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Excellence in the Healthcare Supply Chain – Creating a Culture of Quality from Day One.

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“Every successful individual knows that his or her achievement depends on a community of persons working together.” Paul Ryan

The journey from day one to final submission day has been what I can only describe as awesome. The lessons learned with the classroom, from lecturers, expert speakers and most importantly from a fantastic group of colleagues have shaped my knowledge and experience and heightened my appreciation for the importance of what we do – focusing on Quality to ensure Patient Safety.

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Abstract

The aim of this change project was to change how new employees receive induction training around Quality within a Medical Device distribution company, a key component within the Healthcare Supply Chain. This was achieved by creating a Video for Quality Induction.

An employee questionnaire identified that the organisation did not have a culture of quality embedded and that a high number of employees had not received induction around Quality.

The literature review highlighted the importance of implementing a culture of quality and of establishing that culture of quality through engaging employees. It also helped to identify that induction was an ideal place to educate newcomers around the organisation’s culture and instil that ethos from day one.

By using the HSE Change Model within a private Healthcare setting, it was proven that this model can work equally well within the wider healthcare supply chain.

Resistance was encountered from individuals who did not wish to partake in the video and those who were concerned about the questionnaire findings. This resistance was managed through education and communication. Elements of Transformational Leadership aided the change project.

Having created the Video for Quality Induction, evaluation of the project was undertaken using Active Evaluation and PDSA cycles. These allowed for an iterative process in the making of the video where issues identified were addressed as they happened and helped to shape the initiative as it progressed.

In conclusion the aims of the project were achieved. The induction process for Quality has changed within the organisation. The project itself facilitated an opportunity for collaboration across the organisation and the engagement of employees. Plans are in place to scale up the project across the wider Commercial Group.
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1 Introduction

1.1 Introduction
This change project will introduce a quality improvement initiative within a commercial healthcare organisation. The basis for this will be considered in the rationale for the project. The chosen project is an Induction Video for Quality.

The aims of the improvement project will clearly state what the project should achieve and, using a driver diagram, the objectives will be illustrated.

In Chapter Two varying perspectives will be identified from an extensive literature review. Evidence supporting the project will be reviewed and competing ideas discussed.

Chapter Three will detail the change model chosen and explain the organisational development process followed from initiation through to implementation and mainstreaming.

In Chapter Four an analysis will be undertaken of evaluation methodology. The chosen Action Evaluation method will be outlined and the results of the evaluation will be reported and discussed.

Finally in Chapter Five the impact of the project within the organisation will be reviewed by looking at both the strengths and limitations of the project and identifying whether or not the project has been successful.

1.2 Organisational Context and Rationale

The organisation is an Irish healthcare company combined of four medical device distribution companies under one umbrella. There are four distinct cultures, each with their own history, their own products and own management teams.

The writer has been the Quality Manager for the Group for over three years. Prior to the writer joining the organisation there was no one individual responsible to the senior management level for Quality across the Group.

The writer has been on a continuous journey with the organisation starting from very much a tick box position, meeting operational obligations, their role has developed
through a process of education and communication. The journey for the Quality function has progressed through a number of stages as illustrated below in Figure 1.

**Figure 1: Progression of Quality Function**

This project was undertaken to further develop the Quality Function within the Organisation and to identify how to ensure that we can create and maintain a Culture of Quality. How can we socialise the message for Quality and set the wider Quality agenda so that the right patient gets the right product at the right time?

Undertaking this change process would further the journey and foster a work ethic where Quality, is simply ‘How we do business’.

**1.4 Aim & Objectives**

**1.4.1 Aim**

Having agreed on a need for the project various aims were discussed to gather thoughts around the meaning of the piece of work. What were we hoping to achieve?

Various aspirational aims were discussed including the following:

- To change the perception of quality within the organisation
- To ensure employees understand the importance of the impact their work has for patients
- To involve employees in the project so that they have ownership of the finished programme

These discussions culminated in a decision to frame the project with one key aim

*To create a programme for “Quality” that promotes a culture of quality and actively engages employees.*
This aim would require consideration of critical topics as detailed below in Figure 2.

**Figure 2: Topics for Consideration**

<table>
<thead>
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<th>Topics for Consideration</th>
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<td>Deciding what the quality message is</td>
</tr>
<tr>
<td>Implementing the project with an agreed methodology</td>
</tr>
<tr>
<td>Assessing the level to which quality is currently embedded within the organisation</td>
</tr>
<tr>
<td>Choosing an appropriate medium to convey the quality message</td>
</tr>
<tr>
<td>Deciding what the most suitable time is to educate new employees around quality</td>
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Completion of the Literature Review and initial Quality Questionnaire provided guidance around the areas above. The project was agreed to progress with the creation of a Video to be used at Induction.

An in-depth discussion of the Literature Review Findings takes place within Chapter Two while Chapter Three will consider the Questionnaire fully.

The project commencement date will be 1st September 2015 with completion by April 2016, a timeframe of eight months.

**1.4.2 Objectives**

Structured objectives were required to ensure concrete milestones could be achieved. These are outlined below in Figure 3.

**Figure 3: Objectives**

<table>
<thead>
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<th>Objectives</th>
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<tr>
<td>By 30th of September 70% of employees will complete the quality questionnaire via Survey Monkey to identify their beliefs around the mission, values and culture of the company.</td>
</tr>
<tr>
<td>By 17th October a steering group comprised of one representative from each Business Function will be established to ensure all employees are represented within the project.</td>
</tr>
<tr>
<td>By 10th November a storyboard will be created by the steering group to visually depict the plan for the defined message.</td>
</tr>
<tr>
<td>By 7th December a 3 minute video will be created by the videographer which will require two days shooting footage across all business functions.</td>
</tr>
<tr>
<td>By 1st January 70% of employees will view the video which will be available on the company intranet and communicated at year end meetings throughout December.</td>
</tr>
<tr>
<td>By 14th February 70% of employees will complete the original questionnaire to identify whether the video has impacted on the beliefs which employees originally held, either positively or negatively.</td>
</tr>
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</table>
A Driver Diagram (The Kings Fund, 2016) was prepared by the Quality Manager to identify the key steps for a successful project. Figure 4 below illustrates the driver diagram for this project.

**Figure 4: Driver Diagram**

1.5 Role of the Student

The writer is the Quality Manager across the four sites. Induction of new employees for Quality training falls under their remit.

The writer believes that their role will not be one of change implementation alone, it will that of a leader. Leadership is the key to successful change and this is an important concept – that managing and leading change are two distinct but complementary processes. Effective leadership is necessary for change to be introduced and sustained (Gill, 2011).

The writer’s role will involve applying guiding principles of Transformational Leadership together with Project Management methodology to lead colleagues through the chosen change model.

Transformational Leadership involves a leader exhibiting behaviours that transform and inspire followers to perform beyond expectations (Sosik & Jung, 2010) while
transcending self-interest for the good of the organisation (Avolio, Walumbwa, & Weber, 2009). This sits well with this project where the role of the writer will be to encourage others to participate in improving induction for the best interest of the organisation.

The writer will need to empower people to be able to see what needs to be done and to identify how to influence and motivate colleagues to want to do what needs to be done (Northouse, 2010). Here management of stakeholders will be important. If this can be achieved then Buy-in will be successful as ownership of the project will not rest with the writer but with the individuals taking part instead.

The four cornerstones of Transformational Leadership, the 4I’s, Idealised Influence, Inspirational Motivation, Intellectual Stimulation and Individualised Consideration (Sosik & Jung, 2010) and their application to the project by the writer, will be discussed as the project progresses. (Sosik & Jung, 2010). These four areas are outlined briefly in figure 5 below.

**Figure 5: Transformational Leadership Factors**

<table>
<thead>
<tr>
<th>Transformational Leadership Factors</th>
<th>Idealized Influence</th>
<th>Inspirational Motivation</th>
<th>Intellectual Stimulation</th>
<th>Individualized Consideration</th>
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<td>Sets aside self interest for the good of the group, talks about importance of company beliefs and purpose.</td>
<td>Involves developing and articulating a vision which elevates performance expectations, raising the bar for followers.</td>
<td>Seeking different perspectives and encouraging challenge. Increases followers willingness to think.</td>
<td>Ultimate aim is to develop followers into leaders themselves, treat others as individuals with different needs.</td>
<td></td>
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</tbody>
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Project Management has been described as “the art of getting things done through people” Mary Parker Folkett (1868 – 1933). No truer description can be given to what will be required to make a corporate video as it cannot be achieved at all without the collective work of a group of individuals.

Project Management involves aspects of planning, delegating, monitoring and motivation of the people involved in the project to achieve the project objectives (Office of Government Commerce, 2009). The image of spinning all the plates in a circus comes to mind but this is in effect what the role of the writer, as Project Manager, will be. The project will need to be managed to stay within scope, time and cost constraints together with the management of any changes.

Key skills such as leadership, communication, business partnering and creativity will all be required of the writer as the project progresses and will be discussed throughout the following chapters.

1.6 Summary and Conclusion

Creating a video for induction for Quality will not be difficult. Ensuring the creation of a video employees can be proud of partaking in and one that can be used for newcomer induction are the most important elements. To do this the writer will need to make certain that there is management support, commitment to the project and resources available to give the project every chance of success.

Elements of both Transformational Leadership and Project Management methodology will be utilised as the project progresses.

As a first step in achieving that commitment an extensive Literature review will be undertaken to establish the current thinking around such a change project. This will be used in embedding the rationale for adopting the change and also to consider whether there is evidence to suggest that the change may cause any negative impact within the organisation. A detailed Literature review is discussed in the following chapter.
2 Literature Review

Introduction

“Celebrate what you want to see more of.” - Tom Peters

Leading on from the objectives identified and the findings from a questionnaire completed by employees selected research themes were chosen for review. While other themes were identified from the questionnaire they are outside of the scope of this project. The questionnaire findings are discussed in detail in Chapters Three and Four.

The chosen themes were a Culture of Quality, Employee Engagement, Timing of Influencing culture and the medium through which to communicate the message. Three of these themes are discussed in detail below.

- **Culture of Quality**, how is a culture of quality identified and how does it affect our customers.
- **Employee engagement**, focusing on the importance of having employees supportive of the culture within the organisation and advocating for it.
- **Induction** and how best to ensure that the message we want to convey around what our culture is, is passed on to new employees as they join the organisation.

The method in which the writer carried out the search is discussed under the heading search strategy.

2.2 Search Strategy

A literature review was conducted during August and September 2015 reviewing Google Scholar and the RCSI Library and specific journals including Ovid Medline, Health Business Elite, Emerald, Elsevier, PsycArticles and Wiley.

An initial search on Google Scholar of “link between organisational culture and quality” on 17.09.15 yielded 562,000 results with 16,300 of these being published since 2014.
The subject area is broad and other searches such as “orientation and induction” yielded 4,280 results since 2014. ‘Employee induction’ on Emerald alone returns 19,760 results with over a thousand in the last year.

In addition to the search other relevant sources found within the search articles were reviewed and included also.

The types of literature reviewed included literature reviews, systematic evidence reviews, mixed method comparative case studies, meta-analysis, longitudinal studies, reports and peer reviewed journals.

While the search was extensive, due to the generic terms which apply across all industries, it is not contended to be exhaustive.

2.3 Review of Themes

2.3.1 Culture of Quality

“Because in business it doesn't matter what you do, it matters why you do it.”

