

# MODULE 5 STUDY GUIDE

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## Moving beyond the edge



*'In the near future, the edges will be where almost all high-value work will be done in organizations....'*

*Organizational development and change management need to move to the edges, and quickly.'*

Harold Jarche

<http://www.theedge.nhsiq.nhs.uk/school/>



@School4Radicals  
#SHCR



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This Study Guide was prepared for the School for Health and Care Radicals by Pip Hardy.

## Module 5

# Moving beyond the edge

### Introduction

*'Courage is doing what you're afraid to do. There can be no courage unless you're scared.'*

Eddie Rickenbacker

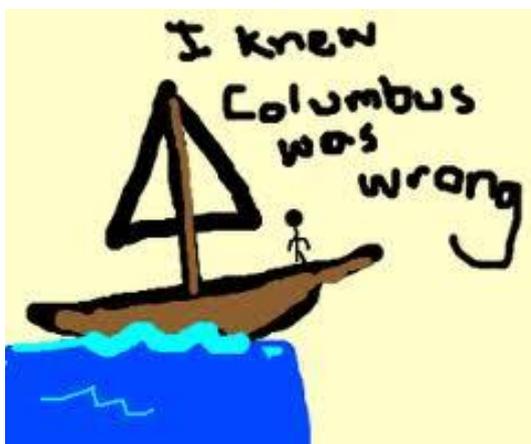
Welcome to Module 5 from The School for Health and Care Radicals.

In Module 1 we considered what it means to be a health and care radical; we looked at the differences between radicals and troublemakers and thought about some of the risks inherent in being a radical. We talked about the importance of living and being the change you want to see in the world and identified some useful ways of building your own self-efficacy in order to help you be an effective change agent. Finally, we put our work and learning into practice by making a change day pledge. We hope that you have continued to reflect on the content of Module 1 and on the various conversations that have continued via Twitter at [#SHCRchat](#) and the Facebook group at [www.facebook.com/groups/1517022528586921/](http://www.facebook.com/groups/1517022528586921/)

In Module 2 we shifted the focus from ourselves as individual agents of change to the importance of community and the power of working together. We looked at lessons from great social movement leaders and community organisers and discussed techniques for connecting with our own and others' values and emotions to create a call for action through the practice of effective framing and storytelling.

In Module 3 we explored a phenomenon that is familiar to everyone who has tried to make changes: resistance. It is common to perceive resistance as a negative force, something to be battled with in order to win ground. It is more fruitful to explore different ways of approaching resistance and discover the tools that can help to harness the energy of resistance. Indeed, since resistance is

inevitable, it is best to embrace it and make good use of that energy!



In Module 4 we brought together a number of themes from earlier modules and examined ways of bringing your aspirations for change to fruition. We looked particularly at the NHS Change model and the energy model and discussed the importance of balancing different types of energy and recognising the need for both extrinsic and intrinsic motivation.

## This study guide

This study guide is intended to enhance and complement the web seminar and help deepen your thinking and reflection. It is not compulsory, but it offers some ideas of things to think about, questions to ask and inspiring examples and quotations. Please feel free to use this guide as a place to keep track of your own thoughts and ideas so you will have a record of your work on the module and the overall programme.

Every week, we will make a study guide available the day before the live web seminar. You can download the study guide from the website and use it to record your reflections during and after the seminar. You can also use the study in the discussions you have with your coach, mentor or learning group after the web seminar.

Throughout this study guide there are shaded sections for you to reflect on your own experiences or respond to key questions related to the content of the module. We hope that you will free to use these questions as prompts to your own thinking, and the space provided to record your ideas.

The schedule for the release of the study guides is as follows:

## The overall goals [learning outcomes] for this module

By the time you have worked through this module, we hope that you will be able to:

- consolidate the learning from all the previous modules
- investigate the future of change and change agents
- move forward /beyond the edge as a health and care radical with greater confidence
- utilise ongoing opportunities for support and connection
- prepare to seize the opportunities that the future change agenda offers
- build on what you have learned from and contributed to The School for Health and Care Radicals
- work out how to make your future change story a reality
- prepare to complete the activities to gain certification as a change agent.

