

Tools

Digital & Innovation Skills Helix in Health



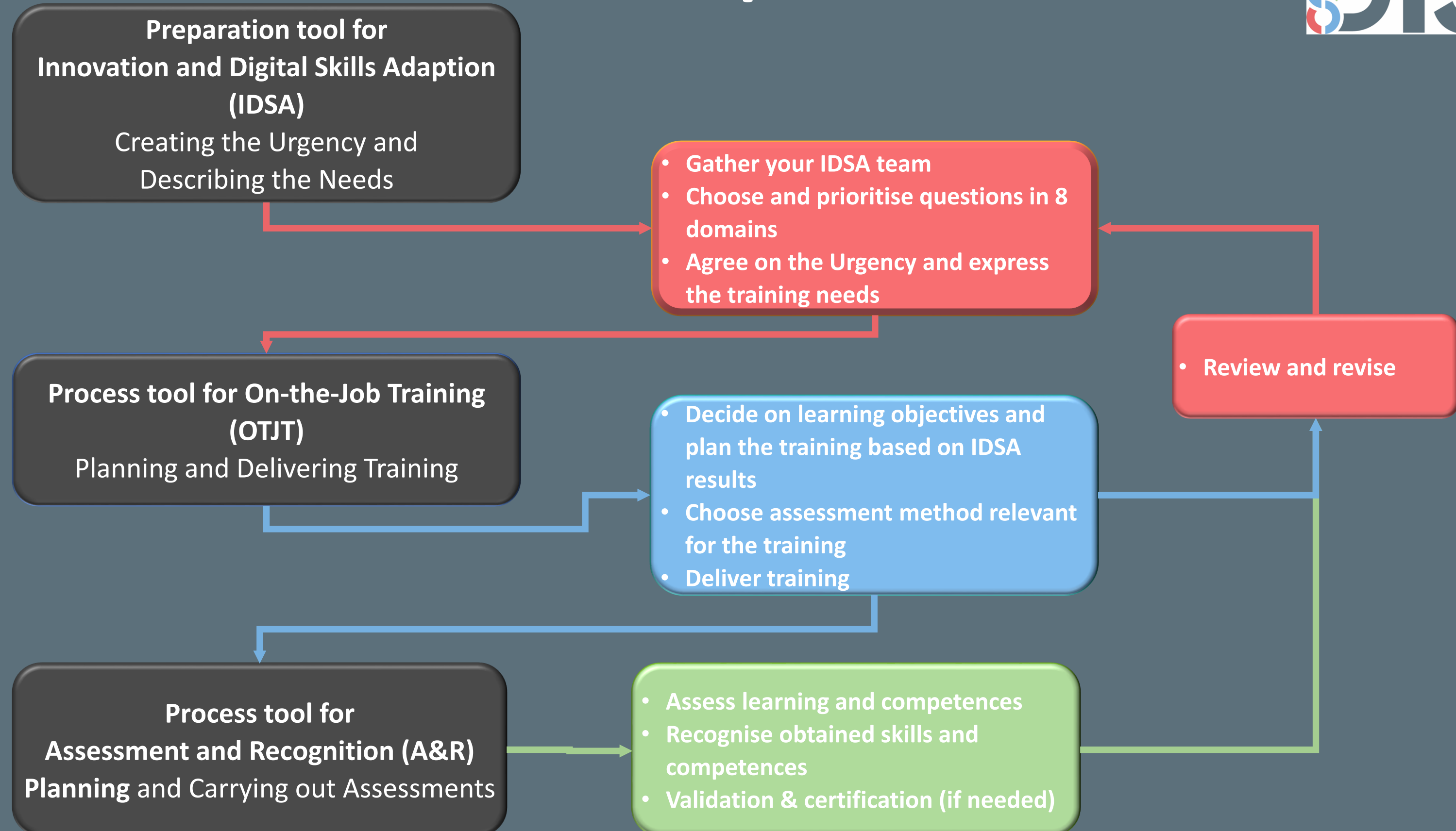
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The DISH Concepts workflow



1. Why should we do it?

2. What should we do?

3. Who should be involved?

4. What resources will we need?

5. How will we get Take-up?

8. How will we know the benefit?

7. What will it cost?

0. Guide

	Topic	Task explained
0.1	IDSA Definition	Innovation and Digital Skills Adaptation (IDSA) is an organizational concept providing a “framework” for co-creation which fosters multidisciplinary collaboration, innovative attitudes and team learning. A IDSA can be established every time a new technology is to be tested or implemented by healthcare operators. In the multidisciplinary framework of the IDSA, “on the job training” will take place providing conditions for better development and uptake of technologies and digital solutions within the healthcare sector.
0.2	IDSA Objectives	<ol style="list-style-type: none">to stimulate explorative behavior,to support implementation and change management processesto support competence/skills development and capacity building in a team rather than in the individual.to enhance collaboration between healthcare professionals and enterprises and a better understanding of needs
0.3	Introduction to the IDSA Concept	The IDSA is organised in 8 Domains. Each domain contains a list of tasks and questions to be considered when introducing new technology. Across each of the 8 domains there are 3 tracks indicating at which level the task is focused. The tasks in domains 1- 8 should be handled/clarified every time a Learning Innovation Unit is established.
0.4	Introduction to the Domain Layout	For each domain you will see the summerised content and the expected achievement of the domain. The tasks are organised in 3 fixed tracks : <ul style="list-style-type: none">- tasks related to the organisation- tasks related to the healthcare professionals in the team affected by the new technology- a fixed track running shared decision-making process with all the staff affected by the new technology. The major objective of this track is on one hand on-boarding, giving the healthcare professionals an opportunity to contribute and to be heard, and on the other hand qualifying the solution to the tasks in that domain. For each domain you can download a checklist for the tasks and publish documents or tools that might be useful support for solving the tasks.
0.5	Introduction to the IDSA “clickable power point”	The IDSA clickable power point contains the current Guide with all the definitions, followed by 8 domains giving an in-depth explanation .
0.6	How to use the IDSA document?	When setting up a IDSA, work through the spreadsheets, from Domain 1 to Domain 8, considering the questions and tasks as you go. The tasks in each of the 8 domains are inspirational and not obligatory to carry out. They should all be considered, but the IDSA can at any time decide that a certain task is not relevant for their particular implementation process or not appropriate for their particular organisational setting, etc. When you have completed them, you should have identified and involved all the relevant people and have a good picture of way forward and of the tasks involved - maybe even an implementation plan!

1. Why we should do it?

Summerised

content:

Why should healthcare professionals spend their valuable time on creating a IDSA?

Description of how we engage the participants in the IDSA and how the IDSA contributes to a successful implementation process

Expected achievement:

That the participants in the IDSA have a clear understanding of the value that the IDSA has to deliver and how it will provide value for each of the groups that the participants are representing.

Organisational Tasks within the domain (click to open)

Team related Tasks within the domain (click to open)

Shared Decission Making (click to open)

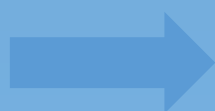
1. Why we should do it?

	Organisation Task	Task explained
1.1	What are the desired changes in the organization?	Part of the business-case. Should be defined up-front before the on-set of the implementation process. BUT the management level need to reflect (upfront before the onset of implementation) on why they have purchased the new technology, and what the expected benefits and changes are that they expect in the organization.
1.2	Which processes/workflows will be affected? <i>If any</i>	Should be defined up-front before the on-set of the implementation process
1.3	Which change in management does the change in processes lead to? <i>If any</i>	Should be defined up-front as it is part of the basis for decision
1.4	How can the enterprise benefit from collaborating in the IDSA? <i>That is - what will the the technology manufacturer or supplier get from it?</i>	How do staff reflections concerning the functionalities of a technology, or reflections on adjacent needs, flow to the enterprise, and why is that important?
1.5	Identification of motivational factors for each group of healthcare-professionals	How can you enhance engagement for the different professional groups, and how can their roles in the "new" workflows be made attractive?
1.6	Recognition of new skills	How can on the job training and use of new technology be converted into an attractive competence for those doing the training? This might be different for different professional groups. Nurse level and upwards might be motivated by CET/CPD points.

