

Table of Contents

Statement of Authenticity	1
Evidence Matrix	2
LO1.Be able to plan for the implementation of change processes within an organisation	3
LO1.1 Establish the need, objectives and potential benefits in relation to a specific change requirement.	3
LO1.2. Analyse who will be affected by the changes and their potential information support needs.	4
LO1.3. Identify the resources required for the change process and how these will be made available.....	4
LO1.4. Devise a plan, including objectives, actions and timescales for implementing the change.....	4
LO1.5. Communicate the change plan and gain agreement for its implementation from decision makers.....	5
LO2. Be able to implement a change plan	5
LO2.1. Follow the agreed plan to implement change processes.....	5
LO2.2. Provide information and support to stakeholders in line with their identified requirements.....	5
LO2.3. Apply techniques for maintaining positive working relationships throughout the change processes.	5
LO2.4. Monitor the effectiveness of the implementation, agreeing and making justified adaptations where required.	6
LO2.5. Maintain records of the change process in line with organisational requirements.....	7
LO3. Be able to assess the impact of change processes within an organisation	7
LO3.1. Measure the effectiveness of the change process in meetings the required objectives.....	7
LO3.2. Identify further work required to embed the changes or further developments if required	7
LO3.3. Communicate the key outcomes and the impact of change to stakeholders.....	7
LO3.4. Evaluate the effectiveness of own performance in contributing to the management of change.	8
References	9

Statement of Authenticity

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Contributing to Management of Change

Word Count: 3224

Student Name: Ruth Taylor

Student Number: 1906248

CIPD Membership Number: 55478664

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed: 

Date: 18th January 2021

Evidence Matrix

Candidate name: Ruth Taylor				CIPD Membership/registration No. 55478664		
Qualification title: CIPD Diploma in Applied Human Resources				Unique Learner No. (ULN): 1906248		
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5AMOC	Contributing to the Management of Change	1.1	SWOT analysis carried out to identify strengths and weaknesses of change process	Ev1		
5AMOC	Contributing to the Management of Change	1.2	Email evidencing sharing of important information prior to start date	Ev2		
5AMOC	Contributing to the Management of Change	1.2, 1.4	First 90 day checklist developed to identify key elements to induction process	Ev3		
5AMOC	Contributing to the Management of Change	1.3.	Email evidencing sharing of business documents with new starters	Ev4		
5AMOC	Contributing to the Management of Change	1.4, 2.4	Change plan	Ev5		
5AMOC	Contributing to the Management of Change	1.4, 2.4	Gantt chart highlighting key milestone of change project	Ev6		
5AMOC	Contributing to the Management of Change	1.5	Email demonstrating retrospective approval for change plan to be implemented.	Ev7		
5AMOC	Contributing to the Management of Change	1.5	Email confirming permission to proceed with implementation of peer support group	Ev8		
5AMOC	Contributing to the Management of Change	2.1	Evidence of email correspondence sent to teams asking to arrange introductory meetings.	Ev9		
5AMOC	Contributing to the Management of Change	2.1, 2.4	List of introductory meetings undertaken.	Ev10		

5AMOC	Contributing to the Management of Change	2.2	Screen shot of health and wellbeing resources available on staff intranet.	Ev11		
5AMOC	Contributing to the Management of Change	2.2	Screen shot of social teams channels available to all HEIW staff	Ev12		
5AMOC	Contributing to the Management of Change	2.3	Feedback received from new starter on the support I have provided to them	Ev13		
5AMOC	Contributing to the Management of Change	2.3	Feedback received from new starter on the support I have provided to them	Ev14		
5AMOC	Contributing to the Management of Change	2.3	Feedback from new starter on their onboarding/induction experience and peer support group	Ev15		
5AMOC	Contributing to the Management of Change	2.4	Copy of presentation of results from HEIW wide new starter pulse survey given to Learning and OD Practitioner	Ev16		
5AMOC	Contributing to the Management of Change	2.5	Email to participants of focus group inviting them to attend meeting and its purpose	Ev17a		
5AMOC	Contributing to the Management of Change	2.5	Copy of consent form sent to focus group participants	Ev17b		
5AMOC	Contributing to the Management of Change	3.1	Copy of focus group discussion	Ev18		
5AMOC	Contributing to the Management of Change	3.2, 3.3	Copy of presentation given to senior manager outlining summary of change processes and recommendations.	Ev19		
5AMOC	Contributing to the Management of Change	3.3, 2.3	Confirmation from Deputy Director of Workforce & OD that I provided effective support and applied good relationship skills + confirmation that I presented the summary of the change plan effectively.	Ev20		
Candidate declaration:						
Signature:				Date:	18th January 2021	

