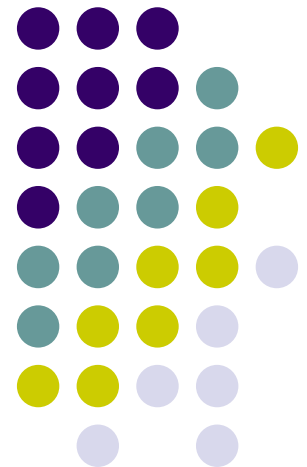


# A ONE DAY SCHOOL FOR ORGANISATIONAL RADICALS

Mobilising for the 'quality revolution'  
in health care

Helen Bevan  
Interim Director  
NewMA

Paul Bate  
UCL Professor of  
Health Services  
Management



# Aim



To explore together how we might apply the thinking and practices of radical writers and activists to achieve a ‘revolution in healthcare quality’

To discuss how we can collectively support each other in doing this.

# The radicalisation of healthcare



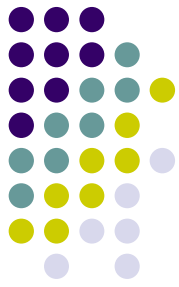
- What health care and the NHS need are more radicals and more radical ideas and practices
- But what is a radical?
- And what does it involve to be an ‘improvement activist’ in a healthcare setting?

# **‘Revolutions begin in transformations of consciousness’**



- Think differently about what we do
- Applying ourselves in different ways

# Admission requirements



- you have a stomach for straight language and hard study
- you're not satisfied with the current pace, scale and impact of change
- you want to learn new ways of thinking about large-scale change
- you accept that quite a lot of mainstream thinking has been ineffectual
- you take personal responsibility for improvement
- you are up for change yourself
- you are optimistic and courageous: you want to make a difference and believe you can

# Courage



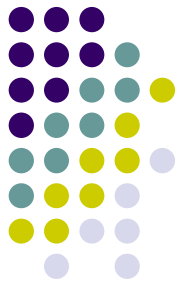
“Courage is doing what you’re afraid to do. There can be no courage unless you’re scared.’

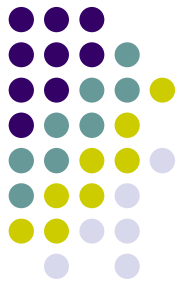
(Eddie Rickenbacker)

“Fearless minds climb soonest into crowns”

(Anon)  
6

# 'Quiet Courage'





‘If you want to see change,  
then be the change you want  
to see.’

(Gandhi)

‘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)









# Syllabus



Morning: thinking about radical change

10.30-11.15: what happened to the revolution? (Helen)

11.20-12.30: different approaches to radical change (Paul)

12.30-13.30: *lunch*

Afternoon: the doing of radical change

13.30-14.30: a case study: the hospice movement and group deep reflection(Barbara)

14.30-15.00: applying social movement thinking (Paul)

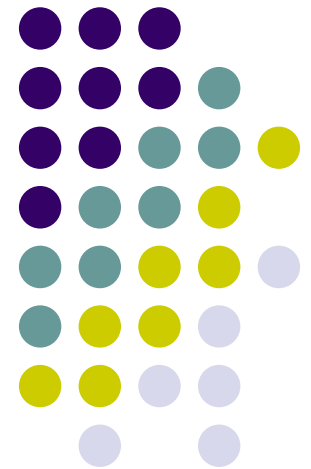
15.00-15.30: *coffee*

15.30-16.45: taking personal action (Paul and Helen)

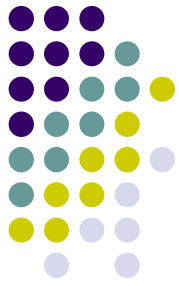
16.45-17.00: concluding comments (Helen)

# Our NHS story: what happened to the revolution?

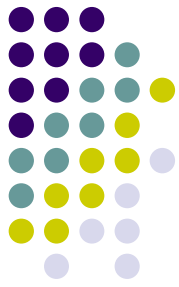
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# The NHS



- £50 billion turnover
- 1.3 million staff
- Comprehensive, needs based
- Funded from general taxation



“The most ambitious,  
comprehensive and intentionally  
funded national initiative to  
improve health care quality in the  
world”

Sheila Leatherman, Kim Sutherland

*The quest for quality in the NHS: a mid term evaluation of the ten year  
quality agenda November 2003*

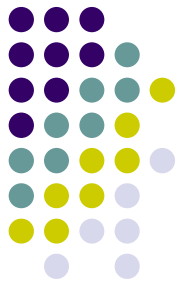
# Investment & reform



- 7.5% real terms growth every year for 5 years funded via tax increases
- £2.3billion IT investment over 3 years
- Transformational goals translated into challenging local targets
- Comprehensive local and national programmes of change (“modernisation”)



# The NHS Plan: a manifesto for radical change



‘A step change in results’

‘A Plan for reform with far reaching changes across the NHS’

‘An ambitious programme to build a new NHS fit for the 21<sup>st</sup> Century’

‘Waits of weeks rather than months’

‘Redesigned to be patient-centred’

‘Radically integrate the way the NHS works with social services’

‘A radically reformed patient-centred NHS’

the way the NHS works with

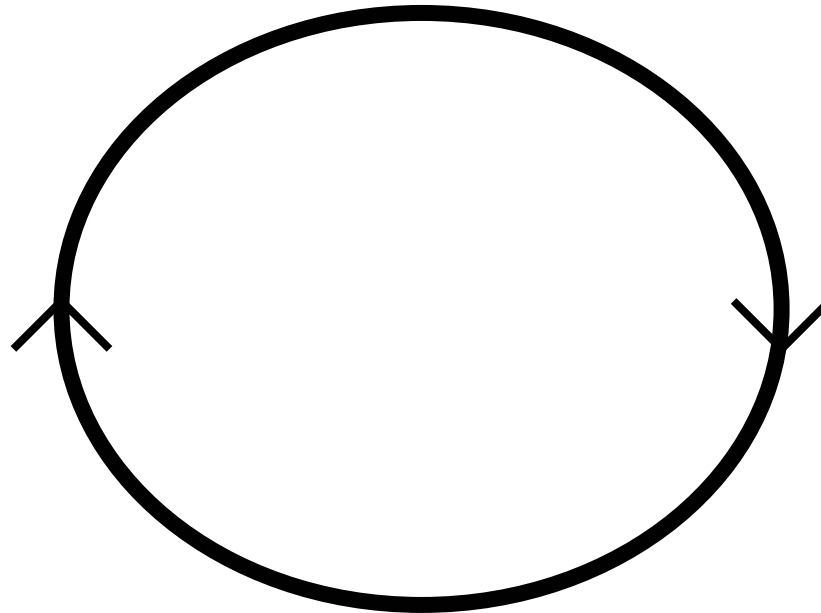
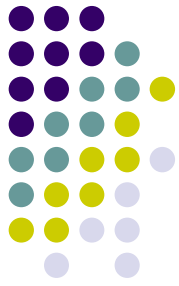
‘Radically change the way health services are delivered in this country’

# The radical rhetoric of the Plan



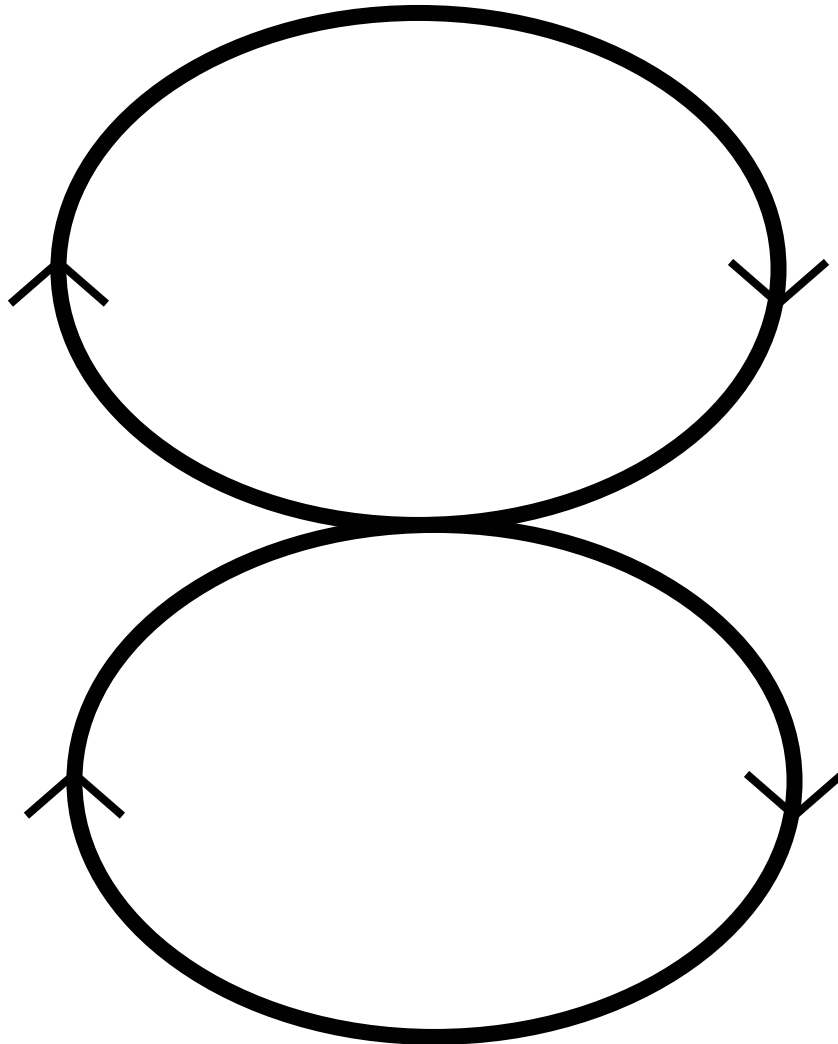
- 325 instances of the word ‘new’ (‘new’ practices, ‘new’ relationships, ‘new’ roles, etc),
- 70 instances of the word ‘reform’ (radical ‘reform’, far reaching ‘reform’, etc),
- 12 instances of the word ‘radical’ (e.g. ‘radical’ change, ‘radical’ process) and
- 5 instances of ‘transformation’,
- ... not to mention the ‘revolution in patient care’ that was to be brought about.

# First order change



More of, or less of.....the same thing

# Second order change



Reframe.....  
See the big picture  
See the connections  
See the wider possibilities



# The radical agenda

‘The NHS Plan cannot be delivered unless staff start breaking all the rules. We need a second order approach to change - getting rid of the old rule book and experimenting with new ways of doing things, redesigning the whole system.’

