

# CAPA Implementation 1

What do you want to do and how do you get started?

# Agenda

- Determining what you want to implement
- How do you plan to get there?
- What's relevant in change evidence
- How do you get started?





# He karakia poto

Ki runga  
Ki raro  
Ki roto  
Ki waho  
Pai Mārire!

Above  
And below  
Within  
And without  
Let goodwill and peace reign!

# Why change management

The underlying basis of change management is that people's capacity to change can be influenced by how change is presented to them (Capa website).

People have all sorts of pressure to do their job differently,  
but often they want to cling onto what they know and currently believe in.



# What do you want to do?

- **Where are you now?**

Some examples:

- ❖ Service snapshot evaluation tool
- ❖ CAPA components rating scale
- ❖ Seven helpful habits assessment tool

- **Where do you want to go?**

- ❖ Do you have a vision/ goal
- ❖ <https://werryworkforce.org/quality-improvement/affinity-tools>

- **Why does it matter?**





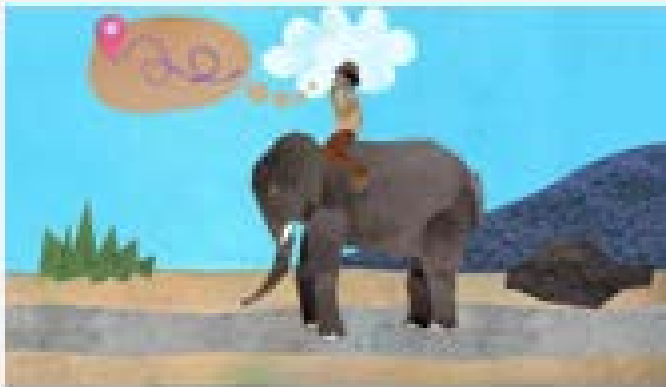
How did you introduce CAPA  
to the team?



# What do you want to do?

- **Why does it matter?**
  - ❖ What difference will it make
  - ❖ What are the risks of not changing

<https://youtu.be/X9KP8uiGZTs>



# Some change evidence

- Organisation readiness
- Motivation and attitudes to change
- Change requires a technical side and a people side
- ADKAR – an evidence-based change process