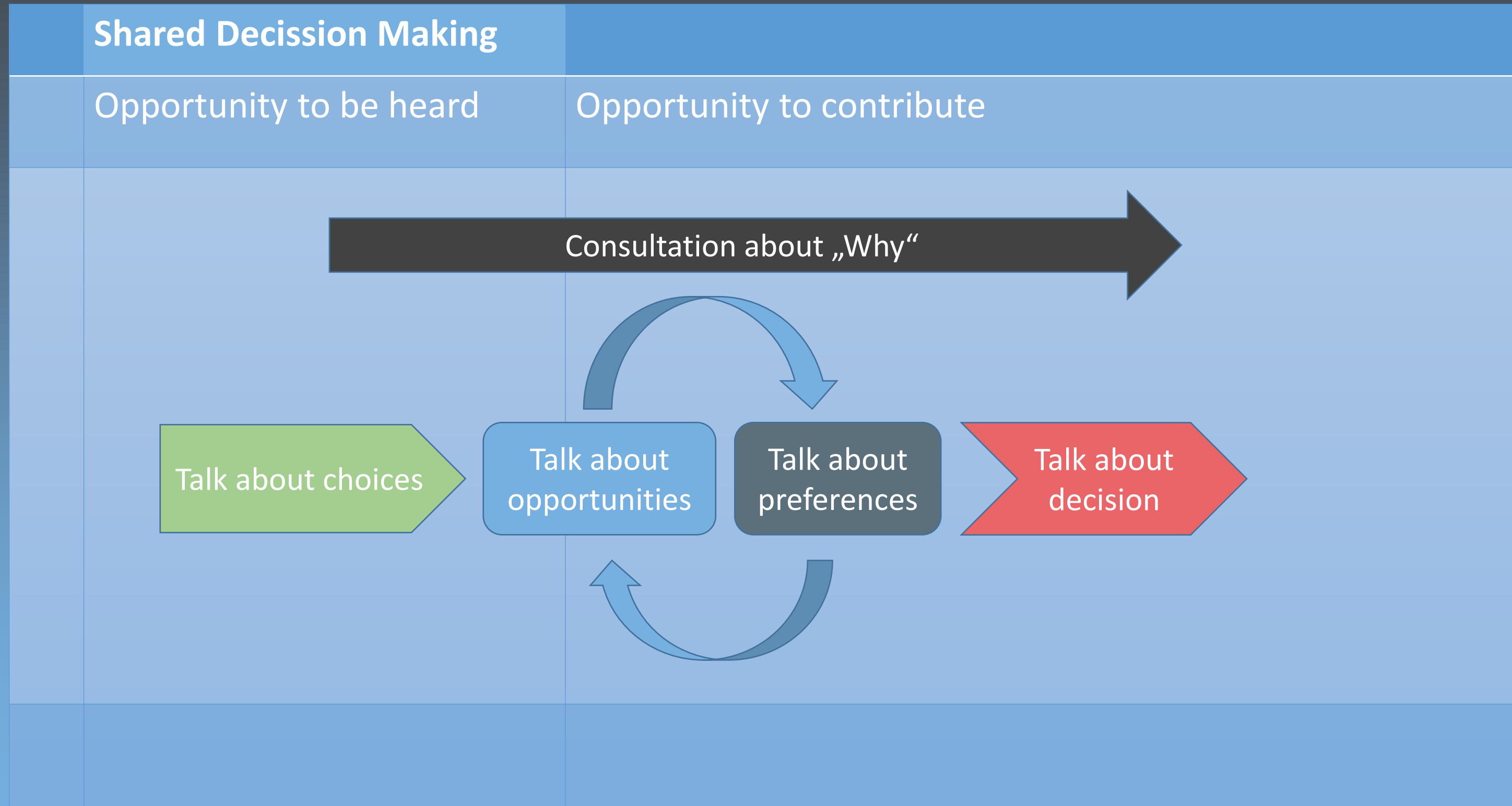


1. Why we should do it?

	Healthcare Professional / Team Task	Task explained
1.7	How can we stimulate the explorative behavior among Healthcare staff?	Which values should be enhanced for staff to explore new features of a technology or to explore the use of the technology in new workflows
1.8	What are the desired/needed changes in competences/skills amongst the healthcare professionals?	Describe when the expected benefits will be harvested
1.9	How will the team make sure that a sustainable peer-learning culture is in place	It is important that you identify a peer learning or superuser system that will allow new staff to be introduced to the technology after the end of the implementation process. The peer learning should not be vulnerable to frequent substitution of key staff.



1. Why we should do it?



2. What should we do?

Summerised content:

Identifying the activities that the IDSA is going to address, and ensuring there is a mandate

Expected achievement:

The members of the IDSA have a clear idea of the activities they are expected to address.

Organisational Tasks within the domain (click to open)

Team related Tasks within the domain (click to open)

Shared Decission Making (click to open)

2. What should we do?

	Organisational Task	Task explained
2.1	Which problem is the solution going to solve?	Usually defined in the business case, often referred to as the needs analysis. BUT IDSA should keep focus on the GOLDEN WHY. Why are we implementing this technology? And how are we continually making sure that the technology provides us with the benefits/value that are expected?
2.2	Exploring the solution, new functionalities/ opportunities?	How do all the functionalities of the technology work? Does that provide opportunities beyond first envisioned?
2.3	Analysis of IT infrastructure, qualification of process, and adaption of IT and equipment	The IT infrastructure must be prepared for the new solution.
2.4	Adaptation of the solution	The company may have to adapt the solution to the specific organisation and/or workflows that it will be interjected in
2.5	Change of workflows	What are the central workflows that will be affected? What do the new workflows look like (approval by team)
2.6	Identification and update of affected instructions and processes	All the instructions affected by the change of workflow and the new technology have to be updated.



2. What should we do?

	Organisational Task	Task explained
2.7	New organisation	<ul style="list-style-type: none"> What does the organisation look like after the change of workflows?
2.8	Confirmation of managerial comittment to the technology implementation	<ul style="list-style-type: none"> Is it a priority? Does it contribute to executing the strategy? Does it have an allocated budget? Is it planned in the annual cycle? Is there an administrative and political ownership?
2.9	Alignment of management expectations and agreement of role in change management	<ul style="list-style-type: none"> It is important that the managers very clearly know where the organisation is heading and lead accordingly. The managers have to accept a reduction in effectivity, they have to consult the key participants in the IDSA, and they have to be aware about the resources needed for the given change project.
2.10	Development of an implementation plan - incl. On the job training	<ul style="list-style-type: none"> The entire period of the change project should be included in the plan in detail including roles, responsibilities etc.
2.11	Test 1 and test 2 before implementing	<ul style="list-style-type: none"> Plan the tests and evaluation as part of the implementation plan
2.12	Monitoring after 2 months of implementation	<ul style="list-style-type: none"> Is everything as expected, if not what differs? How should it be handled? Plan the monitoring as part of the implementation plan



2. What should we do?

	Healthcare Professional / Team Task	Task explained
2.13	"Demystification"	<p>What is the new technology about, what is going to happen, and what will our organisation and our workflows look like after implementation? The Healthcare staff must be made aware that a change will happen, and that the change is important and relevant. CHANGE COMMUNICATION is important.</p> <p>Story Telling can also be a tool for conveying information about the benefits and disadvantages related to the technology.</p>
2.14	On-boarding of Healthcare professionals	<p>Throughout the implementation period, focus should be on pragmatists. It is important that this group find that the implementation of the new technology is a good idea/beneficial.</p> <p>The focus should not be enthusiasts, neither on conformists.</p>
2.15	Team learning (until new technology has been fully adapted)	<p>Continuity - How is peer learning implemented and what are the mechanisms? (aiming at maintaining the level of knowledge in the team after the on the job training)</p> <p>Health professionals are changing jobs/functions. Organisation of peer leaning should not be based on a few superusers.</p>

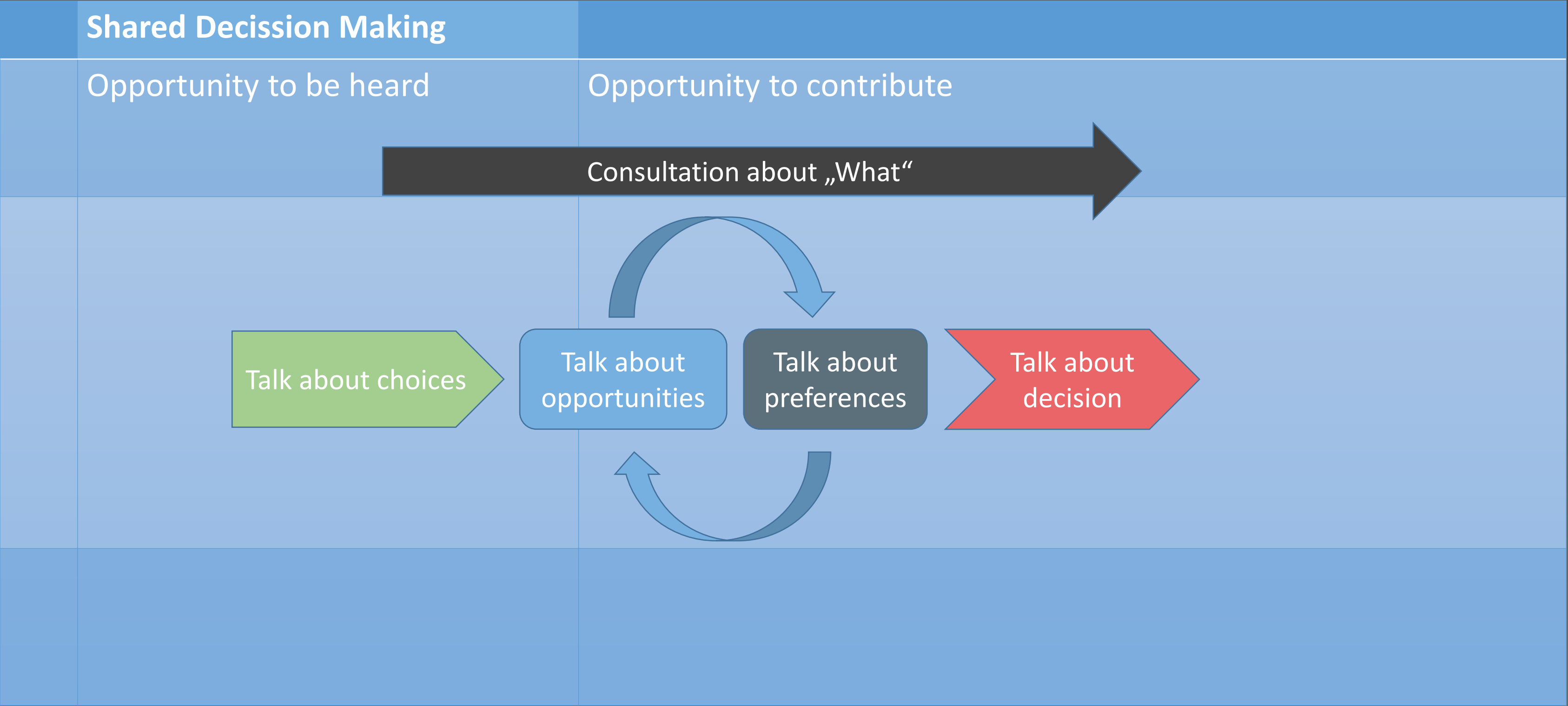


2. What should we do?

	Healthcare Professional / Team Task	Task explained
2.16	Identification of Superusers and/ or Embassadors	<ul style="list-style-type: none"> The use of super-users and/ or ambassadors depend on the implementation plan and training strategy. Sustainability should be central.
2.17	Identification of opponents	<ul style="list-style-type: none"> It is important that opponents understand the opportunities in a new technology. Motivational interview can be used as a technique: https://en.wikipedia.org/wiki/Motivational_interviewing
2.18	Learning from other teams (that successfully have implemented the technologies/ eHealth solutions)	<ul style="list-style-type: none"> Either by visit or virtual meetings. Perhaps ambassador groups can be identified and given mandate to visit other teams?
2.19	Training needs assessment	<ul style="list-style-type: none"> IT skills in healthcare professionals varies a lot! The management team should also undergo the training.



