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Lesson Plan for Change and Innovation

OBJECTIVES

1. Stimulate thinking about change and resistance.
2. Define and describe differing perspectives on change, including planned change and emergent views on change.
3. Synthesize the concepts of change and innovation.
4. Describe leaders' and managers' roles in change.
5. Explain the advantages of participatory approaches to change.
6. Distinguish among Lewin's steps in the process of planned change.
7. Associate Roger's five phases leading to the adoption of change.
8. Compare Lippitt's and Havelock's elements of the process of change.
9. Analyze emotional responses to change.
10. Describe and analyze effective approaches to change.
11. Analyze major areas of rapid change in health care and nursing.
12. Exercise critical thinking to conceptualize and suggest possible solutions to a practice exercise.

TEACHING FOCUS

- Discuss the dramatic changes in society and health care.
- Explore positive and negative aspects of change.
- Review strategies for effective organizational change, and identify areas of major change in nursing.
- Describe the importance of planned change and types of change.
- Present several planned change theories.
- Describe Lewin's force field analysis, and compare other change theories with the three phases in Lewin's change theory.
- Examine individual responses to change and explore resistance to change.
- Review components of effective change, with a focus on effective techniques.
- Explore the role of innovation in the change process, and the urgent need for new solutions in organizations.
- Identify ten principles of change management and seven categories of change strategies.
- Discuss Issel and Anderson's six interconnected transformations that are major areas of change still influencing health care today.

KEY TERMS

- change, p. 38
- change agent, p. 38
- innovation, p. 38
- leadership, p. 50
- learning disciplines, p. 40
- planned change, p. 38
- rapid cycle change, p. 46
- resistance, p. 38
- transition, p. 41
- transformation, p. 38



NURSING CURRICULUM STANDARDS**QSEN**

- Patient-Centered Care
 - Case Study, pp. 53-54
- Teamwork and Collaboration
 - Organizational Change, p. 40
 - Change Theories, pp. 40-44
 - Change Management, pp. 45-46
 - Current Issues and Trends, pp. 51-53
- Evidence-Based Practice
 - Research Note, p. 53
- Quality Improvement
 - Change Management: Small Scale, p. 46
 - Leadership and Management Implications, pp. 50-51
 - Current Issues and Trends, pp. 51-53
- Safety
 - Perspectives on Change, pp. 39-40
 - Change Management: Small Scale, p. 46
 - Current Issues and Trends, pp. 51-53
- Informatics
 - Box 2-1 Example of Disruptive Innovation in Health Care, p. 44

CONCEPTS

The following conceptual themes and specific concepts match those presented in Giddens, J. R. (2013). *Concepts for nursing practice*. St. Louis: Elsevier.

THEME: Attributes/Roles of Nurse

- Concept: Professionalism
 - Exemplar: Leadership
 - Leadership and Change, pp. 49-50
 - Leadership and Management Implications, pp. 50-51
- Concept: Leadership
 - Exemplar: Clinical Agency —Operational Level
 - Leadership and Change, pp. 49-50
 - Leadership and Management Implications, pp. 50-51

THEME: Care Competencies

- Concept: Communication
 - Exemplar: Interpersonal, Interprofessional Communication
 - Change Management, pp. 45-46
 - Effective Change, pp. 48-49
- Concept: Collaboration
 - Exemplar: Nurse–Nurse Collaboration
 - Organizational Change, p. 40
 - Change Theories, pp. 40-44
 - Change Management, pp. 45-46
 - Current Issues and Trends, pp. 51-53



- Concept: Safety
 - Exemplar: Systems Level
 - Perspectives on Change, pp. 39-40
 - Change Management: Small Scale, p. 46
 - Current Issues and Trends, pp. 51-53
- Concept: Technology and Informatics
 - Exemplar: Clinical Informatics
 - Box 2-1 Example of Disruptive Innovation in Health Care, p. 44
- Concept: Evidence
 - Exemplar: Qualitative Research Studies
 - Research Note, p. 53
- Concept: Health Care Quality
 - Exemplar: Quality Plans and Philosophies
 - Change Management: Small Scale, p. 46
 - Leadership and Management Implications, pp. 50-51
 - Current Issues and Trends, pp. 51-53