## What are YOUR goals for this module?

In order to make the most of this module and of the overall programme, you may find it helpful to give some thought to your own personal goals – what do you hope to achieve by engaging with The School for Health and Care Radicals? What do you hope to take away from this module?

If you have engaged with the first four modules, please reflect briefly on what you have learned so far, and begin to connect where you are now in your thinking with your goals for this module, carrying forward what you have already learned to inform your future intentions.

In Module 1, you were encouraged to think about being the change you want to see and you will have begun to realise that you are unlikely to accomplish your goal single-handedly. In Module 2, our focus was on the importance of sharing both power and responsibility and working with others

to accomplish your goals. In Module 3, we turned to the challenge of resistance and looked at different ways of approaching resistance in order to use its energy to serve our own purposes.

In Module 4, we brought together some of these themes to examine how to bring about the change we want to see in the world and looked at how the use of different models, including the Change model and the Energy model, can contribute to this process.

**ACTIVITY: THE STORY CONTINUES**

**What do you hope to achieve from this module?**

**What aspects of the content of the whole programme have had most impact on you as an agent, facilitator or leader of change?**

**How do you see your ongoing role in leading and supporting change?**

**Have you given any thought to the kinds of changes you may be able to make in your own work and life to support your plans for change?**

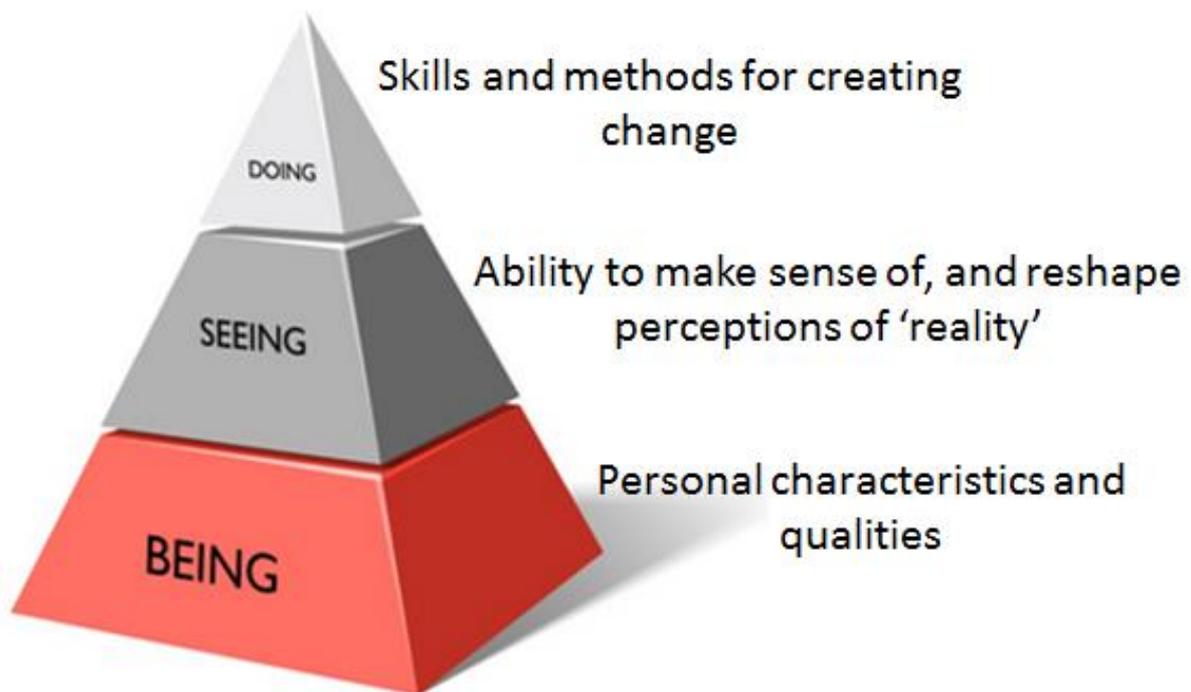
## Pulling it all together: doing, seeing and being change