(Sinek, 2009)

Sinek rationalises that companies who understand clearly their ‘Why’, the reason they do what they do, and have a strong sense of it can inspire their employees (Sinek, 2009). This is important to consider in the context of an induction video where you have an opportunity to showcase your ‘Why’ and inspire new employees to participate. There are few greater ‘Whys’ then to be able to make a difference to a patient, to be involved in the process of saving lives.

Since Peters and Waterman’s “In Search of Excellence” in 1982, the concept that companies can be successful based on their values and culture became widespread (Peters & Waterman, 1982) starting an understanding of the impact an organisation’s culture can have including driving behaviours and influencing a business’s performance outcomes.

A basic awareness that there is even such a thing as “culture” within organisations was deemed to be a necessary pre-requisite for ‘excellence’ and ‘quality’ within an organisational context (Lewis, 1998), however, culture is difficult to pinpoint. The
recurring concept that culture is ‘how we do things around here’ or ‘the way we do business’ may sum up culture in its everyday sense but lacks deeper insight into why it is important to identify culture and pass it on to newcomers to the organisation.

In his seminal article in 1984 Schein wrote in great detail about defining culture and its importance (Schein, 1984). He created a dynamic model of how culture is learned, passed on and changed. He argued that because culture serves the function of stabilizing the external and internal environment for an organisation it must be taught to new members. This affirms the need to address culture with newcomers to enable it to be maintained.

The writer found that the literature made connections between culture and quality. There were claims made regarding the need to embed quality practices in a supporting culture of quality (Sitkin, Sutcliffe, & Schroeder, 1994). Others proposed to link the two by advising a need to choose a fit between the quality management principles and the type of culture of the organisation (Do Nascimento et al., 2015).

Moreover, for a quality system to be successful it needs to be built upon the beliefs and values of the organisation (Naor, Goldstein, Linderman, & Schroeder, 2008). Instead of simply using an induction process that details the quality management system and documentation, the organisation needs to show how quality is achieved based on the importance of why the organisation is here and what values are important to the business.

Culture is also discussed widely in the literature in terms of its link to the performance of a business. The writer, for the purposes of this project, is not focusing on whether or not the implementation of a culture of quality would improve the financial performance of the organisation.

Many authors have stressed the need to be cognisant of people’s perception of Quality Management (Schneider & Reichers, 1983; Soltani, Lai, & Phillips, 2008; Varnali, 2015) and have echoed Deming’s principles to move away from management by fear (Deming. W, 1982) and more towards an understanding that quality is how we do things here. Quality management can very often be mistaken for bureaucratic document control, a paper exercise. One of the aims of the video is to visually illustrate that Quality is not a department, it is everyone’s responsibility, every day.
Boiral reflected that an ideal organisational identity corresponded to the need for external legitimacy (Boiral, 2003), the idea that identifying an organisation's culture is a response to external pressures. For the writer's organisation there is a need to consider this; is the trigger for a culture of quality more of an obligation, i.e. a requirement for tender submissions rather than a desire for improvement or best practice? And perhaps more importantly what do employees think?

The literature shows us that cultural aspects within business often receive less attention than process improvements. The International Standards Organisation (ISO) Standard ISO9000 Principle 3 is based on the involvement of people. People are the essence of the organisation and applying the principle of involvement typically leads to motivated, committed people within the organisation. But in spite of this the application of quality management is often seen to be about processes and not the people involved (Gillies, 2015). By introducing a video for Quality at induction people are involved from the beginning of their time with the organisation.

2.3.2 Employee Engagement

Once a culture of quality has been established it is imperative to give thought to how to engage employees to create sustainability. So why is this important?

Employee engagement has been defined as employees actively knowing "what we're all about, it's how we do business" (Azzarello, Debruyne, & Mottura, 2012; Deal & Kennedy, 2000) reflecting earlier concepts of what culture is. Engaged employees go the extra mile to deliver (Azzarello et al., 2012), working to improve the overall performance of the organisation and importantly uphold its values.

Each employee needs to understand the importance of their role in achieving the company's mission and purpose. An intrinsic connection to one's work and one's organisation is what truly drives performance and inspires discretionary effort (Gallup, 2013). An employee with a positive attitude toward the organisation has a sense of obligation to contribute to the collective interests (Meyer, Allen, & Smith, 1993). Employees with high Organisational Identification (OI) are likely to adopt the perspective of the organisation and willingly contribute to the organisation's best interest (Van Knippenberg & Schie, 2000). The more employees align themselves with
the organisation the more they will be motivated towards achieving performance excellence (Taneja, Sewell, & Odom, 2015).

To try to ensure these benefits are achieved there is a need to embed engagement into socialisation and move beyond the administration of annual engagement and culture surveys (Albrecht, Bakker, Gruman, Macey, & Saks, 2015; Denison, Nieminen, & Kotrba, 2014; Wilson, 2015). It is important to note that the literature criticises the use of annual surveys as they are too vague and often no action is taken so employees can question why they would bother to participate (Kaufman, Markey, Burton, & Azzarello, 2013). This must be considered at evaluation stage within this project to ensure that surveys used are seen to be followed up and actioned.

So why focus on this at induction? It really is the old adage to ‘Start as you mean to go on’. Employee engagement starts as soon as a new hire is taken on board. How that is managed is vital to the success of that employee within and for the organisation.

2.3.3 Induction

While the terms ‘orientation’ and ‘induction’ are two different concepts they are often used interchangeably (Boyd & Sheen, 2014). In fact, the terms ‘orientation’, ‘induction’, ‘on-boarding’ and ‘socialisation’ were often used interchangeably within the literature reviewed. As some of the terms were not used in the initial search the review was extended to encompass additional papers.

In New Zealand workplace orientation programmes are a core requirement of the National Safety and Quality Health Service (Boyd & Sheen, 2014). This is particularly important in healthcare as patient safety and patient experience are at risk if the healthcare workforce is not supported with an effective orientation and induction programme. The IHI reminds us that maintaining a positive culture is just as challenging as creating the culture (Kabcenell, 2012), this is why induction and the clear passing on of those beliefs is important.
Wanberg discussed various stages of organisational socialisation, including pre-entry, entry and integration (Wanberg, 2012). It would be important for this project to determine which stage would be the best time for use of the video. Consideration should be given to this to ensure a behaviour or expectation from day one (Wanous, 1992).

Induction programmes motivate staff to be committed to an organisation’s effectiveness (T. N. Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007; Valikhani & Karamizadeh, 2015) and can significantly influence staff attitudes and behaviours. It is only when staff have been given proper induction around the organisational structure, what the organisation stands for and goals and ethics that managers can expect positive favourable staff attitude (Salau, Falola, & Akinbode, 2014).

The induction process should centre on a clear cut understanding of the organisational culture, ethics and core values (Hendricks & Louw-Potgieter, 2012; Valikhani & Karamizadeh, 2015). Staff induction should illustrate social rules and traditions (Antonacopoulou & Güttel, 2010) including social behavioural expectation (Tabvuma, Georgellis, & Lange, 2015). Once this knowledge is acquired employees show commitment to the organisation with overall job satisfaction increasing (T. Bauer & Erdogan, 2011; Cable, Gino, & Staats, 2013).

While most of the literature on organisational socialisation focuses on newcomers there is recognition by some that the interactions and exchanges between newcomers and insiders are an important factor (Jones, 1986; Sluss & Ashforth, 2007). Colleague support influences employee organisational commitment significantly (Valikhani & Karamizadeh, 2015) with the quality of socialisation outcomes depending on the quality of the interactions newcomers have within the new environment (Wang, Kammeyer-Mueller, Liu, & Li, 2015). Employees perceive a greater congruence between their individual values and the firm’s value system when they receive a common message and positive social models (Kim, Han, & Lee, 2015). New members must be taught to see the organisation as do their more experienced colleagues if the traditions of the organisation are to survive (van Maanen & Schein, 1979).
The use of existing employees within the Quality Induction Video would support this. A new starter will see the people from the video during their first few days and can see clearly that these are real people, doing their daily jobs, working to achieve excellence.

The literature highlights that empirical support is lacking regarding the link between orientation training and employees work related attitudes and behaviours (Tabvuma et al., 2015). It has been argued that socialisation processes have at most a transient effect on employee’s cognition (Helms & Stern, 2001). Induction can sometimes be viewed solely as the process of integrating new employees so as to optimise the effect on business outcome (Snell, 2006). Induction can sometimes be viewed as a tick box exercise only.

Conversely the literature also showed that induction can lead to job enrichment, higher productivity and commitment (D’Aurizio, 2007; Sussman, 2005) where both the employer and employee benefit. If an induction programme does not have anything positive to transfer however it negatively affects employee attitudes (Salau et al., 2014).

2.4 Implications for the Project

The writer found that the findings from the literature review supported the theory that culture is important. Understanding how culture and quality interact is essential to achieving excellence. The underlying theme of culture at its basic level of being about ‘how we do business’ will be used throughout the induction video.

Employees who are engaged will advocate for the company. Throughout this project there will be two elements of engagement, partaking in the video itself and the engagement of newcomers. Agreeing to take part in the quality video will display commitment to the organisation from existing employees and shows employees to be very clear advocates for the company. By having existing employees in the video it will help newcomers to learn from experienced colleagues as they pass on existing values and beliefs.
2.5 Summary and Conclusion

A literature review was conducted around culture of quality, employee engagement and induction. It is a limitation of the review that there was no evidence found to suggest that organisational culture does not exist, variances were only found in the level of importance attributed to it. The literature focused on discussions around defining what culture is, why it is important that employees are aligned with the culture of the organisation and how best to ensure this culture is passed on to new employees.

In summary the review of the literature affirms the steps being taken by this change project. A clear message at induction can engage employees to partake in a Culture of Quality. The review has helped to shape the change project by highlighting essential information necessary to introduce this change into the organisation.
3 Organisational Development Process

“You need a degree of foolishness to cause disruptive change in healthcare.

Dare to dream.”

Vinod Khosla

3.1 Introduction

This organisational change project is focused on creating a Culture of Quality in the healthcare supply chain from day one. This will be achieved by making a video which changes how new employees are introduced to the concept of quality across the organisation.

In reality change is not always welcomed or successful, in fact Kotter told us that about 50% of change projects fail (John P. Kotter, 1995). In particular quality improvement initiatives that neglect issues of leadership and culture largely fail (Ferlie & Shortell, 2001). The writer argues that the use of a change model which considers these areas would give structure and stability to the process helping to ensure that elements of the change are not missed.

By consciously applying Transformational Leadership theory also important elements of influence and motivation can be addressed thereby enabling a greater chance of success. The writer has displayed some of the skills of a transformational leader at appropriate points of the change project and will highlight these at each section.

In this chapter the writer will provide an overview of the methodology used as part of the organisational development (OD) project. The writer will describe the work undertaken through the various stages and illustrate the application of the Health Service Executive (HSE) Model of Change.

3.2 Approaches to Organisational Development

In assessing the various models for Organisational Development the writer explored what the main focus of each model was, how that might work within the context of this organisation and considered possible negatives associated with each model.
Kotter’s 8 Step Model is sharply focused on preparing for and accepting change rather than the change itself by establishing a sense of urgency, creating a coalition and vision and empowering staff to remove obstacles until finally making the change permanent by anchoring it within the corporate culture (John P. Kotter, 1996). This model can successfully be used to obtain buy-in which is imperative for success but can be seen to be a top-down model very much led by management as opposed to leadership. In considering the current project the writer believes this model would not suit an environment where participation and buy in are required from all levels of the organisation to make the video a success.