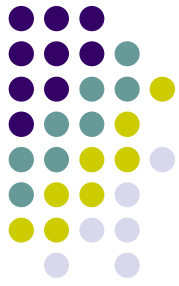
(Helen Bevan & Paul Plsek, NHS Confederation, 2001)

# NHS Improvement: the good news



- Thousands of clinical teams engaged in improvement in priority areas
- ‘Improvement’ is increasingly part of daily work and has entered everyday NHS vocabulary
- Emerging cadre of clinical leaders across spectrum of specialties and locations
- Tangible results
- Entering the mainstream, ie, Ten High Impact Changes

# NHS Improvement: the not so good news



- Not progressing quickly enough
- Good at piloting but not at spreading improvement across the NHS
- Not integrating and embedding improvement thinking into day-to-day mainstream work
- Not always sustaining the impact that improvement work is making

NHS Modernisation Agency, 2004

# Different scenarios for a change strategy

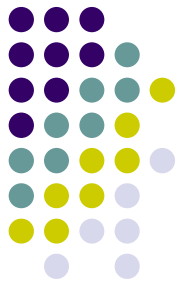


		CONSEQUENCES	
AMBITIONS		First order	Second order
First order		II Planned incremental change	III Overachievement, unplanned transformation
Second order		I Underachievement The present situation	IV Planned transformation The desired situation

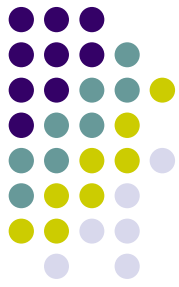
Source: Brooks I, Bate P. (1994:186)



# Reflection

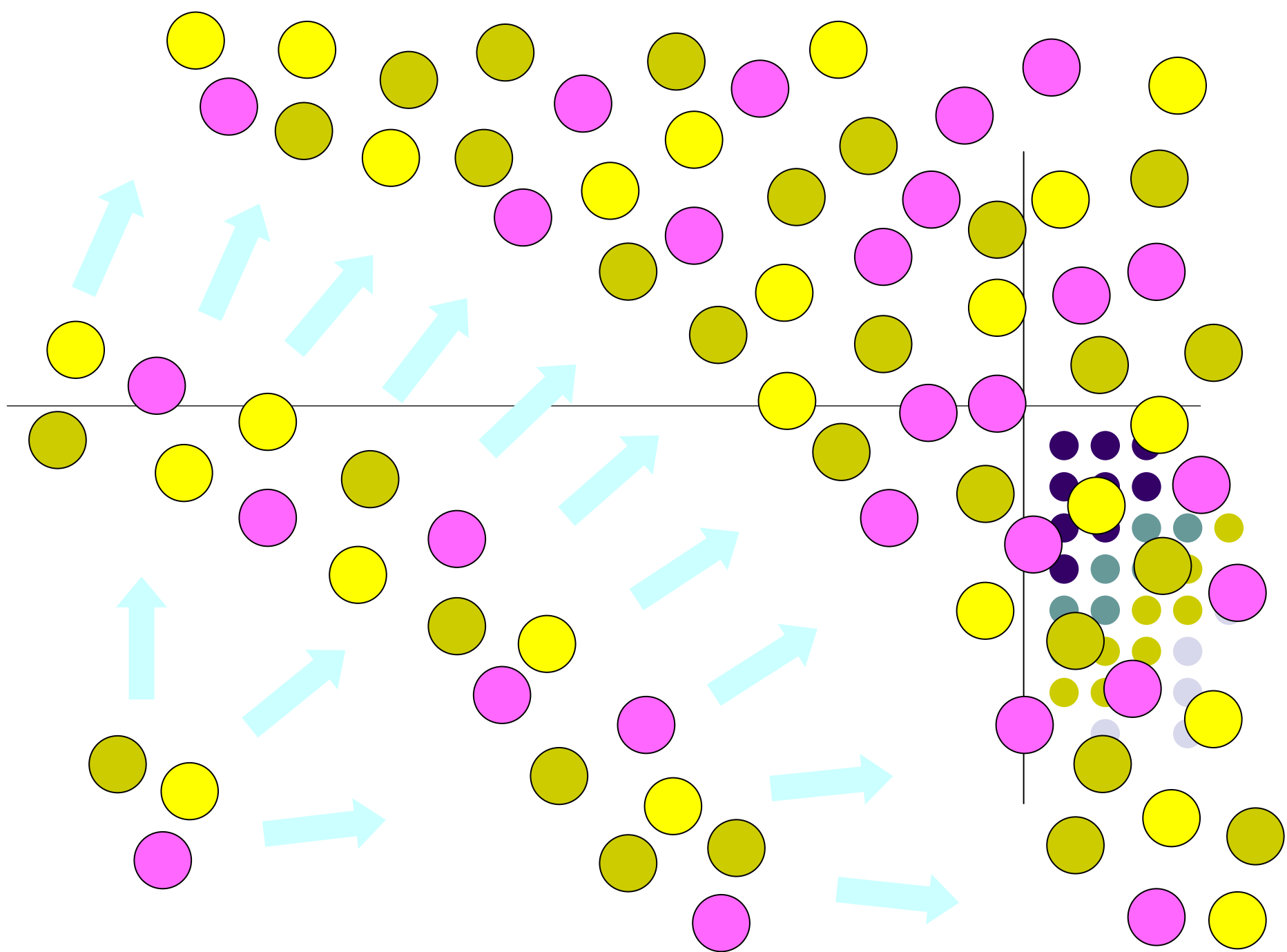


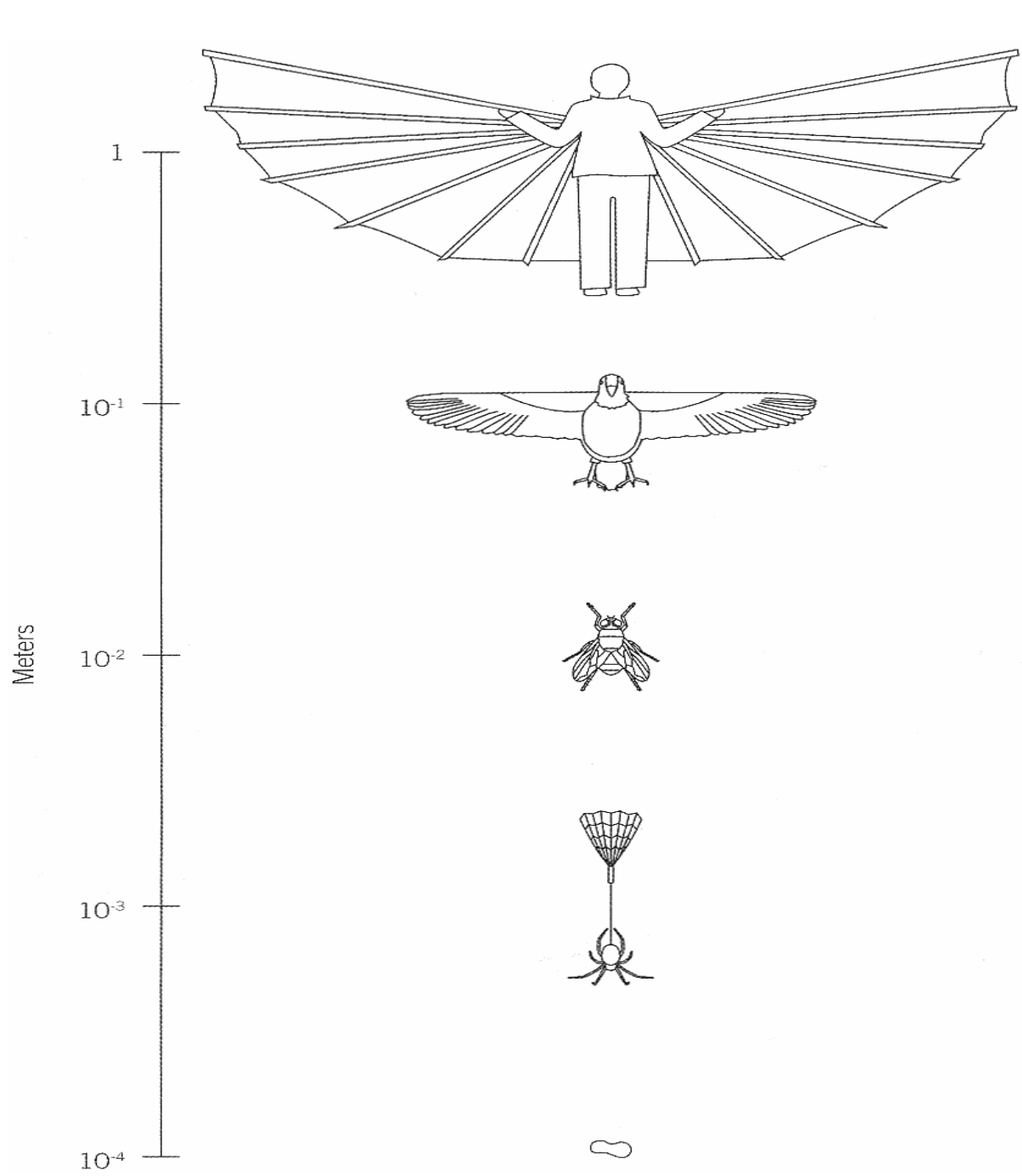
- Do we agree?
- If so, why the underachievement?

