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Much of the work undertaken by LDC Group involves supporting sectors and organisations undergoing transition. The Early Childhood Sector overseen by the Department of Education and Early Childhood Development (DEECD) is currently reviewing and changing some of its approaches.

This issue provides brief information about the work we are undertaking in the sector and summary information about a couple of approaches that can inform change management activities.

## The Victorian ECIS Quality Framework

The Victorian Early Childhood Intervention Service (ECIS) Quality Framework provides the Department of Education and Early Childhood Development (DEECD) and Community Service Organisations (CSO) with an evidence based framework for delivering consistent, safe and quality early intervention services.

The Framework aims to ensure that ECIS services have the organisational systems, processes and practices to:

- Support the achievement for the vision of ECIS
- Support the achievement of positive outcomes identified within government's strategic directions for children, their families and communities, as well individual outcomes for each child and family
- Promote and inform the delivery of high quality ECIS and a commitment to continuous improvement

Key components of the Quality Framework are:

- Vision for all children and for children with disability or developmental delay
- Outcomes for children, families and communities
- Service standards
- Service and practice principles
- Quality Management principles
- A quality management system with a focus on continuous improvement

LDC Group has been engaged to develop and deliver the learning and

development components of the ECIS Quality Framework pilot project that include:

- development of tools and a training package; and
- management of an action-based network to inform and support the CEOs and leaders from self-nominated ECIS providers

## Learning Organisations

In his book *The Fifth Discipline*, Peter Senge (1990) defined a learning organisation as "... a place where people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn"

For organisations wishing to remain relevant and thrive, learning better and faster is critically important. Organisational learning is neither possible nor sustainable without understanding what drives it. The subsystems of a learning organisation are organisation, people, knowledge, and technology. Each subsystem supports the others in magnifying the learning as it permeates across the system.

### Organisation

A learning organisation values the role that learning can play in developing organisational effectiveness. It demonstrates this by having an inspiring vision for learning and a learning strategy that will support the organisation in achieving its vision. The leadership of a learning organisation is committed to the importance of learning and clearly communicates

that learning is critical to organisational success. The leadership recognises the importance of providing the motive, means, and opportunity for learning:

- (i) The motive being the "why?"—the purpose and reason for learning;
- (ii) the means being the "how and what?"—the models, methods, and competencies required; and
- (iii) the opportunity being the "where and when?"—the spaces for learning.

Leaders take an exemplary leading role in creating and sustaining a supportive learning culture. Adequate resources are allocated for learning in terms of time, space, specialist support staff, and budgets for knowledge management and learning infrastructure, formal and informal communities of practice and other value networks (both internal and external), and learning and development programs.

### People

A learning organisation needs people who are intellectually curious about their work, who actively reflect on their experience, who develop experience-based theories of change and continuously test these in practice with colleagues, and who use their understanding and initiative to contribute to knowledge development. Reflective practitioners understand their strengths and limitations and have a range of tools, methods, and approaches for knowledge management and learning, individually and in collaboration with others. Reflective practice flourishes when people experience a high level of psychological safety and trust, and it is undermined when people feel

exposed to unfair negative criticism and when they believe that they cannot rely on colleagues. Teamwork is, therefore, a vital ingredient of a genuine learning organisation.

Learning organisations also provide a wide range of opportunities for individual and collective learning and development. Learning and development programs are available to ensure that individuals and teams develop the competencies of reflective practice and collaborative learning. While learning and development systems may focus on more formal programs, a learning organisation is one where the maximum benefit is also leveraged from other learning opportunities such as day-to-day work experiences, team meetings, short-term secondments, and membership of task groups.

### **Knowledge**

Knowledge is a critical asset in every learning organisation. Learning organisations understand that while knowledge is created in the minds of individuals, knowledge development thrives in a rich web of social contact among individuals, groups, and organisations. A learning organisation provides creative opportunities for this knowledge to be developed and shared with others through interpersonal contact and access to documentation. Feedback is the dynamic process of presenting and disseminating information to improve performance. Feedback mechanisms are increasingly being recognised as key elements of learning. Key (and often underutilised) sources of knowledge in organisations are the data and information that emerge from monitoring systems and the analyses, conclusions, and recommendations that arise from self- and independent evaluations.

Recognising that organisations change in the direction in which they inquire, they leverage the powers of Appreciative Inquiry. Appreciative Inquiry is the process of facilitating positive change in organisations. Its basic assumption is uncomplicated: every organisation has something that works well. Appreciative Inquiry is therefore an exciting generative approach to organisational development. At a higher level, it is also a way of being and seeing.

### **Technology**

Learning organisations know how to harness the power of information and communication technologies. In a learning organisation, information and communication technologies are used, among other purposes, to:

- strengthen organisational identity;
- build and sustain learning communities;
- keep staff members, clients, and others informed;
- create unexpected, helpful connections between people and provide access to their knowledge and ideas;
- encourage innovation and creativity;
- share and learn from good practices and unintended outcomes;
- strengthen relationships;
- develop and access organisational memory;
- share tools, methods, and approaches;
- celebrate successes;
- identify internal sources of expertise; and
- connect with the outside world

Analysis of the creative use of information and communication technologies such as:

- shared document drives,
- intranet pages,
- online communities and networks,
- wikis and other collaborative work spaces,
- blogging and online storytelling,
- staff profile pages,
- online webinars,
- podcasts, and social network

indicates that an organisation takes learning seriously.