We wanted to offer a framework for thinking about the range of characteristics of an effective health and care radical. Peter Fuda has identified a number of attributes that seem to be common to successful change agents. He classifies them as:

**Doing** - the skills and methods for creating change

**Seeing** - the ability to make sense of, and reshape perceptions of 'reality'

**Being** - personal characteristics and qualities.



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A key theme of The School for Health and Care radicals is that we need to build capabilities in all three categories. Change agents in health and care tend to over-emphasise the 'doing' aspects. Our role is often about making things happen, taking action, getting tasks done. However, unless we reflect deeply on 'seeing' (for instance, the perspective with which we approach 'resistance to change') and 'being' (living our values in the ways we operate as change agents every single day), we don't create the conditions for radical change.

During the web seminar, we are going to categorise the learning from the School for Health and Care Radicals into this framework.

**ACTIVITY: DOING, SEEING, BEING**

**What has been some of the key learning of the School for Health and Care Radicals under each category?**

**How is your own current balance between doing, seeing and being in your practice as a change agent?**

**What might you want to do differently, or additionally in future?**

## **The future of change**

*'The greater the abundance of accessible media, the greater the need to embed thought in important, enduring, and collaborative conversations that flash across the internet, then out into non-digital realms of universities, businesses, books, and coffee shop conversations.'*

Terry Heick

Change is changing at a dramatic rate and it creates both big opportunities and also challenges for us as change agents (see the slideshare presentations from Change Agents Worldwide and Steven Verjans):

- Change is happening at a faster rate and is becoming more disruptive
- Many of the ways we go about change (and the mindsets upon which these approaches are based) were designed for a different era and different set of circumstances
- Complex work is getting more complex and that makes it difficult to replicate and copy; creative work is changing more quickly; both require more tacit knowledge which is best developed through conversation and social relationships rather than instruction manuals and best practice databases

- Hierarchy, on its own, is becoming less effective as a means of co-ordination and control; increasingly, change is happening through networks and connections.

### ACTIVITY: THE FUTURE OF CHANGE

**What are the key themes within the future of change that open up opportunities in your work as a health and care radical?**

**How are those themes manifesting themselves?**

## Working on the edge

*'I want to stand as close to the edge as I can without going over; on the edge you find things that you can't see from the centre.'*

Kurt Vonnegut

Global thought leaders in disruptive transformation such as Clayton Christensen, John Kenagy and Greg Satell are increasingly showing that the most radical thinking about future possibilities tends to come from the edge of organisations and systems rather than the centre. An increasing number of organisations with transformational aspirations are moving their innovation and improvement teams to 'the edge' to incubate radical, future-focused ideas.

As health and care radicals, we should reflect on how we can operate 'at the edge' of our organisations and systems to promote the most innovative thinking and practice.

One of our radicals shared a reflection recently. We were discussing the challenges of working as a change agent. She described the work she has been doing in the NHS, first as a nurse and then in a variety of other roles. She said:

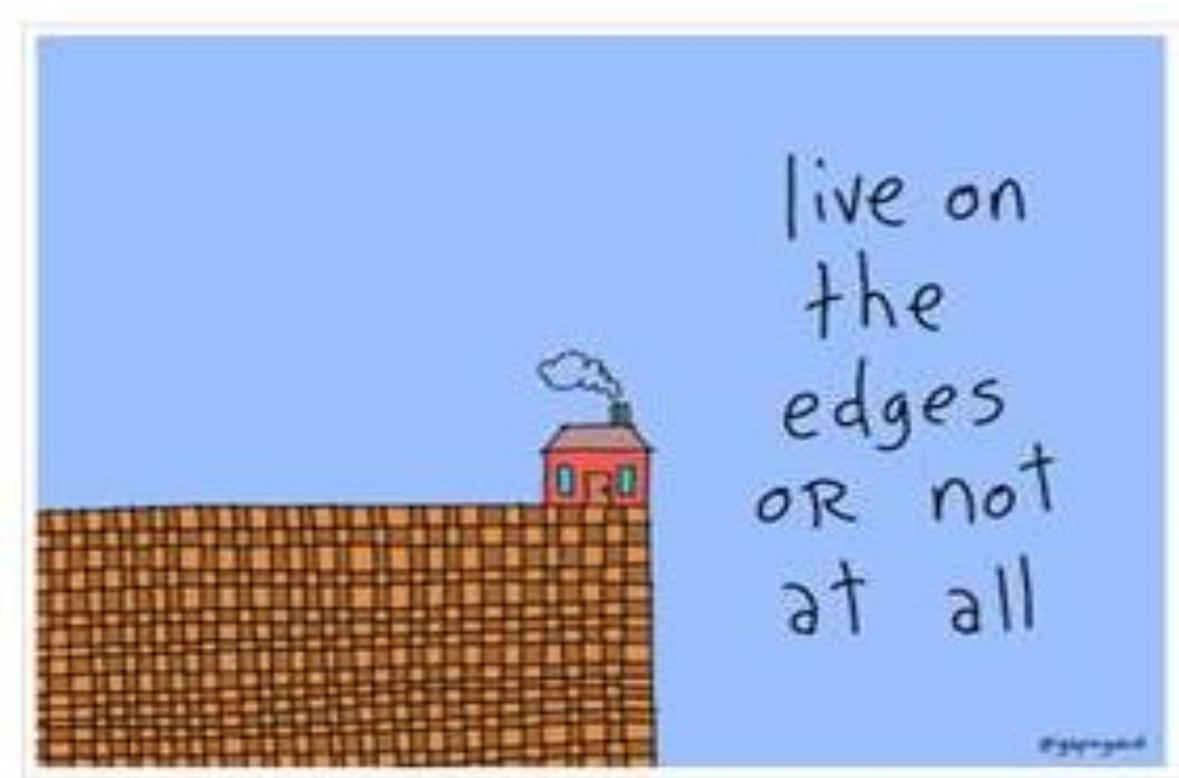


*'I'm not really an implementer of change, but someone who stimulates change. I have always worked in the margins of organisations, somewhere around the edges. Actually, I've done loads of jobs that no one else wants to do, dealing with intractable problems, listening to complaints, challenging the status quo .... But I like that. I like seeing what we can really do, test how far we can go. And the opportunity to make a real difference is often about being in a difficult place where you are pushing boundaries and helping people to see a new way that may be better for everyone.*

*Not everything I've wanted to do has been right, of course. But I guess radicals need to be resilient enough to see that if one idea doesn't work out, you can have another good idea and move on.*

*For me, being a radical is more an attitude than any specific things I've achieved. It's about asking questions: Why? Why not? Why can't we support patients by telephone or online? Why can't we give people access to their own records? Why can't we allow patients to support each other? Sometimes it's hard to be a radical, but it does get easier as you do it more!'*

Working on the edges in this way, as a stimulus for change, is a bit like the grit in the oyster – it's necessary in order for the pearl to grow.



'Rebels on the edges' Harold Jarche

## **‘I have a dream’: creating your own vision of change**

*Every light was a story and the flashes themselves were the stories going out over the waves, as markers and guides, comfort and warning.’*

Jeanette Winterson

Throughout the five modules of The School for Health and Care Radicals, we have suggested that you build your story as an agent of change. The first task in each study guide has been to reflect on the next phase of your story. As change agents, we must be aware of where we come from, where we are and where we want to go. Change agents in health and care should be aware of markers of good practice, warnings of poor practice, the comfort offered by the support of others and able to create guides to improved future practice.