LO1.Be able to plan for the implementation of change processes within an organisation

LO1.1 Establish the need, objectives and potential benefits in relation to a specific change requirement.

Joining a new organisation can be a daunting experience. However, joining an organisation during a worldwide pandemic can be an extreme challenge and anxiety levels can be significantly higher. Joining an organisation under these circumstances is a considerable change to these individuals, having never started a new post in this way, with the requirement to work from home. It is also a considerable change for line managers and staff already in post due to the need to adapt and change onboarding and induction processes to support new employees into the organisation. No one had joined an organisation in this way before and it was recognised that they would need more support than usual to ensure they felt part of the team and wider organisation and understood their role and responsibilities and how they contribute to the wider organisation objectives. It would also take more effort from line managers and team members to assist with onboarding and induction.

In July 2020, the Workforce & OD Directorate recruited three new employees. A colleague and I were approached by a senior manager and asked to assist with the development of a new onboarding/induction process for the directorate as the standard procedure was no longer fit for purpose due to the COVID pandemic restrictions in place and the HEIW workforce being required to work predominately from home. This meant that face to face contact could only occur on the first day when new employees would collect their IT equipment. All future contact would need to be virtual until restrictions were relaxed, including introductory meetings, formal induction and training.

There were clear benefits to this change in process as identified by a SWOT analysis (Ev1), including it incorporating the organisation values – Together as a team, ideas that improve and respect for all (HEIW, 2018). There was also a clear benefit to ensuring a stronger support network was in place, which would lead to an increase in confidence, sense of belonging and improved wellbeing. The change could be supported by the availability of mobile IT equipment enabling all staff to work from home. However, there are negatives to this approach, including an increase in screen time due to all meetings being held virtually, the effectiveness of home broadband providers and online induction and training may not be as effective as when delivered face to face. There is also a risk of lines becoming blurred between work and home life and the ability to switch off. Finally, there is also a risk to the human element of work and it is important that every effort is made to replicate this in the virtual world.

CIPD (2020) highlights the importance of an employee's first impression of their new organisation and how this can have a significant impact on how they integrate with the team and wider organisation. Effective induction will help a new employee feel welcome and ensure they understand their role and responsibilities. It should also include access to the necessary support they may require. Failing to induct a member of staff effectively can have a negative impact on performance, retention, wellbeing and employee brand.

A successfully adapted onboarding/induction process to support new starters will aid retention and ensure they can perform at their best, despite the need to work from home and interactions being virtual. It will also support their wellbeing, ensuring they feel valued, are able to perform as required and feel part of the wider HEIW community.

LO1.2. Analyse who will be affected by the changes and their potential information support needs.

The most significant stakeholders affected by this change were the new employees. They required clear information regarding how they would be required to work and how they would be supported to do so. All new employees were informed at interview that, should they be successful, they would predominately be working from home, with access to the building only for business need, i.e. printing, and for their own wellbeing if needed. They were all provided with the new starter handbook (HEIW, 2020) prior to joining the organisation along with a COVID risk assessment document, directions to the building and a new employee pension questionnaire (Ev2). Moving forward they would require relevant training on systems, access to organisational documents and individualised support that helped them settle into their new role. These key documents were identified and developed into a "First 90 day" checklist (Ev3), which also included training requirements and pastoral support provision.

