



Australia's National Research Centre  
on AOD Workforce Development



# Workforce Development 'TIPS'

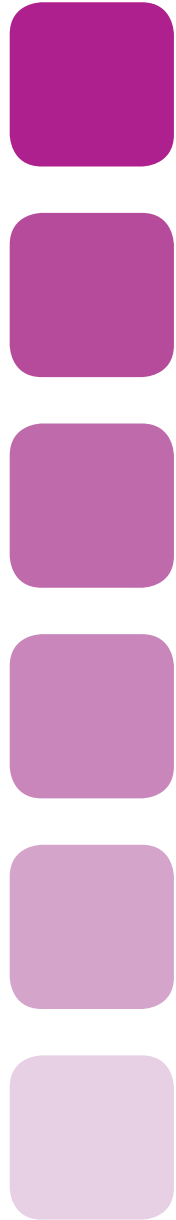
Theory **I**n**T**o **P**ractice **S**trategies

A Resource Kit for the  
Alcohol and Other Drugs Field

7

ORGANISATIONAL  
CHANGE





# Workforce Development 'TIPS'

Theory Into **P**ractice **S**trategies

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7

ORGANISATIONAL  
CHANGE

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# ABOUT THE WORKFORCE DEVELOPMENT TIPS RESOURCE KIT

This Resource Kit aims to provide straightforward and practical guidance, tools and resources to support workforce development activities and initiatives in the Alcohol and Other Drugs (AOD) field.

The Resource Kit comprises 14 chapters: an introduction to workforce development and 13 workforce development topics relevant to the AOD field. Each chapter contains evidence-based strategies to address a particular workforce development issue, as well as resources and tools that can be used to implement the strategies. Each chapter can be treated as a stand alone section, however, as workforce development topics are inherently interrelated, links between chapters are identified throughout the Kit.

Organisational Change is the 7th chapter in the Resource Kit.

## CHAPTER

- 1 An Introduction to Workforce Development
- 2 Clinical Supervision
- 3 Developing Effective Teams
- 4 Evaluating AOD Projects and Programs
- 5 Goal Setting
- 6 Mentoring
- 7 Organisational Change**
- 8 Performance Appraisal
- 9 Professional Development
- 10 Recruitment and Selection
- 11 Retention
- 12 Worker Performance
- 13 Worker Wellbeing
- 14 Workplace Support



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# ORGANISATIONAL CHANGE

Natalie Skinner

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## Resources and Tools



**Checklist** for managing organisational change



**Case Study:** A large-scale organisational change program on a service delivery system



**Guidelines** on how to conduct workplace surveys



**Survey Instruments** to measure elements of organisational change



**Recommended Readings**

# ORGANISATIONAL CHANGE

## Overview

Organisational change is increasingly common in the AOD sector. Changes to work practice and procedures may be driven by:

- The introduction of new or modified clinical guidelines
- Awareness of new evidence regarding best practice
- Workers' / supervisors' / managers' awareness of flaws or difficulties in current work practices and procedures
- Changes to organisational funding arrangements and deliverables.

Organisational change is best understood as a process that occurs over time, rather than a single, one-off event. It can be helpful to think of organisational change as a three-stage process: unfreezing, changing, and confirming / supporting.

### Stage 1: Unfreezing

Investing time at the start of a change program to prepare and support workers is an essential step to minimise reluctance to change and ensure successful implementation of new work practices.

Issues to be addressed at the unfreezing stage include:

- Acknowledging current work practices
- Supporting workers' readiness for change
- Providing sufficient organisational resources for change
- Providing professional development (e.g., education, training) for new work practices
- Managing uncertainty associated with change.

### Stage 2: Changing

Strategies to assist the transition from old to new work practices include:

- Conducting trials of change
- Engaging in ongoing monitoring and evaluation
- Supporting workers to change their behaviour (e.g., support, feedback, rewards, professional development).

### Stage 3: Confirming and supporting

Strategies to ensure new behaviours become standard work practice include:

- Continuing to offer workplace support for the new work practices
- Continuing with monitoring and evaluation of change – including making required modifications to the new work practices.



# Strategies for effective organisational change

Four strategies to achieve successful organisational change are:

## 1. Effective communication

Effective communication strategies form the foundation for successful organisational change.

Strategies to increase workers' knowledge and awareness of change include:

- Persuasive communications from management, supervisors and change agents (e.g., speeches, articles in newsletters, posters, emails)
- Face-to-face meetings including question-and-answer forums
- Active participation by workers (e.g., consultative committees).

To be effective, change-related communication should be conducted:

- Via multiple channels (e.g., face-to-face, email, written documents, DVD / video)
- Over repeated occasions (i.e., more than just once or twice).

## 2. Using appropriate change agents

Change agents are people involved in organising, implementing and supporting change. Change agents include:

- CEOs and other management leaders
- Supervisors and others in leadership roles
- Informal (non-supervisory or management) opinion leaders.

In order to be effective, change agents must be:

- Credible (i.e., have knowledge of the workplace and workers, the change process, potential difficulties / challenges)
- Trusted by workers
- Perceived to be implementing the change in a fair and just way.

## 3. Participation in decision-making

The most consistent message throughout the research literature is that workers must be actively involved in a change initiative for it to be successful and result in sustained and long-term practice change. Common strategies for participation include:

- Formal meetings
- Representation on organisational change committees
- Informal discussions, including "brainstorming" of goals and strategies.

## 4. Organisational and coworker support

Support from the organisation, managers / supervisors and coworkers can have a strong impact on organisational change. Key workplace supports to facilitate effective change include:

- Development and promotion of a policy outlining the organisation's support for work practice change
- Sufficient number and quality of staff
- Provision of training and professional development opportunities to support required change.

## Introduction

Organisational change is increasingly common in the AOD sector. Key drivers of change include more complex cases (e.g., polydrug use) and a developing evidence-base regarding best practice in treatment orientations and goals. Changes to work practice and procedures may be driven by:

- The introduction of new or modified clinical guidelines
- Awareness of new evidence regarding best practice
- Workers' / supervisors' / managers' awareness of flaws or difficulties in current work practices and procedures
- Changes to organisational funding arrangements and deliverables.

This chapter presents a set of useful principles and strategies for effective change management applicable to the AOD sector that have received strong support from the research literature.

Organisational change involves the introduction or alteration of an organisation's structure, technology or people.<sup>1</sup>

The change management literature presents many models and programs for organisational change. However, these tend to be mechanistic and often suggest a "quick fix" solution to organisational change (i.e., "just follow these six key steps, five essential rules, etc.").<sup>2</sup> In reality, AOD organisations are complex systems which differ according to:

- Workers' professional backgrounds and training
- Organisational culture and work practices
- Size of the organisation
- Context of work practice.

This chapter presents strategies for organisational change that are planned, focused on altering specific work practices or procedures, and driven from internal or external sources.

## Successful organisational change at a glance

Successful organisational change achieves three important outcomes:<sup>3</sup>

1. A positive contribution to the effectiveness of workers, teams and the wider organisation
2. Desired work practice change that is achieved and sustained over time
3. No undue distress experienced by workers (and ideally a positive impact on their knowledge, skills, abilities and wellbeing).

It is worthwhile investing time and effort in managing the process of organisational change. Poorly managed organisational change may result in a range of negative outcomes including:

- Increased stress and cynicism<sup>4,6</sup>
- Reduced job satisfaction<sup>6</sup>
- Reduced organisational commitment<sup>6</sup>
- Damaged organisational reputation
- Loss or reduction of funding
- Staff turnover.<sup>7,8</sup>

## First things first: Is a change needed?

In today's environment of rapid change in knowledge, technology and information, AOD organisations are presented with many opportunities and demands to initiate change. The pressure to keep up with the latest technology and treatments is strong.<sup>9</sup> It can be easy to fall into the trap of change for change's sake.<sup>10</sup>

Before starting a program of organisational change the following questions should be given careful consideration:

- Have any shortcomings been identified?
- What / who is driving the change (i.e., what is the rationale for change)? Is this legitimate?
- Is there a shared perspective that change is necessary?
- Is change occurring anyway? (i.e., in an unplanned, uncoordinated manner?)
- How does the change relate to the organisation's goals and mission?
- What is the evidence that the change will result in the desired outcomes?
- Do the advantages of change outweigh the disadvantages?
- Are there sufficient resources to successfully implement the change?

Organisational change is often imposed from external sources (e.g., funders, policy makers, politicians). Many of the strategies for effective organisational change discussed in this chapter (e.g., communication techniques, worker participation) are equally applicable to externally imposed change initiatives.

Where possible, it is beneficial to plan organisational change in a way that ensures periods of stability and consolidation between change initiatives. This strategy can minimise the problem of "change fatigue" that workers may experience with repeated or frequent periods of change (see "Under the Microscope" below).

### UNDER THE MICROSCOPE



#### Avoiding "change fatigue"

Organisational change can be a significant source of stress and job dissatisfaction. The experience of instability and frequent change can result in "change fatigue", characterised by cynicism and exhaustion in response to change initiatives.<sup>11</sup>

Periods of stability and consolidation between change efforts is one approach to preventing change fatigue. Breaks between change initiatives allow workers to:<sup>6</sup>

- Practise and develop new skills
- Master new work practices
- Recover from stress or strain experienced during the change process.

## Understanding the process of organisational change

Organisational change is best understood as a process that occurs over time, rather than a single, one-off event. As shown in Figure 1 below, it can be helpful to think of organisational change as occurring in three distinct stages:<sup>12</sup>

1. Unfreezing
2. Changing
3. Confirming / supporting.

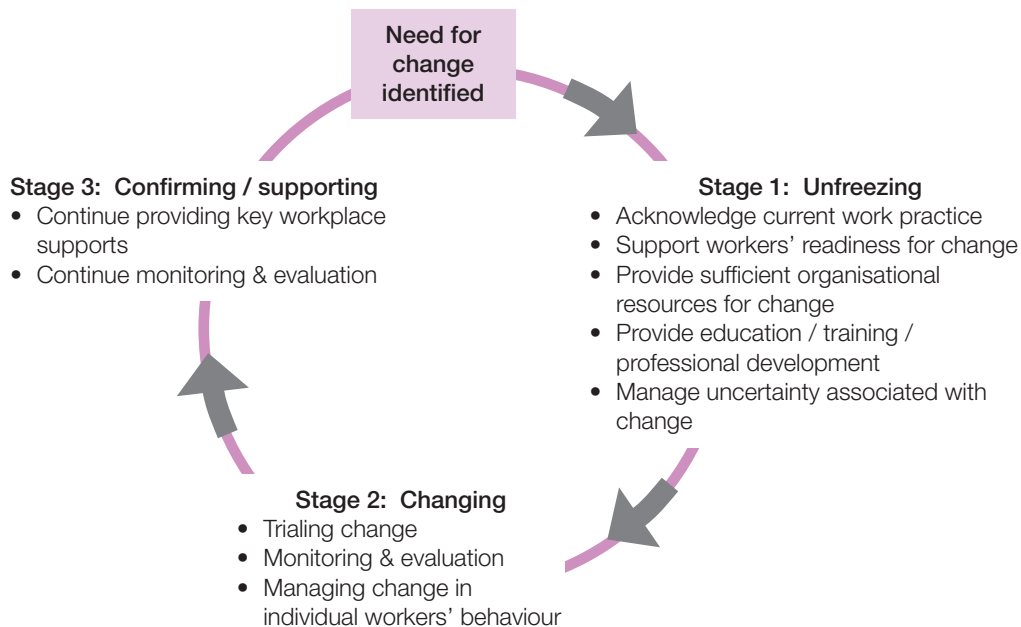


Figure 1. Stages of organisational change

### UNDER THE MICROSCOPE



#### The process of change

The idea of organisational change as a process involving three stages (unfreezing, changing, supporting / confirming) is similar to the well known Prochaska and DiClemente<sup>13</sup> model of motivational change.