While Kotter’s model is a methodical step by step approach, Lewin’s earlier model, ‘Unfreeze, Change, Freeze’, is a more general model which is based around the idea that people prefer to work in clear zones as they perceive that they still have control in each environment as the change progresses (Lewin, 1947).

The writer agrees with the critics of Lewin’s model who argue that the idea that change is somehow frozen after it is introduced should be viewed with caution as this is not how change is managed in reality. No change is permanent and acceptance of this enables people to prepare and promote a culture of continuous improvement rather than once off change (Senior & Swailes, 2010).

Senior & Swailes’s Model is centred on the idea that most organisational development efforts will not succeed without a facilitator or change agent function. They guide that the skills required as a change agent may not all sit within one person, akin perhaps to the role of a Project Manager. This reminds us that as the facilitator of our projects we can and should identify capabilities and competencies in others that can help us and actively build our teams for change around us (Katzenbach & Smith, 1993).

3.3 Rationale for OD Model Selected - Why choose the HSE Model?

The HSE model was created as an evidence based approach to serve our hospitals and wider healthcare settings (HSE, 2008). While the writer is conscious of the fact that this organisation is not within the HSE, it is contended that the model can be used within the extended healthcare supply chain as the key activities for effective change, which centre on Leading by Example, align well with both the culture of this organisation and the theories of Transformational Leadership.
The use of this specific model will further enhance the concept that the organisation is an integral partner in supporting the National Health Service.

As a provider into the HSE, it is important that the organisation understands how the HSE functions. For future collaborative projects with the HSE, having a deeper understanding of the Change Model will help the organisation to frame proposals and tender submissions to meet the requirements of the HSE. This will be beneficial as any change projects undertaken within the HSE can have far reaching affects into the Supply Chain. Speaking the same language when it comes to implementing change would allow improved communication and act as an enabler for participation and involvement (Cummings & Worley, 2005).

Details of the methodology used will be discussed throughout the remainder of this chapter.

3.4 HSE Change Model

Figure 6: HSE Change Model

Prior to starting the model the writer used the HSE Getting Started Questionnaire. While there were 62 questions to be completed it was important to take the time to do this to clarify and document the thought process before starting the project.
3.4.1 Initiation

The initiation phase is used to clearly identify what is driving the need for the change and what is the degree of urgency around this (HSE, 2008).

The organisation is ISO accredited to 9001:2008 standard. This standard has been updated recently to 9001:2015 and with this comes a strengthened focus on Quality being integral to the fabric of the organisation and not a standalone function (NSAI, 2015).Alongside this requirement the Health Products Regulatory Agency (HPRA), the Competent Authority for Ireland, have proposed a pilot Audit scheme for Medical Device Distributors to prepare for a move towards Good Distribution Practices (GDP) regulations for Device Distributors.

A large focus within these guidelines is the theory that quality is the responsibility of all functions across the business. This has fed into a need for the organisation to address how a culture of quality across all areas of the business can be created and maintained.

To identify both the drivers and resistors for change a series of analytical tools were employed by the writer. Once it was concluded through the literature review that video was an ideal medium for delivery of the Quality message this became a focus of the analytical tools. On the positive side this helped as the project was bounded and became concentrated on one goal. Perhaps negatively it could be considered to be very narrowly focused with other media no longer being considered.

A steering group was established with the local management team as the participants. By encouraging colleagues to question assumptions they were involved in reframing the problem. Intellectual Stimulation, as a component of transformational leadership, enables this behaviour without judgement of any ideas and issues identified (Avolio & Bass, 2002).

A SWOT Analysis (Figure 7 below) was completed to highlight the strengths and weaknesses identified with undertaking the change project. This type of analysis is generally undertaken to establish the current reality (Kelly, 2011) and as such the writer suggests that this tool may have been used incorrectly at this point to identify potential areas for strength and weakness on a project yet to be undertaken.
Following this a Force Field Analysis (Figure 8 below) was undertaken which illustrated the foremost drivers both for and against the change. Resistance based on a lack of priority, was highlighted, where people had competing projects demanding resources. This is recognised as a challenge to implementing change where there are internal competing agendas (Kelly, 2011). This can be characterised as a self-interest form of resistance where people feel they are too busy to take on another change.

Immediately the concern raised around communication of survey findings was escalated and addressed as this was at the early stages of the project and vitally required to establish trust and commitment within the wider organisation. Trust is needed for constructive relationships among stakeholders as individuals who trust each other are more likely to discuss difficult issues (Cummings & Worley, 2005). It was agreed that all findings would be shared with employees to foster trust.
The writer found that the concerns raised, while valid, seemed very general but wanted to dig deeper to identify individual resistance as it was clear within the steering group there were other concerns not being voiced. So why were people resisting?

Figure 9: Top Three Reasons for Resistance and Actions to Address Them

<table>
<thead>
<tr>
<th>Reason for Resistance</th>
<th>Action taken to mitigate Resistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear of the unknown (we’ve never done something like this before – where it will be used and who will see it?)</td>
<td>Education: Answering the questions raised helped people envision the change</td>
</tr>
<tr>
<td>Concern regarding negative findings in the questionnaire (personal to managers worried about reflection on their own departments)</td>
<td>Communication: Feedback on each finding allowed managers to understand the wider impact rather than specifics</td>
</tr>
<tr>
<td>Being on camera (not wanting to take part as either shy or afraid others would make fun of them)</td>
<td>Reassurance and Camaraderie: Not being alone – taking part as the leader helped others to overcome their anxieties</td>
</tr>
</tbody>
</table>
Reasons for resistance detailed above in Figure 9 were found when further one to one discussions were held with individuals to gauge their levels of participation and engagement.

Bedeian identifies four common causes of Resistance ranging from self-interest and lack of trust, to low tolerance for change (Bedeian, 1980) with Martin and Fellenz going on to characterise both group and organisational reasons for resisting change (Martin & Fellenz, 2010). By utilising the force field tool and taking time to talk to individuals, the writer identified resistance, both individual and organisational and found methods to overcome it.

Kotter and Schlesinger detail six methods to overcome resistance and the writer was cognisant of these as individual concerns were identified (J. P. Kotter & Schlesinger, 1979). In this instance education and communication were utilised to overcome resistance by detailing what would be expected of participants and taking every opportunity to communicate the vision and the positive drivers for the change.

The writer found that within the organisation efforts are made to address resistance sometimes on an informal and immediate basis and very often done almost subconsciously by people to get past the barrier of resistance. In some cases this can be successful but at other times this can add to resistance as it can be perceived as a lack of understanding of the individual’s concerns.

Idealised Influence, a concept of Transformational Leadership, would support that if more time can be taken to focus on the positive methods to overcome resistance, development of a supportive culture of encouraging questioning and positive dissent will flourish with leaders being positive role models (Northouse, 2010). This would be reinforced by Ford and colleagues who describe resistance as a form of feedback to be used constructively (Ford, Ford, & D’Amelio, 2008).
3.4.2 Planning

Building Commitment

“Sometimes a good idea isn’t enough”.

(John P. Kotter & Whitehead, 2010)

Having support for any change is vital in order to ensure not only that the change has a chance to be successful but also that it can be managed in the most efficient and appropriate manner for the organisation.

To facilitate the identification of the key stakeholders a stakeholder analysis was performed. In their 2001 book, Huczynski and Buchanan describe a stakeholder in change as anyone who is likely to be affected, directly or indirectly by the organisational change (Huczynski & Buchanan, 2001). Here that would mean all of the employees of the organisation – a wide remit! By being able to identify where stakeholder’s levels of interest and power lay the writer could determine what level of communication and interaction would be required for each group.

The analysis identified groups which were of high importance and high influence, these people would need to be managed closely through effective communication to get their views (Freeman, 1984). Conversely the writer also established that there was another group to be kept informed to progress the change, who although they had high importance as employees, had very little influence in the decision making process.

When managing stakeholders Egan advised that Adversaries when identified be discredited and marginalised (Egan, 1994). The writer found this prospect quite harsh in the leadership of co-workers and preferred to use the resistance of the Adversaries to highlight concerns.

Addressing concerns enabled a more positive approach and kept employees involved and up to date on progress despite their resistance instead of alienating them. Kotter and Whitehead encourage us to ‘respectfully engage’ with attackers and stand your ground with simple, convincing responses (John P. Kotter & Whitehead, 2010). By reinforcing the importance for patients of a culture of quality, a simple but effective message was used to counter resistance to participation.
Resistance can come from any quarter and not only where we have anticipated it. The writer was surprised to find that a friend within the organisation questioned the project and its message. This was not something the writer had expected given not only the relationship but this individual’s proactive and positive approach in general. Here, the writer’s immediate reaction was defensive however the individual’s ideas were taken onboard and ended up being of incredible value. This shows us, as Newton asserts, that resistance is not only a force to overcome. It can indicate a different viewpoint that should be listened to and explored (Newton, 2009).

Figure 10: Stakeholder Analysis

Determining the detail of the change

Sahinidis and Bouris tell us to avoid unnecessary change and to look to build upon existing cultures and structures, to focus on what we do well (Sahinidis & Bouris, 2008). This was taken on board when determining the details of what exactly should be changed and how that change should be approached.
Together with the Head of HR and the General Manager, details were discussed and teased out to further develop the project. This was an ideal time to reflect on the need to engage with the key stakeholders and to plan how to allay any concerns.

Support was required around particular stakeholder groups who showed some resistance in the early stages of initiation. In retrospect the writer would recognise that perhaps a wider group of individuals should have been involved in the core group to plan the change as this may have strengthened this aspect of determining the details and would have been a further opportunity to build on proactively encouraging participation and involvement as a method to overcome resistance (J. P. Kotter & Schlesinger, 1979).

Once the concept had been agreed in principle, details were fed back to the management team. Similar to the Force-Field Analysis, this was done on a one to one basis through informal meetings and catch ups. This works well within the current environment of the organisation and led to a mixture of both positive and negative responses. The key here was to ensure that individuals who had concerns felt their feedback was being heard and made an impact and that consideration was given to all voices. This is a fundamental element of Transformational Leadership where the leader is motivating colleagues to become committed to a shared vision in the organisation (Northouse, 2010).

The writer considers that negative feedback and criticism were used to further enhance the process and therefore the feedback was taken as a learning and not a deterrent (Ford et al., 2008).

A questionnaire was developed by the writer to gather data around the current situation (Appendix A). Employees used a Likert Scale to rate their levels of agreement with the statements made in the questionnaire. The use of a rating scale is advised to test people’s general level of satisfaction to allow you to judge more ably where to put effort into improvements (“Working with rating scale questions,” n.d.)
It was decided that given the size of the organisation and the close-knit environment that it would be best to anonymise the survey. Survey Monkey was used as the tool to administer the questionnaire and this achieved a high response rate of 86% which the writer is confident reflects the array of functions across the organisation. The literature did advise that response rates for web surveys average around 11% lower than other survey models (Keller, 2014; Nulty, 2008) however given the nature of this organisation with a large element of field based employees this was the most time efficient way of reaching all employees. The findings of the questionnaire will be discussed in more detail as part of the evaluation chapter.

**Developing the implementation plan**

Having confirmed acceptance of the plan, the writer moved on to develop the details of how the plan would be implemented. In considering the wide range of activities required, project management skills such as identifying individual’s strengths within the team were required to successfully delegate and achieve objectives (Office of Government Commerce., 2009).