Another key stakeholder is the line manager. They were responsible for overseeing the process and would require to be informed of how the process was progressing. They were responsible for sharing information with the new starters with regard to the tasks they were required to perform and set expectations as well as offering necessary individualised support. ACAS (2014) explains how managers can create a positive vision for the future and understand and demonstrate how it links with team and organisational goals. They understand the impact a change can have on other projects and activities in the organisation and understand how one may affect the other.

I was also a key stakeholder in this change. It was my responsibility to ensure the new starters received their introductory meetings with teams and felt supported in their new roles. Therefore, it was important that I was directed by my line manager as to what introductory meetings to facilitate and what tasks were given to the new starters so I could support them if required. This role is described as a change champion by Pickering (2009) and Gordon (2020) and involves engaging with the appropriate people, encouraging new and desired behaviours and embedding the change. Change champions should be well networked in the organisation and respected by their peers, want to make a difference, focus on solutions and have a wide understanding of the organisation. I had been in HEIW for over 2 years and had gained appropriate experience, skills and contacts to fulfil this role.

LO1.3. Identify the resources required for the change process and how these will be made available.

Gartner (2021) highlights the importance of equipping employees with the technology and equipment they require to be successful in their role. Therefore, one of the most significant resources required was access to mobile IT equipment to enable the new starters to work effectively from home. They were issued with a laptop and peripheral hardware and given basic training on its use on their first day by the IT Team. They also required protected time to enable them to attend corporate induction, 1:1 meetings, peer support group meetings and access to business related documents including the HEIW Integrated Medium Term Plan (HEIW, 2020), The Health and Care Workforce Strategy (HEIW & Social Care Wales, 2020), both key documents in relation to the areas of the business they would be supporting. Access to the necessary documentation was shared with the new starters (Ev4).

LO1.4. Devise a plan, including objectives, actions and timescales for implementing the change.

My colleague and I discussed the change in approach to inducting our new starters and developed a change plan (Ev5) supported by a communication plan using the ACAS (2014) communication strategy template. We used the ADIE OD model described by Roberts (2016) with the aim to ensure our new starters received an effective virtual onboarding/induction experience that was not inferior to that which would have been received prior to the pandemic, ensuring they gained the knowledge and skills required

to undertake their role and felt supported to do so. It would involve replicating as much as possible the standard induction process in a virtual way and include pre-start date meetings, mandatory training, training on technology, pastoral support and provision of key documents. We clearly assessed what was required, designed a process, plotted using a gantt chart (Ev6) and supplemented with a 90 day checklist (Ev3). We ensured time was identified to evaluate and embed the change.

LO1.5. Communicate the change plan and gain agreement for its implementation from decision makers.

Once the change plan, gantt chart and 90 checklist were developed, they were shared with a senior manager and verbal approval to proceed was given (Ev7 & Ev8).

LO2. Be able to implement a change plan

LO2.1. Follow the agreed plan to implement change processes

My responsibility with the implementation plan included arranging virtual introductory meetings with the Workforce & OD Directorate and wider teams (Ev9) and attend with them to support and ensure they understood the information given and understood how their individual areas linked in with other teams. I led, along with a colleague, a newly set up peer support group, which consisted of administrative support staff from across the Workforce & OD Directorate and offered a safe space for our new starters to ask any questions, talk about how they were getting on and be given hints and tips with carrying out their new roles. It was also an opportunity to build relationships with attendees encouraged to talk about both work and non-worked related items.

By December 2020, the new starters had attended 22 introductory meeting, with further meetings scheduled for the new year (Ev10) and three peer support group meetings. They had consistently met with their line managers periodically and attended team meetings as required and undergone corporate induction and their mandatory training.

LO2.2. Provide information and support to stakeholders in line with their identified requirements.

LO2.3. Apply techniques for maintaining positive working relationships throughout the change processes.

The interactions and business documentation provided gave a good grounding to the new employees and helped them to understand their role and how it contributed to the wider organisation. Kotter.com (2020) discusses the formation of a volunteer army to support change. This was achieved by inviting already established administrative staff from the Workforce & OD Directorate to join the peer support group, to offer support and share their expertise with the new starters. This also helped to broaden their networks across the organisation. The purpose of the group was built on the 10 steps to building positive relationships recommended by Morrison (2017), including authenticity, shared goals and values, honesty, support, commitment and friendship. The group provided a safe space for all staff to talk about how they were feeling and managing the current situation. Whilst joining an organisation in a virtual way is a significant change for new starters, those already in post were also undergoing a significant change in the way they were required to work, and also required support.