BSN Essentials

- Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
 - Perspectives on Change, pp. 39-40
 - Change Theories, pp. 40-44
- Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
 - Perspectives on Change, pp. 39-40
 - Organizational Change, p. 40
 - Change Theories, pp. 40-44
 - Change Management: Small Scale, p. 46
 - Leadership and Change, pp. 49-50
 - Leadership and Management Implications, pp. 50-51
 - Current Issues and Trends, pp. 51-53
- Essential III: Scholarship for Evidence-Based Practice
 - Research Note, p. 53
- Essential V: Health Care Policy, Finance, and Regulatory Environments
 - Leadership and Management Implications, pp. 50-51
 - Current Issues and Trends, pp. 51-53
- Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
 - Organizational Change, p. 40
 - Change Theories, pp. 40-44
 - Current Issues and Trends, pp. 51-53
- Essential VII: Clinical Prevention and Population Health
 - Current Issues and Trends, pp. 51-53
- Essential VIII: Professionalism and Professional Values
 - Current Issues and Trends, pp. 51-53
- Essential IX: Baccalaureate Generalist Nursing Practice
 - Case Study, pp. 53-54



STUDENT CHAPTER RESOURCES

- Chap. 2** **READ – Textbook (pp. 37-54)**
- * Chapter 2 NCLEX Review Questions

INSTRUCTOR CHAPTER RESOURCES

- TB** **Test Bank**
- To access the **ExamView** format, go to the [Downloads](#) section.
- PPT** **PowerPoint Presentation**
- IC** **Image Collection**
- Figure 2-1. Elements of a successful change.
 - Figure 2-2. Areas of major change in health care and nursing.
- ETC.** **Chapter 2: In-Class/Online Case Study (below)**



TEACHING STRATEGIES		
CONTENT FOCUS	CONTENT HIGHLIGHTS	LEARNING ACTIVITIES
(INTRODUCTION), p. 37	Discuss the inevitability of change.	<ul style="list-style-type: none"> • Discussion Topic: What changes are now occurring in health care, and what changes do you anticipate facing?
DEFINITIONS, p. 38	Define change, planned change, transformation, resistance, and change agent.	<ul style="list-style-type: none"> • Discussion Topic: Ask students to recall a change that led to a transformation in their life.
BACKGROUND, p. 38	Contrast a traditional versus an emergent view of change. Introduce the idea of change management.	<ul style="list-style-type: none"> • Activity: Have students journal about a change that was harder for them to accept because of how it was introduced. Ask them to imagine it being introduced how they would have preferred.
PERSPECTIVES ON CHANGE, p. 39 Types of Change, p. 39 Organizational Change, p. 40	Distinguish first- from second-order change and what they mean within an organization. Review Senge's five learning disciplines. Provide an overview of other perspectives on change.	<ul style="list-style-type: none"> • Discussion Topic: Have students discuss their views on change and describe their level of comfort with planned versus emergent changes. • Discussion Topic: How do disasters like a hurricane influence a health organization's willingness to change?
CHANGE THEORIES, p. 40 Lewin's Change Process, p. 41 Innovation Theory, p. 42	Describe Lewin's change process and three elements (unfreezing, moving, and refreezing) for a successful change, and the similarities to the nursing process (Table 2-2). Discuss Lippett and Havelock's expansion of the elements. Define innovation versus disruptive innovation. Discuss the cognitive innovation-decision process described by Rogers and the adopter frequency curve, as well as Roger's five factors that determine successful planned change. Review innovations provided by nurses as described by Hughes.	<ul style="list-style-type: none"> • Discussion Topic: What does the word <i>innovation</i> mean to you? How does it differ from change? • Discussion Topic: Ask students to share examples of changes and innovation that have occurred or are occurring on their clinical units. • Discussion Topic: Ask students to suggest what else could be changed, or what other innovations to the unit could be made. • Discussion Topic: What characteristics do nurse-innovators share? • Online Activity: Have students visit http://www.change-management.com/tutorial-change-process-detailed.htm to learn more about the change management process. Have them pick Phase 1, 2, or 3 and report at least two facts they learned about it.
THE PROCESS OF CHANGE, p. 45 Planned Change, p. 45 Change Management, p. 45 Change Management: Small Scale, p. 46 The Human Factor:	Provide an overview of the change process and define <i>planned change</i> . Discuss Balogun's implications for leaders managing change. Review Jones and Bearley's organizational change readiness scale that evaluates structure, technology, system, climate, and people. Discuss the rapid cycle change	<ul style="list-style-type: none"> • Activity: To facilitate the students' growth in applying the change process in a group setting, take four volunteers to perform the following role-play scenario. <u>Planned Change.</u> <i>Character One:</i> Carol Otterman is the vice president of nursing for a small hospital in a rural community. She has decided to implement case management for all high-risk clients. <i>Character Two:</i> Jon Zare is a nurse manager of the medical-surgical unit. He tends to question changes and to react with a list of problems and opportunities.

