



MODULE 1 STUDY GUIDE

Being a health and care radical:
change starts with me



'I do not think you can really deal with change without a person asking real questions about who they are and how they belong in the world.'

David Whyte, *The Heart Aroused* 1994

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



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

Module 1

Being a health and care radical: change starts with me

Introduction

'Be the change you want to see in the world.' MK Gandhi

Welcome to the first module in the School for Health and Care Radicals.

It's tough being a change agent in health and care, particularly when other people don't always get it or want to change. Yet big change happens in health and care only because of heretics and radicals: passionate people who are willing to take responsibility for change. We are people who support the goals of our health and care systems, but also want to change existing thinking and practice and improve care for patients and people who use services.

Being a 'radical' isn't related to hierarchy or position and you don't have to work in the NHS or social care to qualify as a health and care radical. People taking part in The School for Health and Care Radicals include patients and carers, students, senior leaders, improvement facilitators and clinical and care staff.

The School for Health and Care Radicals seeks to provide us with tools, ideas and connections with a community of radicals to help us thrive and survive as agents of positive change

This study guide

'Education is the kindling of a flame, not the filling of a vessel.' Socrates

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 may give you some ideas of things to think about, questions to ask and you may take some inspiration from some of the examples and quotations. If you would find it helpful, 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 24 hours before the web seminar begins. 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 guide in the discussions you have with your mentor or School learning group after the web seminar.

Throughout the study guide there are shaded sections for you to reflect on your own experience or respond to key questions. Even if you don't write anything down, do take a few minutes to think about your responses to the questions and prompts; again, these could form great discussion points for your School group.

The schedule for the release of the study guides is below.

Module	Date of study guide release	Date of web seminar
1. Being a health and care radical: change starts with me	29 th January 2014	30 th January 2014
2. Building alliances for change	5 th February 2014	6 th February 2014
3. Rolling with resistance	12 th February 2014	13 th February 2014
4. Making change happen	19 th February 2014	20 th February 2014
5. Moving beyond the edge	26 th February 2014	27 th February 2014

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:

- appreciate some of the big trends in transformation and change that create opportunities for health and care radicals
- reflect on what it means to be a health and care radical in the context of your own values, goals and mission
- identify risks in being a health and care radical
- understand the differences between a radical and a troublemaker
- identify tactics to build your own 'self-efficacy' as a health and care radical
- make a pledge on the NHS Change Day pledge wall at <http://ChangeDay.NHS.UK/wall> regarding actions you will take to build your own knowledge, skills and self-efficacy as a change agent.

What are YOUR goals as a health and care radical?

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? You may like to think of this as the beginning of the story you will tell about developing your skills, knowledge and confidence as an agent of change.

REFLECTION: THE STORY BEGINS

What do you hope to achieve from the School for Health and Care Radicals?

Here are some of the things other people have suggested:

'Create a network of rebels!'

'Reawaken interest in studying and applying knowledge. Connect with other participants who may understand what it feels like to be an extreme left field thinker in an ultra traditional organisation.'

'I'd like to learn how NOT to get myself into trouble - or my ideas and the people I represent to be ignored - because I don't rock the boat in an appropriate way!'

Setting the scene: the challenge of change

Anyone who chooses to be a change agent, improvement or patient leader in health and care doesn't choose an easy life. There are so many forces opposing the changes we want to see; a system that rewards people for 'keeping the trains running' rather than radical change, those with the power and/or a vested interest in keeping things as they are, colleagues and leaders who are sceptical, apathetic or scared of change. Often in our role as radicals, we feel isolated, vulnerable and misunderstood. Yet the future of health and care rests with the non-conformists, the radicals, the heretics and mavericks in our midst. We are the people who are passionate about change, who question existing ideas and methods and open up new fields for action. As Martin Luther King described it:

'The saving of our world... will come, not through the complacent adjustment of the conforming majority, but through the creative maladjustment of a non-conforming minority.'

REFLECTION: PASSION AND CHANGE

What are you passionate about?

How do you 'live' your passion(s)?

What have you already done to bring about change?

How did that work for you?

Who are the radicals in health and care?

Research by Debra Meyerson suggests that the most effective radicals are those who have learnt to oppose and conform at the same time. Or, as she puts it, 'they are able to rock the boat and yet stay in it'. These are change agents who stand up to challenge the status quo when they see there could be a better way. They develop the ability to walk the fine line between difference and fit, inside and outside. These people are driven by their own convictions and values which makes them credible and authentic to others. Most importantly of all, they take action as individuals that ignite broader



collective action that leads to big change. Radicals already exist in and around every health or care organisation, in many different roles and multiple levels. Often they are not at the most senior levels of the organisation yet the impact of their change activities are often just as significant as if they were.