This group enabled the sharing of other support resources available, including the health and wellbeing resources available on the staff intranet (Ev11) and information relating to various groups across the organisation, which all staff are encouraged to be involved with, including the Biodiversity Group, Equality Champions and Health and Wellbeing network. Employees were encouraged to join these groups if they had a personal interest as it would help broaden their exposure to other important elements of HEIW

business and meet other team members. They were also signposted to the virtual social channels available, which have been implemented to try and replicate the human interactions that occur throughout the day in the office (Ev12).

Positive working relationships are essential when managing change and HEIW is driving forward compassionate leadership principles as championed by Professor Michael West. His recommended approach takes a sensitive approach to the challenges faced and demonstrates a commitment to help individuals and respond to their needs affectively. The key principles are:

- Listen with fascination
- A shared understanding of the problems faced
- Empathy
- Providing support to action

HEIW and West (2020)

This approach can be applied to managing change and formed the basis of my approach to providing necessary support. The support group also took this approach, with all members demonstrating the key principles. All members were struggling in some way or other with the covid situation and this forum allowed us to share how we were feeling, understand each other's difficulties and offer support and guidance. I was able to take positive action, including improving an individual's home environment by sourcing extra IT equipment and furniture.

Another key component of good working relationships is trust. The peer support group was promoted as a safe space for individuals to discuss their concerns and ask for assistance. Stanford (2017) emphasises how trust should always be evident, not just during change, and I believe this group has set the foundations of a trusting culture, which will continue well beyond the pandemic.

Ev13, Ev14 and Ev15 are copies of feedback received from the new starters in relation to the support I have provided as well as that from the peer support group. Ev20 is confirmation from a senior manager that the support I provided was effective and met requirements.

LO2.4. Monitor the effectiveness of the implementation, agreeing and making justified adaptations where required.

The change plan (Ev5) and Gantt chart (Ev6) were followed effectively and the necessary actions were taken. However, feedback was received from the new starters that they were feeling a little overwhelmed by the number of introductions they were undertaking in one day, particularly as there were occurrences where three were scheduled (Ev10). Therefore, I was able to rearrange upcoming introductory meetings, ensuring that only one meeting occurred per day.

My colleague and I discussed with the Deputy Director of Workforce & OD carrying out a pulse survey in November 2020 with the 3 new employees to measure their onboarding and induction experience. However, it was felt more beneficial to ask all new starters to complete the survey to gain an organisation-wide understanding of experience. Therefore, we worked with the People Team to develop a pulse survey, which was shared with all new starters who had joined the organisation between 23 March and 31 August 2020 and the results were presented to the Learning & OD Practitioner (Ev16). This highlighted a positive response, however there were levels of dissatisfaction in relation to line manager relationships, induction and network and directorate support. However, as this was an anonymous, organisational wide

survey, it was not possible to identify whether the negative feedback came from within the Workforce and OD Directorate. The People Team noted the negative feedback received regarding induction and confirmed that this was supported by other conversations. They therefore made changes to their programme and will repeat this survey in due course to identify whether the changes made have improved the experience.

LO2.5. Maintain records of the change process in line with organisational requirements

Documentation on the various elements of the change process were recorded, including notes from introductory meetings taken by the Careers and Widening Access Assistant. Attendance at induction and mandatory training compliance was recorded via the Employee Staff Record (ESR) system by the line manager.

The pulse survey was anonymised and developed with the People Team, to ensure it was appropriate for distribution and adhered to GDPR regulations. All respondents were provided with details on how the information they provided would be used and agreed to participate in the survey (HEIW, 2021).

LO3. Be able to assess the impact of change processes within an organisation

LO3.1. Measure the effectiveness of the change process in meetings the required objectives.

