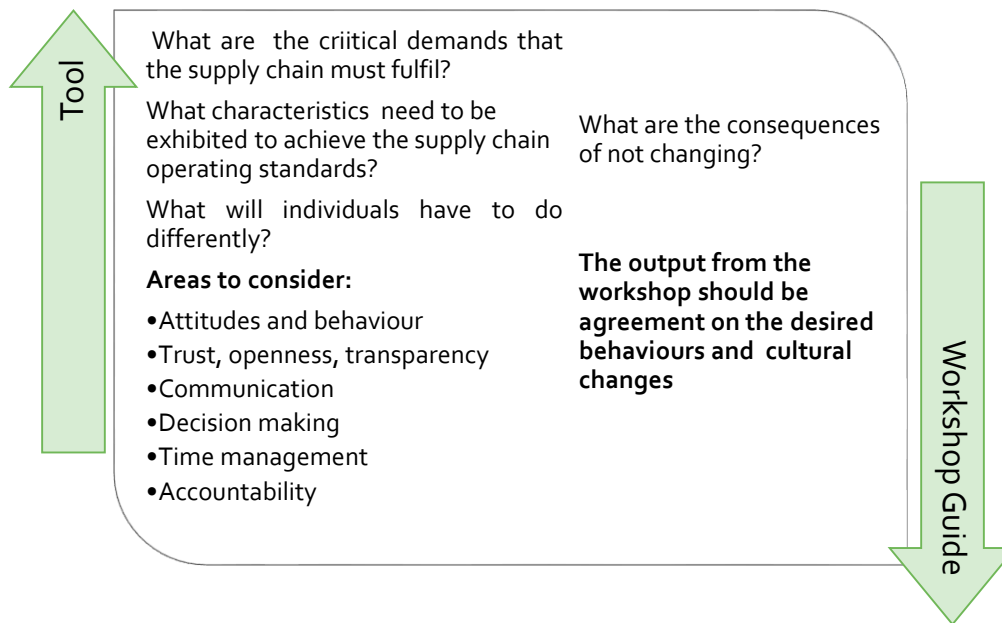
Support from HR and senior management on managing underperformers

Implementing a performance review process

Undertaking supported supervision

Communications on what is expected from staff in terms of delivery are consistent and clear

As you get more specific about the changes required you will need to get the input of those likely to be affected by the changes as well as key stakeholders such as senior management and the HR function. Getting people involved in the change process during the planning phase will enable you to identify unanticipated obstacles, provide you with more ideas and raise the level of commitment amongst your employees. The following tool outlines a range of questions to stimulate discussion and inputs during an initial workshop for employees.



1.3 Tools and Resources

- A. Organizational Culture Assessment Instrument – a tool to assess six key dimensions of organizational culture
- B. Stakeholder Analysis – a tool to recognise key stakeholders and development of a management strategy

1.4 Further Reading and References

OCAI. *Organizational Culture Assessment*. http://my.ilstu.edu/~lilipper/com435/survey_ocai_culture.pdf

MIND TOOLS. *Stakeholder Analysis*. https://www.mindtools.com/pages/article/newPPM_07.htm

McKinsey Quarterly. (2009). *The Irrational Side of Change Management*
http://www.mckinsey.com/insights/organization/the_irrational_side_of_change_management

Phase Two – Plan

2.1 Definition

The 'plan' phase is where you develop systems to ensure that the change process is successful. This includes communication plans, a review mechanism such that you can track the impact of the improvement initiatives and cultural shifts on your team's performance. In addition, the focus will be in managing resistance to change and keeping the team on track.