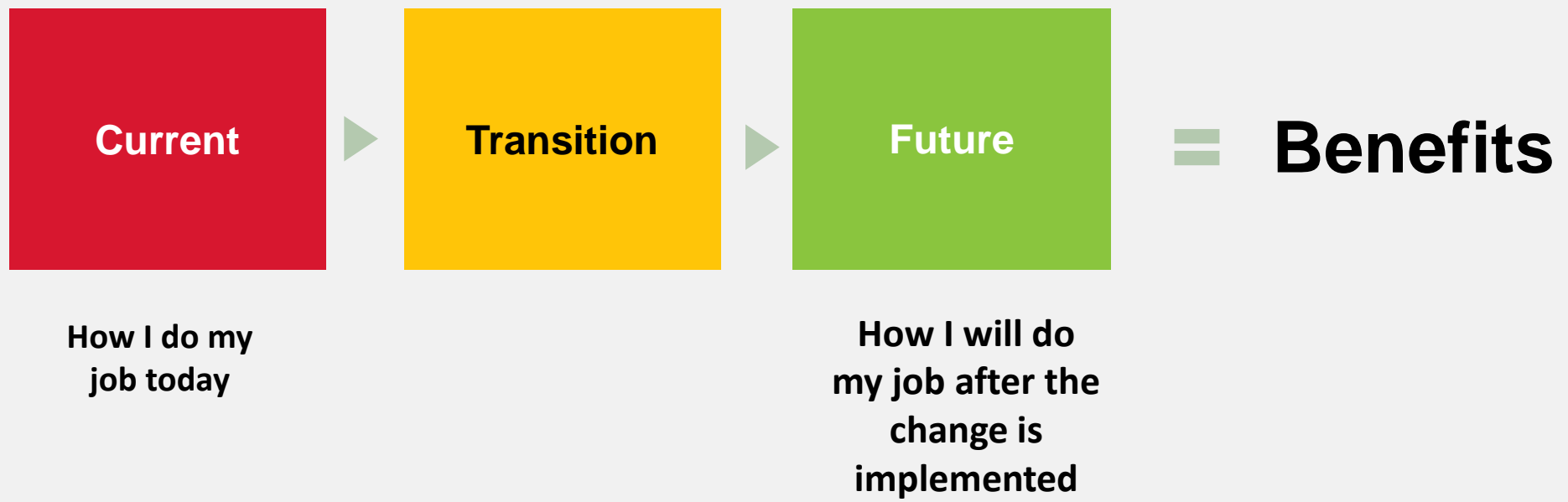
# Organisation Culture

# Some change evidence