Briefly, Prochaska and DiClemente identified five stages of change which individuals work through when addressing a problem behaviour:

- Precontemplation (ignorance regarding nature and extent of problem)
- Contemplation (awareness of problem, evaluation of pros and cons of change)
- Preparation (commitment to a change plan)
- Action (change in behaviour implemented)
- Maintenance (new behaviour implemented into everyday behaviour and routine).

As shown in Figure 1, a similar process is suggested to occur for organisational change:

- Unfreezing (encouraging workers to move through precontemplation / contemplation to preparation for change)
- Changing (action stage)
- Confirming / supporting (maintenance stage).

The next part of this chapter is focused on two key issues:

**The three stages of organisational change** provides a more detailed description of the issues to be addressed at each stage (unfreezing, changing, confirming / supporting) of the change process.

**Strategies for effective organisational change** describes four tools that can be used to support, guide and motivate workers during organisational change:

1. Effective communication strategies
2. Using appropriate change agents (i.e., people involved in organising the change)
3. Participation in decision-making
4. Organisational and coworker support.

These tools have strong empirical support for their positive impact on organisational change.

## The three stages of organisational change

### Stage 1: Unfreezing

It can be hard to break out of established routines, procedures and practices to embrace change and innovation. For example, in the AOD field a change to work practice may involve learning to manage a new treatment technique (e.g., including buprenorphine as a treatment option), or established beliefs and philosophies regarding appropriate interventions may be challenged (e.g., providing a clean needle program in a public health clinic).

Investing time at the start of an organisational change program to prepare and support workers is an essential step to:<sup>14</sup>

- Minimise reluctance to change
- Ensure successful implementation of change.

Issues to be addressed at the unfreezing stage include:

- Acknowledging current work practices
- Supporting workers' readiness for change
- Providing sufficient organisational resources for change
- Providing education, training or other professional development for new work practices
- Managing uncertainty associated with change.

#### **Acknowledging current work practices**

It is important to understand and acknowledge that workers in the AOD field have often invested significant time and effort in developing and refining their current work practices. Rather than focus exclusively on the new work practice (i.e., the change), it can also be useful to first acknowledge and discuss the pros and cons of current work practices. This may help workers to “let go” of current practices and smooth the transition to new work practices.

## Supporting workers' readiness for change

Successful change depends on workers' readiness to change.<sup>15</sup> Workers have to feel secure about their current and future work situation, and believe that the change will be beneficial to their wellbeing and the organisation's goals and mission. The less reluctance to engage in change, the greater the likelihood of a successful change program.<sup>12, 16</sup>

To be motivated and ready for change, workers must understand and accept six central messages:<sup>14, 15</sup>

1. **Necessity:** There is a need for change driven by important factors (e.g., social, economic, political, competition, service quality).
2. **Discrepancy:** There is a gap between current functioning and a desired level of functioning.
3. **Appropriateness:** The outcomes of change are valid and legitimate for the organisation to strive towards, and the suggested change is the most appropriate and effective approach to achieving these outcomes.
4. **Capacity:** The organisation has the resources and capacity to implement the desired change and achieve the desired outcomes.
5. **Support:** Informal and formal leaders in the organisation support the change and are committed to its application.
6. **Personal relevance:** There are clear benefits and advantages of the change for the organisation and workers themselves.

## Providing sufficient organisational resources for change

Ensuring workers are confident in the organisation's capacity to achieve change is an important consideration in the unfreezing stage. Awareness of a need for change without confidence that it can be achieved can lead to reluctance to change, defensiveness and withdrawal from the change process.<sup>15</sup>

Organisational resources to support change are discussed later in this chapter.

## Providing education, training or other professional development for new work practices

Providing professional development to support the capacity of workers to use new equipment and conduct new procedures / practices is likely to improve uptake and long-term sustainability of work practice change.<sup>14, 17</sup> If possible, using respected peers and colleagues (i.e., opinion leaders) to conduct the professional development can encourage and motivate workers to adopt the desired change.<sup>14</sup>

Professional development can benefit organisational change in a range of ways, including:<sup>14</sup>

- Demonstrating organisational support for the change
- Building workers' confidence in their abilities to perform new work practices
- Increasing workers' understanding of the advantages and benefits of the desired change.



The *Professional Development* chapter discusses a range of professional development strategies to increase knowledge, skills and confidence.

## Managing the uncertainty of change

Organisational change can be a period of great uncertainty for workers (see “Under the Microscope” below). Negative consequences of uncertainty include:

- Break-down in communication
- Withdrawal / passivity
- Formation of destabilising cliques
- Sabotage of change initiatives
- Increased stress<sup>18</sup>
- Lower job satisfaction and commitment to remaining with the organisation<sup>18</sup>
- Unhealthy work dynamics.

Such negative consequences of change may be a challenge particularly for AOD organisations, given the inherent challenges and stress workers face in reducing the harm associated with excessive AOD use.

Change that has little obvious benefit or connection to organisational goals is likely to be met with reluctance from workers.<sup>10</sup>

Two strategies to reduce feelings of uncertainty are:<sup>18</sup>

- Engage in effective communication
- Involve workers in all aspects of planning and decision-making.

Strategies for effective communication and involving workers in decision-making are discussed later in this chapter.

## UNDER THE MICROSCOPE



### Understanding uncertainty during organisational change

Depending on the scope of organisational change, uncertainty can be experienced at three levels:<sup>18</sup>

1. Strategic (uncertainty at a whole-of-organisation level regarding reasons for change, future direction, long-term sustainability of the organisation)
2. Structural (uncertainty regarding internal structure and functioning of the organisation such as chain of command, team / work unit structure and function, mergers and allocation of staff)
3. Job-related (uncertainty regarding job role, requirements to learn new skills and abilities, promotion opportunities, job security).

#### Perceptions of justice under conditions of high uncertainty

When uncertainty is high, the justice and fairness of the change process and procedures are likely to become particularly important to workers.<sup>18</sup> Ensuring that the change process is conducted in a fair and just way (and that workers perceive this to be the case) is a high priority in these circumstances.

## Stage 2: Changing

This section addresses the transition from the old to the new work practices, procedures or behaviours.

Issues to be addressed at the changing stage are:

1. Trialing change
2. Monitoring and evaluation
3. Supporting workers to change their behaviour.



Changes that can be tested and evaluated on a trial basis are more likely to be accepted by workers.

(Tornatzky & Klein, 1982 in Armenakis et al <sup>14</sup>, p.101)



### PRACTICAL TIP



#### The benefits of implementing change in small steps

Implement change in small steps wherever possible. Introducing change in small steps allows workers to:<sup>6, 14, 19</sup>

- Develop new or complex skills gradually
- Build confidence in performing new work practices
- Minimise feelings of stress associated with learning new behaviours.

#### **Example: Introducing a system of screening and brief intervention in a hospital Emergency Department**

In order to introduce change, gradually start with modest goals and less complex behaviours. For example, screening protocols could be trialled during quieter times (e.g., screening in an Emergency Department on weeknights rather than Saturday nights). Intervention could start with “easier” behaviours (e.g., giving written information), with more difficult or complex behaviours (e.g., conducting a brief intervention) introduced once easier behaviours have been mastered.

#### **When rapid or dramatic change is warranted**

A slow change strategy may not be appropriate for all initiatives. Small steps may be most beneficial when change involves adding new behaviours or work practices to workers’ current repertoire. Rapid change that occurs within a short space of time (or on a certain date) is more appropriate when the change involves a major alteration to work practices and procedures. A useful analogy is driving on the left or right hand side of the road. When a country swaps from left- to right-hand drive, it wants **all drivers** to follow the new system from the implementation date.

An AOD field example: If a new self-help manual that has been shown to reduce drug related harm in your client group becomes readily available, then implementation should occur sooner rather than later.





Develop a small number of actions that can be addressed quickly. Something has to happen straight away to maintain momentum and provide evidence that changes will be made.<sup>20 (p. 15)</sup>



## 1. Trialing change

It is reasonable and realistic to expect that workers will require time to explore and rehearse the required work practice change. For this reason a trial period can be useful.

It is important to be aware that the trialing of new work practices can add significantly to the workload of staff participating in the trial. The challenge of heavy workloads and conflicting demands between clinical and administrative roles have been identified as common sources of stress in the AOD sector.<sup>21</sup> It is important to ensure that participating in change trials (and other change-related activities) does not become a source of stress and frustration in itself. Therefore, a change trial may also require temporary reorganisation of workloads and responsibilities to ensure workers are able to apply sufficient time and effort to the trial.

Investing time and effort to trial, evaluate and monitor the implementation of change can also have long-term benefits.<sup>14</sup> Conducting trials of new work practices and procedures can identify:<sup>14</sup>

- Benefits of change
- Potential barriers or difficulties to implementation of change
- Strategies to assist and support implementation of change
- Modifications required to the new work practice / procedure.

Trials can also be used to demonstrate to workers that the organisation has the capacity to implement the change (i.e., build confidence).<sup>14</sup>

## 2. Monitoring and evaluation

Monitoring and evaluation of work practices are essential to track the progress of change over time, and to determine if the change program has been successful.<sup>22</sup>

The “what”, “who” and “when” of evaluating change are discussed below, with a focus on three questions:

- What types of information should be collected?
- Who should be involved in the collection and evaluation of information?
- When should information be collected?

The “how” of program evaluation is discussed in Chapter 4, Evaluating AOD Projects and Programs chapter.



The *Evaluating AOD Projects and Programs* chapter provides guidelines on conducting evaluations of organisational interventions and programs.

### ***What types of information should be collected?***

A comprehensive evaluation will address the process, impact and outcomes of change. The specific outcomes that are evaluated will depend to a large extent on the original goals of the change program.

At the unfreezing stage, evaluation may address workers’:

- Perceptions of the quality of change-related communications
- Openness to change
- Confidence in their ability to change.

At the changing stage, evaluation may address:

- Adoption of the new behaviour / work practice or procedure
- Factors that helped or hindered change (e.g., availability of support)
- Availability of opportunities to participate in the change process.