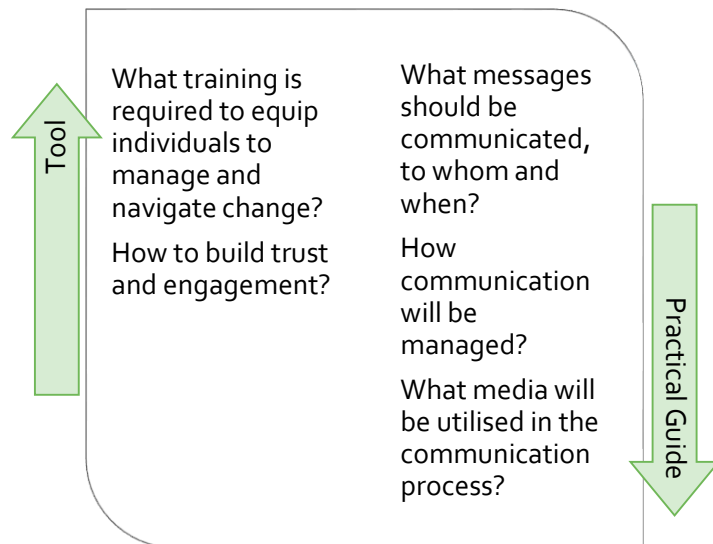
2.2 Principles and Process



2.2.1 Develop Communication Plan

An honest, transparent and informed approach to communication is an essential component of your change process and will lead to faster and more effective implementation. Recognising individual contributions, delegation and teamwork are some of the main characteristics of good communication and will build trust, motivate your employees and establish confidence. Employees need to feel part of the process and regularly scheduled sessions with two-way communication will emphasize expected behaviours and results.

Key elements of your communication plan



The guides below provide further information and can be accessed via the following links.

Internal Communication and Change

<https://onedrive.live.com/redirect?page=view&resid=5E8E29EC753C46DA!3368&authkey=!APdzpnPFzDnOzHk>

How to Facilitate a Team Briefing

<https://onedrive.live.com/redirect?page=view&resid=5E8E29EC753C46DA!3366&authkey=!AINh7jBFodIIHAo>

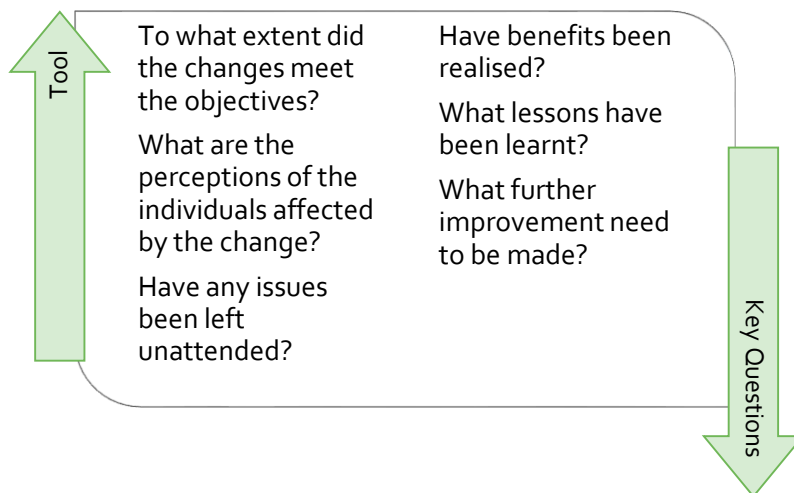
2.2.2 Plan and Coordinate Change Activities

How you coordinate and implement your change activities is critical to successful implementation. In planning your activities, you should take account of:

- The broad implementation approach (e.g. speed, involving and collaborative vs. directive)
- Who will support you in driving implementation HR function, your line manager, sponsor etc.) and actively solicit their support
- The key milestones and deliverables
- How progress will be tracked
- How momentum will be maintained
- Implementation risks

You should also consider how the change process will be monitored and measured to ensure that the proposed changes both behavioural and other improvement initiatives are maintained after implementation activity. You should ensure that outcomes are evaluated against original performance priorities and measures and that areas for improvement are identified.

Identify success measures which are linked to supply chain performance targets and the improvements outlined in your action plan. During the change process these measures will help to build commitment and provide information on progress. Once your change activity has started you should ask yourself the following questions as a means of determining the success of your activities:



2.2.3 Overcoming Resistance to Change

Any change will inevitably provoke resistance and the challenge of change management is to objectively recognise and manage each type of resistance without settling for compromises. The key actions in managing resistance to change is communication and involvement. This helps to build trust and commitment and changes employee mind-set from "them" to "we". Providing resisters with opportunities to express themselves directly will quickly expose their concerns and provide you with an opportunity to answer them. Discussing the problems and exploring possible solutions will draw out those who feel uncomfortable about the change. If consulted, staff are more likely to feel part of the change process and think creatively about finding solutions.