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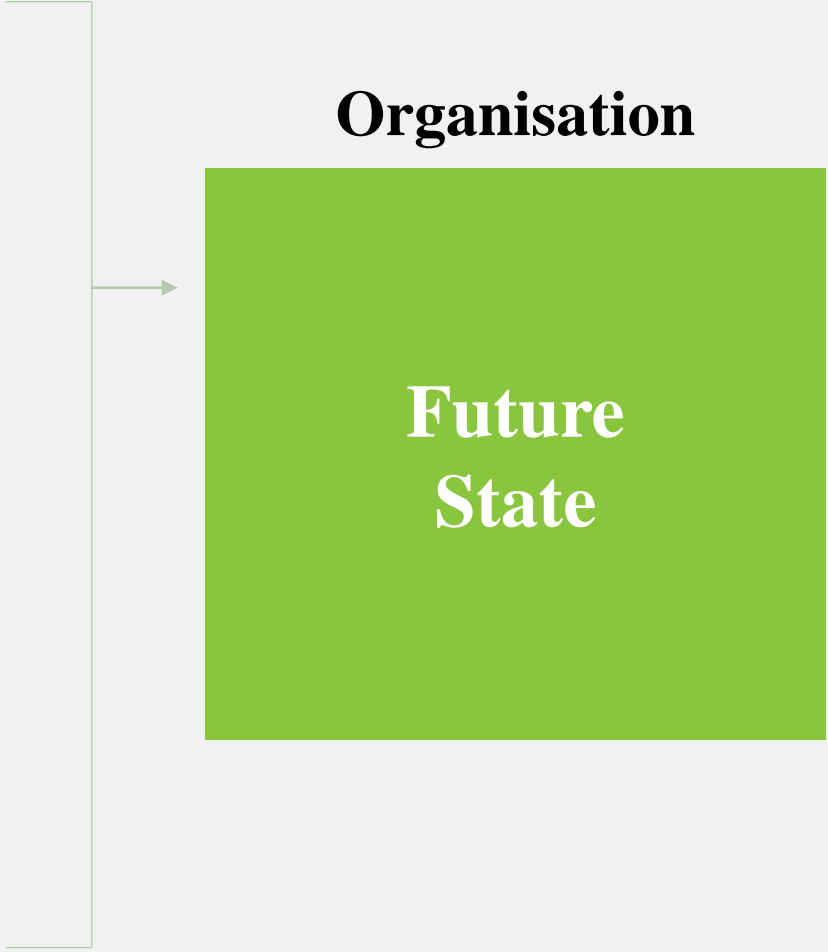
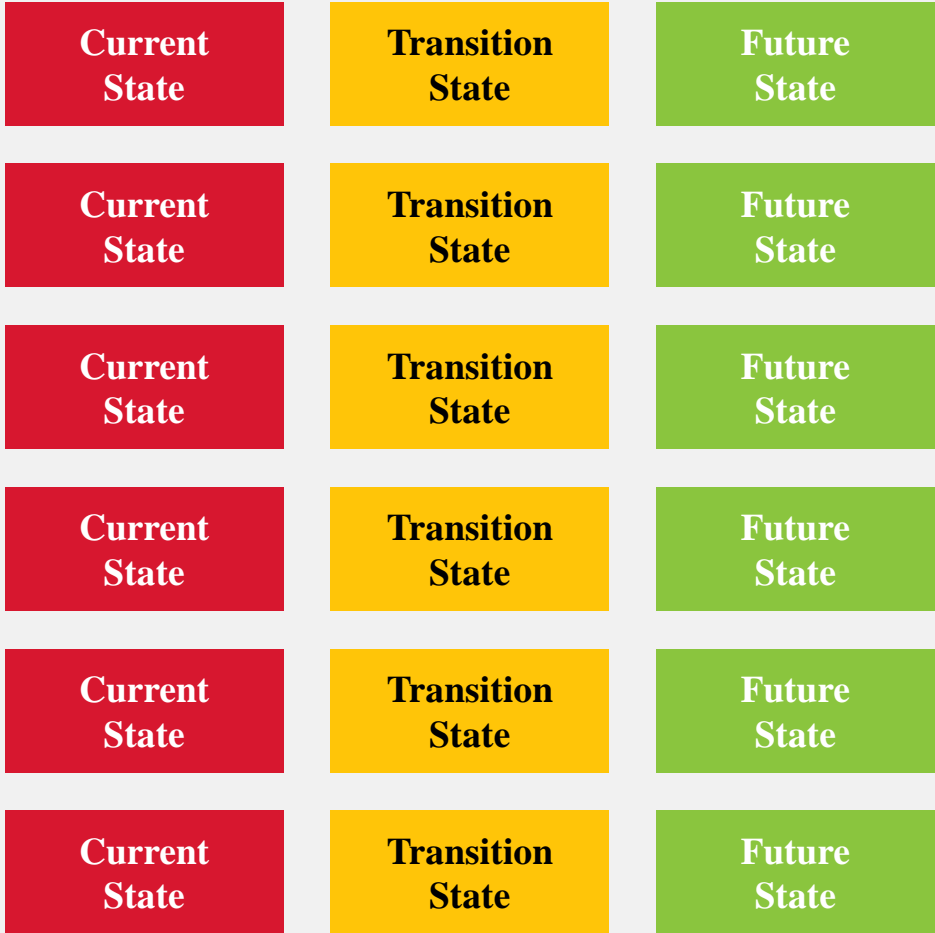


