



LDIS

A TOOLKIT FOR CHANGE

LEARN

DESIGN

IMPLEMENT

SUSTAIN

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PART 1 – INTRODUCTION

A PROCESS FOR CHANGE

Studies have shown that having a structured and repeatable process of change greatly increases the success of the change, not just in terms of the technical processes and logistics, but also by increasing the number of people who adopt the change and operate in different ways.

A repeatable change process:

- Provides a common language and understanding to develop and communicate change
- Reduces uncertainty, and builds trust and confidence
- Provides consistency and predictability in an environment on change
- Produces better, more reliable results
- Increases both the speed and level of buy-in by drawing on existing knowledge, and making people part of the change process
- Increases the overall level of participation and use of new process, tools and ways of doing things
- Increases performance in the new environment

The LEARN-DESIGN-IMPLEMENT-SUSTAIN (LDIS) methodology provides the agreed framework for ongoing changes in The Salvation Army.

This toolkit provides guidance and resources for change. It can be used in two ways:

1. As a toolkit for smaller-scale changes
Where a relatively small change is planned, this toolkit provides the framework and tools that can be used by the leader of the change to ensure that the change happens according to the agreed LDIS framework and activities.
Each tool will provide the necessary information to allow the leader to manage the change with little or no external support.
2. As a framework for more extensive change
Where changes are more extensive or organisation-wide changes, this toolkit provides a framework for activities. It is to be expected that expertise in change management and other support will be required to undertake the activities successfully.

WHAT IS THE LDIS PROCESS?

LDIS (Learn-Design-Implement-Sustain) is a 4-stage approach to planning and implementing changes (see Diagram 2 below).

The LEARN stage is characterised by seeking to understand what currently exists, but more importantly what is needed into the future. Consultation takes place at all levels (leaders, departments, frontline and end users), which ensures a more appropriate design and better adoption of the change once implemented.

The DESIGN stage is where all the learning is used to develop one or more possible designs with detailed concepts, structures and processes. Again this is not done in isolation, but includes ongoing discussion and validation of designs to ensure agreement and adoption at every level.

The IMPLEMENT stage is where the planned change becomes reality. Ongoing activities take place to ensure its success, including monitoring, assessment, rapid improvement cycles and refinement, until the change has been fully adopted and operating effectively.

The SUSTAIN stage is where the change is finalised and reinforced. Activities are undertaken to ensure people don't return to the old way of doing things, including positive reinforcement and structural reinforcement. While monitoring and assessment will always be ongoing, the sustain stage is complete once it is felt that the original objectives have been met. Where further changes are required that are outside of the original scope, these would be undertaken by the commencement of a new LDIS process.

HOW WILL THE SALVATION ARMY USE LDIS?

The LDIS repeatable process should be used as a framework for all change undertaken in The Salvation Army. The level of use is dependent upon the size and scope of the change. The LDIS repeatable process is scalable. This means that it can be scaled down to use for small change projects, and scaled up to guide major organisation-wide changes.

For smaller changes (for example within one department, or within a limited scope or size), this manual can be used as a how-to guide. Following the steps and using the linked tools will support a leader in making effective changes. Using the LDIS framework also means that the wider organisation has an agreed language and process, and can therefore understand what is happening and participate co-operatively.

For complex, organisation-wide changes, a range of expertise and support will be required. This may include:

- Strategic change management
- Change management practitioners
- Communications planning
- Group facilitators
- Change coaches
- Project management support
- Business analysts
- Trainers

The LDIS repeatable process is one component of the change process. It should be used in conjunction with other change activities, including a change management methodology such as Prosci® (ADKAR), which focuses on the people side of change. Studies over the past decade have shown that change projects which use effective change management processes and tools have a much higher probability of achieving their objectives, getting people to embrace the change, finishing on time and staying on budget.

Change management is the process, tools and techniques that guide people through the change process. It involves:

1. Understanding how an individual goes through change (ADKAR), and
2. Utilising the organisational tools available to support that transition (such as communication, engagement, sponsorship, coaching, training etc)

Prosci's® ADKAR methodology (see Diagram 1 below) is a 5-stage tool that helps leaders support people through change to the new way of operating, and is an essential part of the change management approach.