At the confirmation / support stage, evaluation may address:

- Sustainability of change (maintenance of change in the longer-term – e.g., six months, one year)
- Impact of the change on client outcomes (e.g., client satisfaction).

### ***Who should be involved in the collection and evaluation of information?***

Monitoring and evaluation of change should involve all key stakeholders (e.g., managers, supervisors, frontline workers, clients). Involving workers in the monitoring and evaluation of a change process is likely to increase the “credibility” of information.<sup>14</sup>

## IN PRACTICE



### **The importance of keeping workers informed of evaluation processes**

A high priority for implementing an evaluation process is to keep workers informed about when and how an evaluation will take place. Poorly managed evaluations can generate resistance and resentment.

For example, in a teaching hospital in Sydney a new AOD assessment protocol was introduced. Uptake of this new work practice was lower than desired. One of the main reasons for poor uptake was a lack of active consultation with nurses about this change to their work practice.

The new work practice was evaluated by an audit of a random selection of patient records. However, nursing staff were not told that records would be audited. On becoming aware of the audit, nurses demonstrated a high level of compliance with the new assessment protocol. However, they also reported feeling anxious and insecure about their work practices.

Once it became known that the audit was complete, compliance and cooperation decreased markedly. The suggestion here is that active collaboration will produce better and more sustained outcomes than organisational “scrutiny”.

As this example demonstrates, the need to keep staff informed about change requirements is particularly important if it is an implicit or explicit evaluation of workers’ practice or performance.

Participation can include input into:

- The outcomes to be evaluated (e.g., client satisfaction, staff motivation)
- The process of collecting information (e.g., organisational surveys, observation)<sup>22</sup>
- The design of evaluation tools (e.g., surveys, interview questions)<sup>22</sup>
- Communication strategies for keeping workers up-to-date with the findings of the monitoring and evaluation processes.



Organizational members must do things differently for the system to change. Thinking or feeling differently is not enough; behaviour must also change.<sup>3 (p. 725)</sup>



### ***When should information be collected?***

There are no hard and fast rules about how often information should be collected to monitor and evaluate a change program. Information should be collected during each of the three stages of change – unfreezing, changing, and confirming / supporting.

Monitoring and evaluation can provide useful information regarding the pace of change – particularly the pace of moving through the three stages of change.<sup>23</sup> For example, monitoring and evaluation of workers' readiness to change at the unfreezing stage may indicate a low level of readiness to change. This indicates that it may be beneficial to do further work at the unfreezing stage (e.g., further communication regarding benefits of change).<sup>23</sup>

### **3. Supporting workers to change their behaviour**

In essence, successful organisational change involves a change in individual workers' behaviour and work practice.<sup>3</sup> Workers' capacity to initiate and sustain work practice change is influenced by a wide range of factors. As discussed previously, providing the required education, training and professional development is a key strategy to support workers' capacity to change their work practice.<sup>14, 17</sup> Additional strategies to enhance motivation and capacity to change include:

- Offering support at organisational, supervisory and coworker levels<sup>17</sup>
- Providing feedback<sup>14, 17</sup>
- Providing rewards and recognition.<sup>14, 17</sup>

An overview of these strategies is provided below.

#### ***Offering support at organisational, supervisory and coworker levels***

Supportive managers and supervisors are highly valued and appreciated by AOD workers.<sup>24, 25</sup> During the process of organisational change workers may require extra social support to ensure both their emotional / psychological wellbeing as well as additional practical support that is focused on work-related tasks and responsibilities. Ensuring support from the organisation, supervisors and coworkers is a key strategy to reduce stress and anxiety that may be associated with organisational change.



**The Workplace Support chapter discusses strategies to enhance organisational, supervisory and coworker support for workers.**

## Providing feedback

Regular, constructive feedback is essential for workers to effectively change and improve their performance. Feedback is particularly important to support workers' motivation and confidence when they are mastering new or complex work practices.<sup>14, 17</sup>

### PRACTICAL TIP



## Providing good feedback

Giving feedback can be difficult. It is a skill that needs to be developed with proper training.<sup>26</sup> The following are some helpful hints for providing good feedback:

### 1. Create a positive context for feedback

- Develop the feedback system in consultation with workers<sup>27</sup> (i.e., negotiate issues such as frequency of feedback, format (e.g., face-to-face, written) and focus (e.g., process and / or outcomes of performance))
- Feedback needs to be timely – it should be given as close as possible to the occurrence of the behaviour in question to have maximum impact<sup>28</sup>
- Clarify the purpose of the feedback session (i.e., it should be designed to assist the worker to improve their performance, not to punish or belittle).<sup>28</sup>

### 2. Use constructive and positive language

- Avoid sweeping statements – words such as “always” or “never” can make people angry and defensive (e.g., “You always avoid difficult cases” or “You never deliver on time”).<sup>26, 29</sup>
- Avoid destructive criticism – it can breed resentment, intensify conflict, and may have a negative impact on workers' confidence and motivation.<sup>30, 31</sup>

### 3. Focus on behaviours and strategies

- Be specific. Give feedback that includes specific examples of behaviours or actions<sup>30-32</sup>
- Discuss observed behaviour or results, not personality – feedback that focuses on traits can be seen as a personal attack (e.g., “You are too passive”).<sup>29-31</sup>
- Coach rather than judge – suggest strategies for how to do the job better rather than focusing only on what went wrong<sup>26, 29</sup>
- Focus on aspects of work performance and outcomes over which workers have control (i.e., things they can change).<sup>27</sup>

### 4. Tailor feedback to the needs of the individual worker

- Adjust the frequency and depth of feedback to the individual – some people may need more feedback than others, depending on their experience and self-awareness<sup>29</sup>
- Provide individual feedback privately (i.e., one-to-one), and group or team feedback publicly (i.e., with all team members present).<sup>27</sup>

### 5. Make feedback a two-way communication process

- Feedback needs to be understood by the receiver – ask the worker to rephrase your feedback to ensure that he / she has understood you clearly<sup>28</sup>
- Feedback should be followed up with an action plan that is formulated together with the worker. Ensure that there is mutual agreement about deadlines and deliverables, and schedule a meeting to review progress.<sup>28</sup>

Celebrating “small wins” can help build confidence and motivation to support organisational change.<sup>14</sup>

### **Provide rewards and recognition**

Providing valued rewards and recognition is an important strategy to demonstrate organisational support for workers participating in organisational change, as well as enhancing workers’ motivation to engage in change.<sup>14, 17</sup> Rewards and recognition don’t necessarily have to be based on financial compensation (e.g., pay rises, promotion). Supervisors and managers in the AOD sector often work with scarce resources, therefore more creative approaches to rewarding workers are often necessary. The “Practical Tip” below describes strategies to provide valued non-financial rewards to AOD workers.

## PRACTICAL TIP



### What can supervisors and managers do to reward workers?

Developing a valued and effective reward system can be a challenge. Financial rewards are often not an option in the government and non-government sectors. Alternatives to financial rewards include:

- Public recognition of effort and contribution
- Opportunities to work on preferred activities (and / or break from less desirable work)
- Time off or flexi-time
- Support for professional development activities (e.g., financial contribution, time off)
- Opportunities to act in higher duties
- Attendance at workshops / conferences.

Don’t forget – you can also ask the “experts” – the workers themselves. Developing reward systems that are based on workers’ needs and preferences is likely to be most effective. Remember – what one person may find rewarding and satisfying may not appeal to another individual.

### **Stage 3: Confirming / supporting**

In the confirming / supporting stage, new work practices, procedures or behaviours are incorporated into standard work practice. The “new” way becomes the “normal” way.

In the confirming / supporting stage, the support, guidance and evaluation activities that help workers change their behaviour should be continued.

Key issues to be addressed at the confirming / supporting stage are:

- Continue offering workplace support for the new work practices<sup>10, 14</sup>
- Continue monitoring and evaluation of the change – including making required modifications to the new work practices.<sup>33, 34</sup>

## Strategies for effective organisational change

Four evidence-based strategies for effective change management are described below:

1. Using effective communication strategies
2. Using appropriate change agents (i.e., people involved in organising the change)
3. Providing opportunities for participation in decision-making
4. Providing organisational resources and coworker support.

### 1. Using effective communication strategies

Effective communication strategies form the foundation for successful organisational change.<sup>14, 33, 35</sup>

Workers who are kept informed and up-to-date in the change process are more likely to:

- Maintain current levels of performance<sup>36</sup>
- Be committed to the change process<sup>37</sup>
- Be less resistant to change<sup>36, 38</sup>
- Have more confidence in the change process<sup>18</sup>
- Maintain regular attendance (i.e., reduced absenteeism)<sup>37</sup>
- Experience higher levels of psychological wellbeing and job satisfaction.<sup>39</sup>

#### UNDER THE MICROSCOPE



### The advantages of using immediate supervisors as change communicators

The change management literature emphasises the importance of workers' immediate supervisors in the successful implementation of organisational change.<sup>14</sup> Immediate supervisors are often the preferred source of information related to organisational change.<sup>14</sup>

Immediate supervisors are important sources of change-related information as they are:<sup>40, 41</sup>

- Valid and trusted sources of information and advice
- Able to translate "management directives" into concrete work behaviours and practices.

A range of communication strategies can be used to increase workers' awareness and understanding of organisational change including:<sup>6, 14</sup>

- Persuasive communications from management, supervisors and change agents (e.g., speeches, articles in newsletters, posters, emails)
- Face-to-face meetings including question-and-answer forums
- Active participation by workers (e.g., consultative committees)
- Human resource management practices (e.g., professional development, performance appraisal)
- Symbolic activities (e.g., ceremonies and awards)
- Policy and procedural changes (e.g., change to job descriptions).

Providing regular, formal updates on the change process is important. Regular updates can reduce reliance on informal rumours and speculation which may lead to uncertainty and distress.<sup>18</sup>



## Constructing persuasive change messages

Effective communication strategies make the purpose and process of change clear.

To explain the purpose of change, it is recommended that specific reasons and benefits are identified. For example:<sup>20</sup>

- We are doing this in order to achieve ...
- We expect this will improve our organisation through ...
- We will ensure this process demonstrates our values by ...
- If we do nothing, then we can expect ...

### What are the most effective communication strategies?

Change-related communications should be conducted:<sup>40, 41</sup>

- Via multiple channels (e.g., face-to-face, written documents, email, DVD / video)
- Over repeated occasions (i.e., more than just once or twice)
- By face-to-face discussions with immediate supervisors.

If considerable reluctance to change has been detected in staff, then low-key dissemination of concise information may be useful to raise awareness of the need for change. This may be perceived as less challenging than meeting with supervisors in the first instance, and is consistent with the use of self-help materials with AOD clients who are “precontemplators” of change.