What we want to do is to move people from their current state to a future state

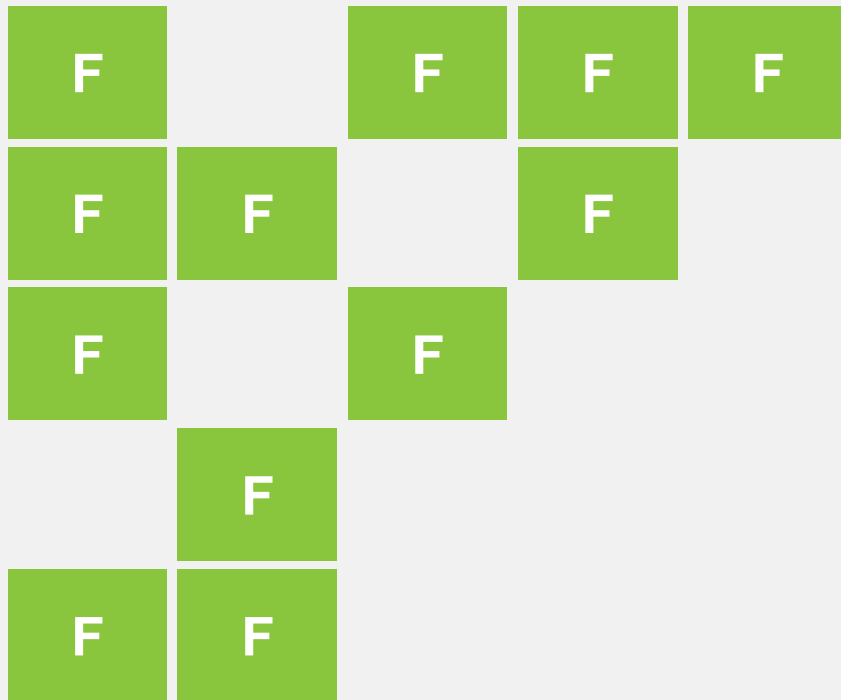


# The organisation's future state is actually the collection of many individual future states

## Individuals



If we do not support and equip individual transitions, then our future state looks nothing like the future state we expected



## Percent of Study Participants Who Met or Exceeded Objectives



Prosci 2018 Benchmarking Data  
Data from 2007, 2009, 2011, 2013, 2015, 2017

# ADKAR – an example of an implementation process

The five building blocks for successful change



<b>A</b>	<b>Awareness</b>	“I understand why...”
<b>D</b>	<b>Desire</b>	“I have decided to...”
<b>K</b>	<b>Knowledge</b>	“I know how to...”
<b>A</b>	<b>Ability</b>	“I am able to...”
<b>R</b>	<b>Reinforcement®</b>	“I will continue to...”





What were the team's goals?

# ADKAR – an example of an implementation process

The five building blocks for successful change



- A** Awareness “I understand why...”
- D** Desire “I have decided to...”
- K** Knowledge “I know how to...”
- A** Ability “I am able to...”
- R** Reinforcement® “I will continue to...”

# ADKAR

## Awareness

We all need to know ‘why’, what difference will it make and have our hearts and minds convinced before we will look at changing what we do.

## Desire

Individuals and groups assess a forthcoming change with questions like: “What is the change?” “How will the change impact me?” and “What’s in it for me?” (or WIIFM).

## Knowledge

Knowledge on how to change: What to do during the transition - this requires training and education on the skills and behaviours needed to support the change.

Knowledge on how to perform effectively in the future state: Detailed information on the new roles and responsibilities associated with the change, as well as training and education on how to use new processes, systems and tools.

## Ability

Ensure that in addition to training that imparts knowledge, employees are also given sufficient time and tools for developing their own abilities. In order to successfully build new skills and behaviours, most employees do best in a supportive environment where they can practice and where it is safe to make mistakes.

## Reinforcement

It is a natural tendency to revert to what we know. In fact, there is research emerging about how the brain functions that suggests it is not just a natural tendency but a physiological tendency. While making a change is difficult, sustaining a change can be even more difficult.

Therefore, reinforcement is such a critical component of successful change. It encompasses the mechanisms and approaches so that the new way stays in place.

# ADKAR assessment (simplified)

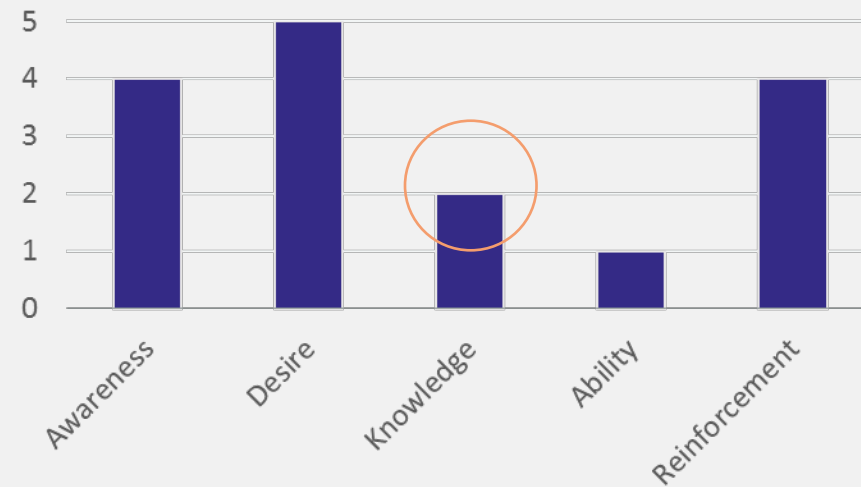
Element	Rank (1 – 5)
Awareness	_____
Desire	_____
Knowledge	_____
Ability	_____
Reinforcement	_____