There are seven stages that individual's move through during a change process, each requiring a different approach to communication and management.



Source: The Kubler-Ross Change Curve

The following methods may be used to minimize and overcome resistance.

Source: Harvard Business Review.

Overcoming Resistance

Education and Communication	Educating people before the change not only lessens resistance but also reduces unnecessary stress. You must communicate your ideas so that people understand the need for, and see the logic of, the proposed change. Too often resistance to change is based upon inadequate or inaccurate communication.
Participation and Involvement	Having identified the people you expect to resist your planned change, you can gain commitment by involving them in aspects of the design and implementation of change.
Facilitation and Support	Should change mean change in skills, training must be arranged at an early stage. Changes in working practice will require support and you may need to be available to listen and give emotional support.
Negotiation and Agreement	Resistance may be reduced by offering incentives; it might be possible, for instance, to rearrange working hours or introduce flexitime. Senior management may need to be consulted if financial incentives are considered.
Co-option	The resistance of a key individual may be overcome by giving him or her a desirable role in the design or implementation of change, with clear responsibility and status attached: i.e. they may be co-opted into your confidence.

CASE STUDY - Resistance to Organizational Change: Oti Yeboah Complex Limited, Ghana

Rosemond Boohene and Asamoah Appiah Williams - School of Business, University of Cape Coast, Cape Coast, Ghana

Reproduced in the International Business and Management Vol. 4, No. 1, 2012, pp. 135-145

Oti-Yeboah Complex Limited (OYCL) is situated in Sunyani, Ghana. From 1986 to 2008, it was operating sawmill and producing processed wood products for both the foreign and the local markets. It has however diversified its operations in 2008, and now produces plywood only due to the depletion of its forest concessions for raw materials. The Oti-Yeboah Complex Limited (OYCL) was selected because the company had embarked on a change process from 2008 – 2010, thus, changing from sawmilling to plywood production. This kind of change affected the strategy, the structure, the culture, the technology, and the work processes of the organization, which eventually brought about employees resisting the change because of certain new roles, redundancy and responsibilities. This led to a series of employee's strikes, boycott and lockouts because of fear of the unknown and possible loss of job. The consequence was production stoppages and paying labour for no job done.

Resistance to organizational change is seen as one of the impediments to organizational expansion and growth due to its negative repercussions. This study therefore sought to investigate the factors that influence resistance to organizational change at Oti-Yeboah Complex Limited. The study was conducted by using data collected from four major stakeholders (direct workers, security, supervisors and management) of Oti-Yeboah Complex Limited. The two data collection instruments used were structured questionnaires, and face-to-face interviews. The results indicated that less employee participation in decision making and lack of trust in management contributed highly to resistance at Oti-Yeboah Complex Limited. In addition, factors such as lack of motivation, poor channels of communication, and information exchange also contributed to resistance. The study suggests that management should encourage employee participation in decision making, build confidence, accept constructive criticism, be transparent and communicate clearly the need for change to employees.

From the results and discussion, it is clear that organizations must take steps to develop and maintain a level of communication that engenders trust in management and reduces the level of resistance to change. The establishment of open and free channels of communication would allow for the dissemination of information and the return of valuable feedback. In addition, management should carefully consider any actions that are perceived to be resistant towards the proposed change initiative, because the actions may well be grounded in the reality that the change initiative is wrong from the initial stage, or is flawed in some way. However, management should not assume that it has crafted the perfect change initiative just because there is no overt resistance to the change initiative.

Based on the findings, it is suggested that it would be prudent or more appropriate for change managers to choose a participative change approach. Power strategies or authoritarianism cannot enforce compliance, but evoke resistance. Allowing individuals to participate in the change process would be a critical ingredient to the success of change. Utilizing the strategy of employee involvement not only enhances two-way communication within the organization, but sends a clear message to employees that they are valued and that the organization trusts them enough to be included in the decision-making process.