Regardless of the change message, the time and effort spent communicating about the change sends an important message about how important the change is to the organisation.<sup>14</sup>



## Benefits of face-to-face communication

The method of disseminating change-related information also sends a message regarding the importance of the change.<sup>14</sup> For example, compared to memos, emails and other impersonal forms of communication, face-to-face communication (e.g., speeches, meetings) by supervisors and managers indicates a high importance is placed on the desired change.<sup>15</sup>

Face-to-face communication also provides an opportunity for workers to have input into the change process (provide feedback and ideas), and provides the opportunity to clarify ambiguities and uncertainty.<sup>40</sup>

If face-to-face communication is not feasible, then communication via video recordings is a good substitute.<sup>15</sup>



## Communication priorities for each stage of change

### Unfreezing

- Rationale / justification for the change
- Nature of the change
- Process of implementing the change
- Seeking workers' feedback on strategies to implement change
- Communication via multiple channels (face-to-face, email)
- Communication from senior staff (CEO, senior management).

### Changing

- Specific information regarding how the change will influence workers' job roles and responsibilities
- Regular progress updates for those not immediately involved in the change (testing, implementation, successes, difficulties and strategies to overcome them, future plans)
- Briefing managers / supervisors on the change so they can present accurate and concrete information to workers
- Face-to-face meetings with supervisors and senior management (to provide information and seek feedback / ideas from workers)
- Regular support and encouragement from management.

### Confirming / supporting

- Celebrating successes
- Continue to clarify changes to roles, responsibilities and work practices
- Regular support and communication with supervisors
- Continued expressions of support from senior management.

## 2. Using appropriate change agents

Change agents are people involved in organising, implementing and supporting change.<sup>14</sup> Change agents include:

- CEOs and other management leaders
- Supervisors and others in leadership roles
- Informal (non-supervisory or management) opinion leaders
- External contributors.

Change agents have an important influence on workers' acceptance of change and their motivation and commitment to implementing change.<sup>14, 15</sup>

It is important to recognise that opinion leaders in an organisation can be respected and admired colleagues who are not necessarily in supervisory or managerial roles. Involving these informal opinion leaders in the change process can have a significant influence on workers' openness to change and motivation to implement change.<sup>14</sup>



In order to be effective, change agents must be:

- Credible<sup>14, 15</sup> (i.e., have knowledge of the workplace and workers, the change process, potential difficulties / challenges)
- Trusted by workers<sup>14, 15</sup>
- Perceived to be implementing the change in a fair and just way.<sup>14</sup>

Common roles for change agents include:<sup>42</sup>

1. **Start-Up:** Identifying issues and fostering commitment to participating in organisational change.
2. **Assessment and Feedback:** Gathering information and providing feedback to decision-makers and workers.
3. **Action Planning:** Working with decision-makers and workers to develop a plan for the organisational change.
4. **Intervention:** Implementing the change plan, including taking “trouble-shooting” and support roles.
5. **Evaluation:** Evaluating the progress of the organisational change and providing feedback.
6. **Adoption:** Continuing the implementation throughout the organisation, and encouraging workers to accept ownership of the change process.

### 3. Providing opportunities for participation in decision-making

The most consistent message throughout the research literature is that workers must be actively involved in a change initiative for it to be successful and result in sustained and long-term practice change.<sup>6, 15, 43, 44</sup>

Providing opportunities for participation in decision-making is particularly important for workers in the AOD field. Most AOD workers place a high importance on having autonomy in their work.<sup>24, 25</sup> Therefore, AOD workers' motivation to change, and acceptance of change, is likely to be stronger if organisational change is conducted as a collaborative exercise between frontline workers and management.

Common strategies for participation include:<sup>41</sup>

- Formal meetings
- Representation on organisational change committees
- Informal discussions, including “brainstorming” of goals and strategies
- Attitude and opinion surveys.

Participation is likely to increase:

- Perceptions that the change process is fair and just (via giving a “voice” to workers)<sup>14</sup>
- Understanding of the need for change and its benefits<sup>14, 18</sup>
- Confidence in capacity for change<sup>14</sup>
- Commitment to the change process<sup>14</sup>
- Ownership of the change process<sup>14, 45</sup>
- Acceptance of the change.<sup>18, 46</sup>

Participation is also likely to reduce stress related to the change process.<sup>46-48</sup>

A range of groups may have a stake in the change process. Opportunities for participation and input should be available to:

- Frontline AOD workers (non-supervisory / managerial roles)
- Workers in supervisory and managerial roles
- Representatives from external bodies such as unions
- Representatives from different professional groups or roles within an organisation (e.g., administration, nurses, researchers, GPs)
- Clients / consumers.

## PRACTICAL TIP



### Setting up and running an effective change committee

An organisational change committee is a type of team with a specific task – to facilitate smooth and successful process of organisational change. The Developing Effective Teams chapter contains a range of strategies that can be used to ensure effective team performance. A summary of these strategies is presented below:<sup>49</sup>

#### **Priority 1: Establish the team's direction and mission (goal setting)**

- Change committee has specific and challenging goals and objectives to achieve
- Each member has specific and challenging objectives that are clearly related to the committee's performance / functioning
- Importance / significance of the committee's work is discussed.

#### **Priority 2: Set up team structure (membership, roles and responsibilities) and processes**

- Committee size represents minimum number of people required (ideally no more than 7-9 people)
- Members possess the required knowledge, skills and abilities
- Members have input into work methods and procedures and assignment of tasks / responsibilities
- Committee establishes common understanding of each member's role and responsibilities
- Members engage in open discussion regarding expectations for quality and quantity of work, appropriate behaviours and work roles.

#### **Priority 3: Establish workplace supports**

- Committee has access to information and feedback regarding performance strategies and progress towards their goal / objectives
- The committee participates in regular debriefing sessions on progress towards goal and performance strategies
- Individual committee members are provided with regular feedback on their contribution to the team effort
- Rewards and recognition are provided to the committee that are clearly linked to achieving goals / objectives
- The committee is consulted regarding the rewards for high performance that are most important / attractive / motivating
- The committee is provided with sufficient resources (information, material, human).

## 4. Providing organisational resources and coworker support

Support from the organisation, managers / supervisors and coworkers can have a strong impact on organisational change.<sup>50, 51</sup> Key workplace supports to facilitate effective change include:

- Clear organisational mission and goals (that can be linked to the required change)<sup>10</sup>
- Development and promotion of a policy outlining the organisation's support for work practice change<sup>52, 53</sup>
- Sufficient number and quality of staff<sup>10</sup>
- Provision of training and professional development opportunities to support required change<sup>10</sup>
- Appropriate office and other physical work space<sup>10</sup>
- Enabling workers to participate in meetings and other activities related to the change process (e.g., backfilling, rostering, time in lieu arrangements).

Encouragement and support from colleagues can also have a powerful influence on workers' motivation to change their work practice.<sup>54, 55</sup> Informal support may also enhance workers' readiness for organisational change and lower the probability of post-change exhaustion.<sup>56</sup>

Strategies to enhance informal support among workers include:

- Supervisor support for informal mentoring
- Establishing informal forums where workers can talk about work practice change (e.g., lunchtime meetings)
- Social events for workers funded by the organisation.

### UNDER THE MICROSCOPE



#### Minimising the damage of layoffs

Organisational change can result in voluntary or involuntary termination of employment for some staff. This can be a distressing experience for all staff. There is increasing evidence that perceptions of the justice or fairness of the termination process exert a strong influence on the wellbeing of those who leave and those who stay.<sup>57-59</sup>

A fair and just termination process is characterised by:<sup>57-59</sup>

- Providing clear and rational explanations as to how termination decisions were made, and why the decisions were made
- Opportunities for workers to voice opinions, concerns and needs
- Opportunities for workers to provide input into the decision-making process (i.e., if large scale down-sizing is necessary)
- Support provided for "victims" of terminations (i.e., career and / or interpersonal counselling, assistance with finding a new position, severance packages)
- Treating those affected by layoffs with dignity, respect and sensitivity.

## Useful workforce development tools for managing organisational change

Other chapters in this Kit that provide useful information and advice for successfully managing organisational change are:

- Chapter 4: Evaluating AOD Projects and Programs
- Chapter 5: Goal Setting
- Chapter 9: Professional Development
- Chapter 14: Workplace Support.

## Summary

Successfully managing change to ensure the best possible outcomes for the organisation and its workers is a significant challenge for the AOD field. Regardless of whether change is driven by internal or external forces, it is strongly recommended that a planned, systematic approach is taken to managing change. Organisational change is most likely to be successful when it is conducted in consultation or collaboration with workers, is supported by sufficient organisational resources, and is characterised by an open dialogue between workers and managers / supervisors.

## Resources for implementing successful organisational change

This chapter includes the following resources and tools to support organisational change:

- Checklist for managing organisational change
- Case study outlining a large-scale organisational change program
- Guidelines on how to conduct workplace surveys
- Survey instruments to measure elements of organisational change
- Forms and templates: Information Sheet and Consent Form
- Recommended readings.

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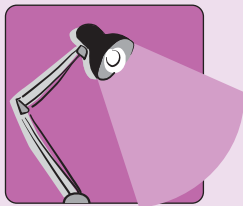
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## Checklist

for managing organisational change



## Case Study

A large-scale organisational change program on a service delivery system



## Guidelines

on how to conduct workplace surveys



## Survey Instruments

to measure elements of organisational change



## Recommended Readings



## Checklist for Managing Organisational Change

### Preparation

1. Has the need for change been carefully considered?   
Have discussions addressing the following questions been conducted?
  - Have any shortcomings been identified?
  - What / who is driving the change (i.e., what is the rationale for change)? Is this legitimate?
  - Is there a shared perspective that change is necessary?
  - Is change occurring anyway (i.e., in an unplanned, uncoordinated manner)?
  - How does the change relate to the organisation's goals and mission?
  - What is the evidence that the change will result in the desired outcomes?
  - Do the advantages of change outweigh the disadvantages?
  - Are there sufficient resources to successfully implement the change?
2. Has a change committee / work group been established?
3. Does the change committee have a clear role and function?   
For example:
  - Evaluating the need for change
  - Communication with workers
  - Developing an implementation plan
  - Conducting or overseeing trials
  - Evaluating implementation of the change.
4. Does the change committee include representatives from: 
  - Frontline workers (non-supervisory / managerial roles)?
  - Workers in supervisory and managerial roles?
  - External bodies such as unions?
  - Different professional groups or roles within an organisation (e.g., administration, nurses, researchers, GPs)?

### Unfreezing

5. Has a communication strategy been developed?
6. Does the communication strategy contain messages that address the following six points? 
  - Necessity of change
  - Discrepancy between current and desired level of functioning
  - Appropriateness of desired change
  - Capacity of the organisation to achieve the change
  - Support of informal and formal organisational leaders
  - Benefits and advantages of the change (for organisation and individual workers).





7. Does the communication strategy include a range of channels?  
For example:
  - Face-to-face communication from CEO / management (i.e., speeches, meetings)
  - Face-to-face communication from immediate supervisors
  - Emails / letters
  - Posters
  - Articles in organisational newsletters.
8. Does the communication strategy include providing messages on multiple occasions (i.e., more than just once or twice)?
9. Does the communication strategy include face-to-face meetings between workers and supervisors?
10. Does the communication strategy include recognition of workers' investment in current work practices?
  - Have workers been given opportunities to discuss the pros and cons of current work practices?