LO3.2. Identify further work required to embed the changes or further developments if required

LO3.3. Communicate the key outcomes and the impact of change to stakeholders.

My colleague and I facilitated a focus group involving the three new starters within the Workforce and OD Directorate, to measure their experiences with the changes processes that had been implemented. Before attending the meeting, they were issued with a consent form that documented their agreement to participate and their understanding of how their comments would be used (Ev17a and Ev17b).

The group were asked a series of questions relating to their onboarding/induction experience including:

- How they felt prior to joining the organisation being aware that they would be required to work from home.
- How they felt about the support they had received from the organisation
- What worked well
- What worked not so well

The discussion (Ev18) clearly evidenced that all three new starters had received a positive experience throughout their first four months in post, with one individual describing the support as phenomenal. All agreed that the peer support group had been beneficial and requested that they would like it to continue for the foreseeable future, having given them the opportunity to meet others in the directorate and similar roles. They also appreciated that this forum offered them a safe space to talk about how they were feeling and gain support from their peers. However, the comments received in the pulse survey were reiterated in the discussion, highlighting that the induction process earlier on in the year was not as effective as it could be.

There were also extremely positive comments received around the planning of introductory meetings and my attendance at them, so they did not feel overwhelmed by the information received and that the information remained relevant to them and their departments. They also commented on how the teams

they met gave a great impression of the organisation as they were extremely enthusiastic and passionate about their workstreams.

Comments were made on where the process could be improved, including the scheduling of introductory meetings to coincide with work programmes rather than starting with the Workforce Directorate and moving outwards across the organisation, the provision of an organisation chart to understand where individuals sat within the organisation and whether PA support was available to senior managers and that the health and wellbeing resources webpage is reviewed to be made to look less overwhelming and user friendly.

Finally, mixed comments were received on level of workload, with one individual commenting on how they had an extremely high workload, and the other two reporting that there had been times where they felt frustrated due to the lack of work. However, all three recognised that with the introduction of new team members and workstreams being brought back online, the situation for all would improve in the not too distant future.

A summary of the change process, its effectiveness and recommendations, was presented to the Deputy Director of Workforce and OD (Ev19) who has asked that the presentation is presented to the Workforce & OD Senior Leadership Team to enable shared learning across the organisation (Ev20).

LO3.4. Evaluate the effectiveness of own performance in contributing to the management of change.

I was able to play a significant role in the planning, implementation and evaluation of this change plan and used a number of best practice techniques to ensure the new starters received a positive experience to joining the organisation. I have used the ADIE OD model suggested by Roberts (2016) to identify the key elements of the change plan and supplemented this with a number of recommended elements suggested by CDI (2014), including becoming a team champion alongside a colleague and identified clear timeframes and good programme management practices. I was able to communicate clearly and tailor the processes to meet the needs of individuals. I was able to embed the changes by continuing to develop the skills and knowledge of those involved and maintain momentum by periodically checking in with individuals and their line manager to ensure all milestones were met. Finally, I was able to evaluate the change and make recommendations for improvement and received excellent feedback from the individuals and a senior manager regarding the role I played in supporting and facilitating the process.

I appreciated that it would not be possible to achieve the desired outcome alone and, following the learning I gained from my previous module, I recognised the importance of bringing others onboard to support the process. Therefore, I and a colleague enlisted what Kotter (2020) refers to as a volunteer army and developed a peer support group, inviting all Band 5 and under administrative staff from the Workforce & OD Directorate to join. Whilst this was implemented to aid the new employees, it has become much more than that and all members are benefiting greatly from the forum and, in hindsight, wish this had been something that had always been available as it would have been beneficial to those who had joined the organisation in the normal way.

This was a relatively small change affecting a few people, but it required the support of a number of individuals and teams to make it a success and my engagement and communication skills helped me gain that support. I feel this demonstrates how I could be part of a guiding coalition in future (Kotter, 2020), in relation to larger, organisational change. Being able to play a pivotal role in this change plan and coordinate the various elements has been extremely rewarding and to have received the feedback from those I have supported has highlighted my achievement.

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