More information on the PROSCI website: <https://www.prosci.com/adkar/adkar-model>

# ADKAR profiles

The results of the ADKAR assessment can be shown in a bar graph

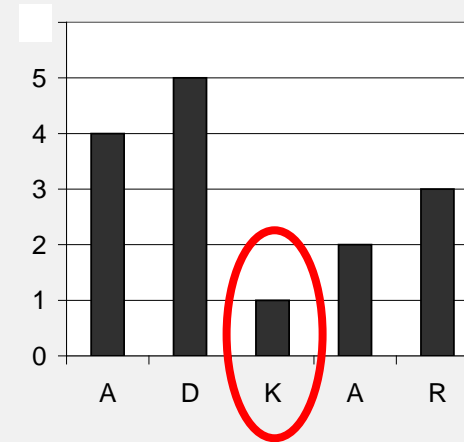
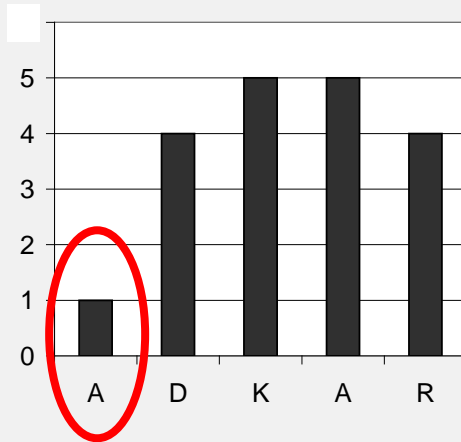
- The first element scoring a '3' or below is where your energy should be focused for a start



# Developing corrective actions with ADKAR

As a check of where your project is at any time—

- The ADKAR model helps to identify the barrier point – the root cause of why the change is not taking place



# Personal motivating forces

1. How much I value a particular outcome
2. How strongly I believe that my efforts will lead to good performance
3. How strongly I believe that good performance by me will lead to rewarding outcomes