There were excellent examples of this from the last two NHS Change Days. Many organisation-wide change efforts that led to tangible improvements for large numbers of patients were initiated by grass roots front line leaders or patient leaders and advocates.

REFLECTION

What makes you a radical?

Radicals *versus* troublemakers

Lois Kelly makes the distinction between 'rebels' and 'troublemakers'. As radicals, we fit with her 'rebel' criteria. We continuously seek innovative new ways of delivering care. We are committed to the patient-centred mission and values of our organisation. We are driven by our passion for better care for patients. We are optimistic about the future, the potential for change and see many possibilities for doing things in different ways. We generate energy for change which attracts others to unite with us for a common cause.

‘Troublemakers’ also challenge the status quo but in a way that is very different to ‘rebels’. Troublemakers complain about the current state of affairs but their focus tends to be around their own personal position rather than achieving the goals of the organisation.

Troublemaker	Rebel
complain	create
me-focused	mission-focused
anger	passion
pessimist	optimist
energy-sapping	energy-generating
alienate	attract
problems	possibilities
alone	together

Source : Lois Kelly www.foghound.com

‘Troublemakers’ are angry about how things are and don’t have much confidence that things will get better in the future. They alienate other people because if others link with them, troublemakers will sap their energy. This just confirms what troublemakers probably know already– they don’t belong.

There are risks here for health and care radicals. Firstly, some organisational leaders view ANYONE who challenges the status quo as a troublemaker. Therefore, radicals get unfairly labelled as troublemakers. Secondly, lots of change leaders in health and care start out as radicals but when their voices don’t get heard, they begin to question the status quo stridently and often in a manner which is self-defeating; and they cross the line from radical to troublemaker.

As radicals, we have a responsibility to look out for this and try to prevent it happening by building relationships and forming alliances with others who challenge the status quo (there will be more on this topic in Module 2).

REFLECTION: RADICALS AND TROUBLEMAKERS

What is your experience of radicals and troublemakers?

How can you protect yourself against moving from radical to troublemaker?

Rocking the boat and staying in it

Successful boat rockers tend to:

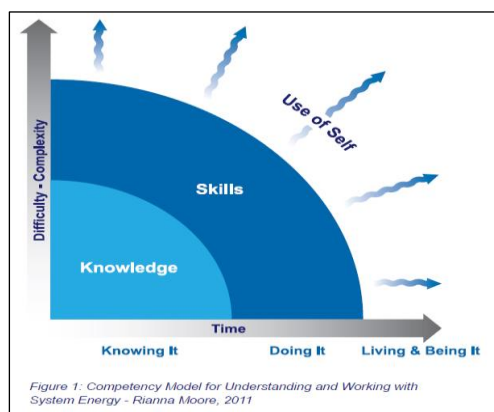
1. be driven by conviction and values
2. have a strong sense of 'self-efficacy', that is, the belief that they are personally able to create the change
3. be able to join forces with others to create action
4. be able to achieve small wins which create a sense of hope, self-efficacy and confidence
5. be more likely to view obstacles as challenges to overcome.

The issue of self-efficacy is a particularly important one for health and care radicals. By self-efficacy, we mean the belief that a person has that she or he is capable of delivering the specific change required. There is a positive, significant relationship between the self-efficacy beliefs of a change agent and her/his ability to facilitate change and get good outcomes.

ACTIVITY: BUILDING SELF-EFFICACY

What are some of the ways that you can build self-efficacy into your practice as a health and care radical?

Being a great health and care radical is about *knowing, doing, living and being* change that makes a difference



For health and care radicals it is important, but not enough, to continue to build our knowledge of improvement methods and approaches. It's also important, but not enough, to take responsibility for our own development as skilled leaders or facilitators of change.

What sets the most effective health and care radicals apart is the extent to which they seek to *live and be* improvement in the way they operate in the world and in their interactions and relationships with others.

It's only when we live the things we believe in (that is, we can align our sense of deeper life mission or calling, our values and the activities that we undertake every day) that we can make our full contribution as health and care radicals and generate the kind of signals that lead others to transformational change.

ACTIVITY: MAKING A DIFFERENCE

What are the opportunities for you to build your perspectives and skills as an agent of change?

How can you move beyond skills and knowledge of change to live and be the change?

Who can help and support you as a change agent?

What are the implications for the way you work?

Beginning to be the change: Working out loud

'Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do.' Albert Bandura

Most of us want to live more fulfilling lives, at home and at work. Working out loud (WoL) is an approach developed by [John Stepper](#) that is intended to help you work in a way that is more creative, open, generous and connected so that you are more likely to fulfil your goals and become the change you want to see.