### Changing

11. Have managers / supervisors been briefed on the change process so they can answer workers' questions on:
  - Goal / purpose of change?
  - Benefits of change?
  - Process of implementing the change?
  - Implications for individual workers' roles, responsibilities and job security?
  - Opportunities for input into the change process?
  - Evaluation strategy for the change process?
12. Are workers given opportunities to participate in the change process?  
For example:
  - Participating in regular meetings
  - Representation on organisational change committees
  - Having regular informal discussions
  - Participating in attitude and opinion surveys.
13. Are workers provided with regular constructive feedback on the performance of new work practices?
14. Do managers / supervisors recognise and reward workers' achievements in changing their work practice?
15. Has professional development been offered (if required) to assist workers to learn new work procedures and practices?



# CHECKLIST

16. Has a trial of the proposed change been organised (if appropriate)?  
Is the trial adequately resourced?
- Have workloads been adjusted for staff participating in the trial (if necessary)?
  - Have resources been allocated to monitor and evaluate the results of the trial?
17. Has the trial identified the need for modifications to the new work practices (or the process of implementing the change)?
- Have these modifications been made?
18. Have the outcomes of the trial been communicated to workers?
19. Has an evaluation plan been developed to assess the:
- Process of change?
  - Outcomes of the change process?
20. Does the evaluation include input from a range of stakeholders?
- For example:
- Frontline staff
  - Managers / supervisors
  - Clients.

## Confirming / supporting

21. Has a plan been developed to provide ongoing support to workers?
- For example:
- Plans for future “check-up” meetings / group discussions
  - Results of the evaluation process discussed with workers.

## A Large-Scale Organisational Change Program on a Service Delivery System



### Overview

This case study demonstrates the successful shift in the philosophy and practice of a mental health organisation. It describes the change management process undertaken over three years by Waterloo Regional Homes for Mental Health (WRHMH). This organisation is a non-profit, community-based mental health, housing and support organisation in Ontario, Canada.

The organisational change focused on changing the service delivery system of the WRHMH. It represented a large-scale change program that addressed the mission, philosophy, work practices and procedures of the organisation.

Organisational change was driven by two key factors:

1. Rapid growth of the organisation over a seven-year period (i.e., staff, programs, budget, clients)
2. Changing trends in the community mental health field (i.e., recognition of the importance of community involvement and contribution).

“ The constant emphasis on stakeholder involvement ensured that consumers were well represented and that they had an opportunity to become leaders in the change process. Lord et al (p.332) ”

### Planning and implementation of the change process

The change process was organised on the basis of two central principles:

1. Partnership and collaboration among key stakeholders
2. Group learning.

The change process was conducted in six steps.

#### Step 1: Starting change

In 1991, the Executive Director and Board of Directors decided to conduct a program of organisational change and gave formal approval for the change program to start.

#### Step 2: Driving and guiding change

A committee of stakeholders was formed to carry out the strategic planning process. The committee was made up of clients, frontline staff, management and Board members.



### Step 3: Establishing objectives

Six objectives for the process of change were approved by the Board of Directors:

- i. Clarify the organisational mission and goals
- ii. Compare the new organisational mission / goals with current service provision and identify areas of discrepancy
- iii. Compare the new organisational mission / goals with organisational structure (including Board and staff roles and responsibilities) and identify areas of discrepancy
- iv. Establish short and long-term objectives for the organisation
- v. Develop action plans to meet these objectives
- vi. Develop an evaluation plan for the process and implementation of change.

### Step 4: Recruiting an external facilitator

An external facilitator was recruited to assist with planning and implementation of the change, and to promote the participation of stakeholders in the change process. The facilitator:

- Had values consistent with the organisation's philosophy
- Was a neutral player (i.e., did not have a vested interest in a particular stakeholder group).

“ Having an external facilitator was very good because he was able to give some sort of structure so we did not jump around and we had a neutral person to work with different groups. Lord et al (p.331) ”

### Step 5: Addressing the change objectives

Over an 18-month period stakeholders met to address the six change objectives. Meetings included:

- Listening to speakers on community mental health or housing issues
- Half-day or full-day workshops for each objective. Small groups (made up of the various stakeholders) discussed objectives, made decisions, and shared their ideas with the larger group.

A planning committee identified common ideas expressed in workshops and summarised group decisions. The planning committee identified a set of specific strategies for changing the service delivery system to meet the new organisational mission and goals.

### Step 6: Implementing the change

An implementation committee (involving “action-orientated” stakeholders) was formed to translate the planned changes into work practice. Detailed implementation plans were developed for each change identified in previous workshops. An evaluation committee was also created to monitor and assess the implementation of the changes (managed by an evaluation coordinator and a researcher).



## Outcomes of the change process

The change process resulted in a range of positive outcomes for the organisation and its clients.

### Positive organisational outcomes

- Increased stakeholder involvement in decisions about WRHMH's directions and services
- Increased unity among stakeholders
- Services provided to a broader client group (crisis supports and practical life skills made accessible to all clients)
- Stakeholders more informed about WRHMH's future directions
- Improved positive organisational image amongst other community organisations.

### Positive client outcomes

Positive client outcomes were indicated by reports of:

- Increased perception of control
- Increased independence
- Improved community integration
- Greater satisfaction with changes
- Feeling more informed about services
- Feeling more involved in decisions about service provision.

## Conclusion

This case study demonstrates a systematic approach to a large-scale program of organisational change. One of the defining features of this change process was input from key stakeholders including staff and clients of the organisation. It is also important to note that with this large-scale program, change was not immediate, but a carefully planned process that evolved over several years. This systematic, planned approach to organisational change resulted in clear improvements to service delivery and client satisfaction.

Source: Lord, J., Ochocka, J., Czarny, W. & MacGillivray, H. (1998). Analysis of change within a mental health organization: A participatory process. *Psychiatric Rehabilitation Journal*, 21, 327-339.



## How to Conduct Workplace Surveys

This tool is relevant for the following chapters in this Resource Kit where survey instruments are provided:

**Chapter 3: Developing Effective Teams**

**Chapter 9: Professional Development**

**Chapter 13: Worker Wellbeing**

**Chapter 14: Workplace Support.**

### Introduction

This Guideline is intended for supervisors, managers and staff who are involved in organising a workplace survey. The Guideline provides information and advice regarding three main stages of conducting a workplace survey:

1. Survey preparation
2. Conducting the survey
3. Reporting results and providing feedback to key stakeholders.

It is worthwhile investing time and resources in developing and planning a survey. A well conducted survey will increase the quality of the information collected in regard to:

- Accuracy (i.e., the survey is an unbiased tool that provides a true reflection of workers' opinions)
- Representativeness (i.e., the survey adequately represents the views of a range of workers from different areas / roles).

As shown in the table below, the Workforce Development TIPS Resource Kit contains a number of surveys applicable to various workforce development issues. The Guidelines presented here are applicable to most workplace surveys and are written for readers with little experience in this area. This Guideline may also provide a useful refresher of the basic principles of good workplace surveys for workers with some experience in conducting surveys.

The survey scales provided in the TIPS Resource Kit are presented below.



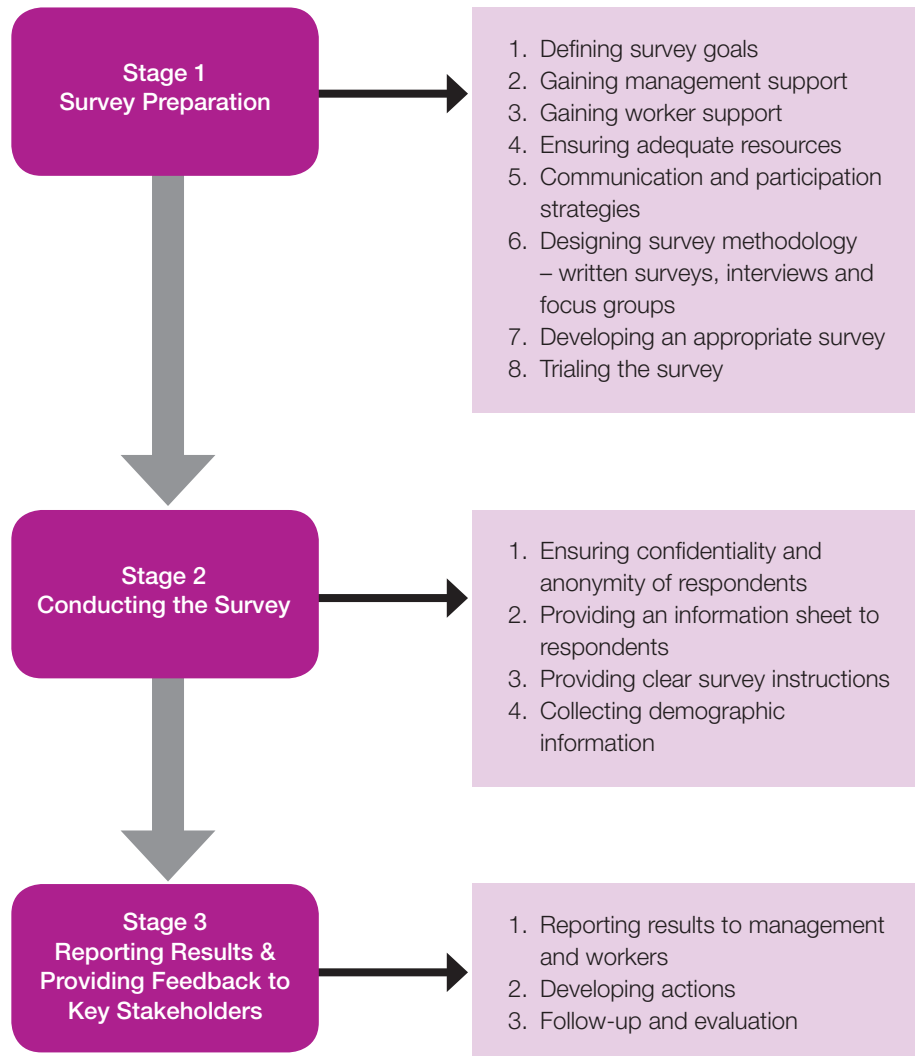
Chapter	Survey scales
Developing Effective Teams	<ul style="list-style-type: none"> <li>Autonomy</li> <li>Clarity of Roles and Responsibilities</li> <li>Availability of Feedback on Team and Individual Performance</li> <li>Team Cooperation and Cohesion</li> <li>Team Capacity to Perform AOD Work Effectively</li> <li>Supervisory Support for AOD Work</li> <li>Coworker Support for AOD Work</li> <li>Organisational Support and Resources for AOD Work</li> </ul>
Organisational Change	<p><b>Section 1: Readiness / Openness to Change</b></p> <ul style="list-style-type: none"> <li>Organisational Openness to Change</li> <li>Organisational Communication</li> <li>Workers' Openness to Change</li> <li>Workers' Confidence to Change</li> </ul> <p><b>Section 2: Process of Organisational Change</b></p> <ul style="list-style-type: none"> <li>Workers' Perception of the Change Process</li> <li>Opportunities to Participate in the Change Process</li> <li>Availability of Support</li> </ul> <p><b>Section 3: Outcomes of Organisational Change</b></p> <ul style="list-style-type: none"> <li>Organisational AOD Role Legitimacy</li> <li>Workers' Perceived AOD Role Legitimacy</li> <li>Workers' Perceived AOD Role Confidence</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>Professional Development Opportunities</li> <li>Program Needs Analysis</li> <li>Individual Training Needs Analysis</li> <li>Individual Motivation for Professional Growth</li> <li>Post-Training Scale – Perceived Training Outcomes</li> <li>Post-Training Scale – Perceived Relevance of Training</li> </ul>
Worker Wellbeing	<p><b>Stress</b></p> <ul style="list-style-type: none"> <li>Workplace Pressure and Support</li> </ul> <p><b>Burnout</b></p> <ul style="list-style-type: none"> <li>Oldenburg Burnout Inventory</li> </ul> <p><b>Job Satisfaction</b></p> <ul style="list-style-type: none"> <li>Job Discrepancy Satisfaction</li> </ul>
Workplace Support	<p><b>Organisational Support</b></p> <ul style="list-style-type: none"> <li>Workplace Support</li> <li>Organisational Resources</li> <li>Workplace Conditions</li> <li>Opportunity for Input</li> <li>Staffing Resources</li> </ul> <p><b>Supervisor Support</b></p> <p><b>Coworker Support</b></p>

