

Genetics and Newborn Hearing Unit  
“Effectively Managing Change Worksheet”

1. Define the change effort and your role in it.
  - Assess Unit functioning and identify strengths, challenges, and develop a set of proposed functions to address Branch organizational changes;
  - Work with the Branch Head and Branch Management Team to provide feedback and develop and finalize changes direction for the Unit within the organizational parameters;
  - Inform, actively involve and lead staff members in the Unit to positively address organizational changes;
  - Proactively address problems or concerns of the process;
  
2. What are the organization’s expectations of this change effort?
  - Clearly define the role of the unit through the use of a logic model process and apply to individual unit members work plans, contracts and grants;
  - Provide feedback on progress and problems;
  - Identify needed support, training and/or information;
  - Develop a statewide genetic services plan;
  - Negotiate with key stakeholders internal to the Branch (Specialized Services Unit staff, Best Practices, Operations and Health and Wellness) internal to the Section (Women’s Health, Early Intervention and Nutrition Branches) and external partners (medical geneticists, genetic counselors, NC Pediatric Society, Academy of Family Physicians, Division of Medical Assistance, advisory boards).
  - Strengthen internal and external working relationships;
  - Identify program evaluation model to measure effectiveness of services;
  - Communicate clearly with internal staff and other partners.
  
3. What are your expectations of this change effort?
  - Clearly defined goals, objectives and activities with associated evaluative models.
  - Initial and periodic concern from staff and partners during this process;
  - Increase in support and training;
  - Increased communication and discussion;
  - Clarification of resources devoted to the changes in structure and service delivery;
  - Greater interaction and collaboration across the Branch;
  - Unexpected challenges;

4. Expected concerns from Conservers, Pragmatists and Originators

Conservers	Pragmatists	Originators
Initial resistance to changes	Concern about disagreements among staff	Change will take some time and effort –may become impatient
Difficulty seeing the larger	May be slow to buy in	Logic models are detailed-

vision		may be a problem to involve them sufficiently
May slow process down	May not express their opinions-will have to make sure they are involved	May not be willing to listen to others ideas and concerns
More critical—will take encouragement and patience	May not be as positive in accomplishing objectives if others are resisting	
May focus too much on details	May not be as action oriented as needed	

#### 5. How can you assist each of the Change Styles with these concerns?

Conservers	Pragmatists	Originators
Listen to concerns and jointly list positives	Team with positive staff member	Identify successes
List pertinent facts and details	Ask leading questions about their opinion on the various issues	Focus on the desired outcomes
Discuss impact of decisions	Identify specific questions for them to address	Lead the group by establishing clear parameters about desired outcomes and process
Set specific timelines for activities	List perceived strengths and weaknesses	
Focus on desired outcomes	Set timelines for activities	

#### 6. Strengths of Change Styles—Plan to use “Now Discover Your Strengths” to provide best match of strengths and leads for different activities we need to accomplish in this effort.

- Conservers -- details, stay on task, keep others working within the structure, identify consequences of change in relation to process, efficient.
- Pragmatists-- encourage compromise, focus on practicality, work with all types of personalities, mediation, cooperative.
- Originators—broad thinkers, good discussions, innovative, energetic.

#### 7. Specific Contributions and Challenges of Individuals

- PL-
  - Very detailed; knowledgeable about processes of screening and follow-up procedures; knows what we have to “keep”; Positive and considerate
  - Learning curve, expanding the vision
- DL
  - Explores various possibilities; participatory
  - Persistent if disagrees; will need to keep positive focus; confuses details

- LL
  - Very knowledgeable about procedures; strong clinical skills; strong opinions; follows through well.
  - Heavy learning curve needed on planning; need to broaden perspective; encouragement to consider others ideas; increase flexibility.
- FM
  - Detail focus; strong clinical skills; knowledgeable about system; strong opinions; strong influence on others.
  - Conservative in scope; increase flexibility; narrow focus.
- CJ
  - Strong leadership skills; very positive; provides clear direction; sets realistic parameters and expectations in team projects; influential; systems thinker; broad perspective; listens well; garners high level of respect.
  - Cautious; workload affects meeting deadlines.
- RJ
  - Sees big picture; strong leader; very positive; strong group influence; very knowledgeable; systems thinker; meets deadlines; moves group discussion forward; strong data skills.
  - Processes verbally; limited time availability.
- Contractors
  - Strong clinical skills; familiar with infrastructure; invested; caring.
  - Resistant to change; political leverage; limited time availability; limited flexibility.