2. What should we do?



3. Who should be involved?

Summarised content:

Who are leading/facilitating the IDSA? What are the competences needed in The IDSA?

Which staff groups are present? Who are representing each staff group?

Who will be present from the company? Who are the end users? and how are they involved?

Expected achievement:

Clear definition of competences, participants and roles in the IDSA.

[Organisational Tasks within the domain \(click to open\)](#)

[Team related Tasks within the domain \(click to open\)](#)

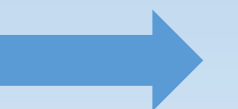
[Shared Decision Making \(click to open\)](#)

3. Who should be involved?

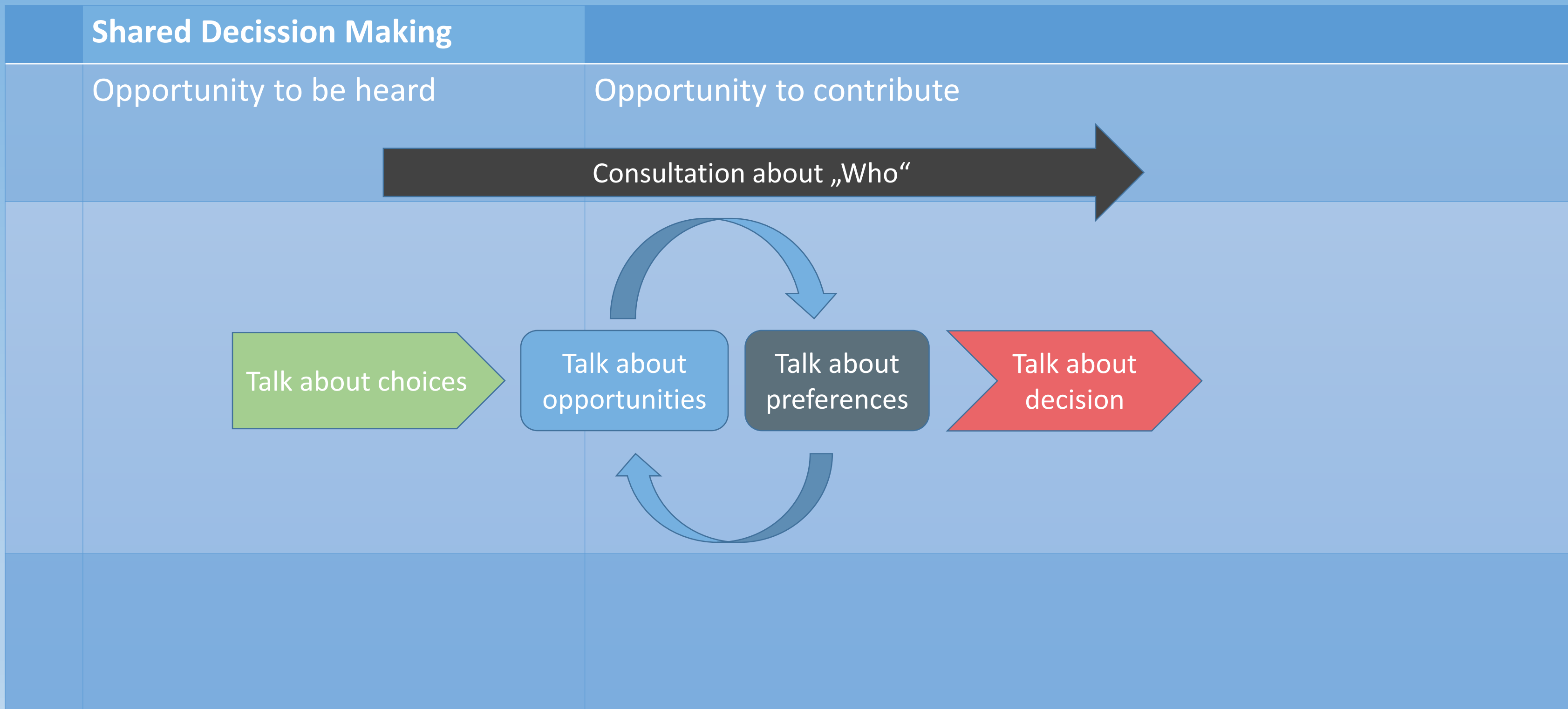
	Organisational Task	Task explained
3.1	Who are the most important partners?	<p>Recommended:</p> <ul style="list-style-type: none">• 1 Leader driving the process• 1 admin/organizational/IT• 1 representative from healthcare professionals (1 from each professional group)• 1 company representative• 1 enduser representative (not always relevant)
3.2	What are their roles in the IDSA?	<ul style="list-style-type: none">• Describe the role for each participant
3.3	Which activities are they expected to undertake?	<ul style="list-style-type: none">• Describe the activities for each participant
3.4	What kind of resources do they need to bring into the IDSA? (qualifications and time)	<ul style="list-style-type: none">• Describe qualification and timeallocation for each participant
3.5	IT-Help desk/technology provider's support	<ul style="list-style-type: none">• Describe the collaboration between the IT-helpdesk and the company.• Describe the service-desk available for Healthcare professionals during implementation.• Predict moments of extraordinary loads - and make sure that resources are available to deliver throughout a peak period.

3. Who should be involved?

	Healthcare Professional / Team Task	Task explained
3.6	Super-users	Some recommend superusers. If possible , there should be superusers representing all types of healthcare professionals in the team. They should also represent, day, evening and night shifts. The profile should never be the technology enthusiast - but rather a person who is: a) in the middle group with respect to digital readiness, b) has strong professional competences, c) has good relations to colleagues and managers.
3.7	Ambassadors	Some recommend ambassadors- who could have tasks such as enhancing the knowledge about the technology in the teams, but also spread the news to other teams in the same health-care unit. Or visit other units/teams where the technology already is fully implemented.
3.8	The roles of healthcare staff in the implementing team during and after implementation.	What is my new role if the technology is going to take over my work/some of the tasks I used to do?
3.9	How does the technology affect the relation between the healthcare professional and the patient/citizen?	IDSA should provide change communication about this issue, and follow up and develop concrete stories
3.10	The interests of the end-user should be ever present	The healthcare professionals will often associate to end-users and if needed speak for them.



3. Who should be involved?



4. What resources will we need?

Summerised content:

Identification of the time and resources needed for the work in the IDSA and in the implementing team

Expected achievement:

That the participants in the IDSA and the staff in the implementing team have been allocated sufficient time and resources to drive a successfull implementation process.

Organisational Tasks within the domain (click to open)

Team related Tasks within the domain (click to open)

Shared Decission Making (click to open)

4. What resources will we need?

	Organisational Task	Task explained
4.1	How many resources are needed over time for each of the activities and each participant.	<ul style="list-style-type: none"> Budget derived from implementation plan
4.2	Specify the expected number of hours needed per participant	<ul style="list-style-type: none"> Budget derived from implementation plan
4.3	Logistic needs	<ul style="list-style-type: none"> Budget and booking of meeting facilities etc.
4.4	Are there resources put aside for a continued focus on realization of benefits? (after end of implementation phase)	<ul style="list-style-type: none"> Budgeted hours
4.5	IT-helpdesk/technology support	<ul style="list-style-type: none"> Has budget been set aside for the help-desk to respond throughout peak periods?