Video was chosen as the medium for the induction as instructional videos have been found to be powerful teaching tools with the power to motivate and connect with the audience (Hansch et al., 2015). A systematic review undertaken by McCutcheon et al., demonstrated that people expect and are used to using online videos
Videos can be used as supplementary material to increase attention on a subject to develop an individual’s understanding of what they see and hear (Ljubojevic, Vaskovic, Stankovic, & Vaskovic, 2014).

It is reported that watching a video doubles our propensity to learn what is being shown to us and moreover we tend to absorb 40% and retain in our long term memory some 37% of the content of a video (Little, 2014). This affirmed the choice of the writer to progress with video as the medium for communication.

An employee who is also a videographer was approached to undertake producing the video. This was of fantastic benefit. It put people at ease as they have all worked with the videographer for a number of years. As found throughout the literature review, employees learn from behaviour they see modelled (Phillips, Esterman, & Kenny, 2015) and this was the case when people knew the videographer, they too then wanted to be involved.

Transformational leaders pay special attention to individuals needs for achievement and followers are developed to reach higher levels of potential (Avolio et al., 2009). It could be argued that this was achieved with this project as the writer worked closely with the videographer who was empowered to reach their full creative potential within the organisation.

While this is a noble concept the videographer is already an established professional in this area outside of their role in the organisation so the most this project will have achieved is recognition of those talents by colleagues who were unaware of this skill. Perhaps that in itself is worthy of recognition as a positive outcome of this type of leadership theory.

A storyboard was created by the writer to facilitate discussion around what was required within the different scenes in the video. This is illustrated in Appendix B. This was a fluid storyboard which developed and changed alongside the evaluation feedback as the production progressed.
3.4.3 Implementation

*Time to make the change happen*

“It is possible to achieve very little, especially in change projects, without the involvement and participation of the people who will be affected. Therefore, people, and the culture that has evolved around them in the work that they do, are one of the most valuable resources you have.” (HSE, 2008)

The writer asserts that for this change project implementation began with the making of the video. The process around this lent itself heavily to employee engagement which was key to enabling the change to be embedded.

The literature has shown that engaged employees will work to improve the overall performance of the organisation and more importantly will uphold its values. The more employees align themselves with the organisation the more motivated they will be to achieve performance excellence (Taneja et al., 2015).

Idealised Influence, a factor of Transformational Leadership, involves a leader establishing the importance of what can be achieved through teamwork and communicating to employees is central to that teamwork being established (Sosik & Jung, 2010). The findings from the questionnaire were communicated to employees through posters within the common areas (Appendix C). The posters generated conversations at coffee breaks and lunch-time around the feedback and the prospect of the video and this further enabled engagement as employees felt they had helped to shape the project.

It was important that voluntary participation was managed well so that people did not feel they were coerced into taking part or punished in any way for not participating. Engagement should work on a fundamental level of supporting employees and a positive experience is allied to successful engagement (Taneja et al., 2015).

As a transformational leader your role is to motivate and inspire change (Gill, 2011) and so establishing a sense of urgency once again came into focus as preparations were made to film various people and functions across the business.
Employee participation has been central to this project. Great momentum was established with a go live date for filming with a focus on Individualised Consideration so that a supportive climate could be provided in which the individual needs of followers who were participating could be met (Northouse, 2010).

Rapid Plan-Do-Check-Act (PDCA) cycles (Spath, 2009) were undertaken throughout the making of the video as different versions were shot and reviewed. This was done by using small review groups to gather immediate feedback and enabled improvements to be made progressively.

What the writer had not anticipated was that in seeing the filming being undertaken other employees who had previously not wanted to take part were now on-board. This illustrated their movement on the change curve from denial, through to experiment as they chose to participate. Elisabeth Kübler-Ross first introduced the notion of the change curve back in 1969 (Kübler-Ross, 1969). This was initially created to demonstrate stages for grief but has since been applied to organisational change as illustrated in Figure 12 below.

Figure 12: Kübler-Ross Change Curve

![The Kübler-Ross change curve](image)

Gilley and colleagues remind us that the journey on the change curve is not a one-way trip and warn that we should expect to see colleagues move back and forth several times during any implementation effort (Gilley, Quatro, Hoekstra, & Whittle, 2001).
While the progress of colleagues along the change curve was welcomed it led the writer to question whether these colleagues had now participated with the change because they believed in the vision and were onboard by choice or had they been coerced in any way to take part.

The writer, by working closely with the individuals, was assured of the fact that they did buy into the concept. The writer was mindful of paying extra attention to these participants should any further resistance be recognised.

At the final stage of implementation, the video produced (Appendix D) showcased the various functions across the organisation, their interactions and dependencies on each other and most importantly their importance in creating and sustaining a Culture of Quality so that the end users – patients – always remain our focus.

3.4.4 Mainstreaming

Mainstreaming is important to focus attention on the success of the change effort and on integrating and sustaining new ways of working and behaving (HSE, 2008).

As a leader part of your role is to motivate and excite. Inspirational Motivation can be applied to inspire commitment to a cause and a shared vision (Northouse, 2010). Maintaining that motivation and buzz can be difficult when the shine has worn off and the project is signed off as completed. Closing out a project is an important step in project management methodology (Office of Government Commerce., 2009) but ensuring the change lives on, independent of the leader or change agent is not as clearly defined.

The writer believes that being a leader is not about taking credit for achievements, it is about creating an opportunity for colleagues to shine. The video was launched with an invite only ‘Red Carpet Premier’ style event (Appendix E). The writer was able to take time at this forum to thank those who had supported and enabled the change. Acknowledgement of success and achievement are recommended within the chosen change model (HSE, 2008) but the writer believes this step deserves more importance as recognition of work engenders trust and respect with colleagues and is a predominant factor of Idealised Influence (Northouse, 2010).
Acknowledgement was made to the initial concerns raised by some and thanks given to those who had come on board later, who had moved with the change after considering the needs highlighted by the questionnaire and who had understood why this was important. Recognition was given to their movement on the change curve (Kübler-Ross, 1969) which is not easy and takes as much courage and commitment as being an early adopter of change.

The HSE model discusses the importance of supporting integration of the change at a whole-system or organisational level (HSE, 2008). For the purposes of this project one company within a group of four was chosen as a pilot site to develop the video as a proof-of-concept. Proving the concept was important before developing the video for a wider use allowing an opportunity to learn from the initial change and establish best practice for future change as recommended by the HSE (HSE, 2008). Proof of concept is a methodology used within the organisation and so was familiar to the management team when eliciting support.

*Evaluate and Learn*

Having undergone the change process, focus for the writer moved to reflection on undertaking the change and formally reviewing the learnings. The HSE remind us in their model that evaluation is one of the main learning tools and that mechanisms for evaluation should be in place at all stages in the change process (HSE, 2008). The model also emphasises the importance of the time and resources required for evaluation and the fact that these should be factored into the early planning of the change project. This theory is supported also by Øvretveit who stresses the importance of evaluation in determining the effectiveness and success of change (Øvretveit, 2014).

To enable effective evaluation to take place the writer formally and informally communicated regularly with the earlier identified stakeholders to engage them for feedback. As participants in the change process their insight was invaluable in establishing what actions would need to be taken to improve the change process in future. The documenting of issues raised is a recommended tool in Project Management methodology as it enables learning to be passed on to future projects (Office of Government Commerce, 2009). Chapter Four presents in detail the evaluation methodology and the findings of the evaluation.
3.5 Conclusion

This change project aimed to create an induction video for quality within the organisation. To facilitate this the writer assessed different models of change against the needs of the organisation and decided that the HSE Model best fit the requirements. By following the framework and the accompanying User Guide, a detailed and comprehensive plan was developed. The application of Transformational Leadership theory reinforced a positive change process. The inclusion of analytical tools fed into a critical review of the organisation from within and helped to identify areas that required the writer’s focus. The use of data from the analytical tools helped in building the case for the project and supporting its development within the business.

Finally the writer has briefly discussed evaluation and learning with reference to its importance within the HSE model. More detail surrounding the methods for evaluation and its implementation concurrently with the project from the start are discussed in the following chapter.
4 Evaluation

“The aim of evaluation, like the aim of a health intervention, is to make a difference. Even if the difference is only that people continue to do what they did before, but with more confidence that they are doing the right thing.” (Øvretveit, 2014)

4.1 Introduction

As discussed in chapter three this project focused on the implementation of an induction video for Quality within one site out of four in a commercial healthcare organisation. Success within a pilot site would be required for the change to be considered for wider implementation.

It was important to choose an evaluation method that met the requirements of both the project and the organisation, to ensure a fit that would allow the results to be reviewed and analysed in line with how the organisation operates.

The HSE Change Model highlights the need to learn from the change process and thereby establish best practice for change (HSE, 2008). While there is some guidance given around general evaluation questions the writer believes that this is a gap in the HSE model that requires further elaboration. The guidance centres on whether the process followed for change worked as opposed to a stronger focus on whether the actual change was successful or not and how users might evaluate this.

4.2 Significance of Healthcare Evaluation

The process of continuous improvement and striving to do better means we see a number of new “initiatives” being introduced across a wide spectrum of areas in healthcare from new clinical best practice to quality improvement processes.

It is and should be important that new projects and ideas are evaluated before decisions are made on whether they are indeed best practice (Green & South, 2006). Implementation of projects should be evaluated to ensure evidence based decisions are made and that value adding projects are more easily adaptable by all rather than a blanket acceptance of every new idea as being “better because it’s new” (Parry, Carson-stevens, Luff, et. al., 2013).
The importance of measurement can be seen in a number of different ways. Whether a project is being measured for research, accountability or improvement can in some ways be irrelevant as the important point is that the project is at least being evaluated. Each “face of performance measurement” (Solberg, Mosser, & McDonald, 1997) comes with its own specific methods of evaluation allowing a better understanding of how the project was implemented, can be improved, or can be shared (Parry, Carson-stevens, Luff, et al., 2013).

4.3 Evaluation

Using the aims of this change project as a baseline a plan for evaluation was proposed. With any change project it is important that this would be done either before or at the start of the project so that there is clear guidance around what is actually to be evaluated (Bowen, 2012).

The chosen design for this project was an Action Evaluation design. Action evaluation is a method for evaluation whereby the evaluation takes place concurrently with the project as the change progresses. It facilitates feedback to be used immediately and therefore can guide the implementation phase on an ongoing basis (Øvretveit, 2014).

Action Evaluation does come with its own potential limitations as the validity of the evaluation can be questioned due to the participatory nature of the evaluator as change agent also. While this is seen as some to detract from the method, the writer believes this form of evaluation is important in instances where the learnings can help to shape a project as it progresses rather than wait until after to identify issues and make changes. In particular the writer is aware that where money is being spent to roll out a project, commercial organisations prefer to know if there is an issue during a project rather than after when it can either be too late to change it or will require more money to fix it.

The concept of action evaluation is being developed within Healthcare as an approach termed ‘Evidence Based Quality Improvement (EBQI)’ (Rubenstein et al., 2010) which is meeting demands from both funders and project provides for more timely and relevant research. Action Evaluation was chosen as it is suitable for use not only in a healthcare setting but fits also in a commercial organisation where there is often more
of a focus on fast reliable information that’s “just enough” (Øvretveit, 2014; Solberg et al., 1997).