Working out Loud is based on research revealing that most people are motivated at work by

- Autonomy – having the power to make decisions and act on them

- Mastery – feeling competent and confident in your work and your role
- Relatedness (connection and purpose) – know that you are part of a community with a shared purpose.

Furthermore, when people were asked whether they viewed their work as a job, a career or a vocation, it transpired that the more autonomy, mastery and relatedness people experienced, the more likely they were to view their work as a vocation.

This has huge implications for the way we work and the way we relate to our work – imagine a world where everyone, from the people who mop the floors and clean the toilets to the people who make decisions involving millions of people thought of their work as a vocation?!

So, the process of Working out Loud relies on five things:

- Purposeful discovery - discovering what it is you want to accomplish
- Building networks - finding people who can help you reach your goal
- Generosity - giving something back to those people
- Visible work – letting others know what you are doing
- Growth mindset – having the intention for your work to grow and your vision to be realised.

Thanks to John Stepper for articulating these ideas so clearly.

ACTIVITY: BEGINNING TO WORK OUT LOUD

Think of something you hope to accomplish – perhaps it is the change you want to see.

Think of some people who can join you.

Think about what you can give to those people – ideas, knowledge, experience, time...

Think about how the channels you will use to let others know what you are doing.

Think about how else you can ensure that your ideas continue to grow and, perhaps, transform into a new vision?

Beginning to be the change: RCTs



It's hard to 'do' change on your own and one of the best ways of being the change you want to see is to work with others who share your intentions and values.

During the School, we will be encouraging you to develop your networks and find other people with whom you can share ideas and explore opportunities. One great way of doing this is by an RCT, that is, a **Randomised Coffee Trial**. RCTs can help you connect with people over a cup of coffee (or tea). It is a particularly useful approach within organisations where people may have little time to get to know one another, exchange ideas and share stories but it is also a wonderful way for cross-pollination to occur across organisations. In fact, RCTs are a perfect way to begin your practice of Working out Loud.

Do take a few minutes to learn more about RCTs here:

<http://www.gurteen.com/gurteen/gurteen.nsf/id/randomised-coffee-trials>

And here: <http://www.nesta.org.uk/blog/institutionalising-serendipity-productive-coffee-breaks#>

Call to action

Try to keep the momentum and enthusiasm going by taking some concrete actions. Here are our suggestions:

- Take part in a RCT (Randomised Coffee Trial)
- Reflect on your own role / knowledge / skills as a health and care radical and create an action plan to 'start with me'.
- Discuss tactics for 'rocking the boat and staying in it' with other radicals.
- Identify and support others who are at risk of crossing the line from 'radical' to 'troublemaker'.

Questions for reflection

- 1 What are the opportunities for me to build my perspectives and skills as an agent of change?
- 2 How can I build self efficacy as a change agent?
- 3 How do I move beyond skills and knowledge of change to live and be change?
- 4 Who can help and support me as a change agent?
- 5 What are the implications for the way I work?

Bringing it all together

It's so easy to forget, even in the first enthusiastic flush of learning new things. If you have time, before you do forget, 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?

Reference list for Module 1

Here are some of the references that we have referred to in the web seminar/study guide and/or which we have used to help shape the content. Click on the reference to get the link.

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Stepper, J (2015) *Working out Loud* <http://johnstepper.com/working-out-loud-the-book/>

Stoddard J (2014) [*The future of leadership*](#)

Williams B (2014) [*Working Out Loud: When You Do That... I Do This*](#)

Weber Shandwick (2014) [*Employees rising: seizing the opportunity in employee activism*](#)

Verjans S (2013) [*How social media changes the way we work together*](#)

Additional resources

Here are some additional resources that you might find helpful if you would like to think about positive role models and reflect more deeply about how you operate in your world

[The power of vulnerability](#) (Brene Brown) (20 mins)

Brene Brown offers her insights into the connection between vulnerability, courage, compassion and connectedness with humour and intelligence.

[99 Faces](#)

Video portraits of movers and shakers from across the world – fantastic source of inspiration and ideas.

[Global Health Equity and Creating Sustainable Justice](#)

Harvard medical anthropologist and physician Paul Farmer tells his captivating story of how he implemented change and raised health and care standards around the world through his charitable organization, Partners in Health.

[Health as a Human Right](#) by Patch Adams (16.07 mins)

Patch offers an inspirational video reminding us all about why we care about health.

Rapid Radical Reading

Remember to check out [The Edge](#) for other great references and things to inspire you and look for RRR symbol – **R³** for things you can read or watch or listen to in just a few minutes.

We also welcome your suggestions of resources that you have found helpful, so please do contact us with your ideas and contribute to the growing collection. We look forward to seeing you in School – and please keep in touch!

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