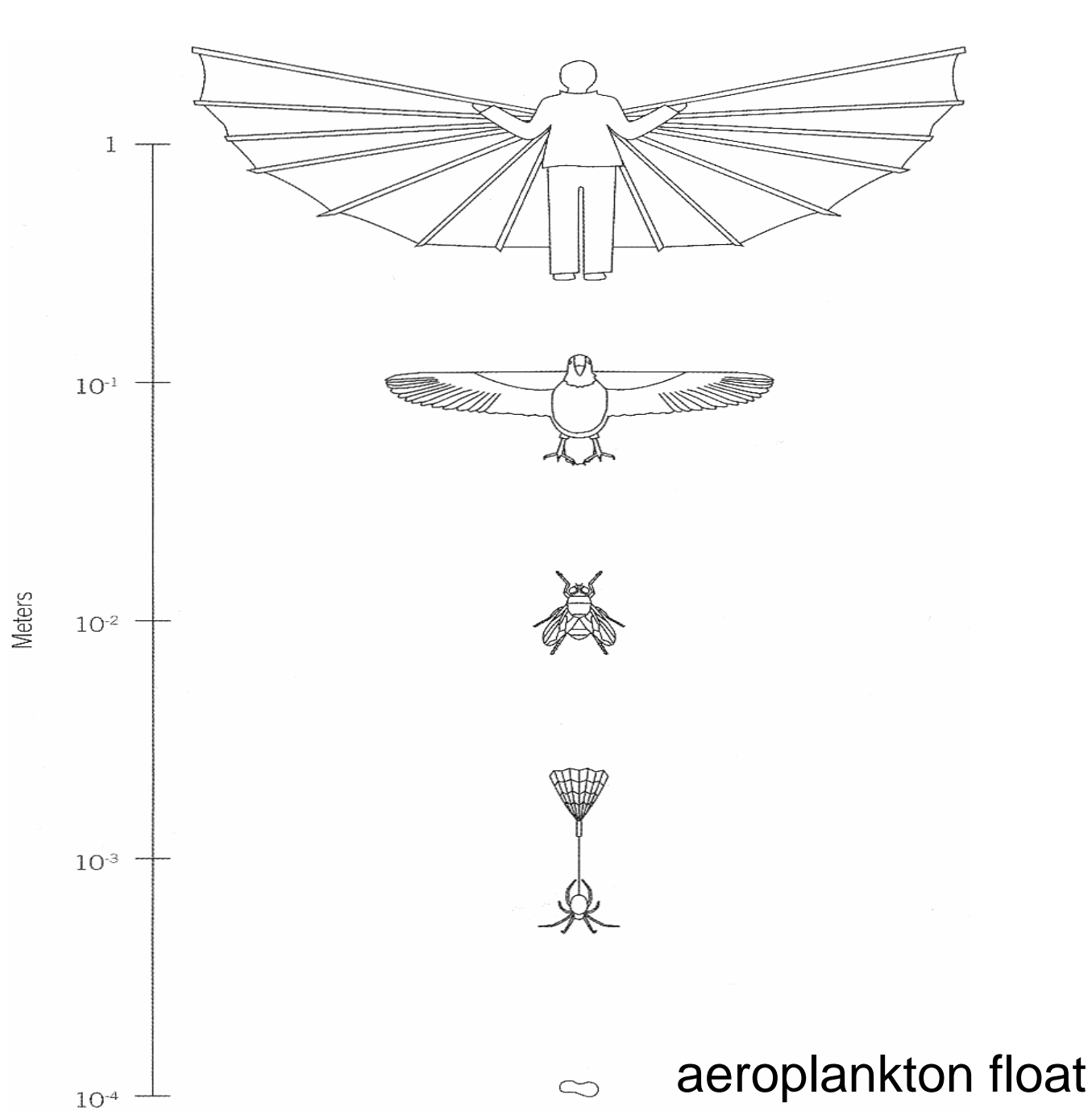


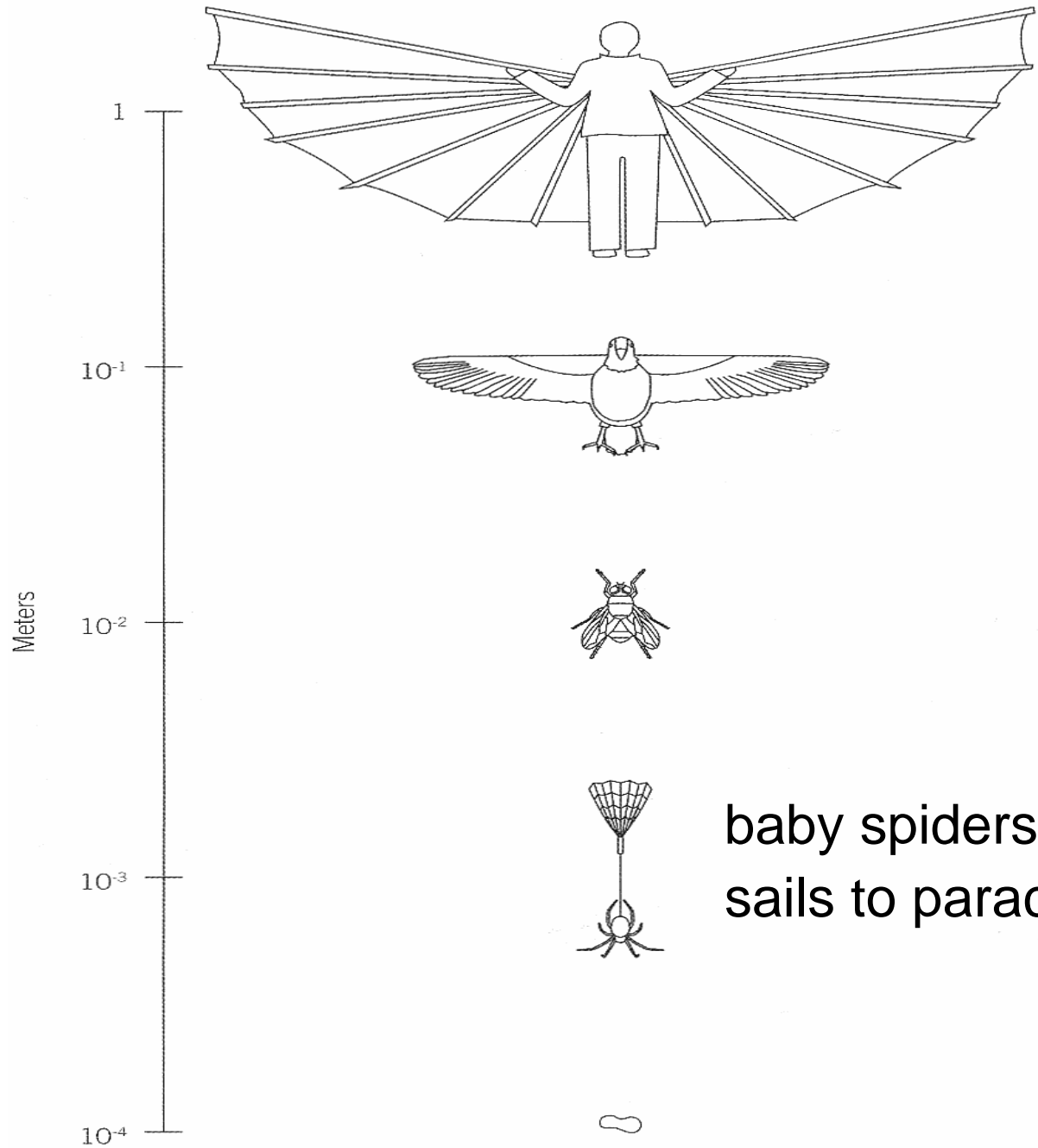
# What is happening?

- trying to use first order theories to achieve second order outcomes
- not just the practice but the underlying assumptions, frameworks and values are wrong