2.3 Tools and Resources

- A. Internal Communication and Change
- B. How to Facilitate a Team Briefing

2.4 Further Reading and References

KUBLER -ROSS, E (1969). *On Death and Dying: What the Dying Have to Teach Doctors, Nurses, Clergy and Their Own Families*

HARVARD BUSINESS REVIEW. (1969). *Overcoming Resistance to Change*.
<https://hbr.org/2008/07/choosing-strategies-for-change>

ROSEMOND BOOHENE and ASAMOAH APPIAH WILLIAMS, (2012) - School of Business, University of Cape Coast. <http://www.cscanada.net/index.php/ibm/article/view/j.ibm.1923842820120401.1040>

Phase Three – Implement

3.1 Definition

The 'implement' phase is where you put your action plan into practice to realise the vision. During this phase your team will be trying out the new behaviours and ways of working or embedding the new systems and procedures. Providing training and learning opportunities, motivating employees and celebrating successes are key activities during this phase. In addition to seeking alignment with your organization's HR systems and processes to ensure that the change is sustainable.

3.2 Principles and Process



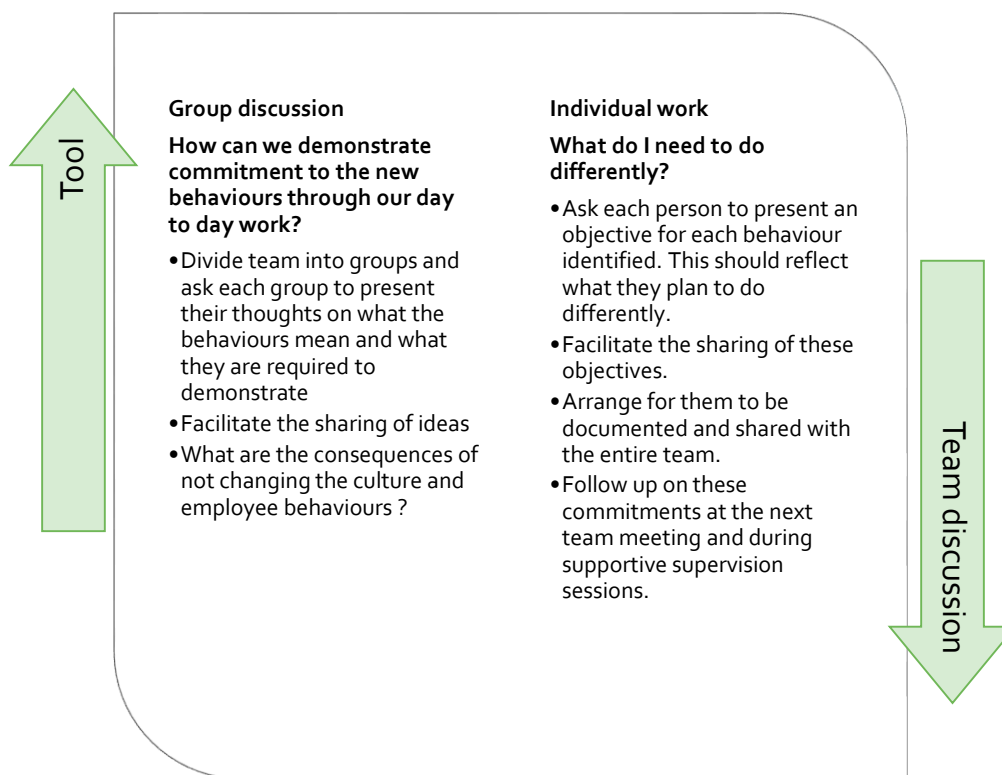
3.2.1 Facilitate Team Work and Collaboration

In order for the culture to change in an organization, individuals must be willing to act in a different way and consistently maintain that behaviour. This can be achieved through team work and the development of team skills. You will play a key role by creating and facilitating opportunities for employees to demonstrate the new behaviours in addition to setting up work teams to plan the implementation of new systems and procedures.

Team based working practices will allow for greater inclusion of employees, sharing of knowledge, reduction of duplication of work and processes, and most of all, greater empowerment and greater job satisfaction.

You can begin embedding the culture and systems through day to day conversations, meetings and supportive supervision sessions. Developing a new culture and implementing new systems and processes takes extra time. The time to meet and discuss improvements needs to be included in your work plans.

An example of an initial discussion on the embedding the new behaviours is shown below:



Where the activity relates to the introduction of new systems and procedures, a similar format can be used to generate discussion about the changes and what it will mean for the team and the individuals.