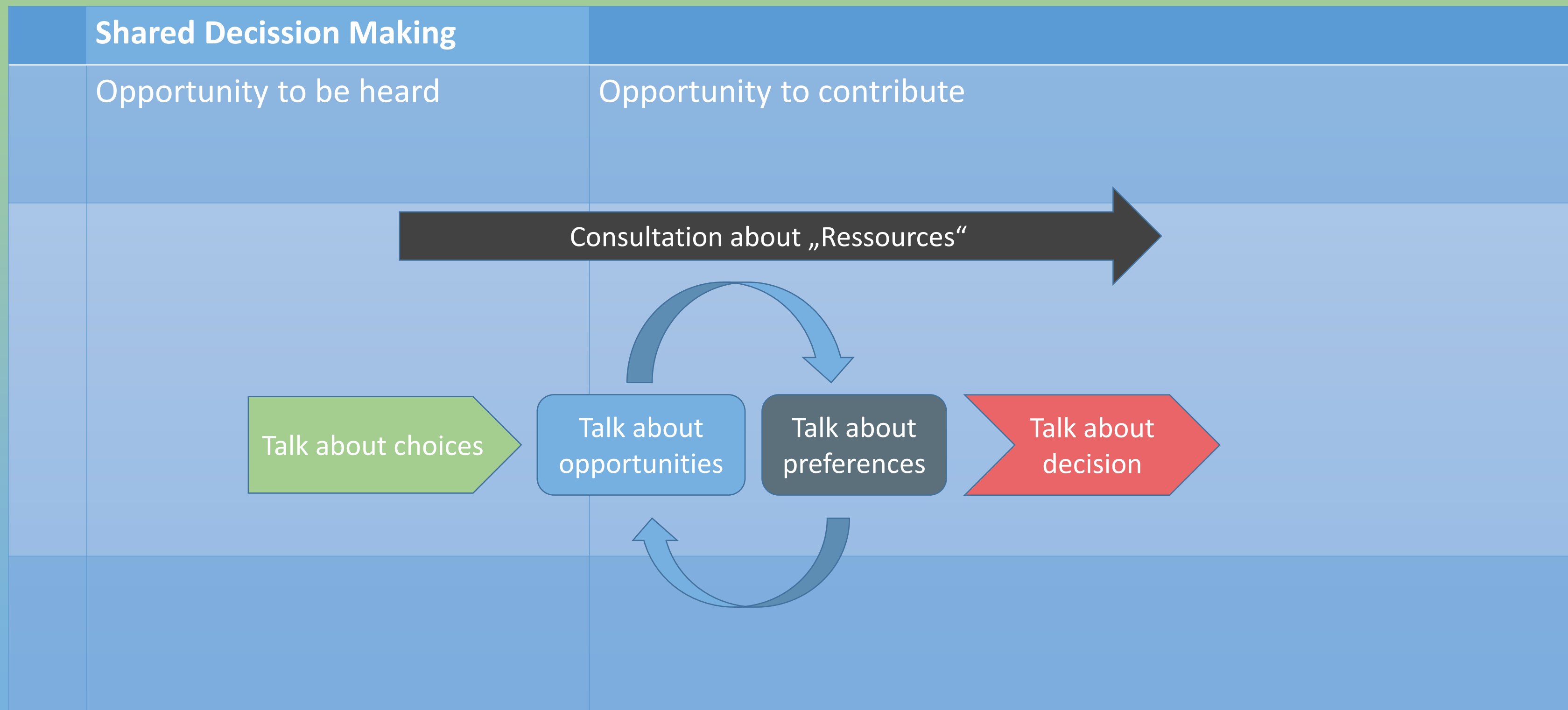


4. What resources will we need?

	Healthcare Professional / Team Task	Task explained
4.6	Prepare adequate change communication concerning time, costs and loss of efficiency.	Are involved healthcare professionals aware that managers are expecting a loss of efficiency in production during the implementation, that budget has been set aside for training and participating in the implementation process.



4. What resources will we need?



5. How will we get take-up?

Summserised content:

How does the benefit of the technology reach the participant groups and what are the mechanisms of adoption

Expected achievement:

Technology adoption is about human anchoring. Implementation of technology is a change process and the expected achievement is a change in beavior among the healthcare professional.

Organisational Tasks within the domain (click to open)

Team related Tasks within the domain (click to open)

Shared Decission Making (click to open)

5. How will we get take-up?

	Organisational Task	Task explained
5.1	How will the team be encouraged to keep a continued focus on realization of benefits? And how is the proposal of the application/functions communicated to management level.	<ul style="list-style-type: none"> How is this task organised, who will be involved, how often will they meet, what is the expected result? How are findings taken up by the organisation?
5.2	Can a full list of related processes be identified?	<ul style="list-style-type: none"> The full list could also include other processes where it might be relevant to introduce the new technology.
5.3	How will the team make sure that a sustainable peer-learning culture is in place?	<ul style="list-style-type: none"> It is important that you identify a peer learning or superuser system that will allow new staff to be introduced to the technology after the end of the implementation process. The peer-learning should not be vulnerable to rotations or frequent substitution of key staff.

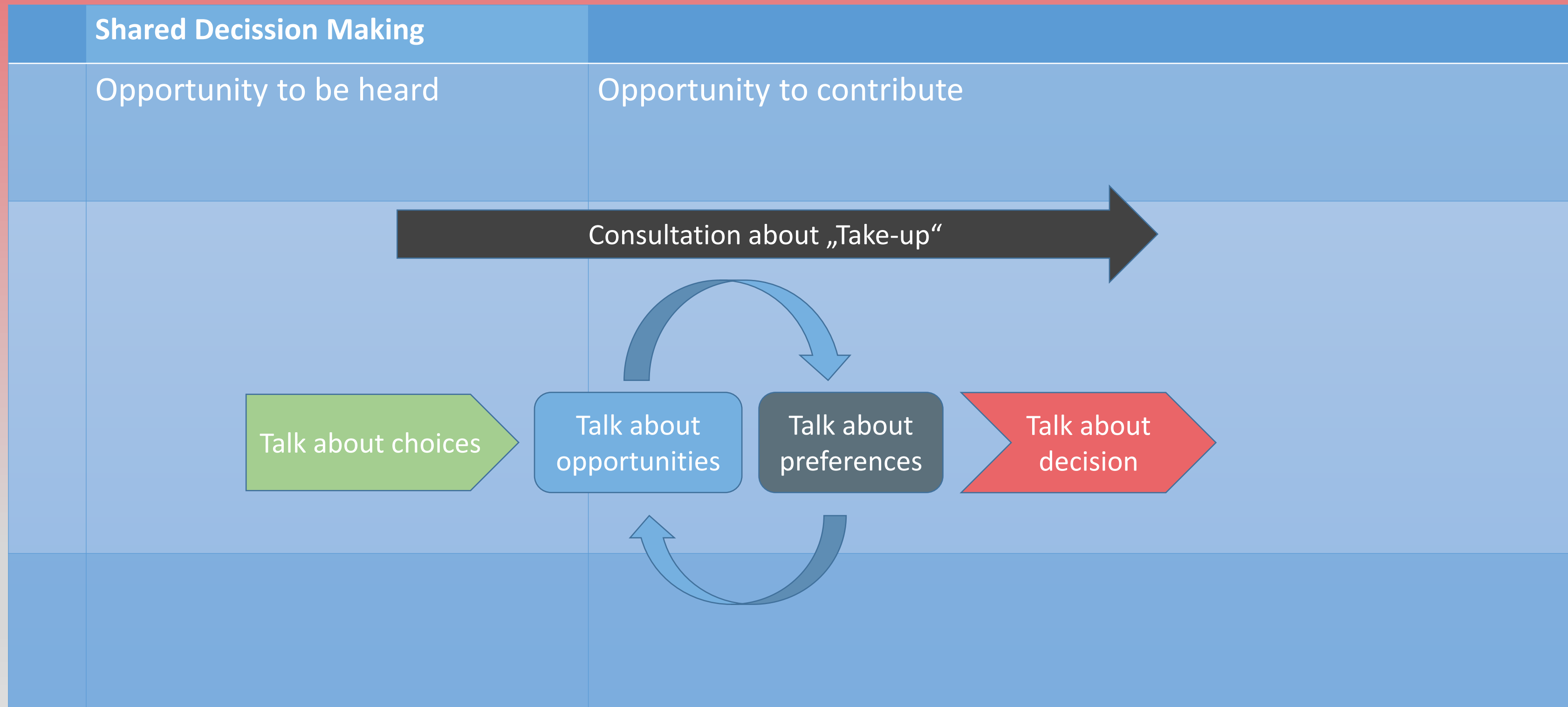


5. How will we get take-up?

	Healthcare Professional / Team Task	Task explained
5.4	Setting up a system that captures new exploratory ideas and thinking in relation to the technology.	Exploratory ideas concerning the use of technology should flow to the Superusers, who in turn will contribute by follow up meetings focusing on realization of benefits



5. How will we get take-up?



6. How will we work together?

Summerised content:

How the participants can explore
new opportunities / Share
exploratory ideas / contribute

Expected achievement:

That it is clear for everybody
involved when and how they can
contribute.

Organisational Tasks within the domain (click to open)

Team related Tasks within the domain (click to open)

Shared Decission Making (click to open)

