



Highways Maintenance Efficiency Programme

Creating the Culture to Deliver Toolkit

Supporting Highways Authorities in adapting ways of working to achieve success

Version 1 – September 2013



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Foreword

About the Highways Maintenance Efficiency Programme

The Highways Maintenance Efficiency Programme (HMEP) is a sector-led transformation initiative that will maximise returns from investment and deliver efficiencies in highway maintenance services. The Programme started in April 2011 with sponsorship from the Department for Transport and is intended to run until 2018.

The Programme is offering local highway practitioners benefits from different ways of working. The vision is that, over time, those involved in highways maintenance delivery, the local authorities as clients and their service providers, be they from the private or public sector, will adopt an ambitious and longer-term approach to enable them to:

- continuously find new and improved ways of delivering services to highway users and managing highways assets
- make use of collaborative partnerships to improve processes and outcomes
- deliver a sustainable balance between meeting the needs of highways users, improving quality and minimising costs.

The overall programme has been developed by the Programme Board through key personnel who support HMEP's development. This will ensure that:

- the Programme is truly being driven by what the whole sector needs and wants ('by the sector for the sector')
- the solutions identified by the sector are relevant, realistic, repeatable, scalable and sustainable
- HMEP is benefits-led, driving true transformation of the sector with tangible efficiency gains and a lasting legacy.

As a transformation initiative, HMEP is targeting the ways that Local Highway Authorities conduct their business. It invites the sector to adopt new ways of working to deliver efficiency savings through:

- **Collaboration & Change** – looking at how alliances between authorities, and clients and their providers, can be formed to deliver efficiencies in the delivery of highway maintenance services. Other projects are looking at changing business processes, for instance by applying LEAN thinking to the processes behind service delivery and how services or processes can be streamlined to realise efficiencies
- **Procurement, Contracting and Standardisation** – advising on the routes to procurement enabling authorities to determine how their current service is aligned to

current thinking and which is the best procurement option to realise their future service ambitions. It also provides the tools so that efficiencies can arise through the use of, for instance, a standardised form of contract and highway maintenance specification which is better aligned to the activities that Local Highway Authorities undertake

- **Asset Management** – by providing advice to the sector in the form of updated asset management guidance; for both a simplistic and, where appropriate, more complex life-cycle planning tool to determine whole-life asset costs, thus moving away from a reactive to a longer-term approach for maintaining highways assets; also to provide training specifically targeted at practitioners to help them move towards an asset management approach and to adopt the new HMEP guidance and tools
- **Benchmarking & Performance** – collecting, sharing and comparing performance data on customer/quality/cost to show how effective Local Highway Authorities are both in delivering value-for-money services and in driving targeted efficiencies.

Products and tools are being developed for each of these themes and are being designed to be interdependent, but complementary, so that authorities can maximise their returns on their investments.

About this Toolkit

The Toolkit

This Toolkit provides practical guidance and tips for managers and practitioners in navigating the journey of cultural change. It takes account of the experiences of London Highway Authorities and Transport for London in mobilising the London Highways Alliance Contract (LoHAC), but has been designed to have wider applicability to other highways and local government organisations and contractor organisations when approaching cultural change. The toolkit includes 'Insights' from LoHAC which aim to provide the reader with real experiences of implementing cultural change

LoHAC

The London Highways Alliance Contract (LoHAC) has been developed as a joint initiative between Transport for London (TfL) and London's boroughs, to deliver a reliable, reputable and cost-effective highways service across London with all parties working together to deliver benefits for all who live, work and visit London.

Website: www.tfl.gov.uk/corporate/projectsandschemes/27550.aspx

The structure of this document

This Toolkit is structured around 6 key cultural components described overleaf.

Section	In a nutshell ...	Practical pointers included in the Toolkit
Shared Vision	Whilst each organisation will have their own vision, a shared vision for collaborative alliances is important. This provides direction and a shared sense of purpose that all can rally behind.	7 STEP PLAN for creating a shared vision.
Communication and Engagement	When change is planned it's vital to communicate with people to ensure they understand the rationale and to keep them informed and engaged over time. Giving people information and building their understanding can help to secure their support and commitment to the change process.	4 STEP PLAN for creating a clear communications and engagement plan. Template for creating a stakeholder map
Roles and Expectations	Having clear roles and expectations provides transparency and accountability, and allows progress to be tracked and challenges to be identified. Knowing 'who's doing what?' will support change.	4 STEP PLAN for developing a structured approach to roles and responsibilities
Behaviours	Positive and constructive behaviours underpin and enable culture change. These include includes effective leadership to support cultural change, creating consistent approach, dealing with conflict and identifying successes and quick wins to reinforce desirable behaviour.	Pointers on things to consider in reinforcing success
Capability and Skills	Skills and capability are more than what we do; it is the way we do things. A combination of technical and interpersonal skills is often needed to achieve desired outcomes.	5 STEP PLAN to develop skills and capability in a structured manner.
Planning, Preparation and Readiness for Change	People must be ready, willing and able to change. It's vital to have a clear plan of action and an appreciation of 'where are we now' and 'where do we need to be'.	5 STEP PLAN for developing a change plan

The Toolkit concludes with some closing comments about cultural shift over time, and how to evaluate the extent of change. Additional resources are identified along with where to go for more information. Finally, a handful of appendices provide examples of templates used as part of LoHaC.

Introduction

What we mean by ‘culture to deliver’

‘Culture’ refers to the behaviours, values, beliefs and mindsets of people connected with an organisation that help us understand the world around us by providing norms, rules and a collective sense of identity.

The phrase ‘culture to deliver’ reflects the aspiration to create the right conditions for effective and efficient delivery of highway services, enabling financial savings and efficiencies, collaborative working and customer focused service delivery.

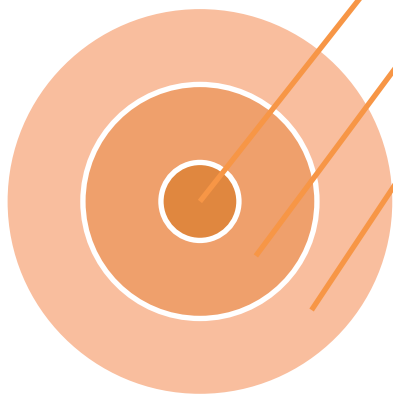
What is the ‘Culture to Deliver’ Toolkit?

It addresses the important yet elusive concept of cultural change – getting the right behaviours and ‘ways of working’ that enable effective performance and delivery.

The toolkit provides **practical guidance and tips** for managers and practitioners in navigating the journey of cultural change. It takes account of the experiences of London Highway Authorities and Transport for London in mobilising the LoHAC contract, has been designed to have wider applicability to other highways and local government organisations and contractor organisations.

When addressing change it is important to ask three fundamental questions: **WHY? HOW? and WHAT?**¹ The diagram below sets out what this means in relation to culture change.

¹ This is based on the ‘Golden Circle’ – leadership to inspire action:
http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html



Why?

- Why is change needed? – What are the underlying drivers and goals?
- Why is culture relevant and important?

How?

- How can you bring about change?
- How can culture help or hinder your organisation?

What?

- What activities and approaches can be used to bring about change?
- What tools are available to help support cultural change?

This toolkit provides insight into the ‘why’, ‘how’ and ‘what’ of cultural change, and is structured around **six key components of cultural change**:

1. Shared Vision.
2. Communication and Engagement
3. Roles and Expectations
4. Behaviours
5. Capability and Skills
6. Planning, Preparation and Readiness for Change

The **format of the toolkit** includes the following sections for each component:

+ Health Check – where are you now?

! What’s Important?

✎ How To...

👍 What Does Success Look Like?

👏 Insights from LoHAC

The six components of cultural change are interrelated and build on each other, and these are brought together in the sections entitled **Culture Shift Timescale** and **20:20 Hindsight** towards the end of the toolkit.

The final section includes signposts to additional information and resources, as well as example tools.

Aims of the 'Creating a Culture to Deliver' project

The cultural challenge associated with the implementation of major change was recognised by HMEP and those organisations participating in LoHAC (i.e. a real risk that organisations may not be suitably prepared to work together). Indeed, this was identified as the number one risk to the new framework contract in delivering potential benefits. The Culture Change Working Party (CCWP) was established to respond to and prioritise action to address this risk.