Is ‘just enough’ information acceptable to base decisions upon? Here the writer believes that it very much depends on the project in question and the associated risks involved. Could the organisation accept the risk that the finished product, the induction video, would be useless and end up never being used? Given the limited cost associated and proof of concept model this was an acceptable risk. However if evaluation was taking place of a project which would immediately have an impact on patients such as medication or a clinical pathway then ‘just enough’ would not be enough to allay the concerns of risk managers within healthcare.

For the day-to-day of commercial business, action evaluation offered the opportunity for the project to be evaluated as it happened (Øvretveit, 2014), any issues identified and improvements made along the way. Small changes tended to happen in incremental improvement cycles (Crane & Richardson, 2000) which are very similar to rapid PDCA cycles (Spath, 2009) which ISO accredited companies, such as this organisation, would be used to working with.

It is important to understand also why evaluation is being undertaken. In this instance, the project was evaluated under the “Improvement” face of performance measurement (Solberg et al., 1997). A detailed table outlining the relevant facets of evaluating under this face of performance measurement is attached in Appendix F. As the Induction Video project is an internal improvement project and is not intended to be for public consumption, research or publishing, this method of evaluation would be ideal.

When measuring against the Improvement face of performance (Solberg et al., 1997) the hypothesis is flexible and change occurs as tasks take place with the data only being used by those involved in the improvement. This sat well with the Action Evaluation model which allowed changes as the process for video production progressed.

Every method for evaluation ties back to basic steps which need to be addressed to ensure an effective evaluation takes place. These do not change with each method but are the basis of the evaluation cycle (Lazenbatt, 2002).
Lazenbatt lists nine steps (Lazenbatt, 2002), Øvretveit lists 8 (Øvretveit, 2014) and Davidson lists 6 (Davidson, 2012) however the writer contends that they are different variations on the same theme. For this project the writer utilised the 8 steps proposed by Øvretveit (listed in Figure 13 below) and works through them below to illustrate the evaluation process.

**Figure 13: Øvretveit's Eight Steps for Evaluation**

<table>
<thead>
<tr>
<th>Øvretveit’s Eight Steps for Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>User Goal Specification</td>
</tr>
<tr>
<td>Reviewing Relevant Research</td>
</tr>
<tr>
<td>Defining Practical and Research Questions</td>
</tr>
<tr>
<td>List and Choose Design</td>
</tr>
<tr>
<td>Preparing for the evaluation</td>
</tr>
<tr>
<td>Data Gathering and Analysis</td>
</tr>
<tr>
<td>Evaluation of Participation</td>
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<tr>
<td>Evaluation of Plan v Process</td>
</tr>
<tr>
<td>Reporting, Publishing and Dissemination Activities</td>
</tr>
</tbody>
</table>

4.3.1 Aims

**User Goal Specification**

The evaluation of the Induction Video project was undertaken for the management team of the business to enable them to decide on the value and effectiveness of the change project.

With the management team the key questions they would like answered were clarified. These were incorporated into the Quality Questionnaire whose content was designed in line with the questions the business wanted answered. It was important that there was a clear understanding of the fact that everything cannot be answered given the time constraints. Understanding the questions at the beginning allowed the data to be interpreted correctly further along (Kelly, 2011).

**Reviewing relevant research**

This step in the Øvretveit model was undertaken by completing a thorough Literature Review which the writer has detailed in Chapter Two. The review of the literature fed into the original planning stages of the project and was integral in identifying areas to
be aware of when conducting such a project. Øvretveit advises that this step be completed to ensure that the user’s questions have not already been addressed by published research (Øvretveit, 2014). Given the nature of this project the literature gave insight into critical areas but not specific to the exact organisation type so the initial questions remained to be answered.

**Defining practical and Research Questions**

Using both the literature review and the management specification the evaluation parameters were defined. Important elements of project management such as target dates for reporting and available skills analysis were required (Davidson, 2012). As this is a commercial organisation and not an academic research facility the type of questions the evaluation was required to answer were more practical than theoretical.

4.3.2 Methods and Measures

**List and Choose design**

As discussed above there are a number of evaluation models available. After consideration the writer felt that an Action Evaluation model would be best suited for this change project.

As outlined previously the Action Evaluation Model feeds back data to implementers to improve not only the intervention but importantly its implementation also (Øvretveit, 2014). The chosen design was illustrated to the management team outlining the key elements such as what data would be collected, how, when and by whom? It was agreed that this type of model would best suit a commercial fast paced environment where change is happening constantly so time can be of the essence. Immediate feedback, which was enabled through this model, helped to shape the project as it progressed.

**Preparing for the evaluation**

The idea of “beginning with the end in mind” (Covey, 1989) helped to focus on what outcome the evaluation was hoping to achieve. Referring back to the driver diagram enabled clarity around the objectives of the project as these are the key areas to be evaluated.
During the initial preparation stages possible events which could slow down the evaluation were considered and how the business would plan to mitigate against these. As part of project management methodology it is imperative that areas of potential risk are highlighted in advance so deadlines can be managed and work prioritised around high risk areas (Office of Government Commerce., 2009).

For example an ISO audit fell due during the second questionnaire phase. The start of year Strategic Planning timeframe also overlapped so it was important here to refocus people’s attention who would be required to assist in the gathering of relevant data. This was achieved through continuous communication around progress with small milestones being highlighted to renew employee engagement.

4.3.3 Results

Data gathering and analysis

A combination of both qualitative and quantitative data was used to complete the evaluation. The initial objectives guided the areas that required data to be gathered.

Table 1 below illustrates data which was used along with the methods for sourcing it.

**Table 1: Data Required for Evaluation and Methods for Analysis**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Data Required</th>
<th>Method for gathering/analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>By 30th Sep 70% of employees will complete quality questionnaire</td>
<td>Survey responses from survey monkey # responses received x target</td>
<td>Bar chart (static data display)</td>
</tr>
<tr>
<td>Steering group to be established by 17th October</td>
<td>Evidence of a steering group being established and utilised</td>
<td>Balance Score Card to show representative group involved</td>
</tr>
<tr>
<td>Storyboard to be completed by 10th Nov</td>
<td>Evidence of storyboard</td>
<td>Qualitative feedback from General Manager and Head of HR</td>
</tr>
<tr>
<td>Creation of a 5 min video over 1 day shooting by 7th Dec</td>
<td>Was a video created? What resources were required? Was the timeline adhered to?</td>
<td>PDCA cycle applied here</td>
</tr>
<tr>
<td>By 1st Jan 70% of employees to view new video</td>
<td>Survey responses from survey monkey # responses received x target</td>
<td>Bar chart (static data display) To be used for before and after competition</td>
</tr>
<tr>
<td>By 14th Feb 70% of employees to complete quality questionnaire to evaluate impact of video</td>
<td>Survey responses from survey monkey # responses received x target</td>
<td>Combination of qualitative and quantitative due to extended questions for more subjective feedback</td>
</tr>
</tbody>
</table>
**Objective 1**

By 30\(^{th}\) September 70% of employees will complete Quality Questionnaire

The survey was administered to all employees, 87 in total on 17\(^{th}\) September 2015. The response rate of 72 people equated to an 86% response rate which was agreed to be successful given that the writer had initially thought aiming for 70% could be ambitious. What is an adequate response rate to online surveys? This has been reported in the literature as varying between 60-75% (Keller, 2014) although it has been noted also that web surveys can in fact return on average 11% less respondents than other survey models (Nulty, 2008).

**Figure 14: Response Rates for Questionnaire 1**

The high response rate was due in a large part to the fact that this organisation is quite a tight knit business and the writer ensured that the request to complete the questionnaire was communicated both in person and via email through the survey itself. The personal aspect of asking people to take the time to offer their opinion was important and resistance to completing the questionnaire was dealt with by education and communication (J. P. Kotter & Schlesinger, 1979). This allowed any incorrect assumptions or rumours around the reasoning for asking the questions to be addressed.

As the questionnaire was distributed to all employees and returned a high response rate, bias was not considered to be an issue within this element.
The findings from the survey were then evaluated to try to answer the user specified questions around identifying the beliefs of employees. A brief overview of the findings by question is laid out below in Table 2.

**Table 2: Findings from Questionnaire 1**

<table>
<thead>
<tr>
<th>question</th>
<th>scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>q1 I have participated in training for my role.</td>
<td>78% agree / strongly agree</td>
</tr>
<tr>
<td>q2 I do impacts on patient safety.</td>
<td>5% disagree / strongly disagree</td>
</tr>
<tr>
<td>q3 It is important I do my job correctly so that a patient receives the right product.</td>
<td>92% agree / strongly agree</td>
</tr>
<tr>
<td>q4 Our values and mission are communicated clearly within the organisation.</td>
<td>74% agree / strongly agree</td>
</tr>
<tr>
<td>q5 I have received induction training around company values</td>
<td>20% disagree / strongly disagree</td>
</tr>
<tr>
<td>q6 The values within Tekno clearly promote quality</td>
<td>89% agree / strongly agree</td>
</tr>
<tr>
<td>q7 I have received induction training around quality</td>
<td>47% neutral / disagree</td>
</tr>
<tr>
<td>q8 I am aware of the impact of my role across other departments</td>
<td>93% agree / strongly agree</td>
</tr>
<tr>
<td>q9 Suggestions for improvements are actively welcomed within Tekno</td>
<td>7% disagree / strongly disagree</td>
</tr>
<tr>
<td>q10 Management is responsible to ensure things are done correctly</td>
<td>64% agree / strongly agree</td>
</tr>
<tr>
<td>q11 I am encouraged to highlight areas of concern around quality with my manager</td>
<td>20% neutral / disagree</td>
</tr>
<tr>
<td>q12 Our company values are important to me</td>
<td>96% agree / strongly agree</td>
</tr>
<tr>
<td>q13 Our mission reflects what I do every day</td>
<td>20% neutral / disagree</td>
</tr>
<tr>
<td>q14 Quality is important every day across all of our roles</td>
<td>99% agree / strongly agree</td>
</tr>
<tr>
<td>q15 Patient care is as important to the company as getting a sale</td>
<td>7% neutral / disagree</td>
</tr>
<tr>
<td>q16 Quality is important only to ensure we pass our ISO audit</td>
<td>23% neutral / agree</td>
</tr>
<tr>
<td>q17 I am proud to work in Tekno</td>
<td>96% agree / strongly agree</td>
</tr>
<tr>
<td>q18 I would describe Tekno as having a Culture of Excellence</td>
<td>16% neutral / disagree</td>
</tr>
<tr>
<td>q19 additional comments</td>
<td>15% responded</td>
</tr>
</tbody>
</table>

In reviewing the responses a difficulty arose as there was disagreement within the organisation around how to report the feedback to the wider business. The writer initially intended to prepare a communication out to employees to show the findings in a very black and white fashion, highlighting the positive responses but acknowledging also that there were indeed some negative findings. This was challenged by the Head of HR who advised that the survey findings should be shown in a positive frame to encourage people to share their feedback and to highlight the very good responses received.

The writer recognises that elements of Power were at play here with the Head of HR identified earlier within the stakeholder analysis as a Key Player with both High Interest and High Power. While they were a supporter of the change, they were also trying to
ensure an element of damage limitation which may have been required should negative findings be shared.

Here the writer identified two aspects of power. Firstly, as the writer identifies with the Head of HR, Referent Power was evident. Secondly, as this individual is in a position of higher authority, Legitimate Power was also involved. Both are identified within French and Raven’s Five Forms of Power (French, Raven, & Cartwright, 1959).