CASE STUDY – Team Working: Blue Circle Cement

Blue Circle Cement is the UK's largest cement producer and was affected by a steep decline in revenue as result of lower priced imports. The company desperately needed to improve its competitiveness.

The company decided to embark on a programme of changes which from a human resources perspective involved a radical overhaul of working practices, reward systems and company culture. Morale was poor and conflict was common. Management and employee relationships were characterised by low levels of trust and an adversarial "them and us", "win/lose" culture. All change was therefore regarded with intense suspicion and involved much bargaining.

The programme enabled management- employee relations at the works to move from a "them and us" adversarial culture to one of greater employee involvement and shared goals: a "win/win" situation. The company created a shared vision for the future based on a highly skilled and flexible workforce, working as an integrated team which, together with the new technology, would be able to compete with the international market.

A new team working approach was developed and the ability of everyone to work together and have mutual respect was considered essential to the development of the new culture. This involved a considerable resource implication in terms of developing teamwork skills through training, including the training of team leaders.

In order to facilitate the changes team training was essential and involved a series of team building workshops which became a key element of the change process. During the workshop, an important part of the manager's job was to relax the team and ensure that they became involved in the training experience. Because many employees were unused to the processes of teamwork, it was necessary to encourage and develop participatory and co-operative approaches. Team members were asked to list all their concerns about the new culture and organizational changes and all the concerns were displayed until the end of the workshop.

In addition to the team workshops, employees were expected to carry out a skills training programme. Everyone had to learn at least four new skills and initial training involved between four and six weeks for each employee.

The following links provide a range of exercises to facilitate team discussion and the development of individual action plans.

Team Facilitation

<https://onedrive.live.com/redirect?page=view&resid=5E8E29EC753C46DA!3371&authkey=!AMoh-gRooEswLc>

Team Activities and Workshop Guidelines

https://onedrive.live.com/redirect?page=view&resid=5E8E29EC753C46DA!3373&authkey=!AF_qnqO4zNFuNL4

Most of the activities can be facilitated during meetings and can be tailored based on the time that you have available. It is critical that the discussions take place on the regular basis and follow up action taken to embed the new ways of working.

CASE STUDY - The Diageo Way of Brand Building (DWBB), Facilitated Learning Event

Diageo is a multinational alcohol beverages company and is the world's largest producer of spirits and a major producer of beers and wines. The DWBB process began in 1999 as a major initiative to achieve world best practice in marketing for Diageo, following the merger of Guinness and Grand Metropolitan.

The objectives were: ♣ To shift from a finance driven to a consumer-led organization ♣ To develop Diageo-wide brand-building processes that would deliver profitable organic growth ♣ Efficiency and effectiveness through a common marketing process and language.

DWBB brought together some of the best senior practitioners from UDV, Pillsbury, Burger King and Guinness who selected the top marketing processes for a common, Diageo-wide marketing toolkit. A team created „Learning Guides“ containing the toolkit for each process. Although user-friendly and beautifully produced it became clear that moving the organization from a preoccupation with finance to being both bottom-line driven and consumer led would require a real culture change. To be successful DWBB would need to involve everyone in Diageo using the same new tools - and using them consistently well.

The team worked on a plan on how to embed the common processes across the Company and recommended a learning event for all staff in the marketing function which would: ♣ pull together the existing processes into one ♣ give people time and space to focus more clearly on the processes ♣ energise people ♣ deliver the essential learning within a four- day event ♣ develop the behaviours necessary to make the DWBB processes work.

The aims of the learning events were: ♣ To energise teams so they could lead the new ways of working to create growth ♣ To practise the core Diageo Way of Brand Building processes and inspire people to use them ♣ To stimulate further development of skills and behaviours needed to make DWBB happen.

The learning events were designed around four principles: ♣ The practical application of knowledge to the brands ♣ The need for "discovery", not "telling" - people learning what works experientially ♣ The importance of linking technical skill with the development of behavioural skill ♣ People learning from each other.

The Diageo Way of Brand Building has been a sustained and resounding success across the whole organization due to the learning event. It enabled a switch from the implementation of in-depth theory and processes to real skill development and culture change.