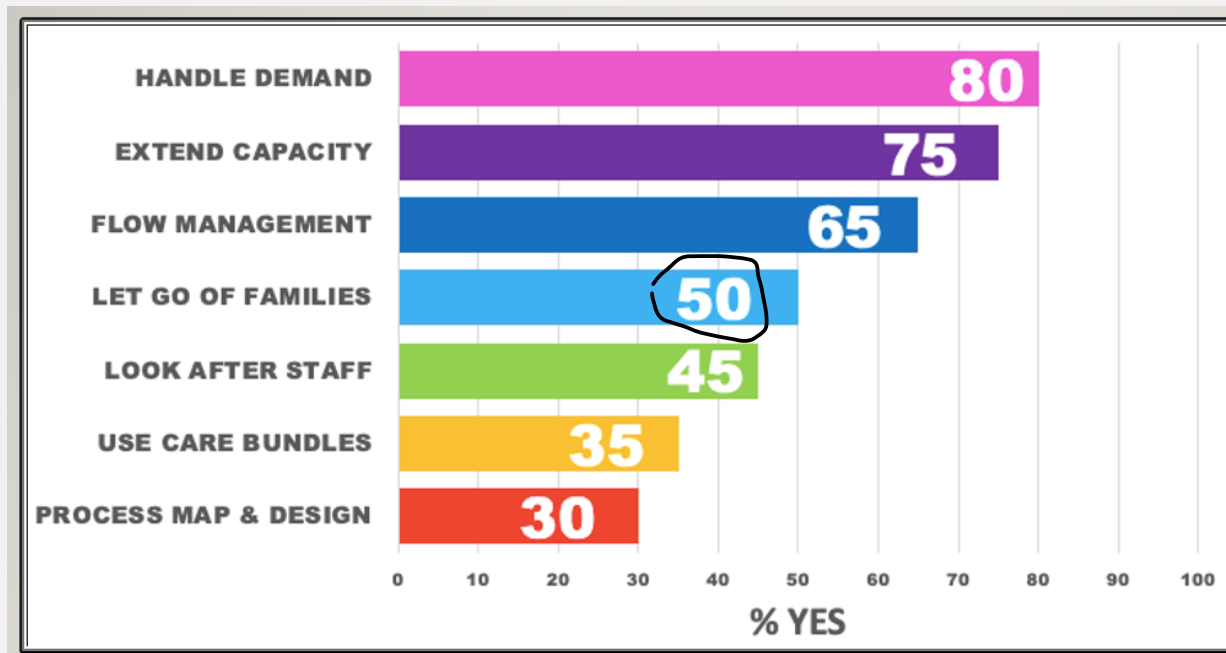




# How do we get there (1)?

## 1. Determine what changes you need to make?

- ❖ For example based on the 'Seven Helpful Habits Assessment Tool' you may decide there needs to be extra work to be put into 'Letting go of families'
- ❖ Ensure all people affected by the change are involved in the process



# Connecting change activities to the results you want

## Vision

Describe your vision

## Purpose

Why does it matter?

## Particulars

What changes do we need to make?

## People

Who are the people who will reflect this in their practice?

What does this look like for your project?

# Connecting change activities to the results you want

## Vision

Describe your vision

**Example:** It is easy for all workers to use pathways between partner agencies within the community, services are integrated, and it is easy to offer families informed choices.

## Purpose

Why does it matter?

**Example:** Less stress for workers as the service can meet demand and functions in a more efficient and timely manner, better outcomes for the young people and their whānau as the service is able to be based around what is best for them

## Particulars

What changes do we need to make?

**Example:**  
Relationships and networks built with agencies.  
Core partnership pathways developed and are usable.  
Staff know how and when to use pathways.  
Staff and whānau information resources developed.

## People

Who are the people who will reflect this in their practice?

**Example:**  
Management – allow time for staff to build relationships.  
Clinical staff – use the pathways and provide choice  
Management and workers in the agencies – integrating their work into the CAPA process and pathways  
Other staff?

What does this look like for your project?

# How do we get there (2)?

## 2. Decide what success looks like?

- ❖ for people accessing your service
- ❖ for the workers

### Examples

Success for people accessing your service	Success from the perspective of the workers
<ul style="list-style-type: none"><li>• Young people /whānau are key decision makers in services they receive</li></ul>	<ul style="list-style-type: none"><li>• More manageable caseloads, clinicians feeling more effective, more helpful and more responsive.</li><li>• more structure and focus in our work</li></ul>

# Connecting change activities to the results you want

Vision	Purpose	Particulars	People
Describe your vision	Why does it matter	What changes do we need to make	Who are the people who will reflect this in their practice
<p><b>Example:</b> It is easy for all workers to use pathways between partner agencies within the community, services are integrated, and it is easy to offer families informed choices.</p>	<p><b>Example:</b> less stress for workers as the service can meet demand and functions in a more efficient and timely manner, better outcomes for the young people and their whānau as the service is able to be based around what is best for them</p>	<p><b>Example:</b>            Relationships and networks built with agencies.            Core partnership pathways developed and are in usable.            Staff know how and when to use pathways.            Staff are supported to use pathways and to provide feedback            Staff and whānau information resources developed.</p>	<p><b>Example:</b>            Management – allow time for staff to build relationships.            Clinical staff – use the pathways and provide choice            Management and workers in the agencies – integrating their work into the CAPA process and pathways            Other staff?</p>

## Outline what success looks like

<p>When you have achieved success how would your service be experienced by the people who are accessing it?</p>	<p>Young people /whānau are key decision makers in services they receive</p>
<p>When you have achieved success how would the workers experience their role and the service?</p>	<ul style="list-style-type: none"> <li>• More manageable caseloads, clinicians feeling more effective, more helpful and more responsive.</li> <li>• more structure and focus in our work.</li> </ul>

# How do we get there (3)?

## 3. Identify the potential barriers and resistance. Work together to find the solutions.

Based on the evidence the top reasons people resist when change is initiated include:

- ❖ feeling they do not have enough time
- ❖ people finding insufficient coaching and support
- ❖ unable to see the relevance of the change
- ❖ problems with leaders not 'walking the talk'.