(Adapted from Building a Learning Organization By Olivier Serrat May 2009 available at [www.adb.org/Documents/Information/Knowledge-Solutions/Building-a-Learning-Organization.pdf](http://www.adb.org/Documents/Information/Knowledge-Solutions/Building-a-Learning-Organization.pdf))

## ADKAR - A Change Management Model

ADKAR is a goal-oriented change management model that enables change management teams to focus their activities on specific outcomes or goals.

The ADKAR model as illustrated below is built upon the principles of:

- **A**wareness of the need for change
- **D**esire to make the change happen
- **K**nowledge about how to change
- **A**bility to implement new skills and behaviours

- Reinforcement to retain the change once it has been made



The ADKAR model enables people to build an understanding of how to:

- Identify a service/business need or opportunity for change/improvement
- Define the scope and objectives of a project to respond to that need or opportunity
- Design the service/business solution e.g. New processes, systems and organisational structures
- Develop new processes and systems
- Implement into the organisation the change/improvement/solution

The power of the ADKAR model is that it creates focus on the first element that is the root cause of failure. When you approach change using this model, you can immediately identify where the process is breaking down and which elements are being overlooked. This avoids generic conversations about the change that rarely produce actionable steps. This results-oriented approach helps focus

energy on the area that will produce the highest probability for success.

As a manager, you can use this model to identify gaps in your change management process and to provide effective coaching for your employees. The ADKAR model can be used to:

- Diagnose employee resistance to change
- Help employees transition through the change process
- Create a successful action plan for personal and professional advancement during change
- Develop a change management plan for your employees

The ADKAR model has the ability to identify why changes are not working and help you take the necessary steps to make the change successful. You will be able to break down the change into parts, understand where the change is failing and address that impact point.

The best way to understand the usefulness of this type of model for business change management is to apply the model to a personal situation. Using a situation you are personally close to will help separate the key elements of the ADKAR model.

Briefly describe the personal change you are trying to implement with a friend, family member or work associate:

1. *Awareness.* List the reasons you believe the change is necessary. Review these reasons and rate the degree to which the person you are trying to change is aware of the reasons or need to change (1 -

5 where 1 is no awareness and 5 is total awareness).

2. *Desire.* List the factors or consequences (good and bad) for this person that create a desire to change. Consider these motivating factors, including the person's conviction in these factors and the associated consequences. Rate his/her desire to change on a 1 - 5 scale.
3. *Knowledge.* List the skills and knowledge needed to support the change, including if the person has a clear picture of what the change looks like. Rate this person's knowledge or level of training in these areas on a 1 to 5 scale.
4. *Ability.* Considering the skills and knowledge identified in the previous question, evaluate the person's ability to perform these skills or act on this knowledge. Rate this person's ability to implement the new skills, knowledge and behaviors to support the change on a 1 - 5 scale.
5. *Reinforcement.* List the reinforcements that will help to retain the change. Are incentives in place to reinforce the change and make it stick? Rate the reinforcements as helping support the change on a 1 to 5 scale.

Consider the first area in which your score was 3 or below. You must address this area before anything else is done. For example, if you identified awareness as the area with a low score, then working on desire, knowledge or skill development will not help you make the change happen.

On the other hand, if you identified desire, then continually repeating your

reasons for change is not adequate to move this person forward. Once they know these reasons, you must address their inherent desire to change. Desire may stem from negative or positive consequences. The negative consequences have to be great enough to overcome their personal threshold to resist change (same for the positive consequences).

If knowledge was the area you identified, then you want to be careful not to dwell on the reasons for change and the motivating factors. This could be discouraging for someone already at this phase. What is needed is education and training for the skills and behaviors that are needed for change.

If ability was the area selected with the low score, then several steps are required to move forward. The person will need time to develop new skills and behaviors. Just like learning a new sport or any new skill, time is required to develop new abilities. The person will need ongoing coaching and support. No one-time training event or educational program will substitute for ongoing coaching and mentoring. Outside intervention or support may be required.

Finally, if reinforcement was the area identified, then you will need to investigate if the necessary elements are present to keep the person from reverting to old behaviors. Address the incentives or consequences for not continuing to act in the new way.

Now that you have completed the ADKAR model for a personal change, you can follow the same process for the change happening at work. This process should give you insight as to where you are in the change process, and what steps you can take to not only survive change, but advance

professionally in a changing business environment.

If you are deploying a major change in your organisation, then a critical step in change management is organisational awareness of the reasons for change. Desire to change at the employee level must be addressed as resistance will be a natural reaction to change. As the change moves into implementation, you will need to develop knowledge about the change and the ability to implement new skills and behaviours. Once the change is in place, you will need to reinforce the change to avoid moving backwards to old behaviours. Each element of the ADKAR model represents a business goal for managing change. This results-oriented model helps guide change management activities for both organization and individual change management.

Learn more at [www.change-management.com](http://www.change-management.com)

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