3.2.2 Provide Training and Support

Supporting your team during the change process means providing one to one support to employees particular for those individuals who are resistant to the proposed changes. Being available to listen, coach and provide guidance is a key part of your role.

Where new procedures and systems have been introduced providing training to assist employees to develop the knowledge and skills to perform is necessary. Developing a training schedule as part of your action plan will assist in ensuring that employees feel equipped during the implementation phase and once the changes have been embedded. With a clear link to supply chain competencies the training plan should address the following questions:

- Knowledge -What do employees need to know?
- Skill -What do they need to do?
- Attitude - How do they feel?

CASE STUDY – Supply Chain Management Training Road Map for Liberia – 2015: People that Deliver

To adequately perform their functions, health supply chain managers require proper training, qualifications, and capacity to design and manage publicly and privately owned supply chains that improve the performance of health systems. Currently, few training opportunities for health logistics exist, particularly in Sub-Saharan Africa where problems abound. As a result of inadequate training and the lack of standardization of practice, major problems exist in the introduction of new health interventions. Some of these challenges include storage and handling capacity. In Liberia, these challenges have been exacerbated by the Ebola outbreak.

Even though the health system weaknesses are multifold; inadequately trained staff is chief among the challenges in Liberia. Currently, most supply chain management (SCM) functions in the country are performed by untrained staff. The absence of professional health supply chain managers means that pharmacists, nurses, and other healthcare professionals often perform logistics functions. However, these individuals often have little specific training in logistics and are usually needed elsewhere in the health system.

By developing a road map for SCM training, it provides a coordinated platform to engage donors and develop human resource capacity for supply chain. With regard to the process, the road map development method has shown that the training of supply chain cadres in Liberia has not been a priority to the country.

The road map also aims to train supply chain pharmacists and professionals to apply a business mind-set to their area of work to include:

- emergency response in training modules
- communication skills, computing, and report writing skills in the pharmacy curriculum.

Key Activity	Example of Workforce Development Plan		
	Tasks to achieve activity completion	Key organization(s)	Status
Workforce development (preservice, in-service, mentoring) a. Pharmacists b. Dispensers c. Nurses d. Community health care workers	<ul style="list-style-type: none"> • Identify resources for training • Identify key partners to support this activity • Adapt/develop training materials and identify staff to conduct the training • Conduct training of trainers courses for trainers • Conduct training for healthcare workers 	SCMU, Pharmacy Division, USAID/DELIVER, PtD, PSA, MSH, UNFPA, UNICEF, CHAI	Activity will begin after the completion of the strategic plans

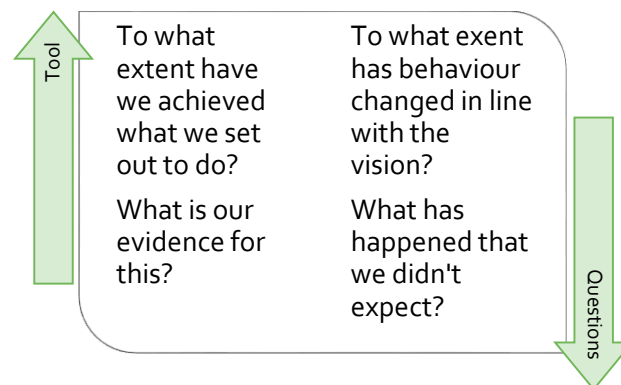
3.2.3 Motivate and Celebrate

Building motivation as your employees experiment with new behaviours and begin using new procedures is critical to the process. You need to keep aware of the motivation levels of your team members and how they are responding to what's going on around them. You can do this by:

- Talking about the changes going on in your team meetings and create an open environment for discussion. Ask team members how they are feeling and encourage honest expression of thoughts and opinions.
- In your supportive supervision sessions with employees ask them how they are feeling about the change.

Providing feedback and recognition when you see changes in behaviours will help to build commitment and confidence. Where your team can see that learning is taking place and where they have worked hard to make the change happen this will help to raise morale.

In addition, the team needs to know that they have achieved what they set out to achieve and as the manager you should think about how accomplishments and positive benefits will be shared and celebrated. This should naturally be part of your communication plan discussed earlier. In contrast, if there are unavoidable delays or if improvements do not go as planned this should be addressed with the team so that adjustments can be made. Questions to ask include:



The following link provides further ideas that can be utilised.