Further information and advice on developing and conducting surveys is provided in the NCETA resource *Guidelines for Evaluating Alcohol and Other Drug Education and Training Programs*. Available to download from [www.nceta.flinders.edu.au](http://www.nceta.flinders.edu.au). This resource is particularly useful if survey scales are to be developed in-house (i.e., not based on established instruments).



## Overview

The diagram below provides an overview of this Guideline and the key topics addressed.



## Stage 1: Survey Preparation

### 1. Defining survey goals

Goals and outcomes for the survey should be clearly identified. In other words, you need to be able to explain the purpose behind what you are doing and what you are trying to achieve. It is advisable to set modest goals and outcomes that can be realistically achieved. This is likely to assist you to gain management support. This will also increase the likelihood that you will be able to deliver on promised outcomes.



**Questions to consider when defining survey goals:**

- What is the central purpose of the survey? (i.e., what is it trying to achieve?)
- Are the survey goals realistic and achievable?
- How will the information obtained from the survey be used to address a particular workforce development issue? (e.g., facilitating work practice change, preventing / reducing stress).

**2. Gaining management support**

Management support for the survey is critical for success. Ensuring management understands the goals of the survey and its likely benefits should be considered a high priority in the preparation stage.

**Ideas to engage management:**

- Explain how the information from the survey will be used to address a particular workforce development issue in the organisation
- Describe how the survey links to and supports organisational objectives
- Identify the likely impact on the organisation of doing the survey and the impact of not doing it (i.e., be clear on likely costs and benefits)
- Describe potential survey results (i.e., what they look like and how they can be used)
- Identify modest goals and outcomes that are realistic and achievable
- Provide accurate estimates of the time and commitment required by staff and management
- Invite input / feedback on the survey content.

**3. Gaining worker support**

A successful workplace survey is one that obtains a good participation rate and obtains open and honest responses from participants. Workers are more likely to participate in the survey if they have a clear understanding of the survey goals and purpose, and the likely benefits for themselves and the organisation. Communication about the survey should demonstrate your commitment to the interests and wellbeing of workers and the organisation (i.e., explain how the survey will make a difference for workers). Workers should also be assured of their confidentiality and anonymity when participating in the survey.

Develop clear and concise messages that describe “why”. For example:

- “We are doing this in order to achieve ....”
- “We expect this will improve our organisation/agency through ....”

The “how” of a survey is also important. Workers should have some understanding of the process of collecting information, analysing data and reporting back results (including the expected timeline for these activities).



The present chapter describes effective communication strategies to engage workers in a particular initiative or program.

**Issues to consider to promote worker support:**

- Have the benefits of the survey for workers and the organisation been clearly identified and communicated?
- Are the goals and outcomes of the survey realistic and achievable?
- Are you confident that you can deliver on the identified goals and outcomes?

**4. Ensuring adequate resources**

It can be easy to underestimate the resources required to conduct a comprehensive organisational survey. It is important to ensure that sufficient resources (i.e., time, materials, staff) are available for the entire cycle of the project, not just the survey administration stage. A priority in the preparation stage is to provide accurate estimates to management of the resources required for the entire survey process, including evaluation and follow-up.

**Issues to consider to ensure adequate resources:**

- Resource requirements and availability – financial, human and physical
- Time commitments required from staff organising and participating in the survey
- Time commitment required from management (including initial input, reviewing results and developing strategic response to findings).

**5. Communication and participation strategies**

Two strategies to engage workers' interest in the survey and motivation to participate are to provide opportunities for:

- Two-way communication about the survey between the survey organisers and workers (e.g., question and answer sessions)
- Workers to participate in the planning and implementation of the survey and interpretation of findings (e.g., participation in a trial, membership on an organising committee).

**Ideas to promote worker engagement**

- Use multiple channels of communication (e.g., emails, letters, face-to-face meetings)
- Communicate what will happen, when it will happen, and how staff play their part in the survey process
- Ensure management has a visible role in communicating about the survey (e.g., sending a letter / email, presence at information sessions)
- Conduct information sessions that provide an opportunity for staff input into survey design and content (e.g., topics addressed, method of distribution).



## 6. Designing survey methodology – written surveys, interviews and focus groups

Your survey strategy needs to match the resources available. A large-scale written survey of all workers in an organisation is resource intensive, and it is not always necessary or appropriate. In some circumstances it is more effective and efficient to meet survey goals and objectives by collecting detailed information from fewer people using focus groups or interviews. Interviews and focus group style discussions may also be more suitable for smaller organisations.

Interviews and focus group discussions are useful strategies for collecting detailed information about a particular topic or issue. For example, an interview, rather than written survey, may be a more effective approach to collect data about workers' perceptions of a specific change to work practice as the interviewer can probe for detailed information about the pros and cons of a specific work practice.

Interviews and focus group discussions can be designed to be relatively formal and structured, or more informal, unstructured discussions. In a structured approach the same set of questions are asked of each participant / group in the same order. In an unstructured approach a set of general questions may be developed as a starting point and guide to topics to be addressed. However, the discussion is allowed to proceed in a manner similar to an everyday conversation. There are no set rules about which approach to use (a combination of both may be useful).

A more structured approach is useful for addressing very specific questions about particular work practices, procedures or events (e.g., workers' perceptions of a new clinical guideline practice; workers' perceptions of a manager's leadership style). A more unstructured approach allows for in-depth exploration of an issue or topic. This approach may be useful to explore topics or issues about which the organisation lacks information or understanding (e.g., what are the key factors that contribute to stress in this organisation?).

### Issues to consider when designing survey methodology:

- What style of survey will workers be most comfortable with (i.e., written survey, personal interview, focus group discussion)?
- Does the survey address controversial or sensitive issues? If so, what approach is most likely to gain the most honest responses (i.e., is an anonymous survey, as opposed to a focus group, more appropriate)?
- What approach to collecting information has the support of management and workers?



## 7. Developing an appropriate survey

If a written survey is to be developed, the ideal approach is to use well established and validated scales. Various well established scales that may be appropriate for your survey needs are provided in the Workforce Development TIPS Resource Kit. However, a range of issues often prevent the use of established scales such as accessibility (many surveys are copyrighted), affordability (a fee is often charged for use of copyrighted surveys) and suitability (many surveys are not developed specifically for the AOD or public health context).

Careful consideration should be given to the survey content and language to ensure it is appropriate to your workplace and working conditions regardless of the source of a survey (i.e., established scale or developed “in-house”) or the methodology to be used (i.e., interview questions, questionnaire). A survey should not be any longer than is necessary to obtain relevant information and to meet objectives (few people enjoy completing lengthy questionnaires!).

### Key factors to consider when developing a survey:

- Ideally, written questionnaires should be based on well established instruments
- The survey must be culturally appropriate for your organisation and its workers
- The questions must have meaning for respondents (i.e., appropriate language, corresponds with context of work)
- The survey process should not place a high burden on respondents (i.e., time required to participate)
- The data collected should enable easy representation and interpretation of results (i.e., will you get meaningful information from the questions you ask?).

## 8. Trialing the survey

It is recommended that a small-scale trial is conducted. A trial provides an opportunity to identify any potential difficulties with the content or administration of a survey. It can also be useful to do a test run of your approach to data analysis and interpretation to check that the type of information collected actually meets the goals of the survey.

Workplace surveys can be a frustrating and costly exercise if respondents:

- Misunderstand questions
- Cannot follow the directions
- Provide irrelevant answers to questions
- Cannot complete the survey in the estimated time.



A useful first step in pilot testing is to ask four or five colleagues to fill out the questionnaire and provide feedback (i.e., pre-pilot). A pilot test should then be conducted with a small group of people who more closely match the intended survey respondents in terms of their work activities, skills and knowledge. Table 1 below contains sample questions that can be used to collect feedback during the pilot testing of a survey.

**Table 1: Pilot test questions**

Overall questions	Individual questions	Logistical questions
What do you think this survey is about?	Did you understand how to answer the questions?	Are the directions clear?
What problems, if any, did you have answering the questions?	Do you find any language in the survey to be ambiguous, confusing or offensive?	Was it clear how to return the survey (if a written survey is used)?
How do you think the information will be used?	Did you find any of the questions too sensitive?	How long did it take to complete the survey / interview?

## Stage 2: Conducting the Survey

### 1. Ensuring confidentiality and anonymity of respondents

Putting strategies into place to protect the anonymity and confidentiality of workers will encourage more open and honest responses and ensure that participation in the survey does not have repercussions for respondents' relationships with supervisors, management or coworkers. Strategies to protect anonymity and confidentiality of respondents include:

- Ensuring that no identifying information is provided on questionnaires
- Establishing a mechanism for anonymous return of questionnaires (e.g., a drop-box or unmarked envelope)
- Ensuring that reports from the study do not contain example responses that could identify a particular individual or team
- Ensuring attendance records for focus groups and interviews do not include identifying information
- Conducting interviews and focus groups off-site (if possible)
- Ensuring that all data (e.g., completed questionnaires, interview transcripts) is stored in a safe and secure location.

Protecting anonymity and confidentiality of respondents can be a challenge in small organisations. At the very least, you should ensure that information collected during the survey cannot be linked to one particular individual.



## 2. Providing an information sheet to respondents

For all types of surveys (questionnaire, interview, focus group) it is recommended that a brief information sheet is provided to participants. It should include:

- A brief description of the goals of the survey
- An explanation of the target group of the survey (i.e., respondents)
- An explanation of the strategies in place to protect anonymity and confidentiality
- A statement that participation is voluntary and respondents are free to decline to answer particular questions
- Estimated time requirement
- Procedure for reporting survey findings to participants (including timeline for this process)
- Contact details for a person who can answer questions about the survey.