The writer did struggle with this concept of positive only reporting as it was argued within the writers Action Learning Set (ALS) group that by reporting only in a positive light this wasn’t in fact a true reflection of the findings however given that no data was changed the actual information being shared was still true but a different messaging was portrayed. This could been seen where for example the results from one question were reported as “89% say our values clearly promote Quality” instead of conversely being negatively reported as “11% say that our values do not clearly promote Quality”.

Survey findings were communicated to employees via email and posters within the common staff areas. See Appendix C for Communication Poster.

Further evaluation of the feedback identified that while the majority of the responses had what was agreed to be high positive response rates there were specific questions asked that the writer believed were important enough that even a small negative response should be of concern to the organisation. These areas are highlighted in yellow in Table 2 above.

One example of this was “Patient care is as important to the company as getting a sale”. This type of response, at 7% neutral or disagreeing, while low, cannot be ignored. In particular where the organisation is trying to show a clear message around the impact of everyone’s roles on patients, and the impact of quality across the business, this highlighted to the organisation that there was indeed a requirement to work on a strong clear message that emphasises what the core values and “Why” of the business are (Sinek, 2009).

Areas identified as issues would need to be addressed in further work within the organisation. These were fed back to the Head of HR and specific Group level work will address some of these issues as they are wider than the local pilot company. The
data gathered will therefore be used to drive further improvements within the organisation.

**Objective 2**

Steering Group to be established by 17th October 2015

At the planning stages it was agreed that a Steering Group would be established. These participants played an important role within the Initiation Phase which was discussed in detail in Chapter Three. To ensure that a balanced and fair approach was taken to commencing the required analytical tools in this phase it was important to evaluate whether participation had been representative of all functions within the organisation.

Table 3 below outlines the agreed information the General Manager wanted to see regarding not only attendance, but also active participation by providing feedback and input into the meetings. Finally it was agreed to record whether different functions had also participated within the video itself so that for future reference we could quickly identify where there had been gaps.

The RAG status of applying Red, Amber or Green was used as this is widely used within the organisation to visually represent success or highlight areas for concern. Within the table below it can be easily seen whether a specific department had representation at the steering group, actively participated in the analytical elements and whether they had volunteers who participated within the video.

Interestingly, what the evaluation showed was that in some cases where there was both attendance at the steering group and active participation there was still a clear “No” in response to participation within the video itself, as can be seen with Customer Service. This resistance extended past the representative at the table to the department itself and resulted in a Gap in the video which had to be addressed by changing the focus at the end of the video to highlight all functions without requiring individual participants.

Seeking participation in the steering group and involvement in the ideas stage was undertaken as a method to overcome potential resistance as recommended by Kotter and Schlesinger, however even with affirmative action such as this resistance can still occur and cannot be allowed to derail a project (J. P. Kotter & Schlesinger, 1979).
Three of the functional areas listed, Warehouse, Sales and Logistics are highlighted as Green / Amber. This denotes the fact that they did not volunteer to participate within the video however once the shooting for the video had started they were more attuned to taking part and did in fact have individuals within each function represented in person. As discussed in Chapter Three this evidences their move along the Change Curve as they began to appreciate the value of the project (Kübler-Ross, 1969).

It could be questioned whether this is in fact a movement due to acceptance of the change or could this perhaps be due to a very human reaction of not wanting to be left out or indeed singled out for not taking part? Or even a simpler concept of just taking part because it makes for an easier life!

The writer did note however that two departments in particular, Technical Service and Kits Room were immediately strong advocates for the project. While neither of these areas had people representing them at the steering group, they were the first departments to volunteer to take part and did so without question as they seemed to ‘get’ the idea and liked the concept of being able to show others the work and levels of commitment within their own personal roles. It was important to harness this support to build commitment within the wider organisation.

These groups were identified as Golden Triangle supporters, whose levels of support ensured the project progressed, with some possibly verging on Zealots, who will support without question, and carried a lot of the momentum (Muller & Turner, 2010).

As a change agent, yes it is great to have Zealot types on board. Who doesn’t like people who agree? But this can bring with it its own dangers when leaders are not questioned or challenged.

**Table 3: Participation in Steering Group by Business Function**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Warehouse</th>
<th>Customer Service</th>
<th>Operations</th>
<th>Sales</th>
<th>Technical Service</th>
<th>Kits Room</th>
<th>Logistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>representation on the steering group</td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Red" /></td>
<td><img src="#" alt="Red" /></td>
<td><img src="#" alt="Red" /></td>
</tr>
<tr>
<td>Participation through providing feedback for SWOT and Force Field Analysis</td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Red" /></td>
<td><img src="#" alt="Red" /></td>
<td><img src="#" alt="Red" /></td>
</tr>
<tr>
<td>Volunteered participation within the video</td>
<td><img src="#" alt="Red" /></td>
<td><img src="#" alt="Red" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
</tr>
</tbody>
</table>

45
Objective 3

Storyboard to be completed by the 10th November

This objective was achieved with the creation of a storyboard by the writer. This document can be reviewed in Appendix B. Evaluation of the storyboard messaging took place through collaboration with the Head of HR and General Manager. Both individuals reviewed the messages, images proposed, layout and overall concept and agreed that it balanced the type of message the writer hoped to achieve while maintaining the type of culture and view of the organisation current employees would recognise and be proud to participate in. Given the iterative nature of video conceptualisation, the use of the Action Evaluation Model was affirmed here in that evaluating as the work progressed enabled changes to be made at the right times before work was completed which may have needed to be undone (Øvretveit, 2014).

Objective 4

Creation of a 3 minute video over two days, shooting by 7th Dec 2015

Action Evaluation Design allows the evaluator to give feedback continuously as part of the implementation (Øvretveit, 2014).

By being involved throughout the creation of the video it allowed the writer to document how and why changes were made which will be extremely useful in the wider roll out of the video across the organisation. The writer has previously acknowledged that a limitation of this type of evaluation, Action Evaluation, can be validity of the evaluation mainly due to the participatory nature of the role of the evaluator as project manager also. Øvretveit warns this limitation is the compromise for having a greater participatory role within the project (Øvretveit, 2014).

A cycle of continuous improvement was established between the Videographer and the writer using the PDCA cycle (Spath, 2009) as illustrated in Figure 15 below. By utilising this cycle the writer and Videographer were able to consider issues raised immediately without derailing the project or causing undue stress on participants.

The Videographer was an employee of the organisation and because this project was not being carried out within any sort of protected time the work had to be completed.
alongside the day to day work activities of this individual. This led to the project being delayed and in hindsight should have been anticipated as a potential issue.

Unfortunately this objective overran the agreed timeframe with the video not being completed until mid-January. While the writer was disappointed that the allocated dates had not been met the delay allowed improvements to be made with the editing of the video itself and therefore both the writer and the management team were happy for extra time to be taken to ensure the finished product was of the highest possible quality.

**Figure 15: PDCA Cycle**

- **Act**: Filming of the video, launch and roll out were completed during this phase. Leadership skills were influential in maintaining a positive atmosphere.
- **Plan**: Planning was undertaken around the people required, timeliness, messaging and audience. Principles of Transformational Leadership were chosen to facilitate this change.
- **Check**: Active evaluation enabled continuous checks to be made on progress, feedback was immediate and shaped the project direction.
- **Do**: Feedback was used during the storyboard and filming stages. At all times positive and negative feedback were acted upon to ensure employees saw their feedback was important.

**Objective 5**

By 1st January 2016, 70% of employees to view new video

As outlined above the timeframe for this objective was not met. During the preparation phase the levels of engagement of employees who were based within the office was recognised and it was decided to amend this objective to focus on a launch of the video internally creating a sense of urgency and a buzz in the office. Instead of the original plan to send a link to the video to all employees and gather data on the numbers of employees who had viewed the video, an official launch was planned and rolled out to great excitement.
Objective 6

By 14th February 2016, 70% of employees to complete quality questionnaire to evaluate impact of induction video

Further to objective five being amended the numbers of employees who viewed the video as part of the launch was reduced. To allow evaluation of the impact of the video a smaller group was identified made up of employees who attended the launch to participate in a second questionnaire. In total 26 employees were asked to participate in the second questionnaire, as illustrated in Figure 15 below, thus amending the target group from a census to a sample. This represented 30% of employees across a variety of functions within the organisation.

Given the reduction from a census (all employees) to sample (26 employees), bias was raised as a potential concern. Bias refers to the extent to which survey results may not accurately represent a population (Joshi, Ransom, Nash, & Ransom, 2014) and can cause the validity of data gathered to be questioned. While it would have been preferable to have a larger sample size, given the mix of the selected sample size across the different functions within the organisation it was agreed to proceed with this lower number.

Figure 16: Response Rate Comparison for Questionnaires

As part of the evaluation of the original questionnaire there were eight areas highlighted as a concern, these were illustrated previously in Table 2. For the second
questionnaire, instead of asking all questions again only the selected eight questions were asked to determine if the video had impacted on these areas. The list of eight questions together with the new and previous findings are detailed below in Table 4.

Table 4: Findings from Questionnaire 2

<table>
<thead>
<tr>
<th>Question</th>
<th>Questionnaire 1</th>
<th>Response Changed</th>
<th>Questionnaire 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>q2 What I do impacts on patient safety.</td>
<td>5% disagree / strongly disagree</td>
<td>5% disagree</td>
<td>5% disagree / strongly disagree</td>
</tr>
<tr>
<td>q5 I have received induction training around our company values</td>
<td>20% disagree / strongly disagree</td>
<td>5% disagree</td>
<td>5% disagree / strongly disagree</td>
</tr>
<tr>
<td>q7 I have received induction training around quality</td>
<td>47% neutral / disagree</td>
<td>30% neutral</td>
<td>30% neutral / disagree</td>
</tr>
<tr>
<td>q8 Suggestions for improvements are actively welcomed within Tekno</td>
<td>7% disagree / strongly disagree</td>
<td>5% disagree</td>
<td>5% disagree / strongly disagree</td>
</tr>
<tr>
<td>q11 I am encouraged to highlight areas of concern around quality with my manager</td>
<td>20% neutral / disagree</td>
<td>10% neutral</td>
<td>10% neutral / disagree</td>
</tr>
<tr>
<td>q15 Patient care is as important to the company as getting a sale</td>
<td>7% neutral / disagree</td>
<td>15% neutral</td>
<td>15% neutral / disagree</td>
</tr>
<tr>
<td>q16 Quality is important only to ensure we pass our ISO audit</td>
<td>23% neutral / agree</td>
<td>25% neutral</td>
<td>25% neutral / agree</td>
</tr>
<tr>
<td>q18 I would describe Tekno as having a Culture of Excellence</td>
<td>16% neutral / disagree</td>
<td>10% neutral</td>
<td>10% neutral / disagree</td>
</tr>
</tbody>
</table>

The overall findings of the second survey were interpreted to show that the video did impact on the original feedback and showed positive change in five out of the eight areas identified. Some of the percentage changes were significant, from 20% down to 5% or 47% down to 30% however it was important to note that while one area did not move, highlighted in amber above, two significant areas actually changed negatively with one of these areas in particular giving rise to concern for the writer.

The statement that “Patient Care is as important to the company as getting a sale” moved from 7% disagreeing / neutral to 10% disagreeing / neutral. This remains a concern for the writer, together with the Head of HR, and plans are in place to address this as a wider project around our Mission and Values at Group level within the organisation.