The group identified 6 principles that underpin partnership working: **Leadership; Ownership; Openness; Trust; Clarity and Honesty.**

The group also identified that the desired culture needs to:

- Be more performance driven, lean and proactive
- Include a willingness to challenge working practices for self and others
- Move away from silo working to more integrated and collaborative methods
- Actively seek out continuous improvement, for example by continually researching customer need and experience, and feeding back into the service offering.

The ultimate success of transformation change initiatives, such as LoHAC, will depend on all stakeholders taking ownership and a proactive approach to driving new ways of working and delivering the public's expectations.

Atkins was commissioned to help facilitate and enable change during the mobilisation phase for LoHAC, working with the participating London Boroughs, TfL and contractor organisations and associated stakeholders, including the compilation of this toolkit.

What do we mean by culture?

The term 'culture' refers to the behaviours, values, beliefs and mindsets of people connected with an organisation. Culture helps us understand the world around us by providing norms, rules and a collective sense of identity. It includes things like:

- The way we do things;
- What's acceptable, what's not, what gets rewarded;
- How decisions are made and who is influential; and
- Our relationships with wider society.

Given the multitude of variables involved it is not possible to control culture in a direct sense. Having said this, understanding the existing culture and knowing the aspirations for the future make it easier to shape and influence culture in a way that supports the objectives of a change programme.

Culture has a number of characteristics and traits:

- It develops **spontaneously** and **organically** based on human behaviour, attitudes and emotions;
- It **evolves** and **adapts** over time since behaviour, attitudes and emotions are not static, they are changeable;
- It is **multi-faceted** – some elements are visible and obvious, others are hidden and subconscious; and
- It can often involve **sub-cultures**, even within relatively small groups as a result of competing attitudes and behaviours.

When addressing culture change to improve organisational performance within any sector, the 'people' aspect of organisational functioning needs as much attention as the processes, structures and technologies. People and culture are the lifeblood of any organisation. Efforts to bring about change will almost always generate some reaction, with the potential to help or hinder progress. Deliberate attempts to change 'ways of working' can be trickier than other task-related change interventions.

There are, however, methods and approaches that can be used to successfully support and influence culture change.

Several factors that need to be considered include:

- The **people involved** – their wants and needs, power bases, social norms, what people see going on around them and so on;

- The **existing culture** and the preferred ways of working sought ('where are we now' and 'where do we want to be'); and
- The **catalysts for change** – for example, activities to increase the clarity of direction and roles, to develop skills or to build commitment and buy-in.

This Toolkit is structured around **6 key cultural components** described below which have been selected in partnership with LoHAC. These are central tenets of the culture change process, and have applicability to wider audiences in the highways sector.

- 1. Shared Vision** – Whilst each organisation will have their own vision, there may additionally be a shared vision for alliances or partnerships working together collaboratively, as in the case of LoHAC. Having an agreed goal provides direction, common understanding, a reference point for decision making and a shared sense of purpose that all can rally behind.
- 2. Communication and Engagement** – Good communication informs, educates, motivates and provides a call to action and is critical to prepare people for change. Engagement allows people to feel involved, understand the rationale and be clear on 'what's in it for me?'
- 3. Roles and Expectations** – Having clear roles and expectations provides transparency and accountability, and allows progress to be tracked and challenges to be identified. Knowing 'who's doing what?' will support change.
- 4. Behaviours** – Positive and constructive behaviours underpin and enable culture change. It's important to note that "perception is reality" when it comes to behaviours – i.e. psychological influences on behaviour need to be taken into account as well as logic and rational argument.
- 5. Capability and Skills** – Having an appropriate mix of hard (technical) and soft (interpersonal) skills in the right measure provides the building blocks for sustained change over time.
- 6. Planning, Preparation and Readiness for Change** – People must be ready, willing and able to change.

The diagram below provides a summary of how these components interact to contribute to creating a culture to deliver:



(i) Shared Vision

Finding the North Star...

(i) Shared Vision

Introduction

A vision is a high level statement of intent which remains relatively constant over time. It should act as a lighthouse – showing the way forward and providing a clear direction for travel.

Whilst each organisation will have their own vision, a shared vision for collaborative alliances is important. This provides direction and a shared sense of purpose that all can rally behind.

+ Health Check – where are you now?

Ask yourself...

- ✓ **Do you have a clear view of what you're aiming for?** - Makes sure you (and others) can describe the overall aim in simple language.
- ✓ **How was the vision arrived at?** - Make sure you get all relevant opinions, and people are actively engaged or involved.
- ✓ **Does everyone understand the vision and what it means for them?** - Ask questions, check understanding; give people time to think through the implications for them. Consider using branding to reinforce a sense of shared identity.
- ✓ **How do you know your stakeholders are 'bought-in' and support this vision?** - Ask for peoples' views, record what's been agreed clearly to promote accountability.

! What's important when developing a shared vision?

A shared vision is the output of collective thinking and agreement, but leadership is the face of change – people look to their leaders for guidance and example. Therefore, it is important to secure buy-in and commitment from senior level team members, as well as the broader team. A vision could be developed with a small cross-section of stakeholders and then shared more widely, or could be created within or between organisations. There are no rules, but consulting key stakeholders to ensure it meets the needs of those involved is vital.

A clearly defined vision is helpful as it:

- Ensures that there is a **common understanding** of the ‘big picture’ i.e. the strategic drivers, rationale for change and high level objectives, some of which may lay outside of the highways community;
- Creates a reference point for decision making and progress monitoring by **articulating clearly and concisely** what it is that we’re aiming for; and
- Provides a **clear sense of purpose** to harness the energy and effort of many people around a common cause – you need buy-in!

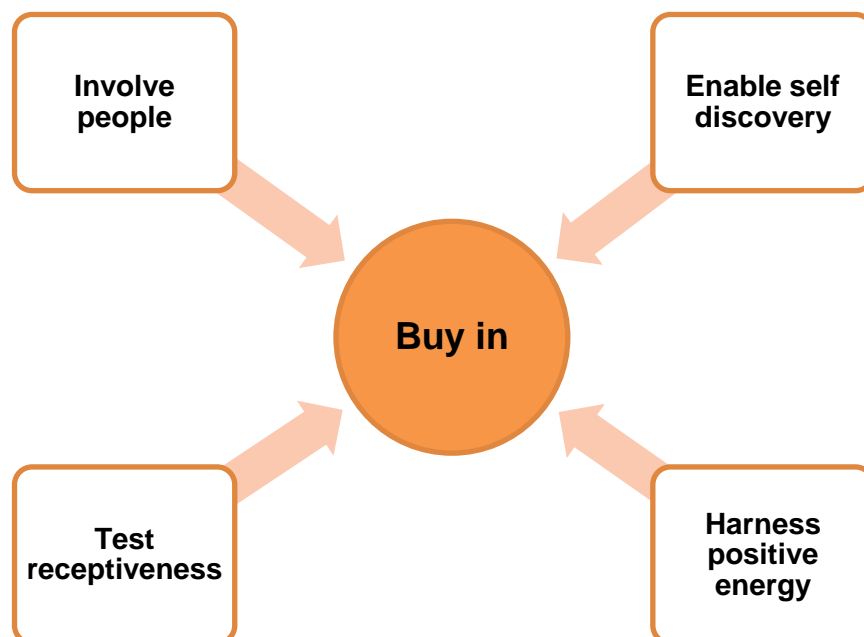
It’s important to note that:

- Top down visions with little engagement will make stakeholders feel ‘done-to’ not ‘done-with’
- Management speak doesn’t work! Use clear and simple language wherever possible

Clearly articulating what is needed or desired in the future is a vital first step in defining a programme of change. Whilst one person may be leading the change, building commitment and **active support** for a shared vision requires input from a number of people.

Involving key stakeholders can help build **ownership and commitment** for the change programme. People will more readily support change when they have been involved and engaged. Encourage stakeholders to take ownership of the outcomes and give them the opportunity to contribute ideas, share reservations, challenge decisions and **participate** in problem solving and decision making.