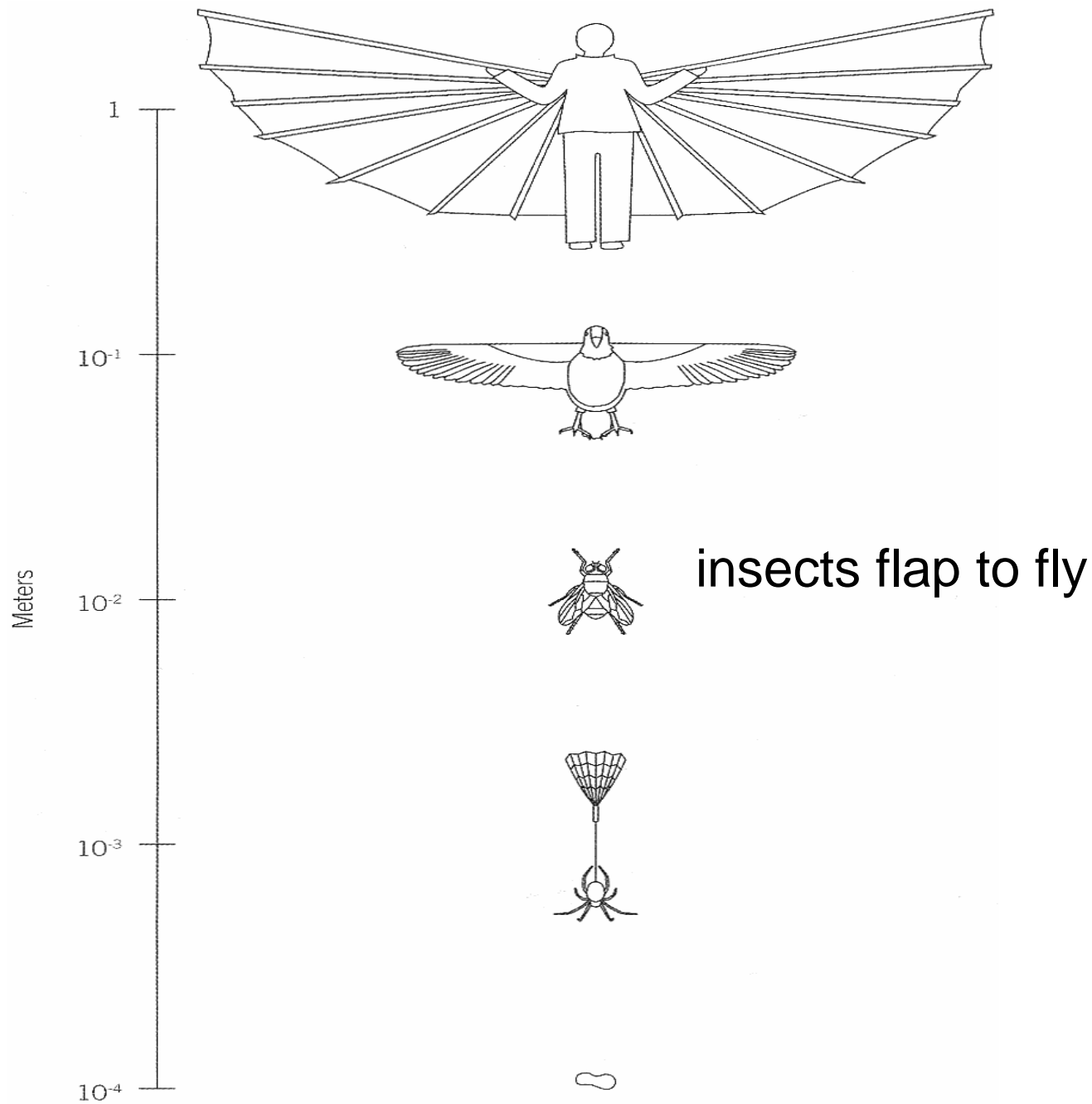


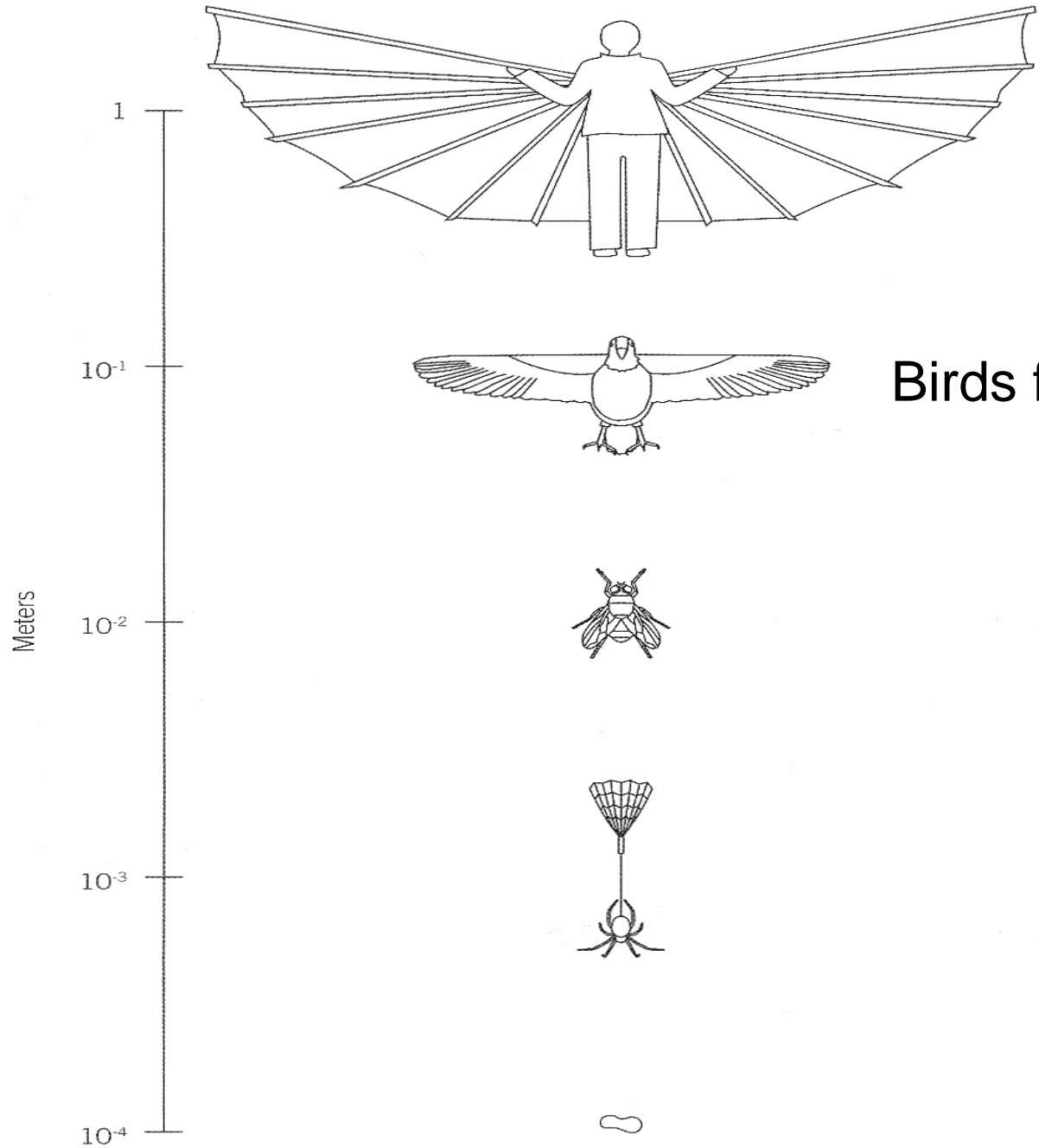






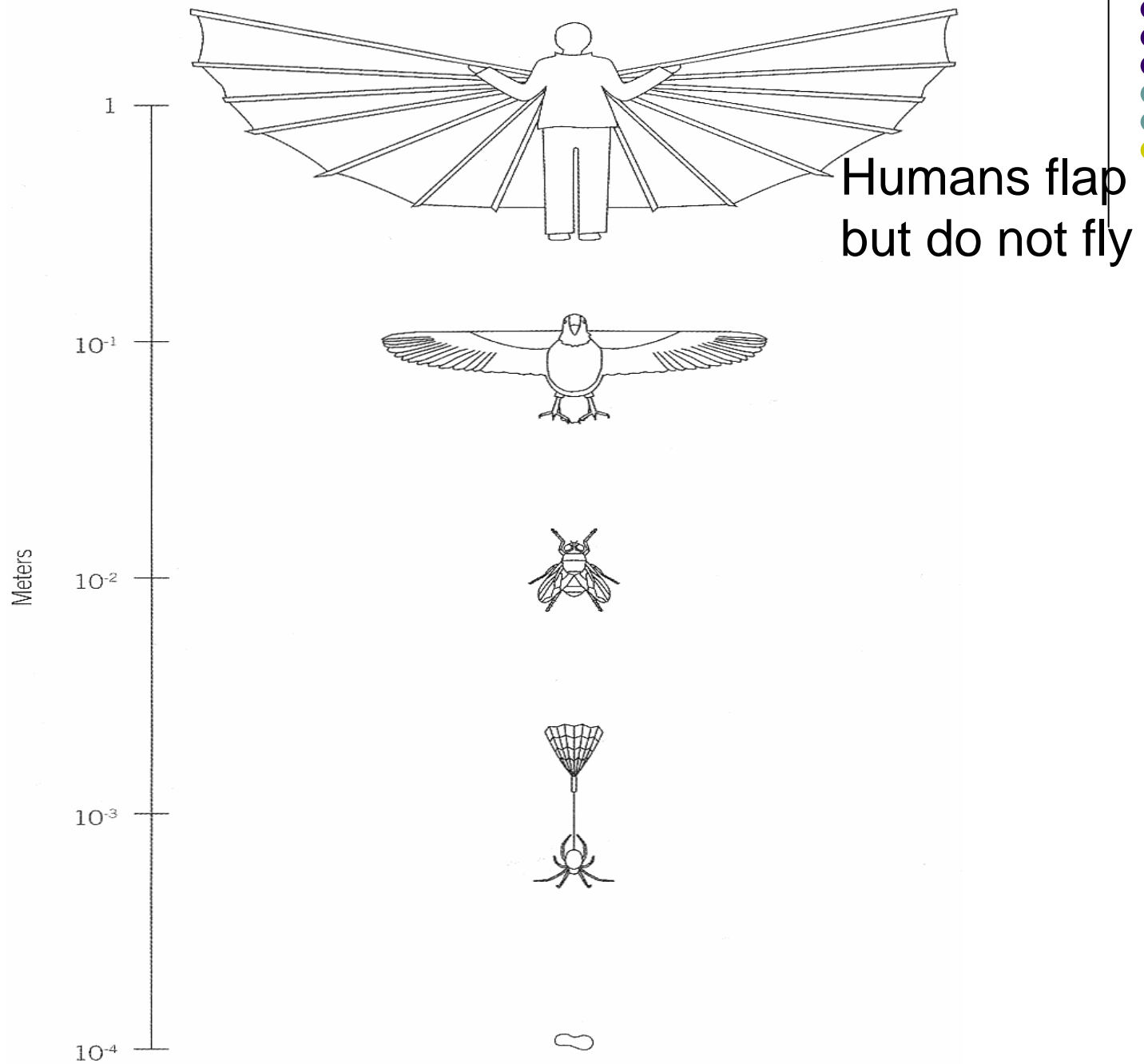
baby spiders use web sails to parachute





Birds flap to fly





# A major part of the problem is in the theory!



‘The prevailing theory of motivation is deficient’ (Don Berwick, March 2003)

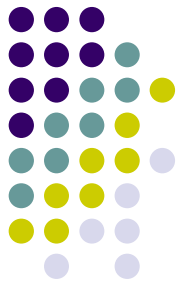
‘At present, prevailing strategies rely largely on outmoded theories of control and standardisation of work. More modern, and much more effective, theories of production seek to harness the imagination and participation of the workforce in reinventing the system’ (Don Berwick, *Quality & Safety in Health Care*, December 2003)

# And also the false logic – a classic antipattern



“Programmes are getting results so we therefore need more and more programmes”

Normal NHS view of change	New 'movements' view of change
A planned programme of change with goals and milestones (centrally led)	Change is about releasing energy and is largely self-directing (top-led, bottom up)
'Motivating' people	'Moving' people
Change is driven by an appeal to the 'what's in it for me'	There may well be personal costs involved
Talks about 'overcoming resistance'	Insists change needs opposition - it is the friend not enemy of change
Change is done 'to' people or 'with' them - leaders & followers	People change themselves and each other - peer to peer
Driven by formal systems change: structures (roles, institutions) lead the change process	Driven by informal systems: structures consolidate, stabilise and institutionalise emergent direction



**'TOWARDS A MILLION CHANGE AGENTS'**

**A REVIEW OF THE SOCIAL MOVEMENTS  
LITERATURE: IMPLICATIONS FOR LARGE  
SCALE CHANGE IN THE NHS**

Paul Bate<sup>1</sup>, Helen Bevan<sup>2</sup>, Glenn Robert<sup>3</sup>

<sup>1</sup> Professor of Health Services management, University College London;

<sup>2</sup> Director, Innovation & Knowledge Group, NHS Modernisation Agency;

<sup>3</sup> Senior Research Fellow, University College London

# Why are we here today?!



- Radical times call for radical remedies
- No revolution has ever been achieved just by doing PDSA cycles or planned change programmes
- Explore some alternative theories and practices

# Let's get radical!

## A reflective exercise



Talk to each other:

- What are some of the more radical things you have done in your life, and what drew you to this?
- What do you want to be remembered for? What do you want your legacy to be?
- What are the values that really drive you in your job?

Feedback:

- Who or what is a radical?
- Some examples of radicalism
- Some areas in healthcare where to focus our 'Let's get radical' campaign

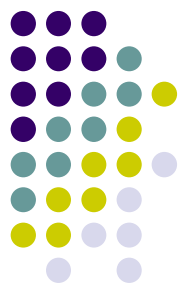
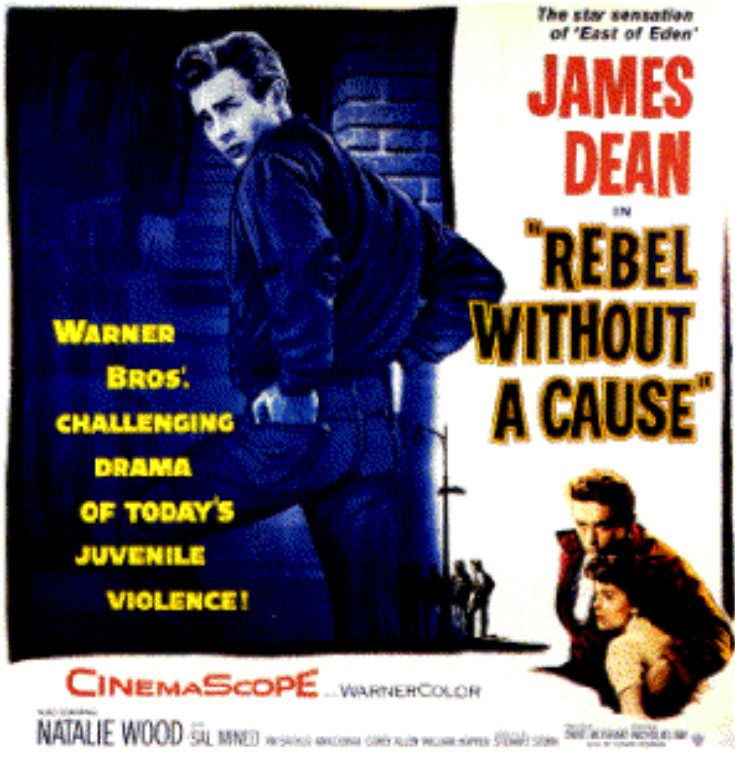
# Oxford dictionary definition



## radical

- **adjective** **1** relating to or affecting the fundamental nature of something. **2** advocating thorough political or social reform; politically extreme. **3** departing from tradition; innovative or progressive. **4** (of surgery) thorough and intended to be completely curative. **5** Mathematics of the root of a number or quantity. **6** of or coming from the root or stem base of a plant. **7** informal, chiefly N. Amer. excellent.



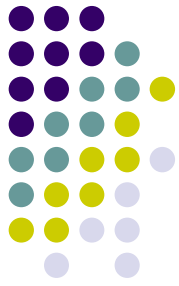


# Who would make up the alumni of our school for radicals?



- Protestors (Greenham Common)
- Campaigners (Berwick, Nader)
- Revolutionaries (Che Guevara)
- Activists (Alinsky)
- Heretics (Kleiner)
- Rebels (James Dean)
- Dissenters and dissidents (Solzhenitsin)
- Educators (Freire; Palmer)
- Reformists (Pankhurst)
- Gadflies and saboteurs (Tom Peters)

# Reflection



What kinds of radicals do you need more of in your organisation to bring about large scale change?

# Different perspectives on change





‘En este muno traidor  
No hay verdad ni mentira,  
Que todo esta en el color  
Del cristal con que se mira.’

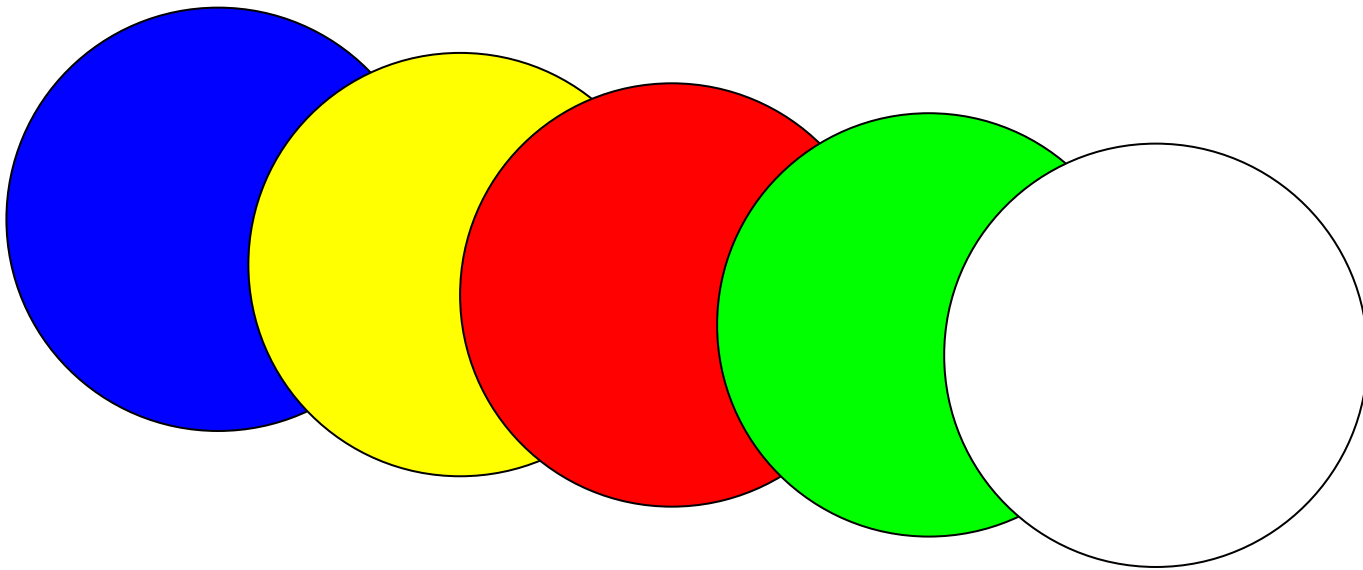
(In this world of many mazes  
There is nothing false or true:  
All depends upon the hue  
Of the glass through which one gazes.)