One possibility which was discussed was the use of a non-validated questionnaire and that this question in particular was found to be confusing to individuals when they were asked afterwards what they had thought it meant. Some had disagreed with the question as they felt Patient Care was ‘more important’ rather than ‘as important’. This highlights the need for validated questionnaires for future work.
Evaluation of participation

A considerable area which the writer believes was missed at the initial evaluation planning phase was how to evaluate the impact of participating in the making of the video itself. It was noted that this was not asked for initially as a user specification however it was highlighted during the preparation phase that the making of the video was causing a positive impact and the management team questioned how this intangible aspect could be measured.

It was agreed to undertake some form of qualitative data gathering to attempt to determine people’s beliefs and thoughts after the project was rolled out. An additional question was asked of participants within the second questionnaire which was specific to the video.

“For you, what was the main message in the video?”

The responses from this open ended question were gathered and key themes identified. This feedback was communicated to employees via a Wordle image (Figure 10 below) where the most used words and sentences are highlighted by text size to illustrate their importance based on the number of times they were used (“Wordle,” 2016).

Figure 17: Wordle Representation of Employee Feedback
Evaluation of plan vs. process

Using the data gathered the project was evaluated for effectiveness by reviewing the outcomes and looking at whether the intervention achieved its stated aims. Improvements identified were made using incremental cycles immediately (Davidson, 2012). Any limitations of the evaluation were noted during this evaluation stage also.

In reviewing the initial plan against the actual process it was evident to the writer that the project had not proceeded as expected against the original plan. Deadlines were not met as initially estimated and areas which turned out to be of high importance to the organisation had not been given due consideration at the outset. For future projects the writer believes more time should be spent in two areas, Initiation and Planning (HSE, 2008), in particular around developing the implementation plan to allow a fuller understanding of resources required.

4.3.4 Dissemination Plan

Reporting, publishing and dissemination activities

An evaluation is only effective when it is used to decide what to do (Øvretveit, 2014). The findings were reported back to the management team on an on-going basis to ensure actionable insights were passed on (Davidson, 2012).

The current dissemination plan is for the video to be used at Induction for all new starters within the pilot site. At this point this has been used with 6 new employees. One limitation however is due to the fact that the organisation does not have a high volume of employee turnover, the number of new employees tends to be based on expansion.

Where the video has been shown during induction it is planned to follow up at both six and twelve month intervals on a one to one interview basis with the inductees to gain insight into whether the day to day working within the organisation reflects what was shown in the video.

Dissemination of the evaluation has taken place on an ongoing basis with the General Manager and Head of HR. Evaluation of each objective has raised additional queries and highlighted areas for future development work to be undertaken within the organisation.
Further dissemination of both the video and the evaluation information will be undertaken by the writer in the wider Organisation by presenting the evaluation information to the Group General Manager.

4.4 Summary and Conclusion

The writer chose a model for Evaluation known as Action Evaluation. This model is based on continuous improvement as the project develops. The writer found that this model was suitable for their organisation where ‘just-enough’ information to make a decision can be enough as there isn’t always time or requirement for in-depth data analysis.

The model itself was a flexible model allowing change to be introduced during the project implementation. There were amendments which needed to be made as the project progressed but the writer contends that these changes came largely from the use of such a model for continuous evaluation rather than in spite of it.

Evaluation needs to fit into the business and how the organisation works. How does the organisation review or evaluate projects and how do people within the organisation know whether their project has been successful? So what does success look like for this organisation?

Within this organisation success is attributed on the basis of buy-in, who was on-board, who now believes the pilot project should be rolled out and who is backing expansion of the project across the wider group? For commercial organisations this can often be the case. Mentoring and project sponsorship is key to enabling initiatives to develop and flourish (Joshi et al., 2014).

The General Manager of the Group has approved the project and Senior Members of the Management Team are requesting similar videos to be made available to the wider Group to showcase our business. In evaluating success against the original plan the writer determines that this project has been successful.
Discussion and Conclusions

5.1 Introduction
This chapter critically reviews the Organisational Change Project, examining its strengths and weaknesses. It considers the framework employed and the importance of the evaluation results, to determine the effectiveness and impact of the change. Finally, the further development of the project across the wider organisation will be considered and recommendations for future change projects within the organisation will be outlined.

5.2 Project impact
With any organisational change project there are a number of aspects within the organisation impacted by the change, by the project methodology, introduction and implementation (HSE, 2008). Here the writer will address the impact at the current stage of the project, i.e. after proof of concept has been completed and before wider dissemination of the video across the group.

5.2.1 Stakeholders
The introduction of change greatly impacts a number of different groups within an organisation. For the writer this ranged across all employees within the pilot site, in particular participants in the video itself and the senior management team who were the project sponsors.

The impact of the project has been difficult to gauge with these groups. It is a limitation of the evaluation that is discussed in more detail below. There has been a clear positive impact noted by the writer in the way in which Quality is discussed and understood.

This change was highlighted recently at the organisation's annual ISO 9001:2008 audit where people were more comfortable discussing their individual areas with the Auditors. There was a greater understanding of the fact that their day to day role was what impacts on Quality for the company as opposed to the usual QMS documentation taking the forefront. While this cannot be attributed solely to the creation of the Video, the conversations throughout the project stages have all led to a point where Quality is now discussed as an intrinsic part of ‘how we do business’ instead of a standalone department.
For the individuals who volunteered to take part in the Video the impact has been positive. Their participation itself, volunteering, being recognised for their input and support, has given a positive spotlight to them as individuals. Again assessing the impact for them personally has been a limitation of the project and is discussed in further detail in this chapter.

In showing the video to Inductees there has been a noted reaction to the fact that ‘real life’ people who work in the organisation were used. On each occasion the video has been shown, an inductee has mentioned the fact that they have already met a person from it earlier that day or the day before.

For the wider group of employees who took part in the Quality Questionnaire and for those employees involved more closely in the analytical work around stakeholders and force field analysis, they have reported back positive impact by simply being asked for their input. The concept of Employee Involvement is such a basic exercise within the wider framework for change and yet it probably has the most significant impact if it is not done (Cummings & Worley, 2005). This has to be authentic though and people are very quick to realise if they are on a team for the sake of appearances which can lead to resentment and resistance (J. P. Kotter & Schlesinger, 1979).

5.2.2 Practice

In reviewing the impact of practice the writer observed whether the practice had in fact changed within the organisation. Previous to the change project Quality Induction was undertaken by the Quality Manager presenting a PowerPoint presentation around specific areas only such as Product Complaints and Medical Device Field Actions. There was brief mention of the company being ISO accredited and requirements around audit but there was no real focus of the role that this new person would play in how Quality is achieved every day within the organisation.

This has now changed. The focus is very much centred around how individuals will personally impact on Quality. How their role will interact with other roles within the company is clearly illustrated and how each step in the process of supplying medical devices to end users relies on the step before it being right.

There is definitely more work to be completed in this area. The larger remit of Organisational Culture is going to be addressed with the Head of HR already working on a Strategy around updating the Mission and Values at the wider Group level.
5.2.3 Theory

At the initial stages of the project an extensive Literature Review was undertaken by the writer to assess the current thinking around this area. Key themes were highlighted which covered Culture of Quality, Employee Engagement and Induction. An in-depth discussion of the literature is documented in Chapter Two.

The writer contends that this change project, rather than adding to the knowledge base in any of the above areas, affirms what the literature review found. The importance of culture supporting Quality (Juran & De Feo, 2010) and an organisation’s culture being at its most basic the concept of “how we do things here” (Deal & Kennedy, 2000) were all tied into the Change Project from the planning stages. The very essence of the Induction Video was a strap line that “Quality is how we do business”.

Employee Engagement has ended up being a cornerstone of the change project. Literature around change management highlights the importance of this element (Kahn, 1990). The writer found that whilst undertaking this project it was the everyday employee, the people on the ground doing the work that took on board this change concept and ran with it. They embraced the change methodology and worked to ensure that the change project was completed to the highest standards because they took it on as their project and were proud to be a part of it. By utilising Transformational Leadership theory through Inspirational Motivation (Northouse, 2010), creating a vision for change that colleagues could relate to led to high employee engagement.

As illustrated back in Chapter One there are a range of factors which make up Transformational Leadership. The writer used elements of this leadership style throughout the project but given the narrow scope of the project they found themselves mostly within the areas of Idealised Influence – talking about company beliefs and purpose and Inspirational Motivation – articulating a vision. Due to this the writer does not believe they were exposed to the potential pitfalls of this leadership type such as the potential for these leaders to transcend their role as a positive leader into a darker cult-like behaviour where followers lose their ethical sense to the needs of the organisation (Tourish, 2013).

Finally, in assessing the impact on Theory, the writer has observed that this project has added to the knowledge base around the use of the HSE Change Model (HSE, 2008) within a commercial setting. This methodology was developed for a Healthcare
Setting within a Publicly Funded organisation. There are very obvious differences and priorities within a Private Commercial Organisation and the writer chose the HSE Model specifically to test whether it could be extended into the wider Healthcare Supply Chain. It has been successful as a Change Model and the writer would recommend its use further within the organisation.

Strengths and Limitations

The strengths and weaknesses of the project have been considered throughout both chapter three and chapter four as the project progressed but significant to note were the following aspects which the writer proposes are the main learnings.

5.3 Strengths of the project

The participative approach of this project has been a major strength. The video could never have been achieved as a project with one sole participant anyway but the level of support from employees was superb.

The use of existing employees within the video has also been a strength. The literature had highlighted the importance of new inductees learning from existing employees and the idea of modelling of behaviours (Phillips et al., 2015) so to have been in a position to build on this has been fantastic.

The effect within the organisation on levels of camaraderie both throughout the creation and launch of the video are a noted strength. They are however very hard to quantify as it was difficult to put into words or measure how people felt, the buzz and excitement around the office and the support between colleagues.

It was decided to run the project as a proof of concept – to start in one site out of the four companies to test it out. This method of trying and testing has proven to be a strength and now that the organisation has seen the finished product at a local level, larger scaling up of the project is planned to be implemented.
5.4 Limitations of the project

The writer found that there were significant limitations throughout the project that would render it difficult to replicate outside of the organisation.

Due to the fact this was in relation to workplace beliefs the questionnaires used were designed to balance between a need to gather the required information and to be seen to ask relevant questions as opposed to academic study type questions. There was clear guidance from the organisation that this was not a project on organisational culture and the scope was to be related to Quality only so this limited the types of questionnaires and removed a wide range of validated Culture Questionnaires which would have added validity to the evaluation phase.

It was difficult to distinguish between Culture and Quality and the writer, in hindsight, should have asked harder questions at the outset. What did the organisation hope to achieve? Would the organisation consider a full culture assessment? The enthusiasm from the writer to want to produce such a video outweighed whether or not this was the right way to progress for the organisation.

Culture and Quality cannot be separated. The writer has found that they are intrinsically linked and having tried to attempt to look at one without the other has led to this project being limited in the potential for wider roll out. For other organisations who may choose to introduce such a project, ensuring the link to the wider Organisational Culture is imperative.

While the project has resulted in a success, with an Induction Video for Quality now in full use, there was potential to use the opportunity, in particular around the employee surveys, to dig deeper into cultural aspects and this opportunity was missed. It is important to recognise though that it wasn’t what the organisation was looking for at the time.