The diagram below shows key inputs in gaining buy-in to a vision.





Creating a Vision Statement

The following **7 STEP PLAN** provides a guide for creating a shared vision.

1. **Identify the right people to involve** – who might have ideas to contribute or a role to play in setting the direction? – do assume this should be restricted to highways and transportation practitioners.
2. **Plan and prepare for a visioning workshop** – design a session to explore issues, challenges and the end state sought. Consider holding this off-site (to minimise disruptions and stimulate creativity) and having a neutral facilitator – someone who can challenge you! Consider using Problem Analysis Tools² to understand the context. Identify activities, exercises and questions that will enable the group to consider past history and possible future states.
3. **Identify any preparatory work required** – (if needed) Consider sending out information in advance to prompt thought, discussion and allow people to collect their ideas. Encourage ‘action research’ where people actively gather further information from their part of the organisation or alliance (e.g. through interviews with colleagues or collation of metrics).
4. **Run the visioning workshop** – good practice includes encouraging full participation, openness, creativity and business focus by all attending. This might include, for example:
 - Explaining the purpose of the session
 - Asking the group to imagine what success could look like
 - Working individually, in pairs or small groups to create headlines using pictures, words, and diagrams.
 - Listening for and recording key phrases that describe the shared vision.
 - Asking clarifying questions, without evaluating or disregarding alternative views.
 - Using prioritisation techniques and/or voting to identify what’s most important.
 - Checking for agreement and consensus.
5. **Compile and consolidate ideas** – explain the business need, strategic intent, what will be different and outcomes/benefits you are all working towards clearly and succinctly:
6. **Test and validate the draft vision** – consult with key stakeholders, and encourage them to constructively challenge and test the internal coherence of the shared vision as it has been articulated.
7. **Communicate the vision** – ensure the high level statement of intent is readily accessible and actively communicated to relevant groups and individuals. Consider using branding to reinforce a sense of shared identity.

² See the Additional Resources section for further information.



What does success look like?

- A clear and compelling vision is identified
- Relevant stakeholders are actively involved (e.g. via a visioning workshop).
- A shared vision is agreed that is supported by senior leaders and the broader team.



Insights from LoHAC

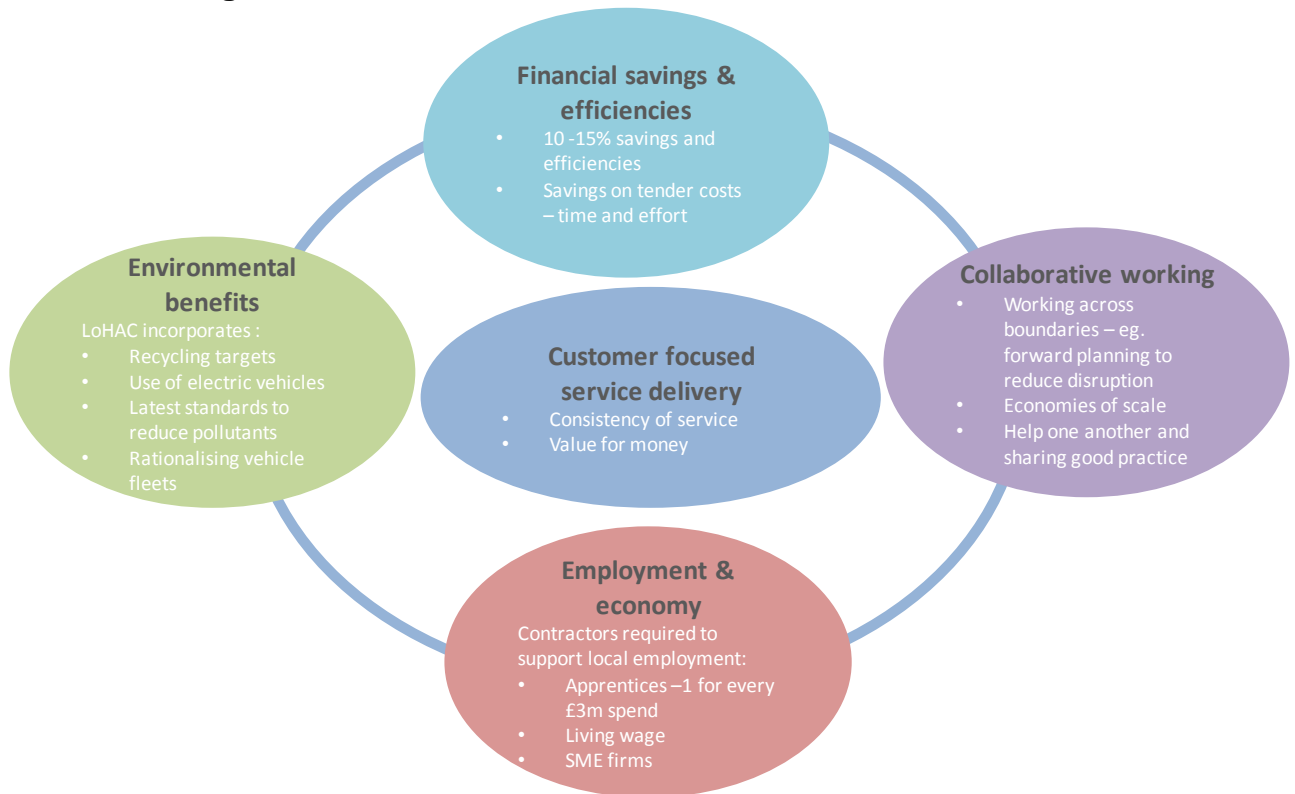
Alliance partners within LoHAC were invited to participate in a Shared Vision workshop with the following purpose:

1. To take a step back from the detail of LoHAC and focus on the big picture for the future
2. To explore and articulate joint aspirations for the alliance (goals, outcomes, benefits)
3. To identify 'hooks' for LoHAC involvement for major stakeholder groups
4. To agree a common set of principles for working together within the alliance

The output of this session included a statement of intent and a schematic diagram to highlight the main benefits.

Vision statement: To create cost effective street management, serving London's residents, businesses and visitors.

Schematic diagram:



Quotes from LoHAC partners

“

Strong political leadership is a key to developing and delivering the shared vision.

- Employer”

“

People need to understand that the relationship barriers aren't always client / contractor. The more parties there are, the more potential for disagreement there is. You have to actively sell the shared vision not just publish it.

- Contractor”

“

Don't delay getting the vision out there, it holds back collaboration and buy-in if people don't know what you're trying to achieve.

- Employer”

(ii) Communication and Engagement

Talking the talk...

(ii) Communication and Engagement

Introduction

A large number of people are inevitably involved in the delivery of a service such as highways management. When change is planned it's vital to communicate with people to ensure they understand the rationale and 'what's in it for me?', and to keep them informed and engaged over time. Giving people information and building their understanding can help to secure their support and commitment to the change process.

✦ Health Check – where are you now?

Ask yourself...

- ✓ **Are your messages about what's changing clear and consistent?** - Develop the core messages and make sure all communications reinforce these.
- ✓ **Have you identified all the people who need to be involved?** - Note down key stakeholders and their likely views and reaction. Sense-check this with others to understand different perspectives.
- ✓ **Are you encouraging people to take ownership for the change?** - Tie activities to specific people or roles in action plans, record who will do what in meeting minutes and encourage people to share their thoughts and ideas.
- ✓ **Are you communicating openly?** - Ensure two-way communication by asking for and acting on feedback, rather than pushing out messages from the centre. People can be sceptical where they feel 'lip-service' is being paid to an issue – foster genuine engagement and ensure stakeholders feel they have a voice at the table.
- ✓ **Are you communicating regularly with your stakeholders?** - Set up meetings, conference calls or regular update sessions, build in time for one-to-one meetings with key stakeholders or set up a shared area in an intranet site or discussion forum to encourage collaboration.

! What's important in communication and engagement?

It is important to recognise that there are multiple audiences and interested parties involved in the cultural change process and their support, influence and views may change over time.