(Sixteenth-century Spanish *quatrain*)

# 'Revolutions begin in transformation of consciousness'



- Change is a frame of mind not just a technique
- Starts with you
- Starts from where you are at - applying yourselves in different ways
- So what are your theories of change and how do we make them more radical?



# Five ways of thinking about change

## A colour-code for change

A concept developed by Hans Vermaak and Léon de Caluwé

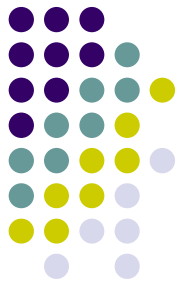
# Five paradigms or ways of thinking about change



- Blue: change as a planning process
- Yellow: change as a political process
- Red: change as a motivation process
- Green: change as a learning process
- White: change as a mobilisation process



# Questions to think about



- Which colour best represents the way you think about change?
- Can you see how you might begin to apply a more radical way of thinking to the way you do change?
- Have you got the right colour for the context in which you work?
- How might the different approaches help to create and support local health care improvement activists?

# Radical thoughts for improvement



colour	New thoughts for how I do change	Steps I might take
blue		
yellow		
red		

# Radical thoughts for improvement



colour	New thoughts for how I do change	Steps I might take
green		
white		

# THE FIVE COLOURS – BLUE (THE ‘COLD’ COLOUR)



## CHANGE AS A PLANNING PROCESS

- Change is all about having a clear, rational, logical plan and then efficiently executing it (‘blueprint’)
- Needs good project management based on good data
  - Detailed planning with timelines; careful and measured
  - Continuous monitoring based on clear and pre-determined indicators

The plan is everything; assumes change can be planned, predicted and to some extent controlled



“Those who say they make plans and that these work are liars. The term planning is imbecilic; everything can change tomorrow. The only certainty is uncertainty”  
(Tom Peters)

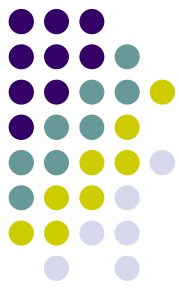
“The most dangerous thing in the combat zone is an officer with a map” (Murphy’s Third Military Law)

“If you put fences around people,  
what you get is sheep.”

And yet ...

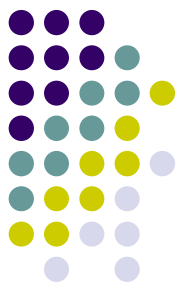
“My great lesson in life is that all plans go wrong, and yet you can’t work without a plan.” (Denis Healey)

# But is there a role for Blues in the radical agenda?



- From maintaining the system to changing the system
- From planning to campaigning
- So an invitation to all you Blues out there to go from ‘serving programmes’ to ‘leading change’
- Notion of Blues ‘with attitude’

# The campaign approach to change



- A campaign is opportunistic in its details but strategic and organised in its force
- Five elements:
  - ‘Listen in’ to what is going on around you (see the emergent in the present)
  - Develop a strategic theme (energises and mobilises)
  - Identify small, single issues to work on
  - Sweep people in (capture and amplify energy)
  - Build the infrastructure (support systems – the ‘architecture of participation’)

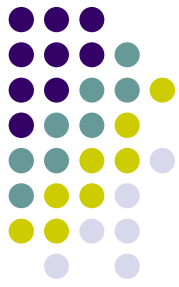
(adapted from Hirschhorn and May, 2000)

# Build the infrastructure and core campaign team



- Structure
  - Dedicated roles
  - Authority positions
  - Leadership
  - Target goals
- Resources
  - Financial
  - Time
  - Human





"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

(Margaret Mead)

# It takes all five elements



Listening	Strategic theme	Single issue	Sweeping people in	Infrastructure	Failure modes
?	■	■	■	■	= social engineering
■	?	■	■	■	= opportunism, diffusion of effort and lack of direction
■	■	?	■	■	= lack of focus & impact; does not connect locally
■	■	■	?	■	= political resistance
■	■	■	■	?	= loss of momentum, enabling organisation

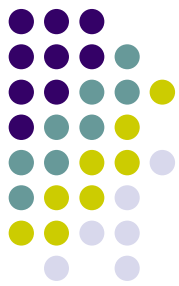
# 100,000 Lives Campaign

## "Some is Not a Number...Soon is Not a Time"



"The names of the patients whose lives we save can never be known. Our contribution will be what did not happen to them. And, though they are unknown, we will know that mothers and fathers are at graduations and weddings they would have missed, and that grandchildren will know grandparents they might never have known, and holidays will be taken, and work completed, and books read, and symphonies heard, and gardens tended that, without our work, would never have been."





## General Campaign Materials

- This Campaign aims to enlist thousands of hospitals across the country in a commitment to implement changes in care that have been proven to prevent avoidable deaths. The following materials provide an overview of Campaign aims and activities:
- [Download Campaign brochure](#)
- [Download Campaign overview PowerPoint presentation](#)
- [Download video of Don Berwick's National Forum plenary speech](#)
- [Purchase a copy of Don Berwick's National Forum plenary speech](#)
- [Download Don Berwick's National Forum presentation materials](#)
- [Download customizable Campaign press release](#)

## Field Operations Materials

Coordination and optimization of Campaign activities on such a large scale will require a robust communication and cooperation infrastructure - what we are calling Field Operations.

- [Download Field Operations Getting Started PowerPoint](#)
- [Listen to a Recording of the February 17 Field Operations Informational Call](#)
- [Download Node Certification Request Form](#)
- [Join a Web Discussion About Field Operations](#)

## Platform Materials

- We will start the work of the Campaign by encouraging participants to pursue any or all of six interventions:



# **Question for Blues**

Where on your patch might you begin to employ more of a campaign approach to change?

# **Question for non-Blues**

How can you begin to develop a more planned approach to your radical actions?

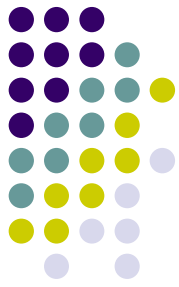
# THE FIVE COLOURS – YELLOW (THE COLOUR OF POWER)



## CHANGE AS A POLITICAL PROCESS

- Change is a political process
- Building your own power base (reward, coercive, legitimate, referent and expert)
  - WIIFM
- Building alliances and coalitions
- Power strategies and tactics to get people to where you want them
  - Overcoming resistance is a key concern

Doing not planning, tactical rather than strategic and opportunistic rather than fixed



‘The axiom for today’s change leaders should be: don’t plan but be prepared.’ people who make rigid plans are all too often the ones least adequately prepared. The more prepared you are the less you need to plan’

(Professor Charles Handy)

# Leadership philosophy



"You miss 100% of the shots you never take."  
(Wayne Gretsky)

The Spencer Tracy guide to good acting: "Know your lines and try not to bump into the furniture."

NIKE: "Just do it!"

"Nothing will ever be attempted if all possible objections must first be overcome" (Samuel Johnson)

"To succeed, jump as quickly at opportunities as you do at conclusions" (Benjamin Franklin)

Bob and weave





# Saul D. Alinsky (1909-1972)



- *“Rules for Radicals. A pragmatic primer for realistic radicals”* (1972) New York: Vintage Books
- ‘Politics and political leadership’
- Power is not a dirty word – it all depends on how it is used, which can be for good or evil
- There are certain rules for radicals who want to change their world; concepts of action in human politics that operate regardless of scene or the time
- He is an archetypal yellow



His simple formula for success

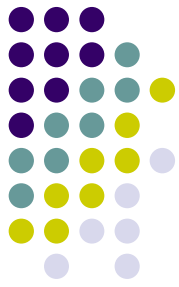
"Agitate + Aggravate +  
Educate + Organize"

# Background



- Fighter and hardline grassroots community campaigner – change with attitude!
- Practical information rather than education
- Getting people’s attention
- Shareholder and middle class activism
- The School for Professional Radicals! Still very much alive today
- ‘Humorous Radical’ and hellraiser: ‘the one thing that is certain to get your enemy to react is to laugh at him’

# More Groucho Marx than Karl Marx



- “The fat cats in charge never hear with their ears, only through their rears.”
- A liberal is someone who “puts his foot firmly down on thin air.”
- “The only contribution Kodak made to Blacks was the invention of coloured film!”
- “Will you please tell the captain I don’t give a f\*\*\* what our wind velocity is, and ask him to keep his trap shut so I can get some work done”
- Conversations with God: ‘Look God, let’s face it, you’re holding all the cards.’
- “The establishment can accept being screwed, but not being laughed at. What bugs them most about me is that unlike radicals, I have a hell of a good time doing what I’m doing.”
- The forerunner to Michael Moore and the ‘awkward squad’?

# The new awkward squad



[VIEW THE OFFICIAL TRAILER \[2:01\]](#)



# The three ingredients of radical action



1. Personal qualities and skills
2. Power
3. Organisation

# Putting it into practice

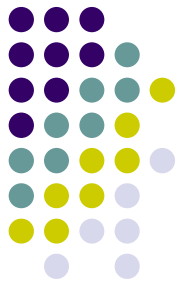


“You start with what you’ve got, you build up one community around the issues, and then you use the organisation you’ve established as an example and a power base to reach other communities” ...

“It’s like an ink-blot effect, spreading out from local focal points of power across the whole country. Once we have our initial successes, the process will gather momentum and begin to snowball.”



# Community Networks of Authentic Voices



- Goal: create national will to end child abuse
- Nine-stage process:
  - Identify authentic voices
  - Assess the community's needs
  - Create three core leadership teams
  - Develop a plan of action
  - Build a mass base of support
  - Implement three local action plans
  - Maintain the organisation and institutionalise change
  - Monitor, evaluate and act
  - Replicate and spread

# Improvement activists: the NHS 'authentic voices'



- Hazel Stuteley                      Rebirth of a community on a West Cornwall housing estate
- Angela Lennox                      Rejuvenation of St Matthews Estate, Leicester
- Sarah Schofield                      Transformation of orthopaedic services in primary and secondary care in Hampshire
- David Shiers & Maryanne Freer                      A personal narrative on early psychosis in young people

# Question



Where else might some of yellow's thinking be applied to health care - what does an 'improvement activist' look like and where are the most promising community networks to be found?

# THE FIVE COLOURS – RED

## (THE BLOOD OF HUMAN NATURE)

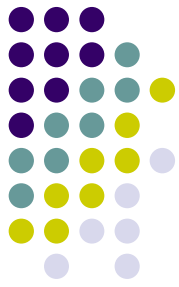


### CHANGE AS A MOTIVATION PROCESS

- Provide incentives and rewards to get people to change or modify their behaviour
- Aim is to get a good fit between what the individual wants and what the organisation wants – a compact or contract for change
- Assumes ‘letting go’ needs help and support: tender not tough-minded leadership’

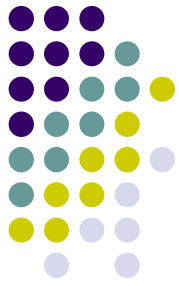
Change is a contract or compact (as opposed to plan or deal) based on rights and obligations

# Radical approaches to motivation



- From extrinsic to intrinsic higher level motives (power and influence, achievement, affiliation) and appealing to inner values and beliefs
- From transactional and interventionist to transformational (self and system) elements
- From push to pull (attractors)
- From mechanistic to organic models of empowerment

# Empowering staff



## **Mechanistic view of empowerment**

*(clarity, delegation, control and accountability)*

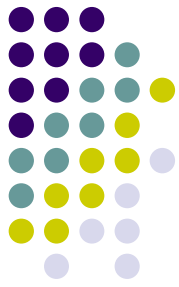
- Start at the top
- Develop a clear vision, plans and assignments
- Move decisions to the appropriate levels
- Provide necessary information and resources
- Encourage process improvement

## **Organic view of empowerment**

*(risk, growth, trust and teamwork)*

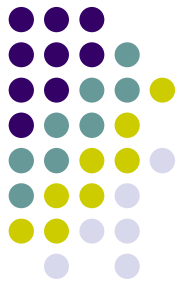
- Start with the needs of the people
- Expose the difficult issues
- Model integrity through risk-taking
- Build credibility through small wins
- Encourage initiative
- Build teamwork

(Quinn, 1996)



‘Empowerment is not something that an organization grants to its staff or can transfer to them through training; rather it is ‘a special status that is merited by building credibility through previous interactions.’