<p>Resistance, p. 46 Resistance Reframed, p. 47</p>	<p>and Transforming Care at the Bedside approaches to small-scale change management.</p> <p>Explain the inevitability of resistance, but that re-conceptualizing staff nurses as the solution in initiating change rather than as the problem can help overcome resistance. Present that nurses use judicious circumvention and constructive opposition when they believe that changes could jeopardize their clients' health. Re-conceptualizing staff and others as the co-creators of change instead of resisters not only provides an alternative view of change and resistance but also can point to new strategies for moving organizations toward change.</p>	<p><i>Character Three:</i> Sylvia Baron is a clinical nurse on the medical-surgical unit. She has been at the hospital for 20 years and tends to oppose change.</p> <p><i>Character Four:</i> Jen Jalcowitz is also a clinical nurse on the medical-surgical unit. She has been employed for 11 months and seeks change and challenges.</p> <p><i>Role-play:</i> Nurse Otterman is at the nurses' station describing her plans for implementing a case management program in the hospital. She has decided that she will begin the case management program on the medical-surgical unit. She speaks to Nurses Zare, Baron, and Jalcowitz and is excited about how the program will be instituted. Nurses Zare and Baron begin identifying obstacles. Nurse Jalcowitz listens attentively and offers to participate in the new program. Nurse Otterman becomes disturbed by the lack of enthusiasm from Nurses Zare and Baron and begins to press them to conform and support the program.</p> <p>As or after the class watches the role-play, ask these questions: How should Nurse Otterman proceed with the change process? Should she persuade Nurses Zare and Baron to comply? How could Nurse Jalcowitz facilitate the change process? How could she hinder it? How can Nurses Zare and Baron participate in the planned change?</p> <p>What are effective strategies to implement this change? Could Lewin's change theory be used to guide this change?</p>
<p>EMOTIONAL RESPONSES TO CHANGE, p. 47</p>	<p>Discuss strategies that managers can use to provide emotional support during change.</p>	<ul style="list-style-type: none"> • Discussion Topic: What are some common emotional responses to change? Explain the sentence, "The meaning that a change has for the individual is important and influences how they view that change."
<p>EFFECTIVE CHANGE, p. 48</p>	<p>Review techniques that increase the probability of effective change.</p>	<ul style="list-style-type: none"> • Discussion Topic: What factors can leaders consider to implement effective change? • Activity: Using the scenario above, ask students to role-play an <i>effective</i> change scenario.
<p>LEADERSHIP AND CHANGE, p. 49 Leadership Roles in Change, p. 49 Leaders as Change Agents, p. 49</p>	<p>Remind students that transformational leadership is a model of leadership that embodies change. Review the roles that nurse leaders have in change.</p>	<ul style="list-style-type: none"> • Discussion Topic: Ask students why understanding change and innovation and how to manage it is an essential leadership competency for nurses. • Discussion Topic: What steps can change agents take to facilitate change?
<p>POWER AND POLITICS, p. 50</p>	<p>Discuss how power and politics affect change.</p>	<ul style="list-style-type: none"> • Discussion Topic: What political or economic factors influence change?
<p>LEADERSHIP AND MANAGEMENT IMPLICATIONS, p. 50</p>	<p>Review practices that foster learning organizations.</p>	<ul style="list-style-type: none"> • Discussion Topic: What areas are undergoing major changes in health care and nursing? (Fig. 2-2) • Discussion Topic: What future changes do you anticipate in health care and nursing?
<p>CURRENT ISSUES AND TRENDS, p. 51</p>	<p>Review the areas of change influencing health care today.</p>	<ul style="list-style-type: none"> • Discussion Topics: What trends will influence health care in the United States in the coming decades? What is the role of creativity in innovation?