An example of an information sheet for a written questionnaire is provided below.

Dear Staff,

Enclosed with this letter is the \_\_\_\_\_ Survey. This survey has been organised, and is being conducted, by staff across our agency.

The survey aims to obtain your views regarding \_\_\_\_\_. This study will include (**e.g.**) all staff in our organisation, including / excluding management / clinicians (**indicate levels of staff / client participation**). Your responses will facilitate the development of effective strategies to help \_\_\_\_\_.

Please do not put your name on the survey as your participation is completely confidential and anonymous. No participants will be individually identifiable in any reports. You are, of course, entirely free to discontinue your participation at any time or to decline to answer particular questions.

The survey will take approximately \_\_\_\_ minutes to complete.

Once you have completed the survey, please return it in the accompanying envelope, by (**insert date**). Our report of the findings will be distributed to everyone by (**insert date**).

We thank you in advance for your generous participation in this survey.

If you have any enquires, please contact: \_\_\_\_\_ on (**insert phone number**) or via email (**insert email address**).



### 3. Providing clear survey instructions

In addition to the information sheet, it is useful to provide a short set of instructions that clearly explain how to complete a written survey. For example:

**SURVEY INSTRUCTIONS**

This questionnaire contains a range of items concerning your views on \_\_\_\_\_.

Please complete BOTH SIDES of each page and read instructions carefully.  
Please try to answer ALL questions.

Please tick the box which best describes your level of agreement with each statement in the questionnaire. For example, if you really like jazz music you would tick box number 4.

	Disagree	Tend to disagree	Tend to agree	Agree
	1	2	3	4
I really like jazz music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4. Collecting demographic information

Demographic information on respondents can be useful to:

- Explore whether survey responses differ according to respondent characteristics (e.g., gender, role, tenure in the organisation)
- Establish whether the survey sample is representative of the range of workers employed by the organisation.

Standard types of demographic information collected in surveys include:

- Age
- Gender
- Employment status (e.g., full or part-time)
- Role in the organisation (e.g., supervisor, manager).

Some people are sensitive to the collection of demographic information in a survey. In this section it is important to explain that demographic information cannot be used to identify individual respondents. It is also important to explain the purpose of collecting this type of information (e.g., for statistical analysis), and to ensure that information collected is directly relevant to the purposes of the survey.



## Stage 3: Reporting Results and Providing Feedback to Key Stakeholders

### 1. Reporting results to management and workers

A report summarising key findings should be produced and distributed to workers, supervisors and management. The report should:

- Describe the survey goals and outcomes
- Provide an overview of the survey methodology
- Briefly describe survey respondents (number, demographic characteristics)
- Provide an overview of the key findings
- Summarise the findings for each topic addressed in the survey
- List recommended actions based on the survey findings.

An example report format for a written questionnaire is provided below.

#### Example Report

This report summarises the results of the \_\_\_\_\_ Survey delivered to [XX] staff members. The Survey Working Group received [XX] completed surveys (a response rate of [XX]%, of which [XX]% had additional written comments). The survey is provided in Appendix A.

#### Survey Overview

##### Goals

The goals of the survey were to:

- 
- 
- 
- 

##### Survey methodology

A questionnaire was distributed to XXXX. The questionnaire addressed [XX] topics:

- XXXX
- XXXX
- XXXX

##### Survey respondents

Total number of respondents: [XX]

Overview of demographic characteristics:

Males	[XX]
Females	[XX]
Average age	[XX]
Supervisors	[XX]
Managers	[XX]
Psychologists	[XX]
Social workers	[XX]





## Summary and Recommendations

### Overview

The key findings from this survey were:

*[For example]*

- The majority of respondents reported moderate to high levels of job satisfaction
- Satisfaction with coworker and supervisory relationships was high
- The majority of respondents indicated a need for more frequent clinical supervision.

### Sources of stress

The three most frequently identified sources of stress were:

- XXXX (XX respondents, XX %)
- XXXX (XX respondents, XX %)
- XXXX (XX respondents, XX %)

### Job satisfaction

On average respondents were satisfied with their job.

XX% of respondents agreed or strongly agreed with the item “I am satisfied with my job”.

The three most frequently identified sources of job satisfaction were:

- XXXX (XX respondents, XX %)
- XXXX (XX respondents, XX %)
- XXXX (XX respondents, XX %)

### Main Themes in Written Comments

*[Summarise main themes in written comments. Provide examples (that cannot be linked to individual respondents)]*

### Recommendations

*[Suggest actions / strategies for consideration based on the survey findings]*

### Appendix A: The survey

*[Provide copy of the survey questions]*

### Appendix B: Detailed findings

*[Provide graphs, figures, summary tables of key findings]*

## Points to consider when reporting results:

- Ensure that all key stakeholders (e.g., workers, management) have a clear understanding of the reporting mechanism (i.e., verbal presentation, written report) and format (e.g., length and detail of report) prior to starting the survey
- If possible, include face-to-face meetings with workers / managers to discuss survey findings and recommendations
- Keep the reporting format simple and easy to read (i.e., use tables, figures, graphs and provide summaries)
- Provide an opportunity for managers and workers to give feedback on the report, and to contribute their own understanding / interpretation of survey findings
- Make recommendations on appropriate actions based on survey findings
- Present a range of options in your recommendations (e.g., high and low priorities, lower and higher cost options, short and longer-term strategies)
- Clearly explain how the findings of the survey can be used to help improve the quality of employees’ work life, and work unit / team / organisational performance.



## 2. Developing actions

Working to ensure that concrete actions / changes result from the survey process is extremely important. Many people have had the experience of a staff survey / consultation process that did not deliver on promises for change or improvement. This outcome (or lack thereof) can damage staff morale and trust in the organisation. Ensuring that the survey findings and recommendations result in concrete action / change demonstrates to workers that their opinions are valued and their concerns have been taken seriously by the organisation.

### Things to consider when developing actions:

- Use the feedback process to identify a small number of issues that have been identified as most important / urgent / highest priority
- Negotiate with management and staff regarding the issues that require an immediate response versus issues that can be dealt with over the longer-term
- Be clear about what resources are available to support recommended actions (i.e., time, finances, training)
- Be realistic about what can be implemented. Develop a small number of actions that can be addressed quickly. It is better to achieve two small things than not deliver on 10
- Include actions / strategies developed from the survey findings in the organisation's planning and reporting framework.

## 3. Follow-up and evaluation

A well conducted workplace survey involves the investment of significant organisational resources. Therefore, it is worthwhile conducting a follow-up and evaluation to assess the impact of the survey (i.e., were the goals for the survey achieved? were the desired outcomes achieved?).

The Evaluating AOD Projects and Programs chapter provides further advice on conducting evaluations of organisational interventions which can also be applied to the conduct of workplace surveys.

*The information contained in this Guideline was adapted from:*

Office of the Public Service Commissioner. (2000). *Employee Opinion Surveys – How to Guide*. Queensland Government.  
<http://www.psier.qld.gov.au/orgclim>

Leiter, M.P., and Maslach, C. (2000). *Preventing Burnout and Building Engagement: A Complete Program for Organizational Renewal*. San Francisco, CA: Jossey-Bass.

# Measuring Elements of Organisational Change



To be used in conjunction with the Guideline “How to Conduct Workplace Surveys” located above.

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## Introduction

The full Organisational Change chapter or Overview should be read prior to using these scales. The suggestions for using the scales are based on the model of organisational change presented in this chapter.

Worker surveys are a useful tool to support and guide organisational change.

Surveys are often used to:

- Give workers a “voice” in the organisational change process (e.g., perceptions of the change process and outcomes)
- Monitor the process of changing (e.g., perceptions of the quality of communication, opportunities for participation in decision-making)
- Assess the outcomes of change (e.g., changes in work practice).

The scales provided here address three key issues in regard to monitoring and evaluating organisational change:

1. Readiness / openness to change
2. The process of change
3. Outcomes of change.



### Section 1: Readiness / Openness to Change

The surveys in this section can be used at the “unfreezing” stage to assess the extent to which:

- The organisation is open to change
- The organisation has effective communication channels between workers and management
- Workers are open to changing their work practice and confident to do so.

### Section 2: Process of Change

The surveys in this section assess workers’ perceptions of the organisational change process, specifically the:

- Quality of change-related information
- Clarity of change-related information
- Opportunities to participate in the change process
- Availability of support.

### Section 3: Outcomes of Change

Each organisational change program is different. Therefore, measures of the outcomes of change (i.e., attitudes, practices or procedures) will differ according to the particular change initiative. Here we present three scales that may be applicable to a range of change programs. The scales assess:

- Workers’ perception of the organisations’ role in responding to alcohol and other drug (AOD) issues
- Workers’ perception of the legitimacy of responding to AOD issues in their own work practice
- Workers’ confidence in responding to AOD issues.

The above scales are suitable for workplaces that do not specialise in AOD work.

The surveys provided here are relatively generic instruments that can be used in a range of AOD organisations. The scales may need to be slightly adapted to suit your particular organisation or change process. Useful information may be obtained by analysing workers’ responses to individual items in a scale, or the average score on a scale across survey respondents. For readers who are unfamiliar with conducting surveys two resources are recommended:

- The Guideline *How to Conduct Workplace Surveys*, located in this chapter
- The NCETA resource *Guidelines for Evaluating Alcohol and Other Drug Education and Training Programs* (Chapters 5 to 7 provide advice and guidance on conducting and analysing surveys). Available to download from [www.nceta.flinders.edu.au](http://www.nceta.flinders.edu.au).

These scales are not designed to be diagnostic instruments. Rather, they can be used as tools to benchmark and monitor change, and to identify particular issues that may require attention.



## Calculating a final score

The scales provided here can be scored in two different ways:

### 1. Total scale score (mean or average score)

Obtain a total score for the scale by adding the score for each item and dividing by the total number of items. For example, on a scale with 4 items an individual's total scale score may be 2 (3 + 2 + 2 + 1 = 8; divided by 4 = 2).

### 2. Individual item scores

It may also be useful to examine responses to each item. You may wish to examine the average score for all respondents for a particular item. This provides a more in-depth analysis of respondents' views. For example, it may be useful to know that, on average, respondents scored a '4' ("agree") with the item *I am satisfied with my working conditions*.

## Important note about scoring

### Reverse scoring negatively worded items

The survey scales provided here contain positively and negatively worded items.

- An example of a positively worded item is: *"Staff are always kept well informed"*
- An example of a negatively worded item is: *"Novel treatment ideas by staff are discouraged."*

When scoring negatively worded items, it is necessary to use reverse-scoring to make the meaning of the item consistent with other items within the scale. For example, on a measure of job satisfaction higher scores indicate stronger job satisfaction.

An example of a negatively worded item is provided below (Q.1). Stronger agreement with this item indicates lower levels of satisfaction. Reverse scoring the item is necessary to ensure all scores on the scale have the same meaning (i.e., higher scores indicate greater satisfaction).