Key activities to consider include:

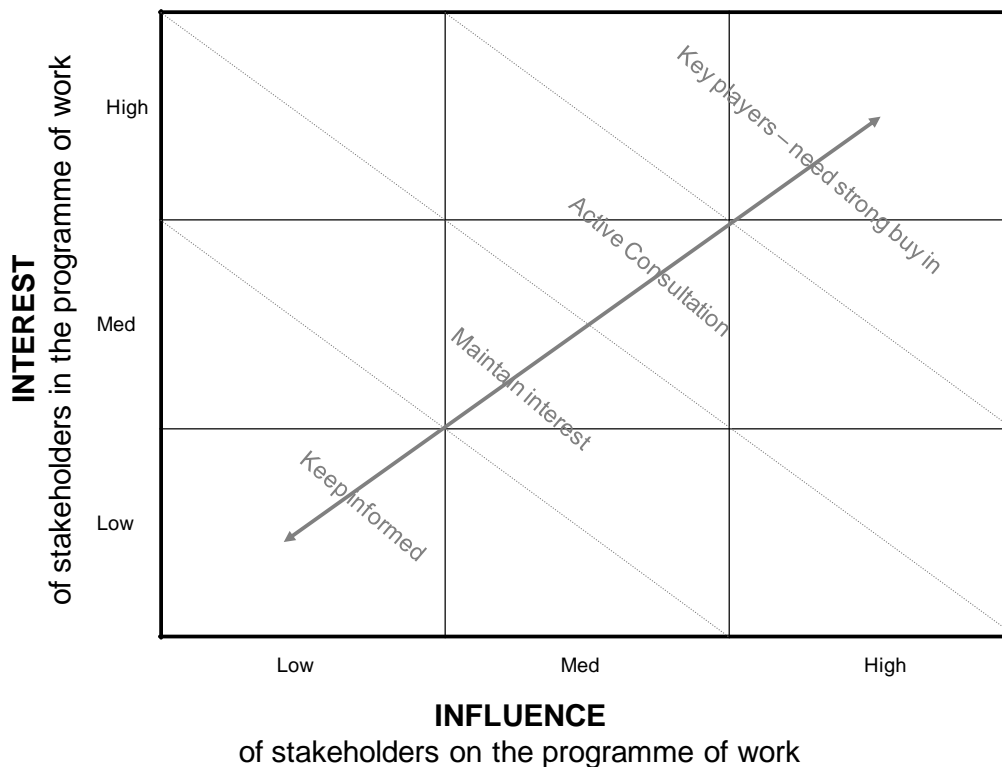
1. Identify stakeholders who you need to communicate with
2. Secure commitment, engagement and buy-in from key stakeholders
3. Identify your overall approach to communications and engagement (your strategy and plan)
4. Pay attention to internal communications

Identify stakeholders

A useful approach to identifying stakeholders is to plot them using a stakeholder mapping template (see below) in terms of their interest in and influence over the success of the change project or programme. This can help identify those stakeholders whom you need to:

- Keep informed
- Maintain their interest
- Consult actively
- Engage to ensure strong buy-in

Stakeholder Mapping: Influence / Interest Matrix



Additional steps include:

- Identify stakeholder characteristics that may impact the project – for example, poor experience of change in the past or vested interests in making the change successful
- Identify current and desired levels of stakeholder commitment for different groups.
- Assess stakeholder wants and needs (SWANS) and organisation wants and needs (OWANS) associated with the change.

Secure commitment, engagement and buy-in from key stakeholders

Experience shows that people progress further and faster when they are fully engaged with issues and have a real sense of involvement and ownership in finding a way forward. People need to know ‘what’s in it for me?’ and are often attached to, and comfortable with, current ways of working, making them more likely to resist change. Here are some actions you might want to consider:

- **Encourage stakeholders to take ownership of outcomes** and give them the opportunity to contribute ideas, share reservations, challenge decisions and participate in problem solving and decision making.
- Ensure **senior stakeholders and leaders are bought-in** to the change programme by keeping them informed and enabling them to shape the improvements (where appropriate).
- **Create an environment that supports two-way conversations.** This can be done using small working groups, which can act as a sounding board, giving a voice to stakeholders and ensuring engagement is maintained with those involved. Equally, a feedback loop could include line-management meetings, a central email address, or an ‘Ask Us’ link on an intranet site.
- **Engage the right people** – focusing attention on the ‘wrong’ people or those at the ‘wrong’ level can mean change doesn’t happen quickly or fully (i.e. key stakeholders deputising at meetings).

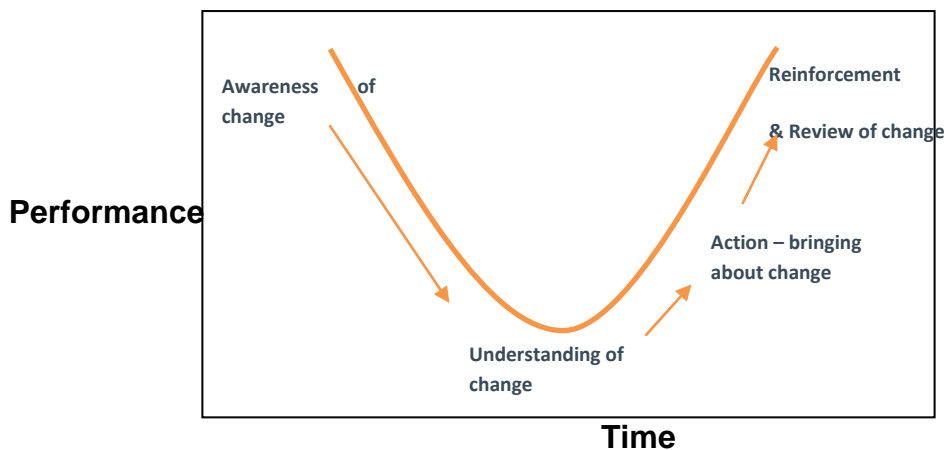
Pay attention to internal communications

Engaging people includes paying attention to things like:

- **Internal communications** – ensuring people are well informed and able to contribute their views using channels they are used to, and providing information from a source that they trust;
- **Management capability** – supporting good employee-line manager relationships, giving and receiving feedback and making sure your team have the messages they need;
- **Setting clear expectations** – providing a sense of direction and shared purpose along with clear roles and responsibilities;

- **Satisfaction and wellbeing** – paying attention to morale, motivation, commitment and watching for warning signs like cancellation of meetings, failure to complete actions or not supporting progress like they used to; and
- **Enabling people to perform** – providing people with the right skills, equipment, and support to communicate the messages and regularly engage with stakeholders.

The following diagram and table shows how people go through a change process and what approaches might be needed for them to be actively involved³:



The table below summarises the key steps in the change process with regard to communications and engagement

Awareness	If people do not feel informed about what is going on, they will tend to oppose it. Build awareness through clear internal communications. Once this has been done. Keep people informed on an ongoing basis.
Understanding	A common mistake is not paying attention to the need for people to understand the rationale for change. Sometimes it's easy to leap straight from awareness- raising activities to action, without focus on explaining the 'why' to people.
Action	This is the point at which visible changes start to become apparent. It is vital to make sure there is a feedback loop and to ensure some 'quick wins'. This helps retain support and keep people on-side.
Reinforcement and Review	Continued engagement and 'visible' support is important to sustain and embed change. This can be the most resource intensive in

³ This diagram draws on the structure of Otto Scharmer's U-Process: <http://www.presencing.com/theoryu>

	<p>the whole process.</p> <p>Things to bear in mind:</p> <p>People have their own agendas and whilst they may be keen to support the initiative, they may also have conflicting demands on their time.</p> <p>Be sensitive to what different stakeholders think of each other</p> <p>Pay attention to the issue of pace and momentum – ensure you sustain energy and commitment throughout the change, not just at the start.</p>
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Communications planning is not a one-off activity, but a process that unfolds as you progress.



Developing a communications strategy and engagement plan

The following **4 STEP PLAN** provides a guide for creating a clear communications and engagement plan.