6. How will we work together?

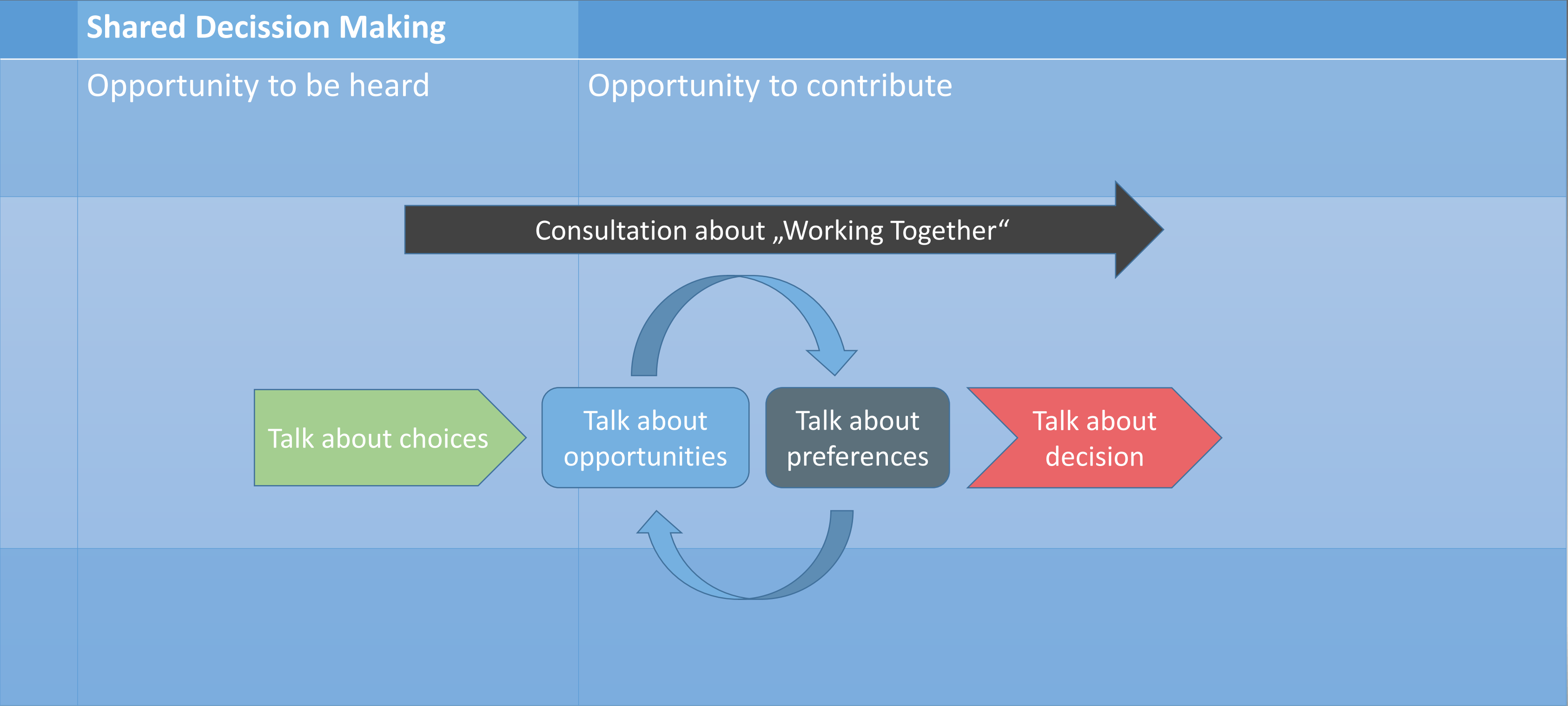
	Organisational Task	Task explained
6.1	How does the multidisciplinary team collaborate.	<ul style="list-style-type: none"> Rules for meetings (agendas, minutes etc.)
6.2	How and who are in charge of running the shared decision making processes that involve the team of healthcare professionals?	<ul style="list-style-type: none"> Develop procedures and plans for Shared decision making processes in each of the domains.
6.3	How does the communication flow between the multidisciplinary participants?	<ul style="list-style-type: none"> Rules for communication, focal points for specific topics etc.



6. How will we work together?

	Healthcare Professional / Team Task	Task explained
6.4	Prepare adequate change communication concerning multidicliplanary collaboration	<ul style="list-style-type: none"> Are involved healthcare professionals aware that managers are expecting them to spend time participating in multidiciplinary collaboration?

6. How will we work together?



7. What will it cost?

Summerised

content:

What are the important costs that you have to make to deliver the benefit.

There should be a differentiation between the cost of running the IDSA and the cost of implementation, including training

Expected achievement:

That the management level is fully aware of and have set a side the resources needed to run the IDSA and the implementation

Organisational Tasks within the domain (click to open)

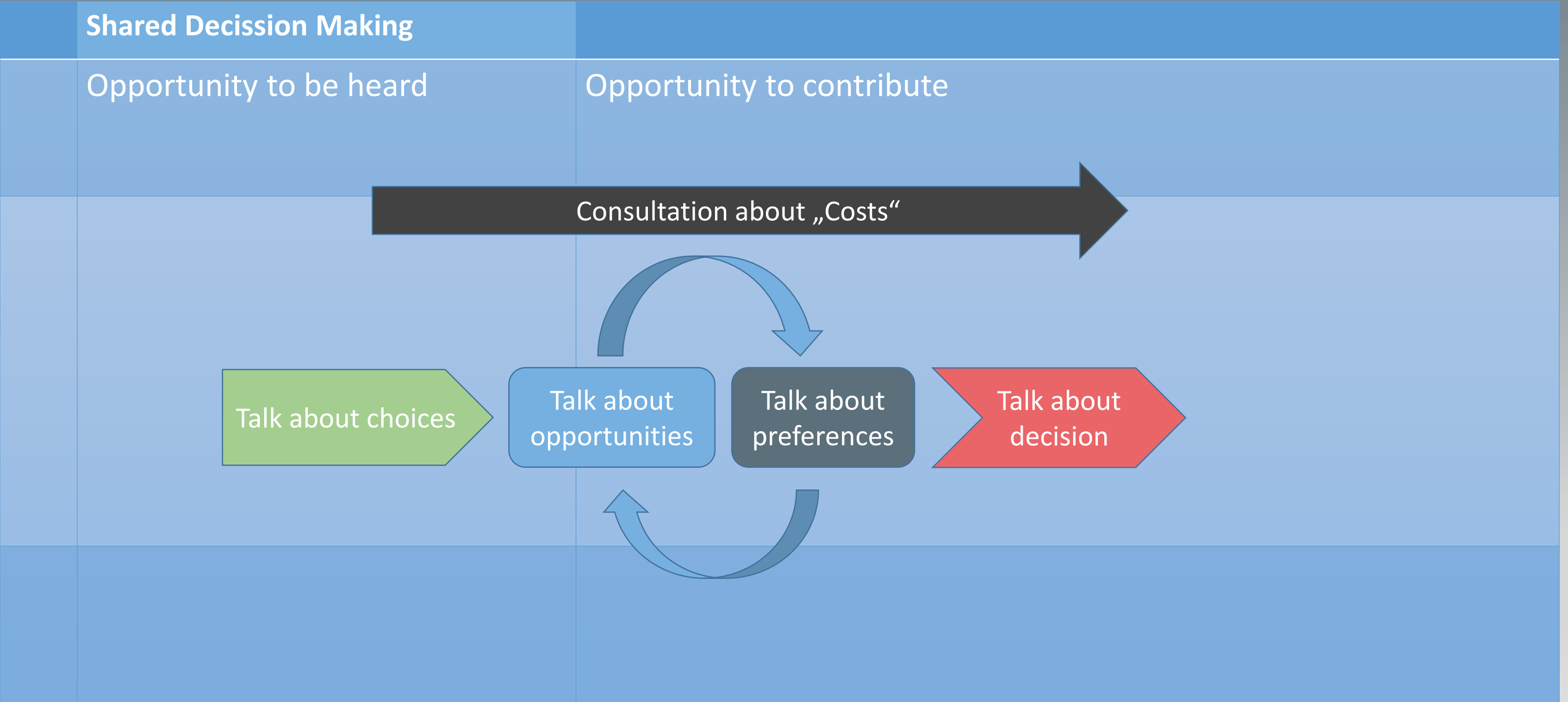
Shared Decission Making (click to open)

7. What will it cost?

	Organisational Task	Task explained
7.1	Detailed budget including all costs	A frame budget will usually be part of the approval of implementation. The frame must be applied in a detailed budget.



7. What will it cost?



8. How will we know the benefit?

Summserised content:

How and when is the effect observed?

Expected achievement:

A shared understanding of what the organization looks like after a successful implementation

Organisational Tasks within the domain (click to open)

Team related Tasks within the domain (click to open)

Shared Decission Making (click to open)

8. How will we know the benefit?

	Organisational Task	Task explained
8.1	What are the benefits	Describe the expected benefits after successful introduction of of the new technology.
8.2	How are the benefits harvested	Describe how the expected benefits will be harvested
8.3	When are the benefits harvested	Describe when the expected benefits will be harvested