### **ACTIVITY: DREAM THE STORY, BE THE CHANGE**

**What is your future story of change, your dream?**

**What are the markers of good practice that will support your change?**

**What are the warnings of poor practice that offer the opportunity for change?**

**What resources, in terms of people, communities etc. will provide comfort to you in your change efforts?**

**How will you guide others towards the change that you see and you wish them to be?**

As we near the end of our journey through the School for Health and Care Radicals, we encourage you to continue to dream and to build on the energy and intentions you have discovered over the past five weeks. We hope that you will continue to share your vision with others so that the story can continue.

*'It was a long story, and like most of the stories in the world, never finished. There was an ending - there always is - but the story went on past the ending - it always does.'*

Jeanette Winterson

## Call to action

We hope that you will take the next steps with The School for Health and Care Radicals and undertake the learning and reflection process that will enable you to gain your certificate as a change agent. The process is set out at the end of this study guide.

- Consider why it would be beneficial for you to be a certified change agent.
- Identify people who might help you with this process.
- Think about the actions you will take now and in the future.
- If your change action is something that could be shared for Change Day, please add it on [www.changeday.nhs.uk](http://www.changeday.nhs.uk)
- Plan to complete the follow-up work for certification.

## Questions for reflection

Each web seminar ends with some questions for you to reflect on during the week. Here are the questions for this week.

### QUESTIONS FOR REFLECTION

**1 How can I move in the direction of change in ways that will help me bring about the changes I want to see?**

**2 How will I build on my experiences of the School for Health and Care Radicals?**

**3 How will I build networks and communities in support of the changes I want to see?**

## Bringing it all together

Make a note of the things that stand out for you from this module and then give some thought to how you will use your new learning to make a difference.

### REFLECTION: MAKING IT REAL

**What have you learned?**

**How do you know you've learned it?**

**How will you take your learning forward? What will you do differently?**

As we draw our final module to a close, we would like to leave you with some inspiration, encouragement and hope for the future.

#### ***Everything is going to be all right***

*Why should I not be glad*

*To contemplate the clouds clearing beyond the  
dormer window*

*And a high tide reflecting on the ceiling*

*There will be dying,*

*There will be crying, but there is no need to go into  
that*

*The poems will flow from the heart unbidden*

*And the hidden source is the watchful heart*

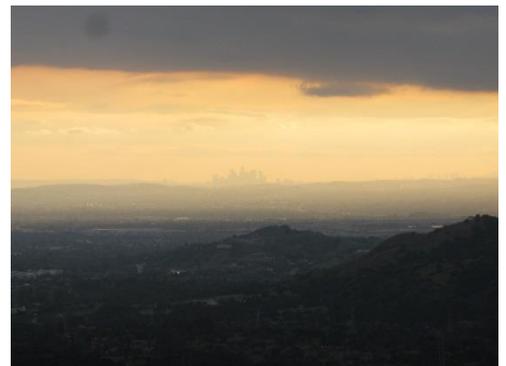
*The sun will rise despite everything*

*And the far cities are beautiful and bright*

*I lie here in a riot of sunlight watching the daybreak and the clouds flying*

*Everything is going to be all right.*

Derek Mahon



## References for Module 5

Change Agents Worldwide (2013) *Moving forward with social collaboration* SlideShare

Fuda P (2012) *15 qualities of a transformational change agent*

Jarche, H (2013) *Rebels on the edges*

Schillinger C (2014) *Top-Down is a Serious Disease. But It Can Be Treated* *Changing the world of work: one human at a time*, Change Agents Worldwide

Shinners C (2014) *New Mindsets for the Workplace Web* *Changing the world of work: one human at a time*, Change Agents Worldwide

Williams B (2014) *Working Out Loud: When You Do That... I Do This* *Changing the world of work: one human at a time*, Change Agents Worldwide