Quick tip: a communications plan typically includes the following:

- Audience
- Objectives and key messages
- Channel
- Frequency
- Responsible owner

1. **Identify audiences and group them** – clarify the type of audience and their communications needs. This may be a stakeholder map (as previously described in this section) – a visual representation that summarises all your potential stakeholders, and starts to identify how you might communicate with them.
2. **Undertake a review of communications** – review the success of previous and existing communications in order to learn from past experience and make informed decisions about what techniques to employ. What worked, what didn't, and why?
3. **Identify core messages** – using information from the shared vision and rationale for change, identify what people will want and need to know. Ideally this should be a handful of core messages. This will form the cornerstone of all communication activities.

4. Identify suitable communication channels – communication relies on getting the right message to the right people at the right time and in a format that meets their needs. For example, it would be pointless sending emails where some of the intended recipients work outdoors without access to IT accounts! (e.g. operatives). Assess the pros and cons of different types of communication with different audiences. Options include an e-newsletter, a poster in the office, a toolbox talk, a briefing from line management, a handout that people can take away or the use of social/digital media. Consider creating a branded image as soon as possible and use it as a thread through all communications.



What does success look like?

- Mapping and understanding of relevant stakeholders by being proactive and speaking with different people
- A clear plan for engagement that is implemented and regularly reviewed.
- Sustained communication that adapts to changing context (i.e. Recognising different agendas and responding to 'what's in it for me?')



Insights from LoHAC

Culture change is about clients, providers and the supply chain working together. Communication and engagement is pivotal in making sure this works in practice.

A stakeholder analysis and map was created for mobilisation of the LoHAC contract, and various activities undertaken to keep alliance partners informed, including setting up regular forums for discussion and engagement.

Maintaining good communications with the supply chain was seen to be very important for LoHAC in order to build understanding and familiarity with the new approach. This included, for example, inviting key suppliers to meetings and events to explain first-hand what the Alliance was about from the clients' perspective and why this was important. Such events were well received and helped build mutual understanding.

Alliance partners have been encouraged to cascade information about LoHAC to their internal teams and share feedback at meetings and forums.

Quotes from LoHAC partners

“

One size does not fit all – tailor your messages for your audience.

- Employer
”

“

Keeping all the parties up to date congruently really makes a difference.

- Contractor
”

“

You have to deliver and demonstrate quick wins to maintain the engagement.

- Employer
”

“

Entering a highways office is not passing through ‘Stargate’ where common sense, reasonableness and courtesy are suspended.

- Employer
”

(iii) Roles and Expectations

We are in it together...

(iii) Roles and Expectations

Introduction

Clarity around roles and expectations is crucial in managing change and adapting 'ways of working'. Understanding how one's own role relates to the bigger picture allows individuals to understand how they contribute and what's important. Identifying and communicating 'who's who' and 'who's accountable for what' is an important part of enabling cultural change.

+ Health Check – where are you now?

Ask yourself...

- ✓ **Do people know who's doing what and who's responsible for taking decisions and actions?** - Develop and communicate structure charts (ideally with contact details and photos), role descriptions and action plans showing when activities will occur. This can be especially useful when personnel change.
- ✓ **Do people in your team understand their contribution?** – Use 1:1 meetings, appraisals and mid-year reviews to set objectives and clarify expectations.
- ✓ **Do people know what controls are in place and why?** – Use team meetings, road-shows, newsletters etc. to communicate and remind people about roles and expectations.
- ✓ **Are you making best use of formal and informal channels to build support for the change?** – Senior managers have the power to make things happen, whilst 'opinion formers' at all levels of an organisation command respect and influence peers.

! What's important in roles and expectations?

Roles and expectations need to be made clear and explicit to support change. This may mean having clear terms of reference, agreed actions and expectations or developing a diagram to visually show who does what. This can help in monitoring progress, supporting collaboration and promoting a strong sense of 'we are in it together'.

This sense of unity is promoted through the identification, understanding and acceptance of roles and expectations. This will ensure the team subscribes to the bigger organisational aim, whilst recognising 'what this means for me'. By giving everyone a voice and ensuring clearly defined roles and expectations you can strengthen the sense of identity, as well as secure buy-in and support from all levels, including senior leadership.



Clarifying Roles and Responsibilities

The following **4 STEP PLAN** provides a structured approach to clarifying roles and responsibilities.

1. Identify who's involved in leading the change

This includes:

- Sponsorship for the programme – i.e. the overarching body commissioning the change;
- Individuals tasked with planning, managing and controlling change on a day to day basis.

It may be helpful to align a programme of change with existing project and organisational governance to ensure a coordinated, efficient and effective approach.

2. Confirm governance arrangements for the change programme

Governance arrangements refer to how a programme of change is set up, managed and controlled in terms of roles and responsibilities, decision making and processes for monitoring and controlling progress. This includes:

- Groups and committees – steering groups, advisory groups, programme board;
- Terms of reference for groups – i.e. membership, frequency of meeting, kinds of decisions expected, how progress will be reported; and
- For complex changes it may be appropriate to appoint a design authority (developer of organisational structures and accountability processes) to ensure consistency.

3. Work with formal and informal influencers

- Work with leaders to ensure they demonstrate and role-model values and behaviours in action.
- Work closely with informal influencers and opinion formers to gain their buy-in, and encourage them to endorse and promote the change with their own 'networks' of contacts.

4. Identify arrangements for reporting, monitoring and control

Agree how progress be monitored over time, what measures will be used, what actions can be taken as a result, and who needs to be involved at which points. Periodically review people's roles and responsibilities to check whether these and governance arrangements are still working and/or appropriate.



What does success look like?

- Clear definition of roles and responsibilities.
- Clear governance arrangements to actively promote transparency and accountability.
- Regular review of roles and expectations, incorporating adjustments as necessary and appropriate.



Insights from LoHAC

One of the ways LoHAC generated the collaborative approach and ensured good governance was to set up Area Boards. These consist of senior representatives of every organisation in the Area, TfL, the contractor and all the Boroughs with contracts. Culture change is about clients and providers' working together, so broad membership is seen to be a crucial ingredient in building shared understanding. Facilitated by a Partnership Manager, every member has an equal vote / status, and the Boards provide a forum for sharing best practice, reviewing performance and providing a direct link to the LoHAC Board. Additionally, organisations that are considering joining LoHAC are encouraged to attend the Board to understand the collaborative nature of the contract and see how business is conducted.

“

Create champions to communicate the way things are going to be – people believe colleagues more readily than leadership.

- Employer ”

“

Set out your roles before you start, as restructuring during a collaborative approach creates confusion and delays.

- Employer ”

(iv) Behaviours
Herding cats...

(iv) Behaviours

Introduction

Fostering the right culture means paying attention to psychological and emotional factors as well as logic and rational argument. The extent to which people feel able to trust one another, be open and honest and to challenge the status quo is important, and this depends on past history, observed behaviour and receptiveness to change (both in general terms and in relation to the specific situation in hand). Past experience can affect perceptions about current and future events (either positively or negatively), and seemingly small events may be given great weight in influencing interactions

+ Health Check – where are you now?

Ask yourself...

- ✓ What has gone on in the past that might influence attitudes and behaviours in relation to the change programme? – Speak to others to understand their views on how people work together and the factors that underpin this.
- ✓ How do leaders set the tone for what is expected of others? Does their language, behaviour or stance on a given issue influence what others think? – Encourage leaders to ‘walk the talk’ in how they approach the change.
- ✓ How are you reinforcing ‘good’ behaviour? - Be sure to recognise and praise the right behaviours, and make sure this is visible to all.
- ✓ How do you deal with conflict? - Agree protocols for dealing with disagreement and work through issues rather than ‘pushing them under the carpet’
- ✓ What are you doing to build trust and openness? – Be honest about things that haven’t gone well, avoid paying ‘lip service’ to important issues, ask for advice and help from others and feed back what worked or didn’t work. Hold team events to allow people to get to know each other better.

! What’s Important?

The shared experience of people working together determines what is well regarded, considered acceptable and part of the fabric of the organisation: this is who ‘we’ are. People are affected by past experience, social norms and peer pressure. Rewarding success and reinforcing desirable behaviour can help support successful change

Leadership

Leaders have a crucial role to play in supporting behavioural and cultural change, for example through demonstrating commitment to a given course of action, and through motivating others to continue to deliver outstanding performance during periods of change. Truly great leaders focus on the ‘softer’ aspects of change as well as hard strategy, recognising the importance of interpersonal skills, relationship building, authenticity and emotional intelligence.