(Conner, 1998).



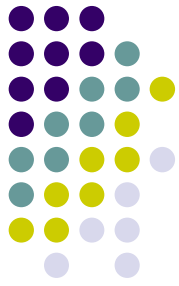
# Question for Reds and non-Reds

How do you increase levels of motivation around your local change agenda?



# THE FIVE COLOURS – GREEN

## (THE COLOUR OF GROWTH)



### CHANGE AS A LEARNING PROCESS

- No learning, no change: getting change depends on getting people to learn (and stick to) new ways of thinking, feeling and doing
  - Aim is to strengthen learning opportunities of through education, training, development and knowledge management – creating the ‘learning organisation’
- The task is to set up learning opportunities and get people to take responsibility for their own growth and development

Change is about continuous learning, adaptation and improvement, with lots of personal challenge

# Leadership philosophy



"People are born with an innate love of learning."

(W. Edwards Deming)

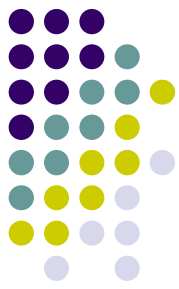
"Learning is immunity to decay."

(John Gardner)

"A mind stretched by a new idea never returns  
to its original dimension."

(Abe Lincoln)

# The Learning Organisation



Five basic disciplines or ‘component technologies’:

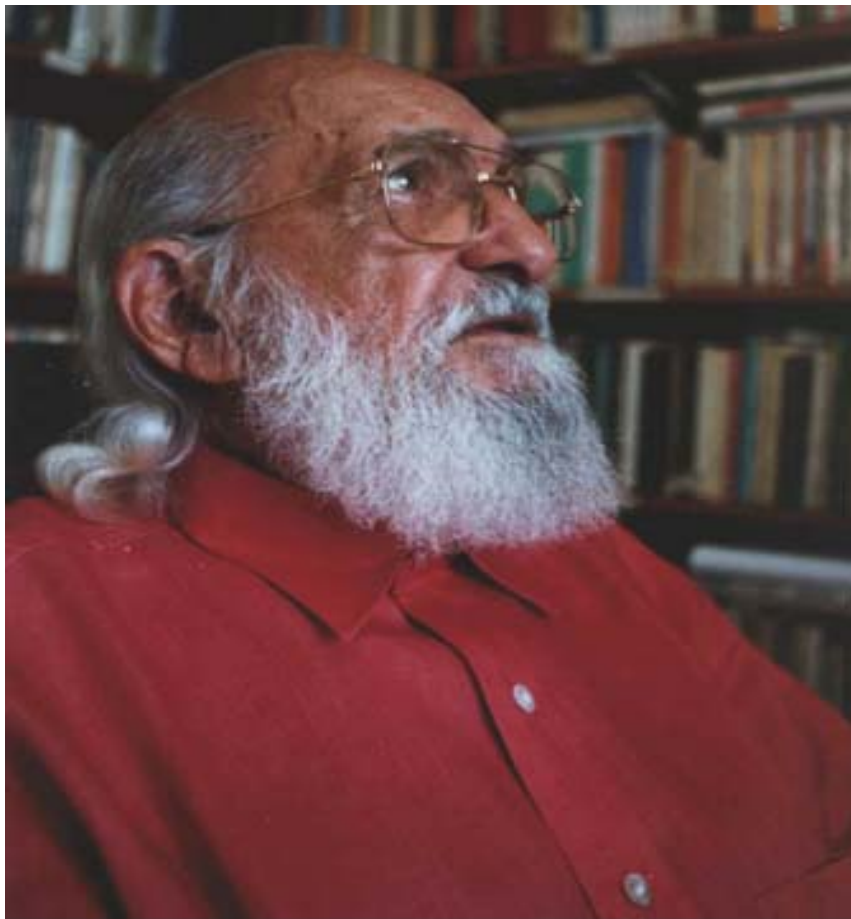
- Systems thinking - address the whole
- Personal mastery - individual learning
- Mental models - how we understand the world
- Building shared vision - role of leadership
- Team learning - genuine ‘thinking together’

(Senge, 1990)

# Paulo Freire (1921-1997)

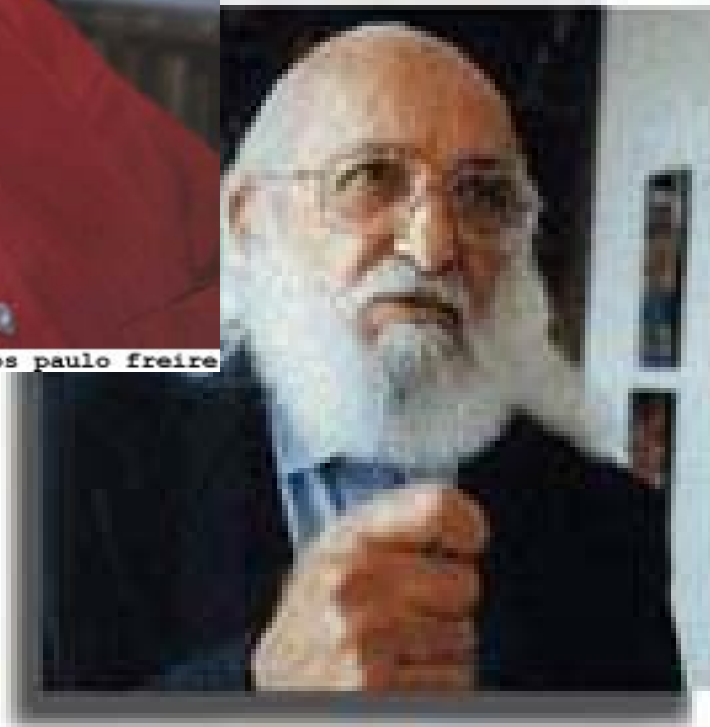
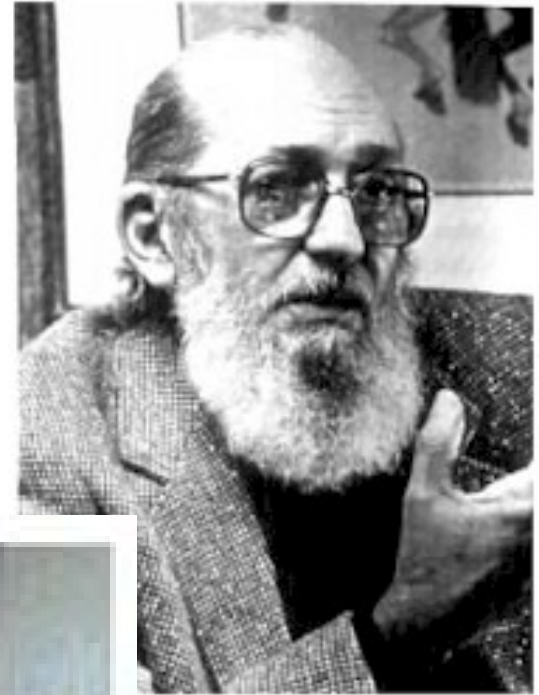


- Secretary of Education at Sao Paulo City and Professor
- Dedicated himself to education of world's oppressed classes
- *'The Pedagogy of the Oppressed'* (1972) sold over half a million copies
- Jailed and exiled after 1964 military coup



arquivos paulo freire

"The future isn't something hidden in a corner. The future is something we build in the present."



"I'd like to say to us as educators: poor are those among us who lose their capacity to dream, to create their courage to denounce and announce..."<sup>85</sup>

# Radical philosophy of learning

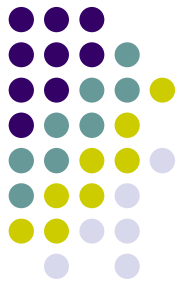


- Praxis and the awakening of critical consciousness
- Introspection and reflection
- Revolution begins with thought not action (armchair philosophising!)
- Challenging everything, accepting nothing
- Creating a *movement of inquiry* and problem-solving (as opposed to a movement of action)

# Problem-posing education



- Are we ever going to change anything if we carry on like this?
- What questions do we start to ask and of whom?
- What do we have to begin to do?
- How do we start to liberate and ‘hot-house’ the aspirations for change?
- What should be our focal themes, targets and tasks?
- What is our programme?



# THE FIVE COLOURS – WHITE

## (DENOTES WHITE HEAT AND OPEN SPACE)

### CHANGE AS A MOBILISATION PROCESS




- Recognise we are talking about changing complex, living systems where there is limited predictability and control
  - You do this by appealing to feelings, sentiments and values not logic – affect rather than cognition; ‘tapping in to sentiment pools’ (vision v plan)
- To create a movement first you need to ‘move’ people:  
“melting the frozen fires within us”
  - Values versus issue-driven leadership

Change is all about mobilisation and self-organization – needs space, resources, and a degree of organization to catalyse or ignite this



# The five colours at a glance



	Yellow-print	Blue-print	Red-print	Green-print	White-print
<p><b>Something changes when you...</b></p> <p><b>in a/an...</b></p>  <p><b>and create...</b></p>	<p>bring common interests together</p> <p>power game</p> <p>a feasible solution, a win-win situation</p>	<p>think first and then act according to a plan</p> <p>rational process</p> <p>the best solution, a brave new world</p>	<p>stimulate people in the right way</p> <p>exchange exercise</p> <p>a motivating solution, the best 'fit'</p>	<p>create settings for collective learning</p> <p>learning process</p> <p>a solution that people develop themselves</p>	<p>create space for spontaneous evolution</p> <p>dynamic process</p> <p>a solution that releases energy</p>
<p><b>The result is ...</b></p>  <p><b>by a/an ...</b></p> <p><b>aimed at ...</b></p>	<p>forming coalitions, changing top-structures</p> <p>facilitator who uses his own power base</p> <p>positions and context</p>	<p>project management, strategic analysis</p> <p>expert in the field</p> <p>knowledge and results</p>	<p>assessment &amp; reward, social gatherings</p> <p>HRM expert</p> <p>procedures and working climate</p>	<p>training and coaching, open systems planning</p> <p>facilitator who supports people</p> <p>the setting and communication</p>	<p>open space meetings, self-steering teams</p> <p>someone who uses his being as instrument</p> <p>patterns and meanings</p>
<p><b>Result is ...</b></p> <p><b>Safeguarded by ...</b></p> <p><b>The pitfalls lie in ...</b></p> 	<p>partly unknown and shifting</p> <p>decision documents and power balances</p> <p>dreaming and lose-lose</p>	<p>described and guaranteed</p> <p>benchmarking and ISO systems</p> <p>ignoring external and irrational aspects</p>	<p>outlined but not guaranteed</p> <p>HRM systems</p> <p>ignoring power and smothering brilliance</p>	<p>envisaged but not guaranteed</p> <p>a learning organisation</p> <p>excluding no-one and lack of action</p>	<p>unpredictable</p> <p>self-management</p> <p>superficial understanding and laissez faire</p>