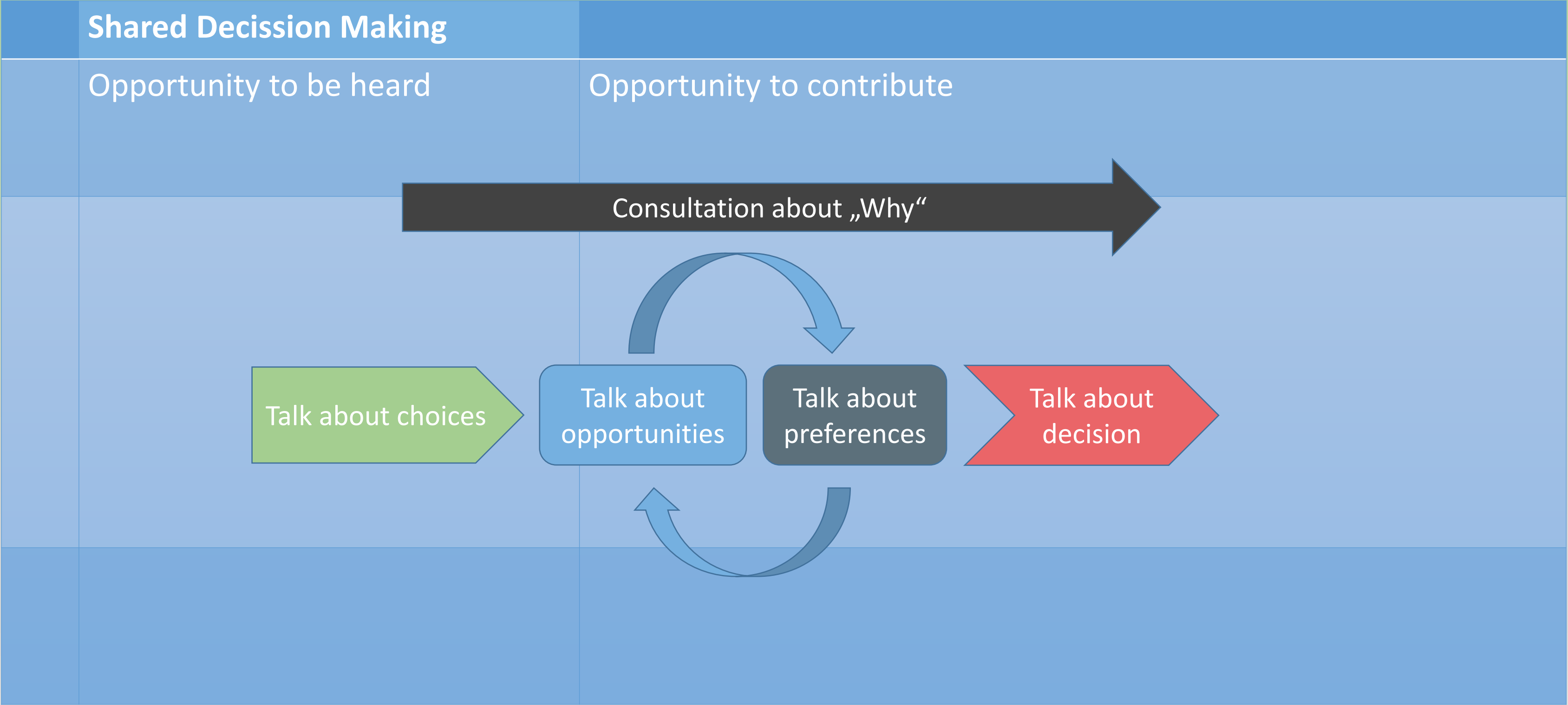


8. How will we know the benefit?

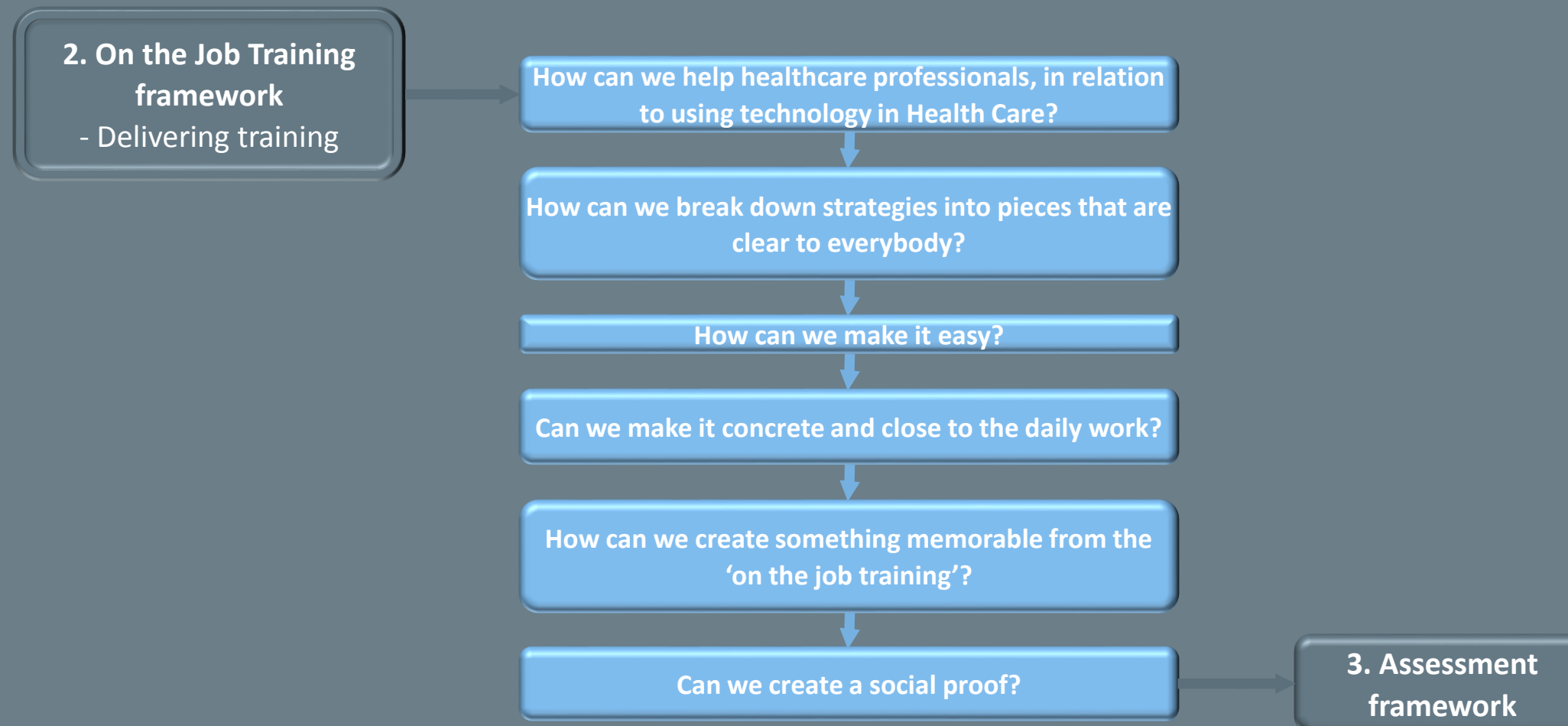
	Healthcare Professional / Team Task	Task explained
8.4	Has the IDSA increased the technology uptake readiness amongst the healthcare professionals	Identify, design and set up adequate monitoring system based upon milestones that the IDSA is able to attribute to its own existence/work as related to the objective of each of the domains.
8.5	Has the IDSA increased the explorative behaviour amongst the healthcare professionals?	Set up adequate monitoring system
8.6	Has the increased explorative behaviour lead to realisation of more benefits?	Set up adequate monitoring system
8.7	Has the IDSA increased the the flow of needs from the healthcare staff to the enterprise?	Set up adequate monitoring system
8.8	What are the aquired skills in relation to the implementation of the given technology?	Development of the skills of the healthcare professionals should be perceived of as part of the realized benefits



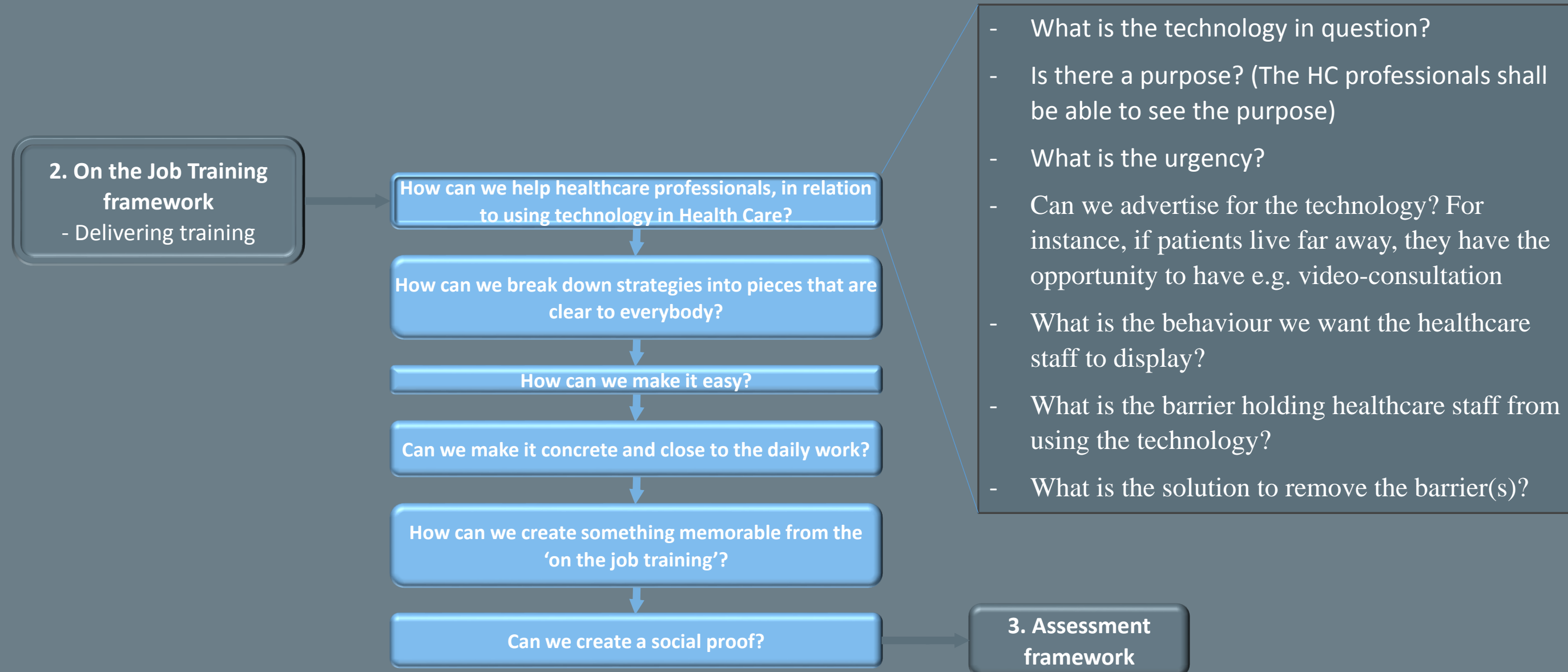
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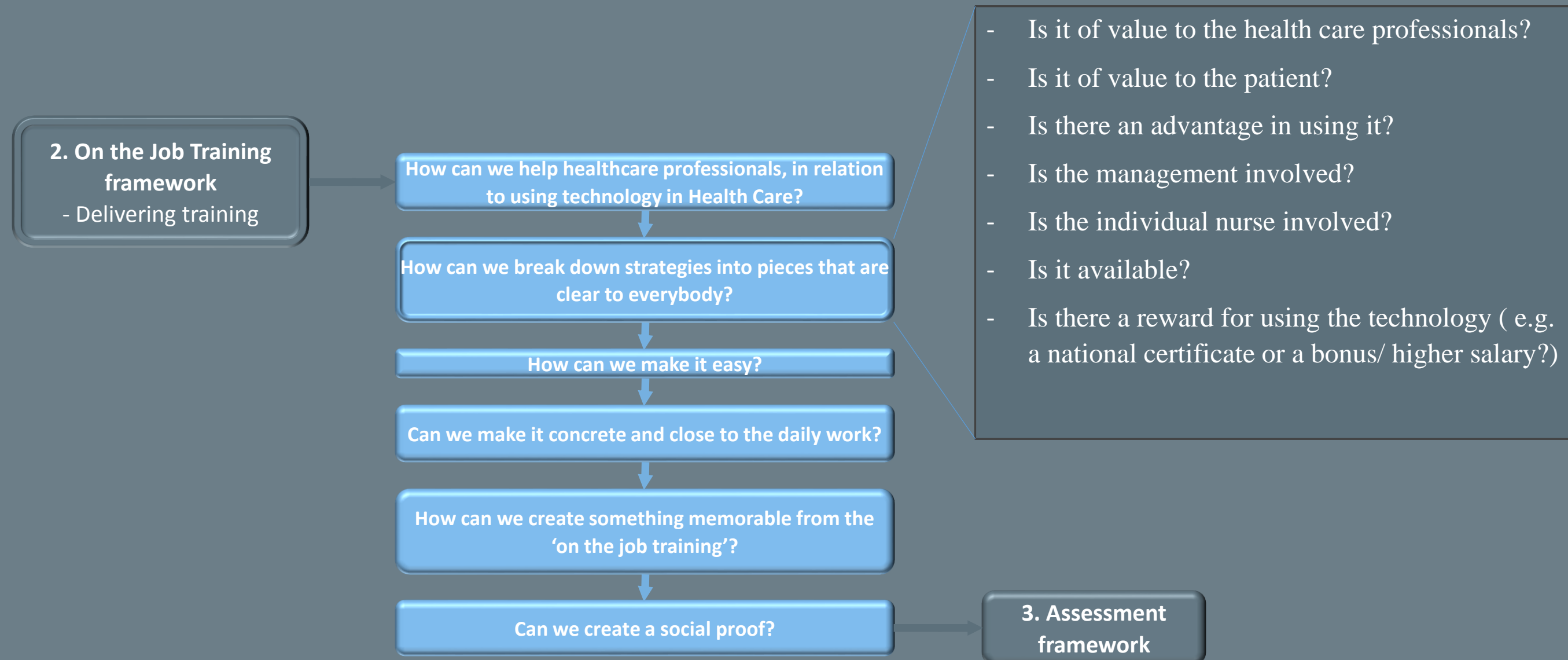
On the job Training Framework