Key considerations in bringing about cultural change include:

- How leaders set the tone: clarifying and managing expectations
- What leaders pay attention to, measure and control
- How leaders interact and communicate with others
- How leaders react to critical incidents and events
- How leaders role model, teach and coach others
- What criteria are used to allocate rewards and status
- What criteria are used to recruit, select and promote
- How leaders support their peers who deliver other services

Creating a track record

People are like elephants – they have long memories. Apparently small factors can influence the way a person thinks and feels about another person or organisation for many years, and research shows that we place greater weight on negative information than positive. So if we were let down by an organisation in the past this can undermine our faith in their ability to do a good job, even where more recent evidence runs counter to this.

To build effective relationships it’s important to build a track record for integrity, openness and constructive behaviour. This requires a consistent approach by individuals and the organisations they represent, and a willingness to take responsibility for ones’ own actions.

Dealing with Conflict

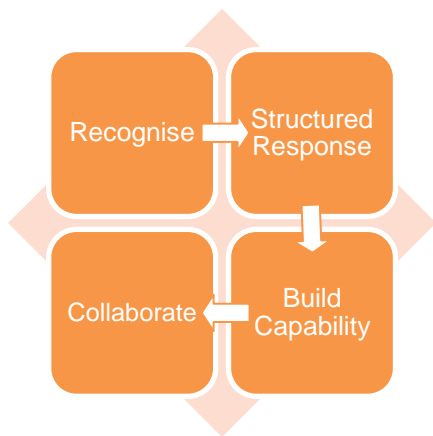
Conflict is inevitable where people come together with different interests, priorities and personalities. What’s important to understand is that conflict is not intrinsically ‘bad’ or a sign of failure – instead it simply reflects firmly held views, different interpretations or political differences. The Highways sector is no different here.

Over the contract term difficulties and disputes will occur and it’s ok to have “fierce conversations” as long as this is done constructively. It’s important not to duck contractual

responsibility, and recognise that collaboration does not mean that you give away your commercial position or depart from the contractual requirements.

Coordination of multiple activities and stakeholders with differing opinions can be challenging and; conflict needs to be given space to be discussed properly. People need to feel they can have a voice to air concerns or grievances, confirm understanding of a problem and/or ask for clarification.

A useful approach to addressing conflict is: **Recognise, Respond, Build and Work Together**



- a) **Recognise** conflict so that it can be dealt with in a professional and constructive manner. For example, have regular group meetings where people have the chance to share their views;
- b) **Respond using structured ways to deal with disagreements** – both in terms of conflict resolution strategies and escalation routes. For example, have facilitated 1-on-1 discussions to identify potential solutions.
- c) **Build capability and skills** to deal with conflict in a positive manner for future occurrences. For example, provide targeted training sessions.
- d) **Work together** to build a true sense of partnership. For example, promote an encouraging atmosphere through team building activities.

Success and Quick Wins

Celebrating small achievements can be used to reinforce and recognise the achievements and steps made towards the change objectives. Success breeds success, whereas failure can lead to a downward spiral and can be de-motivating.

Celebrating success doesn't mean waiting until everything has been completed and the change objectives reached. It's important to recognise progress along the way, quick wins and small successes, as these can build momentum and commitment to the change. Recognising and reinforcing desirable behaviour can make a lot of difference to employees' attitudes regarding change.

Things to consider

- Some stakeholders will cling to status quo and you need to provide opportunities for them to try out new ways of working and behaving in a safe environment. This might be through developing the 'ground rules' or in team activities.
- Don't try to do too much too quickly as it will alienate people.
- Conflict is not an organisational failing – it encourages debate and challenges.



How to reinforce success

The following pointers highlight key points to consider in reinforcing success.

1. **Identify milestones** and achievements to work towards:

- Select those that will be meaningful to the various people involved in the change.
- Consider using these milestones in helping to motivate people.

2. **Celebrate** quick wins and longer term gains:

- Provide simple acknowledgment or thanks to an individual or team for a job well done.
- Publicise successes in meetings, newsletters or through presenting awards.
- Reward individuals and teams with things that will motivate them.
- Report early benefits, this sheds a good light on the projects potential for further success.



What does success look like?

- Leaders set the scene for the behaviours they expect
- Consistent and genuine behaviour is seen as trustworthy
- Conflict is recognised as a normal part of organisational functioning
- Success is rewarded and reinforced, so that team members are motivated to continue and improve.



Insights from LoHAC

One of the key learning points in LoHAC regarding behaviours was the legacy of trying to unite independent London Boroughs (each with differing strategic and political needs,

customer requirements and corporate objectives) with the strategic transport authority (Transport for London). Traditionally TfL has been responsible for main route provision with very little resident / customer interaction. Consequently in the early stages of mobilisation the language used and associated behaviours were out of kilter (for example, some stakeholders were focusing on minimum disruption and delays to road users whilst others were more concerned with impact of parking restrictions and communicating with residents). Overcoming the traditional behaviours required stakeholders to refocus on the broader objectives in the shared vision in order to move forward successfully. Collaborative working often needs these behavioural misalignments to be surfaced, discussed and resolved before progress is made.

“

Recognising and acknowledging peoples' differing needs reduces the potential for combative behaviour.

- Contractor
”

(v) Capability and Skills

I think, therefore I am...

(v) **Capability and Skills**

Introduction

Skills and capability are more than what we do; it is the way we do things. A combination of technical and interpersonal skills is often needed to achieve desired outcomes – including creating a culture to deliver results. Being clear on who needs to do what in term of the skills, knowledge and experience required, and paying attention to how people learn is important. Using this information will help you to devise learning approaches and give people opportunities to develop, test out and consolidate their skills and expertise.

+ **Health Check – where are you now?**

Ask yourself...

- ✓ **Are you clear about the skills people need to work effectively?** – Think about different categories of staff, what ‘good’ looks like for each of these and how effectiveness would manifest itself in the way people work.
- ✓ **Have you identified current and future skills and capability needs?** – Think about what the organisation needs both now and in the future in terms skills.
- ✓ **Are people committed to the change?** Do you need to win ‘hearts and minds’? – Think about strategies to engage, involve and connect with people, paying attention to ‘what’s in it for me?’ and how individuals are expected to contribute.
- ✓ **Do you have a strategy for developing and maintaining the skills and capabilities needed?** – Seek advice from experts in learning and development, organisational development etc.

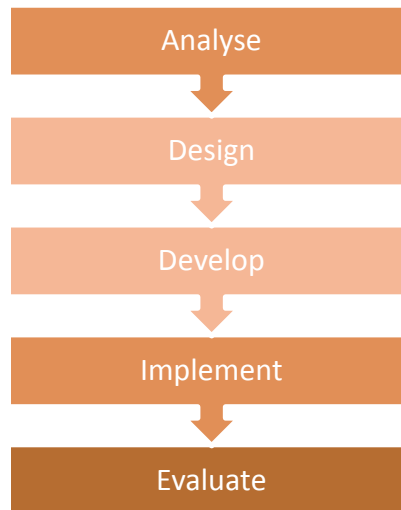
! **What’s important in capability and skills?**

Bringing about change requires that people have the underpinning skills and abilities to do what is required. This includes proficiency in cognitive abilities (thinking skills), practical application (doing skills) and interpersonal abilities (people skills).

A structured approach to identifying and developing capability and skills is advantageous when seeking to bring about change. The ‘ADDIE’ model described below (i.e. analyse, design/develop, implement and evaluate) can help in undertaking a systematic review of

what's needed.

The ADDIE model of developing skills and capability



Growth and Development

In developing your organisation's capacity to adapt to new 'ways of working', it's important to build knowledge, skills and behaviours. This might include:

1. **Exposing people to fresh challenges** – clarify what's required and why, and provide people with the support needed to acquire the skills needed.
2. **Empowering people to act** – acknowledge the expertise and insights people on the front line have and allow individuals the freedom to act (ensuring clear leadership and steerage where appropriate).
3. **Bringing in 'fresh perspectives'** – consider rotating staff or bringing in new individuals who aren't tied to 'old' ways of working.
4. **Using existing and perhaps under-utilised skills and capabilities** - don't pigeon-hole people especially where they have the potential to take on different roles.
5. **Avoiding trying to develop too much too soon, or overreacting to mistakes** - things will go wrong and learning from mistakes can be valuable in itself.
6. **Don't be afraid to 'look over the fence'** at other industries.