<http://www.qualitydigest.com/inside/quality-insider-article/16-ways-motivate-employees-and-celebrate-their-successes.html#>

3.2.4 Aligning HR Systems and Processes

It is important that the way the wider organization operates is aligned to the new cultural behaviours and systems. Behavioural change requires a fundamental change in the performance management of

employees with a focus on individual competencies and capabilities. Some of the key changes highlighted in the accompanying Performance Management Toolkit include:

- Assessing all roles and employees by competencies and clear objectives
- Rewarding individual performance
- Introducing performance based incentives
- Developing recognition approaches
- Managing underperformance.

You will have a key role to play in influencing senior management and HR function to ensure that the organizational systems and processes support the planned changes. This includes ensuring that the processes for dealing with under performance is followed and that you receive the appropriate support from the HR function. The commitment of senior management is critical and if they show that they are open to the changes employees will be more open to embrace the new behaviours.

CASE STUDY - New Ways of Working: East African Regional Organization

The organization is a regional NGO funded by a range of development agencies and works across East Africa facilitating economic growth and development through the implementation of country and regional projects. It undertook a review in order to redesign the organizational structure and ensure the successful implementation of future projects.

The review highlighted that success in the organization was dependent on owning and managing project budgets and resulted in an organizational mindset which emphasised individual and functional silos, not joint responsibility. This created some competition particularly since ability to spend the project budget was one of the factors which informed the annual pay review. Where inter team collaboration was necessary it was largely dependent on the ability of project managers to make it work.

The absence of clarity and clear processes to facilitate decision making in these instances resulted in an ad hoc approach to communication and integration, as well as poor cross functional team work.

In order to address these challenges, the organization designed a new matrix structure focusing on joint responsibility for the delivery of projects. This was followed by the development of new ways of working to address some of the cultural dimensions within the organization and emphasise shared responsibility and accountability for the achievement of projects and wider organizational strategic objectives. This shift from viewing the responsibility as purely functional was fundamental to the change process and also required the organization to review its communication and meeting forums.

As part of the change process they identified the key behaviours and skills required of project managers in the new organization and facilitated a number of events where the new ways of working were discussed and agreed. To support and embed the changes, leadership and management development interventions were designed to redress the cultural tendencies. This included learning workshops and individual coaching. The new skills and behaviours were then incorporated into a 360-degree feedback process and the existing performance review process.

3.3 Tools and Resources

- A. Hints and Tips for facilitating team activities

B. Team activities and workshop guidelines

3.4 Further Reading and References

ASTON ORGANIZATIONAL DEVELOPMENT LTD. *Team Activities and Workshop Guidelines*

BUSINESS CASE STUDIES. <http://businesscasestudies.co.uk/case-studies/by-topic/people.html#axzz41YsOJH9c>

COVERDALE. Diageo. *DWBB Case Study* http://www.coverdale.co.uk/files/case-studies/coverdale_diageo_case-study.pdf

EDGEWORK CONSULTING. *Facilitating Powerful Teambuilding Activities*

<http://www.edgeworkconsulting.com/assets/Facilitating-Powerful-Teambuilding-Activities2013.pdf>

NHS EMPLOYERS. *OD Team Toolkit*

<http://www.nhsemployers.org/~media/Employers/Documents/SiteCollectionDocuments/Do%20OD/NHSE%20team%20toolkit%20final%20for%20website%2015%20Jan.pdf>

OXFAM GB. *Developing Effective Teams: Hints and Tips for Facilitating Team Activities*

PEOPLE THAT DELIVER. (2015). *Supply Chain Management Training Road Map for Liberia: A Sustainable Solution for Supply Chain Capacity Development*. <http://peoplethatdeliver.org/node/26639>

QUALITY DIGEST. *16 Ways to Motivate Employees and Celebrate their Success*.

<http://www.qualitydigest.com/inside/quality-insider-article/16-ways-motivate-employees-and-celebrate-their-successes.html#>

TRAINING FOR CHANGE. *Workshop Tools* - <https://www.trainingforchange.org/tools>