Verjans S (2013) *How social media changes the way we work together* SlideShare

Winterson, J (2008) *The Stone Gods*. Harcourt

## Additional resources

Prof Mark Williams (Oxford) on Mindfulness

<http://www.youtube.com/watch?v=WY08aXxor20#t=327>

Prof. Steve Peters 'The Chimp Paradox' Optimising the Performance of the Human Mind

<http://www.youtube.com/watch?v=R-KI1D5NPJs>

Prof Willoughby Britton 'Why a neuroscientist would study meditation'

<http://www.youtube.com/watch?v=TR8TjCncvlw>

Howard Martin - engaging the Intelligence of the heart ([Heartmath.org](http://Heartmath.org))

<http://www.youtube.com/watch?v=A9kQBAH1nK4>

Barbara Arrowsmith-Young 'The Woman who Changed her Brain'

<http://www.youtube.com/watch?v=o0td5aw1KXA>

Brene Brown 'The power of vulnerability'

<http://www.youtube.com/watch?v=iCvmsMzIF7o>

## Certification and CPD

Gain a certificate as a health and care change agent and claim continuing professional development points



### Get certificated!

Take some actions to demonstrate your learning from the School for Health and Care Radicals and become a 'certificated change agent.'

If you complete the learning process to a satisfactory level you will:

- be recognised as a 'certificated change agent' by the School for Health and Care Radicals and NHS Improving Quality
- be awarded a virtual badge that you can use on your email signature, personal website, LinkedIn profile etc.
- be invited to take part in one of our virtual graduation ceremonies
- receive a certificate.

### Can I apply for CPD points for attending the school?

Yes, you can!

The certificate that you will receive, if you choose to go through the process, will be sent along with a document that contains details about the modules, including the topics they covered and the length of time for each module. You will then be able to use this information and certificate in your own personal CPD portfolio that you submit to your Royal College or professional association.

### What do I need to do to be awarded the certificate?

You need to demonstrate that you have used the learning from the School for Health and Care Radicals within a change action in your working environment.

You need to complete the enclosed form and return it to School (Radicals@NHSIQ.nhs.uk) by 17.00 on 31<sup>st</sup> of March 2015.

### Questions and Answers

Q: I wasn't able to take part in all the live web seminars. Can I still get my certificate?

A: Yes, as long as you have watched and reflected on all five modules, either live or recorded and undertaken the required work.

Q: I won't have finished my action by 31<sup>st</sup> March 2015. Can I still get my certificate?

A: Yes. Your answers to the questions can include what you plan to do to complete your action as well as action you have taken before 31<sup>st</sup> March 2015.

Q: What happens after I have submitted the template?

A: Your submission will be considered by the certification committee of the School for Health and Care Radicals. You will hear by 30<sup>th</sup> April 2015 if your submission is of the required standard to gain certification as a change agent.

Q: Do I have to pay to get certificated?

A: There is no fee for certification.

# The School for Health and Care Radicals Submission for certification as a change agent



Name:	
Postal address:	
Email address:	

Question 1: Tell us about any change that you have initiated or supported as a result of your participation in the School for Health and Care Radicals (100 words max).

Question 2: Why was making this change important to you? (100 words max)

Question 3: What actions have you taken to implement your change? (100 words max)

Question 4: Which specific models or frameworks from the School for Health and Care Radicals were you able to apply in implementing your change? (300 words max)

Question 5: How has the School for Health and Care Radicals helped you to develop as a change agent? (250 words max)

Question 6: What has been the outcome so far of your change? What will the future outcomes be? (250 words max)

In addition, please tick to confirm you have done the following:

	I have participated in or watched the web seminars for all five of the modules
	I have applied what I have learnt from the School to a 'real' change
	I have completed the evaluation process for the School for Health and Care Radicals

Please return your completed submission to School ([Radicals@NHSIQ.NHS.UK](mailto:Radicals@NHSIQ.NHS.UK)) by 17.00 on 31<sup>st</sup> of March 2015.