Taking a structured approach to developing skills and capability

The following 5 STEP PLAN (known as the ‘ADDIE’ model) provides a structured approach to developing skills and capability.

1. **Analyse Requirements** – start by working out what ultimately needs to be achieved. Think about the target audiences, behaviours needed and outcomes sought. Clarify learning objectives in terms of what people need to be able to do.
2. **Design Learning Interventions** – examine the main topic areas that need to be covered and identify the key learning points to be addressed. Consider the flow and sequencing of topics, the relative importance of issues and how much time should be allocated.
3. **Develop learning interventions** - Consider factors such as prior knowledge and experience, how people learn best, their level of motivation and interest and opportunities for practice and feedback/reinforcement. Pay attention to the application of skills and knowledge in a real life context and how to engage interest and provide a stimulating and meaningful experience for participants. Experiential learning or blended approaches can be helpful in getting people to understand first hand ‘what this means for me’. Learning interventions may be:
 - 1:1 (e.g. coaching)
 - in a small group (e.g. as part of a toolbox talk)
 - for a wider audience (e.g. a briefing session with Q&As)
 - a knowledge sharing forum (e.g. for leaders to come together to discuss real life issues they are facing)
4. **Implement or Deliver Learning** – ensure deliverers of training or briefings are suitably familiarised with the materials to be shared and understand how people learn most effectively – e.g. by breaking down content into meaningful chunks, asking questions to engage and involve the audience and reinforcing key learning points to help people remember the essence of what’s required.
5. **Evaluate Impact** – determine the extent to which skills development has had the desired impact (for example, by checking reaction or testing recall/retention via a test).



What does success look like?

- Well motivated and appropriately skilled people
- An environment where capabilities are recognised and utilised
- Learning interventions that support cultural development by integrating personal engagement and involvement with technical skills and abilities
- An organisation with the right skills, in the right measure at the right time



Insights from LoHAC

The introduction of the new contract has necessitated a range of technical training on how things work – for example, change management, compensation events, the payment mechanism, how to raise a task order and what happens where there is a disagreement. Care and attention has been given in making sure information is conveyed in a way that is meaningful, engaging and supports cultural change – for example, how sessions are structured or how to ensure people make the connection to what they need to do on a day to day basis. The sessions were also used as an opportunity to reinforce the shared vision, using consistent messages to introduce major topic areas.

Joint development, delivery and attendance at training was considered essential, and paid dividends in building shared understanding

Alongside this, the skills and capability of leaders is are being developed through Leadership Forum events, where real life issues are brought to the table and through collaboration, exploration and discussion key stakeholders have the opportunity to identify potential solutions or fresh ways of looking at a problem.

“

Knowing what people need to do that's different, without this people do the same thing as before and try to make it fit.

- Employer ”

“

Involve the contractor early to support the resourcing and move forward.

- Employer ”

(vi) Planning, Preparation and Readiness for Change

The devil is in the detail...

(vi) Planning, Preparation and Readiness for Change

Introduction

When changing ways of working it's vital to have a clear plan of action and an appreciation of 'where are we now' and 'where do we need to be'. Whilst culture isn't something you can control directly, you can plan, enable and influence it through good planning. Build in flexibility to address and deal with emergent issues – there will inevitably be issues that arise that need attention!

+ Health Check – where are you now?

Ask yourself...

- ✓ **Do you have a plan for changing the way people work?** –Think about what building blocks need to be put in place and how you will orchestrate the move to new and different 'ways of working'.
- ✓ **How big is the gap between 'where you are now' and 'where you need to be'?** – Take time to understand this and take account of how ready, willing and able people are to make this change
- ✓ **What is the impact of the change for different stakeholders?** - Identify the impact of change on different groups and consider testing this with colleagues to validate your observations.
- ✓ **Are you and your stakeholders ready for change?** - A change/cultural readiness assessment can help understand where the areas for further attention or opportunities are
- ✓ **Is your plan fit for purpose? How flexible is your plan?** – Continually review your plan and make adjustments where needed.

! What's important in planning, preparation and readiness for change?

Planning is about understanding what the drivers for change are, what the benefits are, and what actions are needed to take people with you. It's important to take into account risks and issues around all of the cultural components outlined previously – shared vision, communication and engagement, roles and expectations, behaviours, and capability and skills.

A change plan provides a practical map for the daily activities needed to make progress towards the strategic objectives identified, including how, when and who is responsible for activities.

Understanding the impact and implications of changing 'ways of working' is important to 'iron out' potential difficulties before they occur and to fine tune the change plan accordingly. This includes the impact on:

- People
- Technological capabilities
- Operation of processes
- Coherence of business objectives

The saying '**the devil is in the detail**' holds true here – sometimes high level intentions do not easily or acceptably translate into workable solutions, or interactions between aspects within a system can create new challenges. Before launching into the implementation of new ways of working it's helpful to 'test the water' to understand the challenges that may arise further along the journey and adjust the approach taken. This might include:

- Undertaking user testing to check acceptance;
- Piloting a strand of work with a limited area of the organisation; and/or
- Undertaking a change/cultural readiness assessment to highlight aspects that require additional attention.

It is also important to actively manage the pre-, during and post- aspects of a change.

Examples of the kinds of actions you might take include:

- **Pre-transition:** communications with stakeholders, piloting, training of staff, countdown to the change, regular messaging about what's happening next.
- **During the transition:** 'floor walking', 'drop in' surgeries, daily or weekly de-briefs, regular capture of feedback to tackle emergent issues or opportunities.
- **After the transition:** publicise quick wins, phase out old systems or structures that undermine the vision, feedback what happened and what success looks like.

And finally, it is crucial to sustain support for change over time until it is embedded. Resist the temptation to stop all support and guidance immediately after the change has happened. To truly realise the benefits will often require concerted effort to ensure the change is embedded and self sustaining.



Developing a Change Plan

The following **5 STEP PLAN** provides a map for developing a change plan that outlines roles, expectations and channels of accountability.

1. **Undertake a cultural readiness assessment⁴**
Annex 1 gives an example of the cultural readiness assessment used by LoHAC. This can be adapted for your own purposes. The aim is to understand more about how the change will impact and where opportunities might lie.
2. **Identify what is needed to move from A to B** – identify the desired results and tools required to achieve these results e.g. a communications plan, delivery of training.
3. **Create a schedule and identify milestones** – map out what needs to happen and when in the short, medium and long term. Identify outputs, deliverables, dependencies and how these all fit together. Identify milestones. Make sure you know who is responsible for delivering each of these.
4. **Identify risks and issues** – take into account challenges that may arise regarding resourcing, communication and engagement, and behaviour and stakeholder consensus, and ensure that proper mitigating steps are in place to backstop these hurdles.
5. **Create a coherent change plan⁵** – programmes of change are most successful when there is a clear view of the desired outcomes or benefits sought and a strong effort to bring these about. A benefit is a measurable improvement in performance that supports an organisation’s strategic goals. This can be a ‘hard’ cashable benefit or ‘soft’ improvement to the business. The identification, tracking and achievement of benefits continue throughout the change process and after it has formally closed.



What does success look like?

- A formal ‘change plan’ that outlines the planning activities required to assess overall change readiness (a living document to be reviewed throughout the change process), which has buy-in and support from all key stakeholders.

⁴ See Annex 1 for a Change Readiness Questionnaire Template used by LoHAC

⁵ See Annex 2 for a Timeline and/or Gantt chart template used by LoHAC



Insights from LoHAC

Before the tender stage for LoHAC, an Industry Sounding Board (ISB) for cultural change was formed from the contractors who expressed an interest in bidding for the work. This provided an opportunity to exchange views with the industry and identify the key elements of cultural change.

A cultural readiness assessment survey was designed and rolled-out to participating organisations (London Boroughs and TfL) at a series of workshops. Initial findings were captured during mobilisation. Results were fed back to each organisation as a spur for action planning, and collated to identify overarching priorities for cultural development.