Most of these barriers can be solved with:

- ❖ good communication around the reasons for the project, the 'WHY'
- ❖ A collaborative vision of what success looks like
- ❖ Visible and effective leadership and sponsors
- ❖ Good feedback loops so anxieties can be heard and solutions proposed
- ❖ Ensuring possibilities for coaching and ongoing support are discussed.





What was challenging?



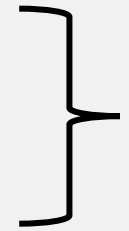
# How do we get there (3)?

A change formula that can help to explain the forces that are acting for and against change for individuals:

$$C=[ABD]>X$$

C) Change =

- A=level of dissatisfaction with the status quo **x**
- B=desirability of the change or end state **x**
- D=practicality of the change



> perceived 'cost' of the change (X)

Talk about the inefficiencies of the status quo, focus on the benefits, describe the change so people are clear about the detail.



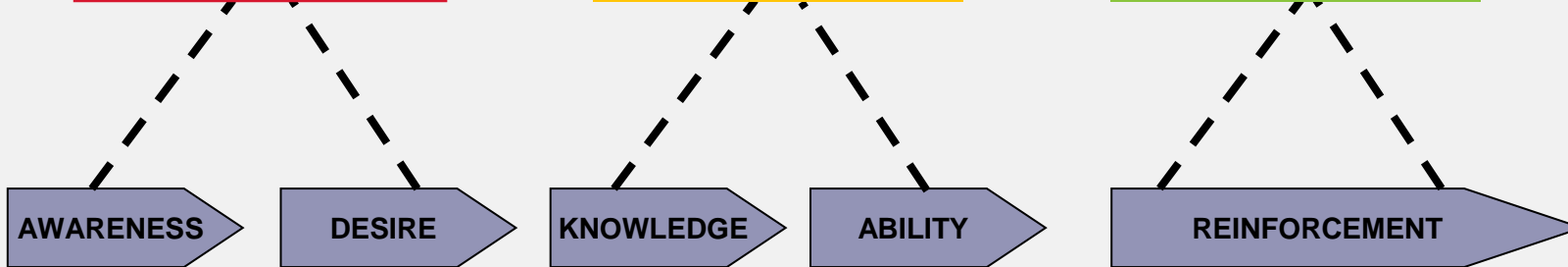
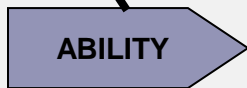
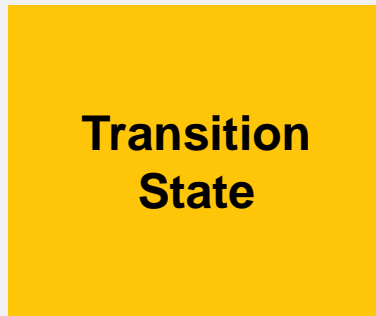
What reaction did the team have to change?

# Relating what we have talked about so far to ADKAR

What do you want to do?  
Where are you now?  
Why does it matter?

What changes do you want to make?  
What does success looks like?  
Possible barriers and resistance?

All relate to the current state





What would you have  
done differently?

## In summary.....

Ownership of the future state  
helps create a desire to go with the changes





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**Webinar 2:**

This webinar will give you a practical process, based on change evidence, to implement CAPA

**Webinar 3:**

Once you have CAPA in place, this webinar will help you sustain your processes and maintain the energy

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