# Your personal profile



# Exercise



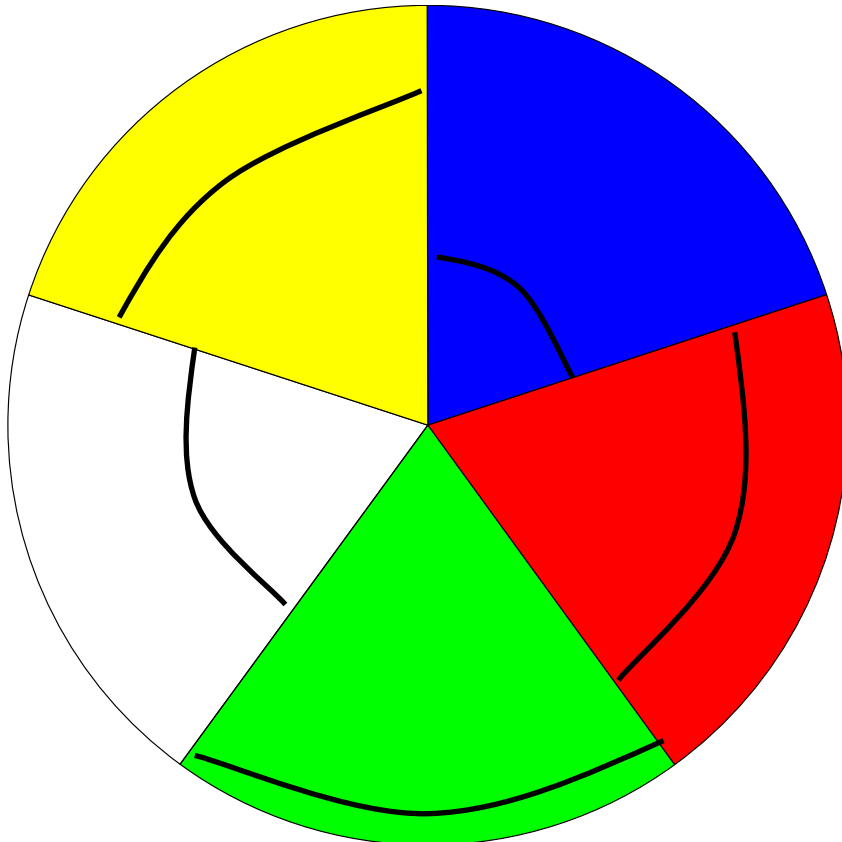
- Blue: *planner* and *campaigner* for change
- Yellow: *organiser* of *community* activists for local change
- Red: *empowering* and *developing* change activists
- Green: *educating* and *awakening* critical consciousness
- White: *vision*-driven leadership and mass *mobilisation*

All can contribute to the radical agenda in their own different ways

# What is your balance between the colours?

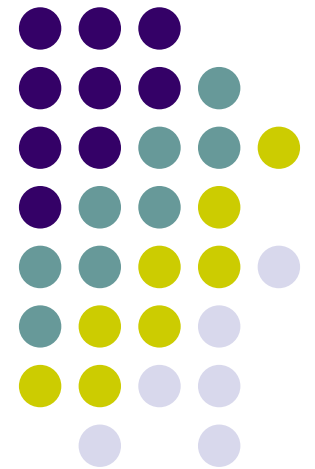


- Use the wheel to work out your preferences
- The more you identify with colour the further out you place the line



# Lunch

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# Summary



- Blue: *planner* and *campaigner* for change
- Yellow: *organiser* of *community* activists for local change
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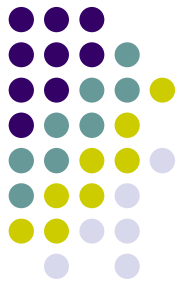
All can contribute to the radical agenda in their own different ways

# From the conceptual to the practical



As you listen to Barbara's story and reflect on the five colours of change:

- What can we learn about building and sustaining a health care improvement movement?
- What are the essential ingredients - the must do's?



# THE FIVE COLOURS – WHITE

## (DENOTES WHITE HEAT AND OPEN SPACE)

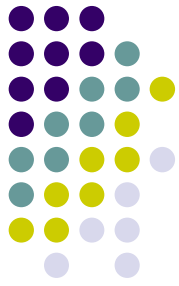
### CHANGE AS A MOBILISATION PROCESS

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“melting the frozen fires within us”
  - Values versus issue-driven leadership

Change is all about mobilisation and self-organization – needs space, resources, and a degree of organization to catalyse or ignite this



# Mobilisation



“Setting the masses into motion”  
(William ‘Billy’ Holt, 1939)

‘Something that has sprouted legs and run all  
over the place’

‘Collective effervescence’

‘From margins to mainstream’- ‘Intensification’

“Leadership is the art of mobilising others to want  
to struggle for shared aspirations”

# Engagement and commitment



‘If you want to build a ship do not gather men together and assign tasks. Instead teach them the longing for the wide endless sea’

(Saint Exupery, Little Prince)

You don't need an engine when you have wind in the sails

# Examples of Social Movements



- Peace movement
- Religious movements
- Civil rights and pro-democracy movements
- Labour movement
- Women's movement
- Gay and Lesbian rights
- Environmental movements
- Abolition of slavery movement
- Fascist movements

# Features of a Movement



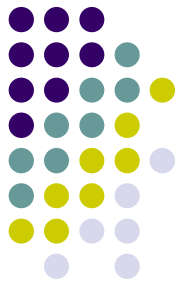
- Energy
- Mass
- Pace and momentum
- Passion
- Commitment
- Spread
- Sustainability



# ‘Not apathy, but anger’

- Recent growth in the number of popular movements:
  - peace
  - the environment
  - civil liberties
  - pensions
  - student debt, and
  - the rights of women & trade unions
- Are we entering an age of greater radicalism? If so why?
  - Dissatisfaction and frustration with conventional (programmatic) approaches not producing results...?

(Benn, 2005)



# Some health care examples

- The Hospice Movement
- 'See and Treat'
- Self-help Movements (AA, Age Concern)
- Community engagement around health and well being
- The AIDS movement



# So what does a mobilised health care organisation look like?



“People here aren’t just motivated. This isn’t their job, it’s a mission, it’s their life, it’s the cause they’re committed to. For them, it’s personal.”

(Director HIV AIDS Programme, Albany Medical Centre, New York)

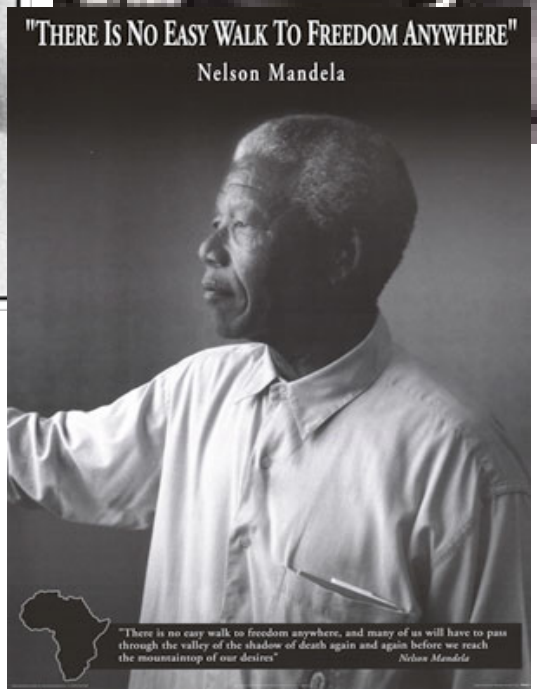
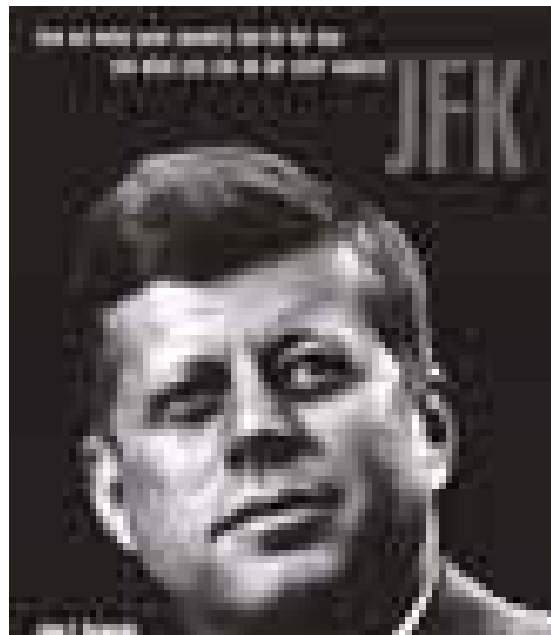
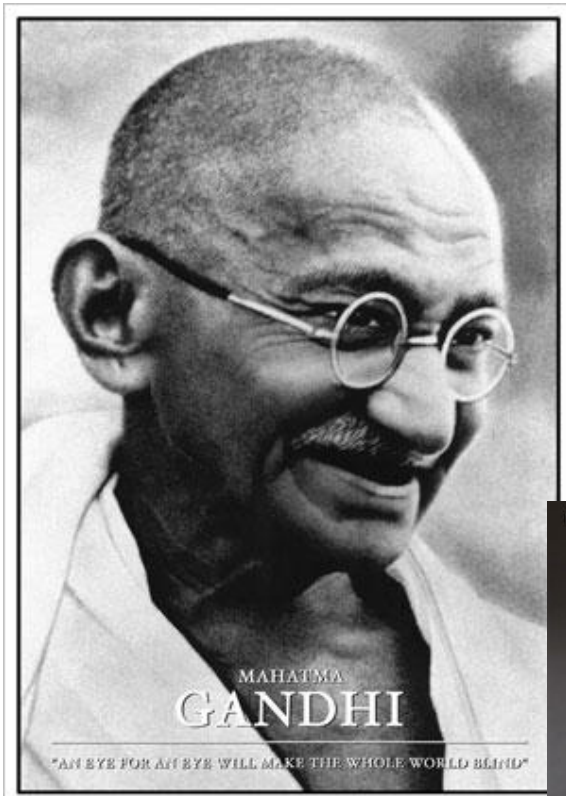
# Movement leader's role



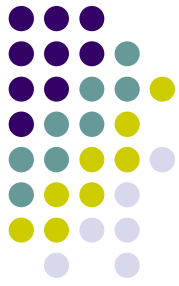
*Not 'directing' but orchestrating, facilitating and enabling: creating a 'receptive context' for movement formation*

- Building a receptive context for change
- Mobilising frames and springboard stories
- Building community and 'collective identity': Spartacus moments
- Legitimising local activism
- Rewards and incentives
- Protection
- Symbolic rewards
- Resources and mobilising structures (aid, knowledge and skills, 'slack')
- Providing access, influence and 'havens'





# Reflection



Discuss leaders that you have known who display the characteristics of movement leaders

# 1. Find the activists



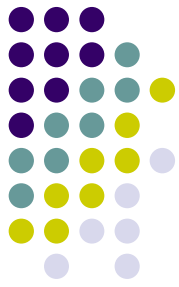
- Change is all about the coming together of a small cadre of people with a shared aspiration or ambition
- Don't try to mobilise huge numbers of people; get the activists to do it through *their* networks (The 'Pay it Forward' principle)

# 2. Apply the Homophily Principle



The theory of homophily is that most human communication will occur between a source and a receiver who are alike (i.e. have a common frame of reference). Homophily is the degree to which individuals are congruent or similar in certain attributes, such as demographic variables, beliefs and values. Also, social relations are generally between individuals who resemble each other in occupation and education.

# 3. Appeal to reason and passion



**‘See-feel change’ is more powerful than  
‘analysis-think change:’**

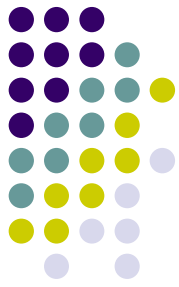
“People change what they do less because they are given *analysis* that shifts their *thinking* than because they are *shown* a truth that influences their *feelings*.”