IN-CLASS/ONLINE CASE STUDY

CASE STUDY

Peggy Vizente, a clinical nurse on a 57-bed internal medicine ward at a medium-sized teaching hospital in Pittsburgh, Pennsylvania, has identified a problem of wasted nursing time spent acquiring supplies for client care. Nurse Vizente begins keeping track of the time she spends locating supplies for her clients' care. She notes that at least 30 minutes per day are spent gathering supplies for clients. Nurse Vizente identifies a list of those items that she most frequently has to acquire to perform care. Systematically, she begins to develop a plan to present to her nurse manager to correct this situation. Nurse Vizente designs a nurse server—a container built into the room—to hold essential supplies. She also develops a procedure for how the supplies will be stocked and by whom. She takes her ideas to the nurse manager and proposes a change in procedure and in equipment (nurse server).

Case Study Questions

1. (a) Would you describe Nurse Vizente's proposed change as radical or systematic? (b) How would you relate her process to the concept of "organized abandonment"?

Answer: (a) Nurse Vizente's proposal could be considered both, although it fits the "radical" paradigm much more closely. It is radical in that it introduces a new product or process; but it is also systematic innovation because it resulted from her active, purposeful, and organized search for a change she desired. (b) She has used "organized abandonment" by working to eliminate an obsolete process that was no longer productive.

Rationale: (a) Innovation is a complex phenomenon that is sometimes considered a radical act, such as the introduction of a new product or process—which is just what Nurse Vizente has done. However, innovation can also involve a purposeful and systematic use of opportunity from changes that make old methods or products obsolete. In this view, any purposeful and organized search for change is the basis for systematic innovation—which is something else that we see Nurse Vizente demonstrating. (b) The term *organized abandonment* is a process of eliminating the obsolete and the no longer productive efforts of the past. A willingness to view change as an opportunity is needed.

2. This change is going to require some adjustments, of course, by not only Vizente's supervisor, but by all the nurses affected. Identify key stages they will most likely experience if they are to agree to and successfully adjust to this new system.

Answer: After learning about this new supply system (probably in a meeting), nurses will need to adjust to the idea itself and form an attitude of acceptance before they can adopt the new system. Once it is implemented, a period of adjustment will be needed, most likely followed by the group's confirmation to either use or reverse the decision to use Nurse Vizente's new system.

Rationale: The five stages of innovation-decision are as follows (as described in the text by Rogers):

1. First knowledge of an innovation's existence and functions
2. Persuasion to form an attitude toward the innovation
3. Decision to adopt or reject
4. Implementation of the new idea
5. Confirmation to reinforce or reverse the innovation decision

3. Nurse Vizente's nurse manager likes the idea and encourages her to present it at the next staff nurse meeting. She does and for the most part, it seems to be well received, with a couple of questions raised: "How can we test this out, though, before we have to say yes or no? I mean, the



container—the nurse server—has to be built in each area first, right? So what happens if we pay to have these things installed and then find that we don't like the system?" This is a valid question. Which of Rogers' five factors (for determining a successful planned change) does this nurse's question reflect?

Answer: This staff nurse's question most directly reflects Rogers' factor of trialability.

Rationale: Rogers asserts that the following five factors determine successful planned change:

1. *Relative advantage:* The degree to which the change is thought to be better than the status quo
2. *Compatibility:* The degree to which the change is compatible with existing values of the individuals or group
3. *Complexity:* The degree to which a change is perceived as difficult to use and understand
4. *Trialability:* The degree to which a change can be tested out on a limited basis
5. *Observability:* The degree to which the results of a change are visible to others