### Example:

	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
Q1. My pay and other benefits are inadequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2. I am satisfied with my working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Note:** Reverse score question 1.

Negatively worded questions are indicated by the statement "**Note:** Reverse score question #" placed at the end of the scale. This statement is provided for scoring purposes only – it should not be included in the version of the survey to which workers respond.



Responses to the negatively worded scale item (question 1) would be reverse-scored as follows:

Response scale	Original scores	Reversed scores
Strongly Disagree	1	5
Disagree	2	4
Undecided	3	3
Agree	4	2
Strongly Agree	5	1

## The Survey Scales

### Section 1: Readiness / Openness to Change

#### 1. Organisational Openness to Change

This scale assesses the degree to which an organisation is open and willing to change work practices and procedures. It is a useful tool to assess whether the organisational climate is supportive of change. This scale may be useful at the initial “unfreezing” stage of change to assess the organisation’s readiness to change.

	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
1. Novel treatment ideas by staff are discouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. It is easy to change procedures here to meet new conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. You frequently hear good staff ideas for improving treatment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The general attitude here is to use new and changing technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. You are encouraged here to try new and different techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Source:* Adapted from the Texas Christian University Survey of Organizational Functioning (Program Staff Version). Fort Worth: Texas Christian University, Institute of Behavioral Research. Available: [www.ibr.tcu.edu/resources/rc-orgfunc.html](http://www.ibr.tcu.edu/resources/rc-orgfunc.html). Downloaded 24th February 2005.



## 2. Organisational Communication (Option 1)

This scale assesses the extent to which an organisation has open two-way communication between workers and management, and the adequacy of information networks to keep staff informed. It can be a useful tool at the initial “unfreezing” stage to assess the extent to which the organisation has effective channels of communication to support organisational change.

	<b>Strongly Disagree (1)</b>	<b>Disagree (2)</b>	<b>Undecided (3)</b>	<b>Agree (4)</b>	<b>Strongly Agree (5)</b>
1. Ideas and suggestions from staff get fair consideration by management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The formal and informal communication channels here work very well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Staff are always kept well informed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. More open discussions about work-related issues are needed here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Staff members always feel free to ask questions and express concerns in this organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Note:** Reverse score question 4.

*Source:* Adapted from the Texas Christian University Survey of Organizational Functioning (Program Staff Version). Fort Worth: Texas Christian University, Institute of Behavioral Research. Available: [www.ibr.tcu.edu/resources/rc-orgfunc.html](http://www.ibr.tcu.edu/resources/rc-orgfunc.html). Downloaded 24th February 2005.

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## 3. Organisational Communication (Option 2)

This scale provides an alternative approach to assessing the effectiveness of communication channels within an organisation. It is also a useful tool to assess the quality of communication strategies in past organisational change initiatives, and identify areas for improvement for current or future change processes.

	<b>Strongly Disagree (1)</b>	<b>Disagree (2)</b>	<b>Undecided (3)</b>	<b>Agree (4)</b>	<b>Strongly Agree (5)</b>
1. Organisational changes are always well communicated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OR

	<b>Always (1)</b>	<b>Generally (2)</b>	<b>Sometimes (3)</b>	<b>Rarely (4)</b>	<b>Never (5)</b>
1. Organisational changes are well communicated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Source:* Adapted from the Work Positive Benchmarking Tool. Health Education Board for Scotland. <http://www.hebs.com/workpositive/>. Downloaded 24th February 2005.



#### 4. Workers' Openness to Change

This scale assesses workers' willingness and capacity to change their work practice and adapt to new procedures. It is a useful tool for the "changing" phase to assess the extent to which workers will require extra support, guidance and encouragement to successfully change their work practice.

	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
1. You are willing to try new ideas even if some staff members are reluctant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Learning and using new procedures is easy for you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. You are sometimes too cautious or slow to make changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. You are able to adapt quickly when you have to shift focus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Note:** Reverse score question 3.

*Source:* Adapted from the Texas Christian University Survey of Organizational Functioning (Program Staff Version). Fort Worth: Texas Christian University, Institute of Behavioral Research.  
Available: [www.ibr.tcu.edu/resources/rc-orgfunc.html](http://www.ibr.tcu.edu/resources/rc-orgfunc.html). Downloaded 24th February 2005.

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#### 5. Workers' Confidence to Change

Note: Due to copyright restrictions this scale is only available in the hard copy print version of the Kit.

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### Section 2: Process of Change

#### 6. Workers' Perception of the Change Process

As discussed in this chapter, workers' perceptions of the process of change can have a significant impact on their willingness to change, and the success of the overall change initiative. The scales presented below are useful tools for the "unfreezing" and "changing" stages to monitor the process of implementing change, and to identify potential problems or difficulties with the change process that may need to be addressed.

##### *Quality of Change-Related Information*

Note: Due to copyright restrictions this scale is only available in the hard copy print version of the Kit.



### Clarity of Change-Related Information

	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
1. Some staff get confused about the main goals for this change program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Staff duties are clearly related to the goals of this change program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. This change program operates with clear goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Management here has a clear plan for this change program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: Reverse score question 1.

Source: Adapted from the Texas Christian University Survey of Organizational Functioning (Program Staff Version). Fort Worth: Texas Christian University, Institute of Behavioral Research.  
Available: [www.ibr.tcu.edu/resources/rc-orgfunc.html](http://www.ibr.tcu.edu/resources/rc-orgfunc.html). Downloaded 24th February 2005.

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### 7. Opportunities to Participate in the Change Process

Note: Due to copyright restrictions this scale is only available in the hard copy print version of the Kit.

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### 8. Availability of Support

Note: Due to copyright restrictions this scale is only available in the hard copy print version of the Kit.

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### Section 3: Outcomes of Change

#### 9. Organisational AOD Role Legitimacy

This scale assesses workers' perceptions of the role that the organisation plays in responding to AOD issues. It addresses the extent to which an organisation's culture, policies, practices, and behavioural expectations support, guide and encourage workers to respond to AOD issues. This scale is appropriate to use in an organisation where AOD treatment or response is not the primary service (e.g., Emergency Department), and the organisational change process is intended to enhance the organisation's role in responding to AOD issues.

	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
1. There is a philosophy that guides this organisation's responses to alcohol and other drug (AOD) related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Responses to AOD related issues are consistent with this organisation's responses to other health and / or social problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. This organisation has clearly stated goals / objectives about its involvement in AOD issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Staff roles and responsibilities in responding to AOD related issues are clearly laid out in their job descriptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. This organisation consistently strives to improve the AOD related services it provides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. This organisation has a legitimate role to play in responding to AOD related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. This organisation promotes itself as an organisation that responds to AOD related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Adapted from Addy, D., Skinner, N., Shoobridge, J., Freeman, T., Roche, A.M., Pidd, K., & Watts, S. (2004). *The Work Practice Questionnaire: A Training Evaluation Measurement Tool for the Alcohol and Other Drugs Field*. National Centre for Education and Training on Addiction (NCETA), Flinders University, Adelaide, Australia.



### 10. Workers' Perceived AOD Role Legitimacy

This scale assesses workers' perceptions of the appropriateness and legitimacy of responding to AOD issues in their work. This scale is appropriate to use in an organisation where AOD treatment or response is not the primary service (e.g., Emergency Department), and the organisational change process is intended to enhance the organisation's role in responding to AOD issues.

	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
1. I have a legitimate role to play in responding to alcohol and other drug (AOD) related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am reluctant to take responsibility for AOD related issues in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It is more appropriate for other colleagues to respond to AOD related issues, than myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am uncertain of my role in responding to AOD related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am clear about my responsibilities in responding to AOD related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have a responsibility to ask clients questions about AOD related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My clients believe I have a responsibility to ask them questions about AOD related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Note:** Reverse score questions 2, 3 and 4.

Source: Adapted from Addy, D., Skinner, N., Shoobridge, J., Freeman, T., Roche, A.M., Pidd, K., & Watts, S. (2004). *The Work Practice Questionnaire: A Training Evaluation Measurement Tool for the Alcohol and Other Drugs Field*. National Centre for Education and Training on Addiction (NCETA), Flinders University, Adelaide, Australia.



### 11. Workers' Perceived AOD Role Confidence

This scale assesses workers' confidence in their ability to respond effectively to AOD issues. This scale is appropriate to use in an organisation where AOD treatment or response is not the primary service (e.g., Emergency Department), and the organisational change process is intended to enhance the organisation's role in responding to AOD issues.

	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
1. I have the necessary experience to respond to alcohol and other drug (AOD) related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In my work I have responded to a wide range of AOD related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am confident in my ability to respond to AOD related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have the necessary knowledge to help people with AOD related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I do not have many of the skills necessary to respond to AOD related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am able to respond to people who have AOD related issues as competently as I respond to people with other problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Note:** Reverse score question 5.

Source: Adapted from Addy, D., Skinner, N., Shoobridge, J., Freeman, T., Roche, A.M., Pidd, K., & Watts, S. (2004). *The Work Practice Questionnaire: A Training Evaluation Measurement Tool for the Alcohol and Other Drugs Field*. National Centre for Education and Training on Addiction (NCETA), Flinders University, Adelaide, Australia.



**Cunningham, C.E., Woodward, C.A., Shannon, H.S., MacIntosh, J., Lendrum, B., Rosenbloom, D., & Brown, J. (2002). Readiness for organizational change: A longitudinal study of workplace, psychological and behavioral correlates. *Journal of Occupational and Organizational Psychology, 75*, 377-392.**

This paper describes a large-scale longitudinal survey of workers in a Canadian teaching hospital. It provides an overview of factors influencing workers' readiness to undergo organisational change (e.g., social support, job demands, skill use and decision-making authority). This paper is particularly relevant to readers who are interested in workforce development theory and research.

**Simpson, D.D. (2002). Organizational readiness for treatment innovations (Research Summary). Fort Worth, Texas: Institute of Behavioral Research. Texas Christian University (available online [www.ibr.tcu.edu/](http://www.ibr.tcu.edu/)).**

This paper describes a process for organisational change in a clinical setting. It discusses the challenges involved in effectively transferring drug treatment research into clinical practice. A four-stage framework for change is proposed: exposure, adoption, implementation and practice. This paper provides useful insights into the organisational culture, support structures, and resources necessary to guide effective change processes.

**Klein, S.M. (1996). A management communication strategy for change. *Journal of Organizational Change, 9*, 32-46.**

This paper discusses the importance of effective communication strategies during periods of organisational change. It provides useful tips on effective communication strategies and explains how various methods of communication are likely to impact on the success of the change process.

**Armenakis, A.A., Harris, S.G., & Mossholder, K.W. (1993). Creating readiness for organizational change. *Human Relations, 46*, 681-703.**

This paper describes a process for supporting and increasing workers' readiness for organisational change. A number of influence strategies (e.g., persuasive communication), interpersonal and social dynamics, and change agents are discussed. This paper is most useful for readers interested in workforce development theory and research.



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