(John P Kotter (2002), *The Heart of Change*)

# 4. Framing it in the right way: creating resonance



An exercise in the power of framing



**‘Don’t think of an elephant’**

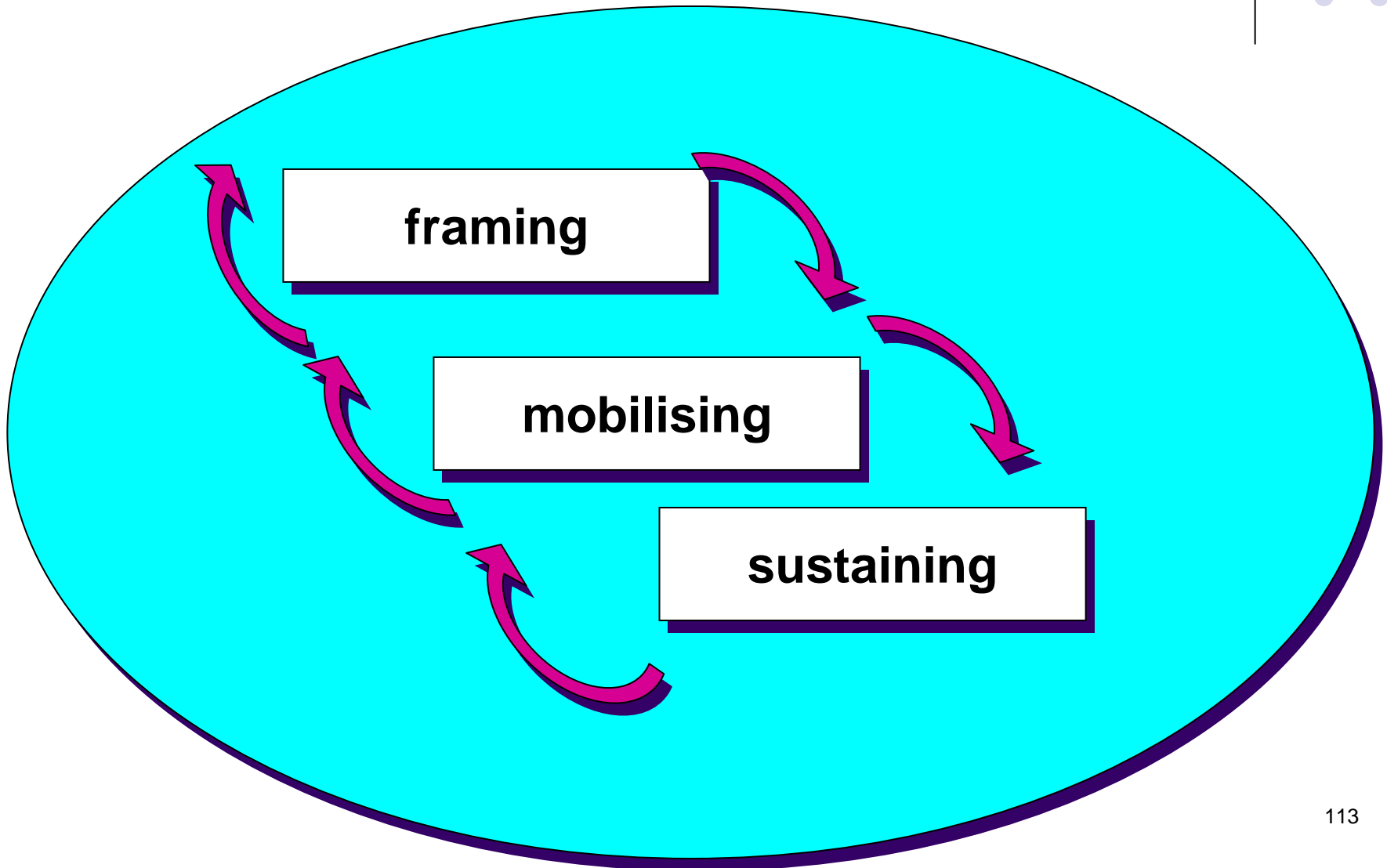
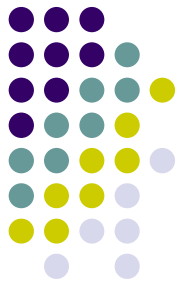
# Frames are more likely to be accepted if they...



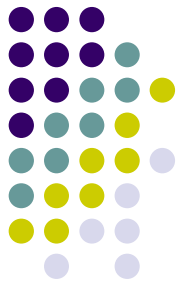
- Fit well and resonates with the existing beliefs of potential recruits
- If they involve empirically credible claims
- If they are compatible with the life experiences of the audiences
- If they fit with the stories or narratives the audiences tell about their lives



# 3 steps to build a movement

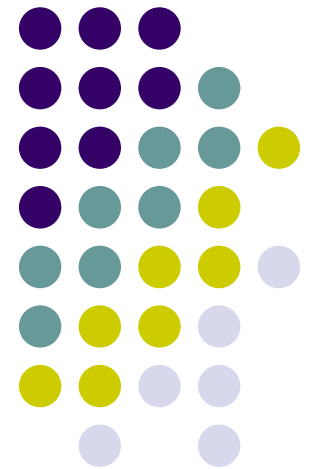


# Tea



# Working with these ideas: the 'how' of mobilisation

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# **‘Revolutions begin in transformations of consciousness’**



- Think differently about what we do
- Applying ourselves in different ways



# Reflection

What personal **insights** have you gained from today?

- transformation of consciousness (thinking and doing differently)
- colours
- hospice movement
- social movement leaders

reflect back on your notes, walk around, prepare to share your thoughts with others

# Designing more radical approaches to change



- How do we start?
- How do we frame it?
- What are the design rules (the do's and don'ts) for a movement around health care improvement?
  - Blue
  - Yellow
  - Red
  - Green
  - White
- How can we support each other?

# The core problem facing designers



The problem for all designers is to conceive and plan what does not yet exist and what cannot be known in advance

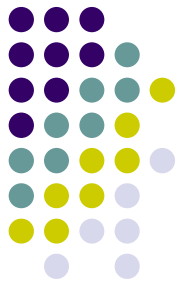
# Design questions



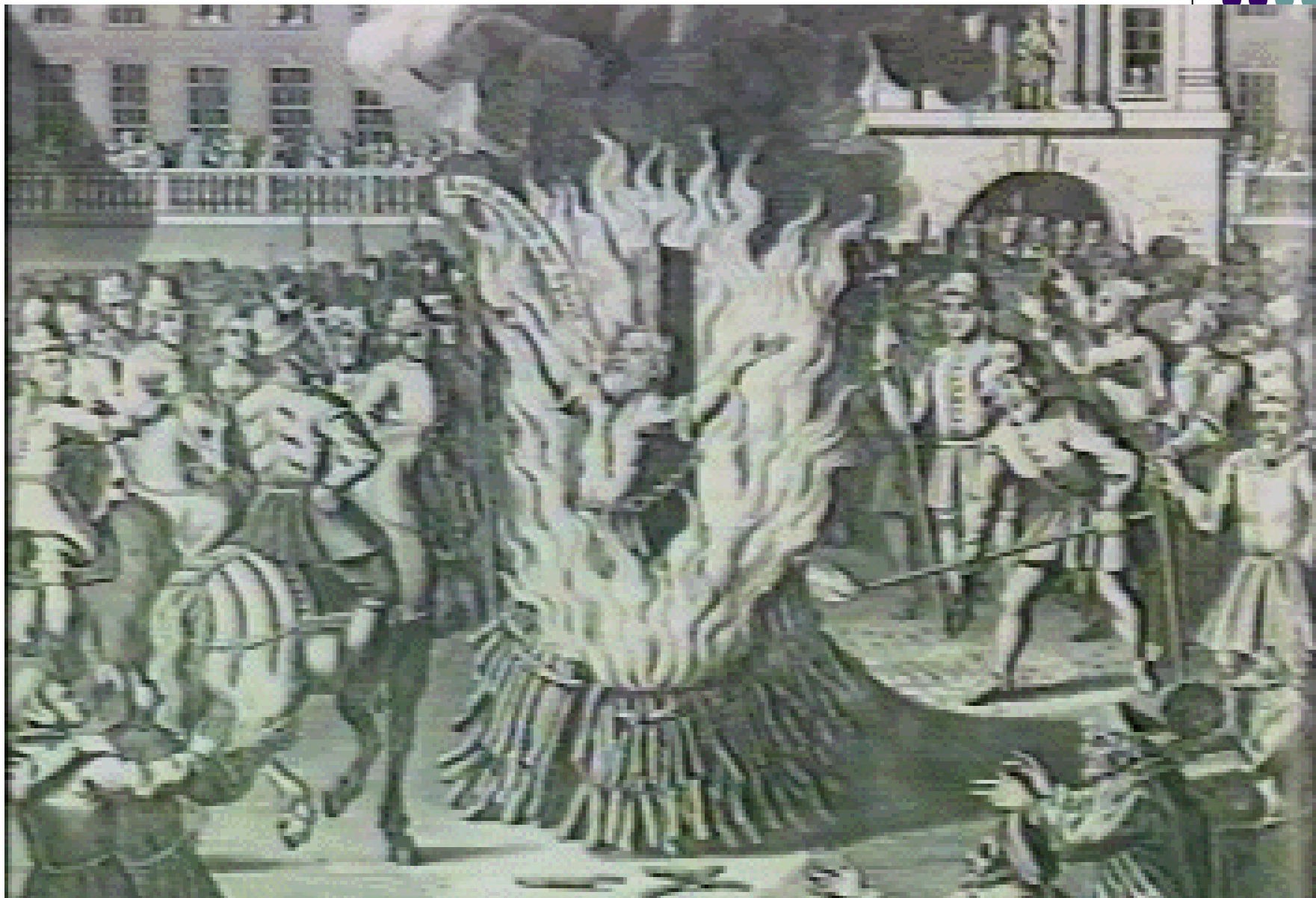
- How can we find our improvement activists?
- How can we reach a critical mass?
- How should we frame the movement?
- What do we create more radicals?
- How do we make radicalism more mainstream? (!)



# Your personal agenda for change



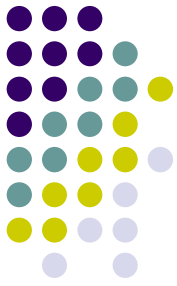
- Your radical agenda: what **actions** are you going to take ?
- Think about your risk assessment:
  - Most of the great movement leaders have been assassinated or burnt at the stake



# Admission requirements



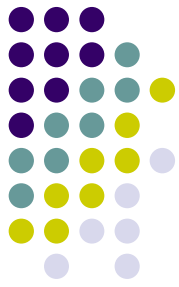
- you have a stomach for straight language and hard study
- you're not satisfied with the current pace, scale and impact of change
- you want to learn new ways of thinking about large-scale change
- you accept that quite a lot of mainstream thinking has been ineffectual
- you take personal responsibility for improvement
- you are up for change yourself
- you are optimistic and courageous: you want to make a difference and believe you can



**“We’ve got to act today in order  
to preserve tomorrow”**

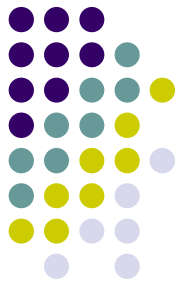
(Ronald Reagan)

# You have survived a day at the School for Organisational Radicals



As a member of the movement of organisational radicals, state one action that you will take

“120 radical actions”



# Valuing radicals

- “And yet corporate heretics may be the closest thing we have to genuine heroes, the unsung conscience of our civilisation” (Kleiner: xi)
- “New truths begin as heresies” (Thomas Huxley, defending Darwin’s theory of natural selection)
- As a way of tempering the isolation, self-indulgence, corruption or stupidity of ordinary leadership
- Big things only happen because of heretics and radicals