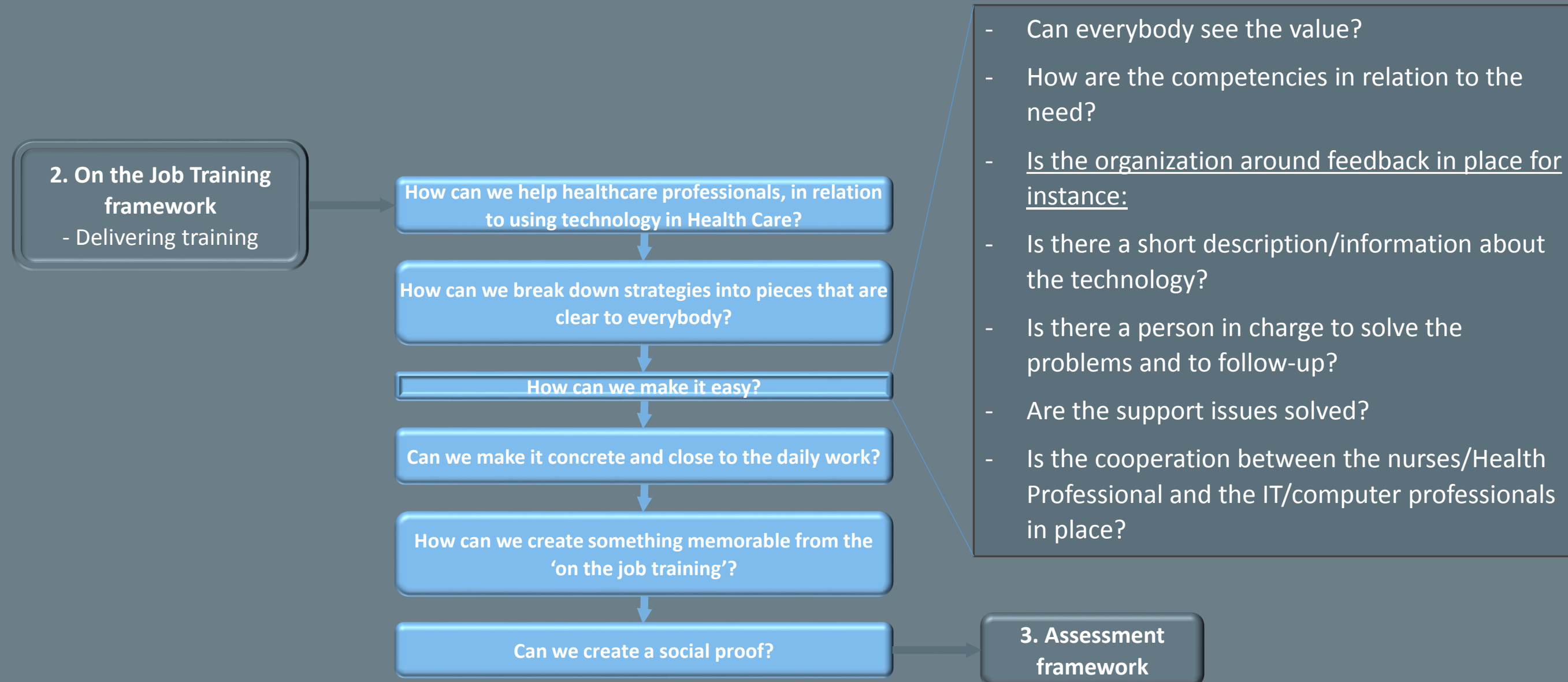
On the job Training Framework



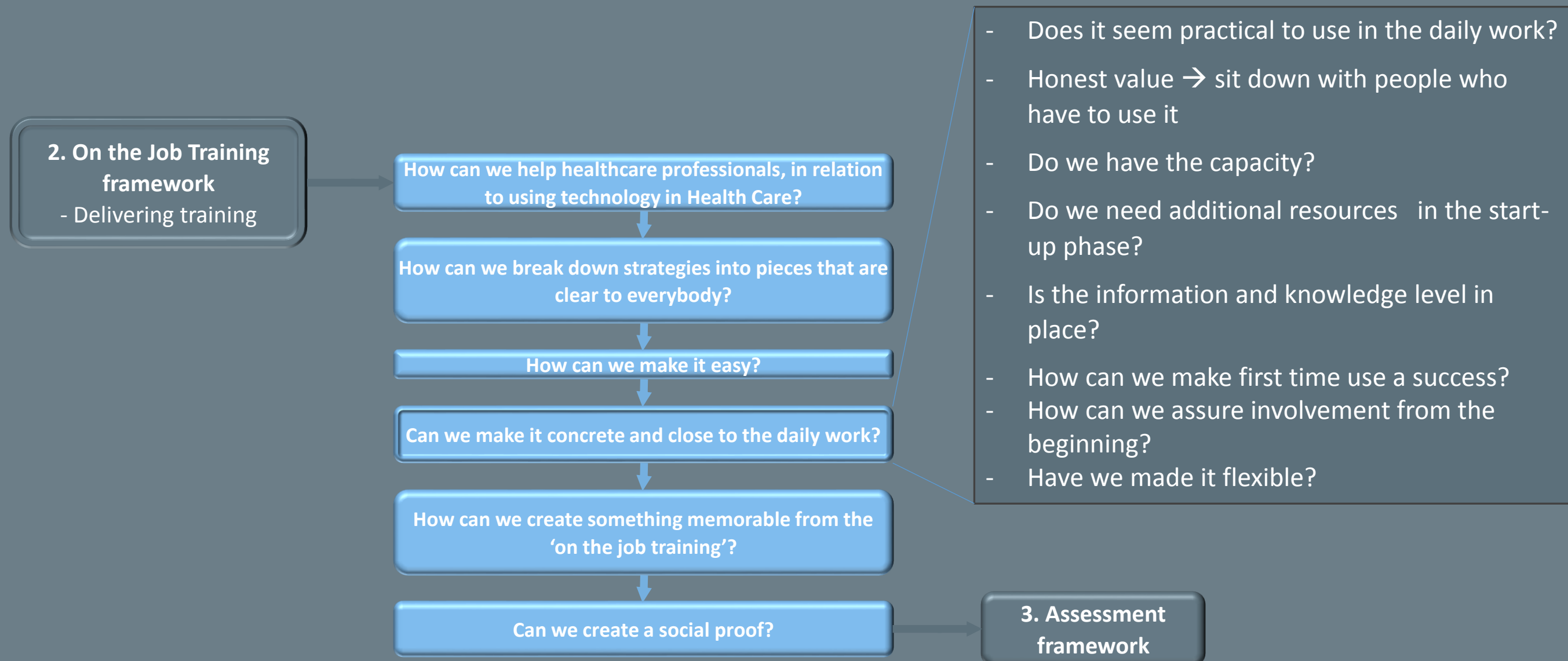
On the job Training Framework



On the job Training Framework



On the job Training Framework



On the job Training Framework



On the job Training Framework

2. On the Job Training framework - Delivering training

How can we help healthcare professionals, in relation to using technology in Health Care?

How can we break down strategies into pieces that are clear to everybody?

How can we make it easy?

Can we make it concrete and close to the daily work?