The use of a cultural readiness assessment provides a valuable tool in measuring progress over time, and will allow Alliance partners to reflect on the journey travelled and that yet to be undertaken.

The early sharing of plans and programmes was seen as crucial in building collaborative working and establishing joint teams.

Quotes from LoHAC participants:

“

It will start on day one, but the culture won't be there straight away...we have to keep at it to achieve the true Culture to Deliver.

- Employer
”

“

The more you can plan forward, the better the response to those plans will be.

- Contractor
”

“

Collaboration comes from understanding and engaging with what others are doing as well as you; this requires sharing of plans and information.

- Contractor
”

Culture Shift Over Time

The 'culture to deliver' toolkit includes practical advice and guidance and is designed as a springboard for cultural development. Ultimately success will require understanding, commitment and willingness from all parties involved to start this journey and sustain it over the short, medium and longer term.

It's important to note that culture shift and adaptation to new ways of working is not something that can be changed overnight. Cultural development will take time to bed in and become ingrained, hence benefits may not be fully apparent for some months or even years. As in the case of LoHAC, a long term contract commitment may be needed to really make this work and justify the investment.

Creating and sustaining a culture to deliver: some closing comments:

1. Culture change requires a long term perspective and acknowledgement of the multitude of variables and stakeholders inevitably involved.
2. Timescales for change depend on your starting point – how long it takes and how easy it is to bring about cultural development is contingent on where people are starting from and the readiness to change of those involved.
3. Culture change is not something you do, it is something you live. Progress and success depends on the people involved, and the challenges and opportunities faced.
4. Having a clearly defined shared vision will help provide direction and focus.
5. As a leader of cultural change you regularly need to 'oil the cogs' – this means maintaining focus and providing support over the longer term

“

At every stage ask: 'how does this make the area a better place to live?'

- Employer ”

“

Embrace the change, prepare for the new way, not everything will work the same!

- Employer ”

20:20 Hindsight

As emphasised throughout this Toolkit, it is important to view culture change as an iterative process that grows, develops, improves and adapts in relation to the six cultural components outlined here. Accordingly, it is important to capture learning to identify both progress and challenges. This learning can then be applied to support future activity and ensure new ways of working are sustained.

There are a number of ways of determining the progress made in culture change, taking account of both quantitative and qualitative measures. Review of cultural performance will allow actions to be prioritised, targets to be set and improvements to be monitored in a structured and pragmatic manner. Information can be gathered using some or all of the following approaches:

- **Feedback** from the stakeholder working groups, for example via focus groups, interviews and short questionnaires.
- **Other survey data for example**, staff survey questionnaires, safety culture survey scores.
- **Self-assessment and peer review activities** with teams and groups (for example, observation of behaviours demonstrated during meetings).
- **Competency framework performance checks** for example, through review of appraisal documentation.
- **Corrective Action Reports** indicating desirable or undesirable behaviours.
- **Periodic self assessment** – look back occasionally to see where you've come from

In measuring cultural performance it is important to cover the full spectrum of stakeholders, and use this to inform actions taken to shape organisational culture.

“

Our engineers were very price / quality focussed – we had to work at the collaborative and people skills.

- Employer”

“

TUPE can limit contractor engagement early on in a process this needs to be factored in to avoid delay or disappointment.

- Contractor”

Additional Resources

Problem Analysis Tools

Problem analysis tools can be used investigate, clarify and weigh up internal and external challenges and solutions. They can help to explain important factors in managing change, and provide a structured approach to exploring the what, why and how. Examples include:

- **SWOT analysis:** Strengths, Weaknesses, Opportunities and Threats
- **PESTLE analysis:** Political, Economical, Social, Technological, Legal and Environmental

These tools use brainstorming to identify and evaluate pertinent factors in the internal and external environment. Follow up work can be done to assess the likelihood, impact and potential responses.

Problem analysis tools should be used as and when required. Often they work best when inputs from a number of key players are pooled or generated from different perspectives, for example running a workshop session to explore an issue. Remember: start with divergent thinking (to generate ideas) then move to convergent thinking (to narrow down options).

For more information on HMEP please go to:

<http://www.dft.gov.uk/hmep/>

Additional HMEP efficiency options and toolkits can be found at:

<http://www.dft.gov.uk/hmep/efficiency/index.php>

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Transport for London

London Boroughs

Contractor organisations

- CVU (a joint venture between Colas, Volker Highways and URS)
- Ringway/Jacobs
- Conway Aecom (joint venture)
- Enterprise Mouchel

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Annex 1: Cultural Readiness Assessment

About this readiness assessment

This short survey has been designed to capture information from partner organisations on their current (prevailing) culture and readiness collaborative working. It will be used to ‘take the pulse’ of the organisation in order to identify priorities and areas for development as an input for forward planning.

Your organisation:	
Completed by:	

Section 1: Statements for you to rate

Please rate the following statements on the 5 point scale using the following descriptors

- Level 1: No activity at present
- Level 2: Some or limited activity
- Level 3: In development
- Level 4: Fully in place
- Level 5: Culturally optimised

	1	2	3	4	5
Vision, direction and leadership (LEADERSHIP)					
There is a genuine commitment from the top to collaborative working within our organisation					
The impact and benefits of collaborative working are known and understood at an <u>organisational</u> level					
The impact and benefits of collaborative working are known and understood at an <u>operational</u> level					
We endorse the shared vision for collaborative working					
Communication and engagement					

The aims and intentions behind collaborative working are known and understood					
People are generally supportive of collaborative working as a new way of working					
People in the organisation are prepared for the broader range of interactions in relation to collaborative working					
The organisation has developed systems to support communication & engagement with partner organisations					
	1	2	3	4	5
Roles and expectations (CLARITY, OWNERSHIP)					
Roles in delivering collaborative working are clear and understood					
. Expectations of individuals and teams are clearly stated and reinforced					
. There is an appetite to be proactive and take ownership for collaborative working					
. There is a process for decision making in relation to collaborative working					
Behaviours underpinning collaboration (OPENNESS, HONESTY, TRUST)					
. There is a willingness to challenge working practices and look to new ways of doing things					
. Working across organisational boundaries is seen to be desirable and likely to lead to valuable outcomes					
. People have confidence and trust in colleagues in <u>client organisations</u> within the partner organisations					
. People have confidence and trust in colleagues in <u>supplier organisations</u> within the partner organisations					
Planning and preparation					
. We have a good understanding of how we will be involved in collaborative working over the next 3 – 6 months					
. We have an appropriately detailed plan of action to coordinate activity at a local level					

. We have designated people in key roles for the delivery of our plan					
. The plan is communicated to all levels of the organisation and is understood by key stakeholders					
Capability and Readiness					
. People are equipped with the interpersonal/collaborative skills and experience to work collaboratively					
. People are equipped with the technical skills and experience to work collaboratively					
. We have identified the personnel who will need training / development					
. We have considered the range of training / development we may require					

Section 2: Training and Skills Readiness

This section seeks your current understanding around the range, nature and potential uptake for the proposed skills training around collaborative working.

- a. Using the space below please identify any **topic areas for training and knowledge sharing** you have identified in your organisation to date:

- b. Using the table below please indicate the **number and level of personnel** who may require development.

Topics requiring training	Decision Makers	Senior Managers	Officers

Section 3: Your comments and suggestions

Please use the space below to add any thoughts, comments or further suggestions relating to collaborative working and the topics covered in this survey

Thank you for taking the time to complete this cultural readiness assessment.

Your input is appreciated!

Annex 2: Change Plan Template

Cultural Readiness Assessment

Part A: Timeline or Gantt chart

Your organisation:	
Completed by:	

Please use the grid below to map out the activities and milestones to be completed by your organisation in the lead-up to and immediately after collaborative working commencing.

Activities & milestones	November	December	January	February	March	April	May	June

Cultural Readiness Assessment

Part B: Forward Plan

Your organisation:	
Completed by:	

Please use the forward plan template below to record what needs to be done and by whom in the lead-up to and immediately after collaborative working commencing.

Action needed	What will it entail? (task breakdown)	Who's involved?	When by?