Proximity of the writer, as the change agent, to the employees has been both a strength and limitation. As a strength it has allowed the writer to use relationships which existed already to leverage support for the project but the same proximity to employees could potentially lead to assertions of bias within the findings from the
questionnaires. Would their answers be different in any way due to the fact they know the writer?

The number of participants in both surveys could potentially be another limitation. Both surveys were anonymous therefore the writer cannot guarantee that the same people responded to both surveys which the writer acknowledges does effect the validity of the findings.

Acceptance of these less rigorous findings, the writer believes, was in large part due to the fact that this is a commercial organisation and not an academic or research facility. The aim of the change project being undertaken was to affect change within the limited confines of the group of healthcare companies so working from a premise of ‘just enough’ information to enable decision making worked in this regard. The writer does acknowledge that this however is a limitation of the project and the change project itself cannot easily be replicated as a validated project due to this.

Financial costs were not evaluated as part of the evaluation plan or after the project was completed. The organisation gave approval for the initial monetary value of €500.00 however there were other costs such as the cost of resources, personnel, and time that were not quantified. It would be advised by the writer that this be quantified for future extension of the project.

Finally it is important to note that the user goal specification, as established back in chapters one and three ended up being changed. This is a limitation in that scope should be finalised and agreed with any change project at the start so that everyone is clear what questions are being asked and what the change project will or can deliver (Øvretveit, 2014). In this instance essential elements of evaluation such as participation would have been missed as it wasn’t noted as an important element at the beginning. The writer has found that some flexibility was important and that by using the chosen model of evaluation, Action Evaluation, this facilitated additional areas to be encompassed as they came to light.

While there are more limitations than strengths in terms of evidence the writer has considered all of the limitations which are discussed above and would contend that following the ideology of both Deming and Schewhart this amounts to a PDCA cycle (Deming. W, 1982) in itself, where the limitations highlighted in the proof of concept
stage can now be improved and amended as the wider organisation takes the change on board.

**Personal Impact**

Being an agent for change is hard.

Effecting successful change requires leadership skills. The idea of the incomplete leader is not far from mind when you sit down to tackle a project such as this (Ancona, Malone, Orlikowski, & Senge, 2005). To take an idea and to begin to look at how you might make that a reality, makes you realise where you are lacking. You need to be aware of the many different levels of support that are required across the organisation to enable change to be successful.

In leading a change project your style of management, communication skills and own understanding of your self can all be questioned. The writer has followed Transformational Leadership theory which they believe worked well for this type of change but acknowledges that this type of leadership style may not work for more difficult changes where a harder line may need to be taken.

In assessing the personal impact of the project the writer found it worthwhile to question whether they would undertake the project again and if so would it be carried out in the same way. The whole change process has been a learning experience both for the writer and the organisation. Being supported from the start by the General Manager has facilitated a project to be developed that the writer proposed would make a difference to ‘how we do business’ but has that transpired to be true?

How the organisation induct staff around Quality has changed and how that process of change was managed, through the HSE Change Model, could certainly be replicated for future projects. However, as the organisation clearly asked for this project to be focused on Quality only and not culture, that in itself shows a lack of understanding that the two areas are intrinsically linked. You cannot achieve a Culture of Quality without assessing the overall Organisational Culture. In trying to do so you undermine the importance of quality within the organisation. Because of this, should the project be decided to be implemented across the wider group, which all indications are leading towards, the writer would be recommending that within the other sites, a validated culture assessment be undertaken first to clearly identify the Culture.
5.5 Recommendations

For future projects being undertaken by the organisation the writer recommends the continued use of the HSE Change Model as an evidence based framework for change.

As with this change project, starting small and proving that the idea works is most definitely recommended. It is far easier to scale a project up when you can show it is successful and have tangible evidence to back it up.

Within this organisation the project is scalable and the writer recommends that momentum should be continued with the rollout of the project across the remaining three sites, further to validated culture questionnaires being completed. Deliberations will be required regarding whether one induction video would be better than four separate videos. Given the different cultures and styles of the four companies one video may not fit all however in an effort to harmonise Quality and the understanding of what it means to the organisation as a whole, perhaps one video, bringing together aspects from each site, could be used a tool to develop stronger links across the group. It would be important to give due consideration to what may be lost in doing this and to be sure whether or not the strengths of this project such as participation of employees and camaraderie could be replicated at a group level.

The final recommendation the writer makes is for the other areas raised as concerns on the first questionnaire to be addressed. This is important for employees to be assured that their voices were heard and that this isn’t a once off process for making a video. This video is only one action in addressing issues raised and further work should follow as soon as possible. This will not only help employees to view the whole process as a positive but will further encourage future collaboration with employees feeling their input is important.

5.6 Summary and Conclusion

The writer is conscious that in reviewing this from outside of the organisation it may not look like a big change project, it’s a video, so what? This however is more than a video. For this organisation and the practices and beliefs within it around Quality, this is a paradigm shift. To change how a whole organisation thinks about something could never have been achieved within the timeframe of this project but, and this is an
important but, this change project has started to achieve that. The organisation has begun to move towards the next phase of the Quality Journey.

This video has impacted how the organisation thinks about what Quality means. It has started discussions around the impact of each department on each other, moving from an ‘us and them’ to a bigger ‘Us’ as a Group and has initiated collaborations across companies to try to replicate what this video has achieved.

While it may have had to start out being strictly about Quality only, the project has helped to highlight that Quality and Culture are linked.

It took belief and support from just a few people to take the time to make a change and to back it. This brought others on the journey, to share the excitement and passion and to see for themselves the value in the change. For this organisation, having taken that journey, “Quality is now simply how we do business”.
“When you drop a pebble into a pond, ripples spread out, changing all the water in the pool. In some small way, the pond is never the same again.” Neal Shusterman
6 References


Davidson, J. E. (2012). *Actionable Evaluation Basics: Getting succinct answers to the most important questions*. Smashwords.


Muller, R., & Turner, J. R. (2010). *Project-oriented leadership.* Gower Publishing Ltd.


Appendix A Questionnaire

Proposed Quality Questionnaire

Please rate your agreement with the statements below from 1-5

- I have participated in training for my role
- What I do impacts on patient safety
- It is important I do my job correctly so that a patient receives the right product
- Our values and mission are communicated clearly within the organisation
- I have received induction training around our company values
- The values within Tekno clearly promote quality
- I have received induction training around quality
- I am aware of the impact of my role across other departments
- Suggestions for improvements are actively welcomed within Tekno
- Management is responsible to ensure things are done correctly
- I am encouraged to highlight areas of concern around quality with my manager
- Our company values are important to me
- Our mission reflects what I do every day
- Quality is important every day across all of our roles
- Patient care is as important to the company as getting a sale
- Quality is important only to ensure we pass our ISO audit
- I am proud to work in Tekno
- I would describe Tekno as having a culture of excellence

Thank you for taking the time to participate.
Appendix B Storyboard
Appendix C Communication Poster

TEKNO QUALITY QUESTIONNAIRE - What's got you talking....

92% agree that it's important we do our job correctly so a patient receives the right product with 95% agreeing that what they do impacts on patient safety.

85% of all Tekno employees responded to the Quality Questionnaire (Thank you!)

93% agree that Patient Care is as important to Tekno as getting a sale.

94% agree that suggestions for improvement are actively welcomed within Tekno.

47% of employees have not received induction training around quality.

89% say our values in Tekno clearly promote quality.

PRIDE 96% of people are Proud to work in Tekno
Appendix D

Induction Video Link

http://youtu.be/-1iuoVWU-EE
Appendix E Launch Invite

You are cordially invited to the premier showing of

Tekno - Induction Video for Quality.

Starring film critic favourites FOWLER, RICHARDS, TUMOVS

Introducing DIAMOND and CAMPBELL

Thursday 4th February, 11.15am, Aesthetic Showroom, Tekno.

Refreshments will be provided

All are welcome
### Data for Improvement, Accountability and Research in Health Care

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Improvement</th>
<th>Accountability</th>
<th>Research</th>
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<td><strong>Aim</strong></td>
<td>Improvement of care</td>
<td>Comparison, choice, reassurance, spur for change</td>
<td>New knowledge</td>
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<tr>
<td><strong>Methods:</strong></td>
<td>Test observable</td>
<td>No test, evaluate current performance</td>
<td>Test blinded or controlled</td>
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<td>• Test Observability</td>
<td>Accept consistent bias</td>
<td>Measure and adjust to reduce bias</td>
<td>Design to eliminate bias</td>
</tr>
<tr>
<td>• Bias</td>
<td>“Just enough” data, small sequential samples</td>
<td>Obtain 100% of available, relevant data</td>
<td>“Just in case” data</td>
</tr>
<tr>
<td>• Sample Size</td>
<td>Hypothesis flexible, changes as learning takes place</td>
<td>No hypothesis</td>
<td>Fixed hypothesis</td>
</tr>
<tr>
<td>• Flexibility of Hypothesis</td>
<td>Sequential tests</td>
<td>No tests</td>
<td>One large test</td>
</tr>
<tr>
<td>• Testing Strategy</td>
<td>Run charts or Shewhart control charts</td>
<td>No change focus</td>
<td>Hypothesis, statistical tests (t-test, F-test, chi square), p-values</td>
</tr>
<tr>
<td>• Determining if a change is an improvement</td>
<td>Data used only by those involved with improvement</td>
<td>Data available for public consumption and review</td>
<td>Research subjects’ identities protected</td>
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01/10/2015

To Whom It May Concern,

This is to confirm that we have reviewed the proposed change project:

“Excellence in the Healthcare Supply Chain – Creating a Culture of Quality from Day One” which is centred on the creation of an Induction Video for Quality within Tekno Surgical.

An online questionnaire will be administered via Survey Monkey both before and after the video is created.

This questionnaire will be administered anonymously.

The questionnaire is in relation to employees understanding of Quality and Values within the organisation and will be administered within the working day.

We understand this project is being documented as part fulfilment of an MSc Quality and Safety in Healthcare Management through the RCSI and Vicki O’Reilly has permission from the organisation to complete this.

Ethical Approval is not required by this organisation.

Kind regards,

[Signature]

Marla Campbell
Head of HR, Sisk Healthcare
Appendix H Poster

Lights, Camera, Action!
Introduction of an induction video for Quality within the private healthcare sector

Methodology

The HSE Change Model\(^\text{2}\) was chosen to attempt to utilise it in the wider Healthcare Supply Chain and apply its principles to a commercial organisation.

- **Initiation:** Force Field Analysis highlighted concerns regarding communication of survey findings.
- **Planning:** Stakeholder Analysis identified that the HR Manager and General Manager would be key players and their support would be needed for success.
- **Implementation:** Focusing became central to employee engagement.
- **Mainstreaming:** A red carpet launch created buzz with Oscars being awarded to employees.

Evaluation

Evaluation was undertaken against each objective as agreed within the User Goal Specification using Overleaf's Action Evaluation Model\(^*\). Business function participation was measured through a RAG status (extract below).

Organisational Impact

- **Production Process:** Camaraderie through participation
- **Post Production:** Interactive training tool created
- **Employee engagement:** Clear sense of culture of quality
- **Sense of excitement and fun:** Appreciation of impact on patients
- **Cross function collaboration:** Recognition of role of leadership
- **Expected behaviours identified:** Plans to scale up project across group

Conclusion

The change to a video for quality induction was implemented successfully with leadership being a key enabler. While change should not be underestimated the writer found that managing the change in a positive manner enabled the process for change to be fun.

References