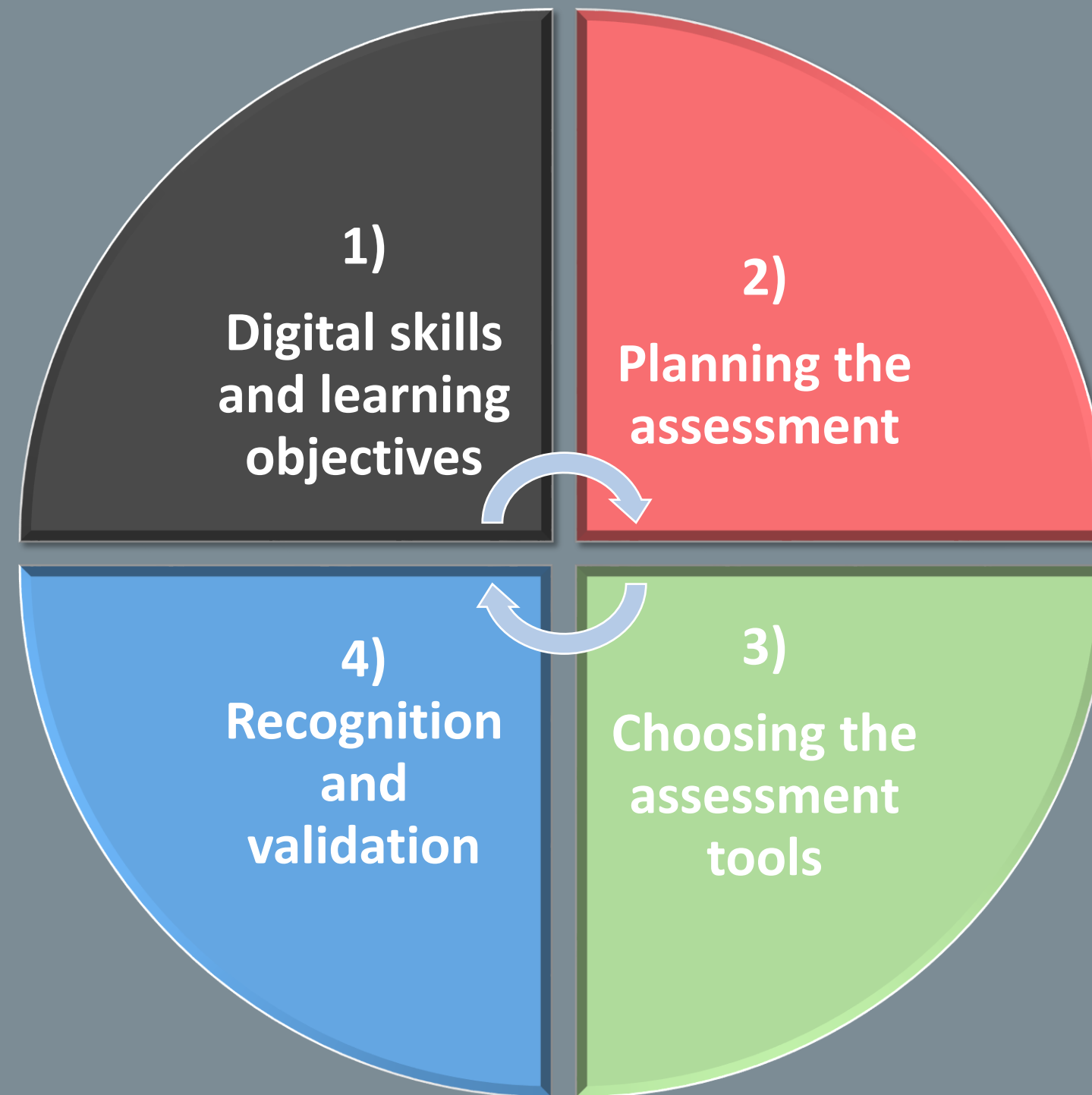
How can we create something memorable from the 'on the job training'?

Can we create a social proof?

3. Assessment framework

- Is there a participant involved who has impact in the organization? (e.g. a role model)
- Have we involved key nurses/champions in every shift?
- What is the value for the nurses?
- What is the value for the patient and for the hospitals?

Assessment concept framework



Digital Skills & Learning Objectives


[BACK](#)

	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 1 The learning outcomes relevant to Level 1 are	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2 The learning outcomes relevant to Level 2 are	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3 The learning outcomes relevant to Level 3 are	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4 The learning outcomes relevant to Level 4 are	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities



Digital Skills & Learning Objectives



[BACK](#)

Level 5 The learning outcomes relevant to Level 5 are	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6 The learning outcomes relevant to Level 6 are	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7 The learning outcomes relevant to Level 7 are	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8 The learning outcomes relevant to Level 8 are	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research



Planning the Assessment

TEACHER/TRAINER

Before Training	During Training	After Training
Describe competences to be assessed (according to the training aims)	Introduce the assessment process	Assess the documents produced through the assessment process
Discuss with potential learners/staff/managers which assessment approach will fit in the learning context	Make room for reflection and adaption/tasks during training	Issue certificates on training and assessment
Assess if the training aims and thus assessment would differ for different employment categories. Adapt the assessment process to the professional profile.		Evaluation of training
Choice of methodology: in situ or on-line assessment tools		
In case of in situ: Define reflective questions		
Construct a questionnaire (use the In-situ questions as inspiration)		
Choose a platform		
Establishment of validation and certification		 

Planning the Assessment

STUDENT/TRAINEE

Before Training	During Training	After Training
Create a portfolio/folder and an individual action plan	Go through the reflective questions / tasks	Evaluation, feed-back and suggestions/alterations
		Upload assessment documents to the portfolio
		Upload certificate to portfolio



Choosing the Assessment Tool

Requirements of assessment tools/approach

Closely linked to concrete on-the-job training courses

At least partly digital (e.g. involve the use of technology. An example could be to use a phone to make a video that demonstrate the use of a technology. Another example could be to use an on-line assessment tool)

Makes sense for the trainee/person

Makes sense for the actual employee category

Provides a valid foundation for assessment

Transparency

Encouraged but voluntary

Mode-neutral (be accessed from phone, Ipad, computer, 'paper-version')



Recognition & Validation

The assessment process should result in a certificate that displays the following information:

Title of training / date(s) of training

Who offers the training / training institution

Overall aim of the training

Expected learning outcome

Description of the training

Description of the assessment process

Participants name /id

Signature from training institution



Check and revise the „Kotter“ phase



Check and revise the „Kotter“ phase

Successful Change



Step 1: Create a sense of urgency

- To set change in motion, there needs to be a cause.
- This urgency creates a shared awareness of the need or attractiveness of change.
- The urgency can be based both on "great pain" (away from) or on opportunities ("towards").
- What scenarios occur if change is not made?
- The urgency must be strong and serious enough for the staff to feel that the "sense of urgency" will be effective in the following stages.



Check and revise the „Kotter“ phase

Successful Change



Step 2: Create a powerful coalition

- Seek like-minded people for the desired change.
- People who have the same or similar sense of urgency.
- For this group to become a leadership coalition, it is important to gather people who have a certain charisma and reputation within the company.
- The more people from different areas, the greater the reach of the leadership coalition.



Check and revise the „Kotter“ phase

Successful Change



Step 3: Form a strategic vision and initiatives

- **Strategies** are developed and **visions formulated** in the leadership coalition.
- How to deal with the "**sense of urgency**" as an organisation?
- In "**away from**" scenarios, it helps to have a positive vision in mind of exactly what the future can look like.
- "**Towards**" scenarios are often more inspiring through a vision.
- The overarching **goals, visions** and **strategies** at this stage of the Kotter Change Management Model provide orientation in the next stages and help to implement the change.



Check and revise the „Kotter“ phase

Successful Change



Step 4: Enlist a volunteer army

- Change is not a project that affects only a few employees.
- Many colleagues have to be moved so that the change can take root.
- Change communication is important.
- Employees should be able to experience the "sense of urgency".
- The vision and the strategies based on it must be tangible, understandable and inspiring.
- Only when enough people take the urgency seriously enough and trust the strategy, the transition to stage 5 in the Kotter Change Management Model makes sense.



Check and revise the „Kotter“ phase

Successful Change



Step 5: Enable action by removing barriers

- Resistance and obstacles are part of every change and can occur in many visible and invisible forms.
- Unwanted routines, inefficient processes, suboptimal structures or insufficient technical requirements must be consistently removed.
- Resistance from staff must be identified and, if possible, eliminated or reduced through communication.
- Critics should be taken seriously. Criticism can contain valuable clues to something that is actually worth protecting.
- In this phase it is crucial to take resistance seriously and to listen to it.
- Only when all resistance has been acknowledged, remove obstacles that stand in the way of the vision with determination.



Check and revise the „Kotter“ phase

Successful Change



Step 6: Generate short-term wins

- Change is tough and sometimes painful.
- Aim for short-term successes and celebrate them so that motivation is not lost along the way.
- Focus on the first tangible interim goals that promise short-term success, putting more complex tasks on the back burner.
- The short-term successes strengthen the employees' confidence in the change and honour the first brave ones who have successfully set out on the path.



Check and revise the „Kotter“ phase

Successful Change



Step 7: Sustain acceleration

- Caution: Do not be dazzled too early by the successes in the sixth phase.
- Instead of celebrating successes too early, it is advisable to continue to be vigilant in this phase.
- Changes should be pursued with the same focus and seriousness as in the first six phases.
- What has gone well so far? Keep adapting the procedure. -> Agile process



Check and revise the „Kotter“ phase

Successful Change



Step 8: Institute Change

- Finally, the changes must be anchored in the corporate culture.
- The change is successful when employees say "that's how we do it here".
- Always show how the change/new technology positively influences the development of the company or improves work processes.
- Employees should associate the success and the change directly with each other and not make unwanted or accidental connections.
- Prevent relapse into old patterns.
- Kotter's change management is only successful when the change can be implemented in the long term.