Diagram 1:
Prosci's
ADKAR model



Further details of how to use the ADKAR model are provided in the 'ADKAR Concepts' document

[\[Refer to Appendix 1: 'ADKAR concepts' document\]](#)

Diagram 2:
The LDIS
Repeatable
Change
Process

While individuals will move through the 5 stages at different rates, at an organisational level, support processes for these stages are strongly aligned with the LDIS process.

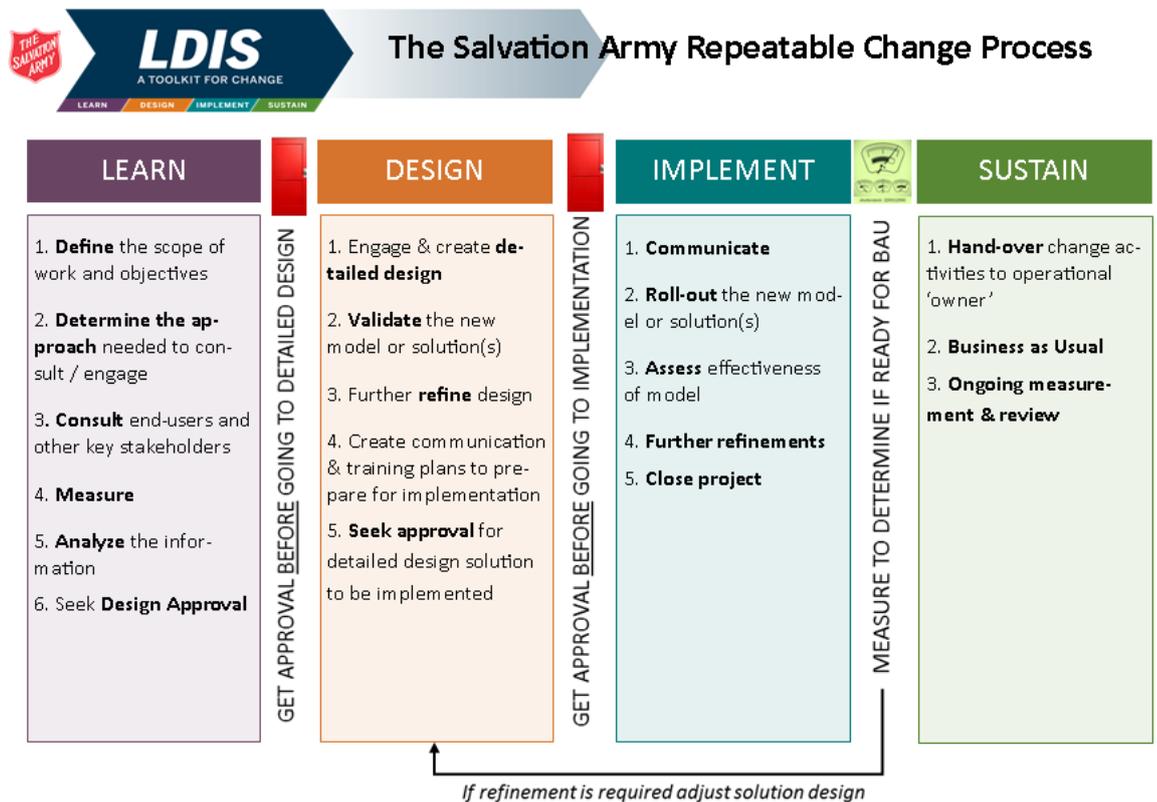


Diagram 3 below shows a typical alignment of these 2 change processes:

Approval Gates

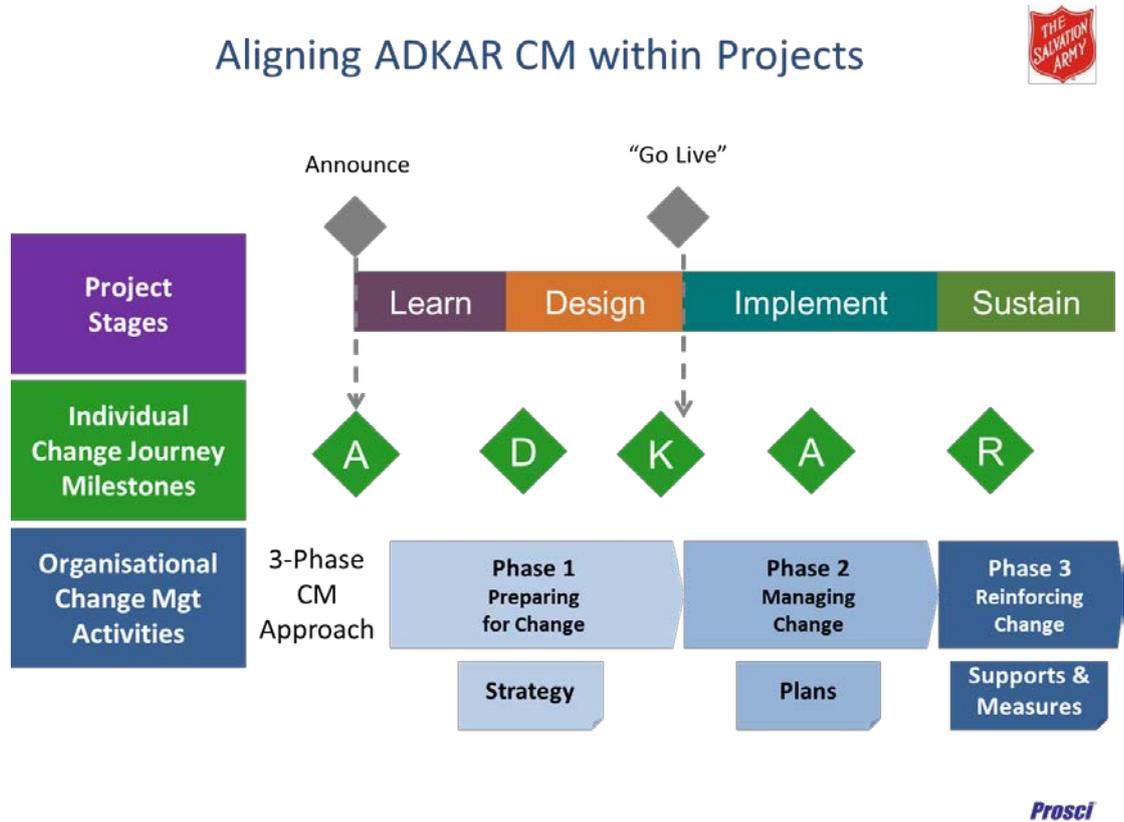
It is important to note the 'approval gates' in the above diagram. To ensure organisational approval, each stage of the LDIS process should commence with approval from the relevant authority to proceed to the next stage. Checklists are provided at the end of each stage, giving details of what needs to be completed in each stage to be ready for submission for approval. Approval is necessary to ensure:

1. Leadership agreement and approval for activities to be undertaken, and

- appropriate governance activities to be adhered to
- 2. The ability to engage stakeholders in consultation activities
- 3. Release of the necessary resources
- 4. Organisational compliance

Moving into the next stage without receiving approval to proceed will reduce the effectiveness of the change.

Diagram 3:
Alignment of
change
activities



While individuals will move through the 5 stages at different rates, at an organisational level, change management support processes for these stages are strongly aligned with the LDIS process (see Diagram 3 above).

For example, it is important that:

- Awareness building activities occur early in the process, so that people understand what will take place and why.
- Knowledge building activities take place immediately prior to the commencement of the implement phase, so that people know how to operate in the new way (if knowledge building activities such as training occur too early, people tend to forget how to operate in the new way by the time the change is implemented).
- Ability-building activities will take place over the life of the IMPLEMENTATION phase, to ensure that people move from knowing what needs to happen in the new way, to demonstrating the practical skills required of them.

PART 2 – LDIS: A PRACTICAL GUIDE

Learn Stage

In the LEARN stage it is critical to start from the position of intentional listening where a rush to solutions is resisted.

To LEARN properly, it is important to invest significant amounts of time into this stage. While it is natural to want to move into DESIGN quickly, it is important to resist this so that the consultation can give a broad and detailed picture of both the current state and of the perceived need, thus revealing possibilities for improved future design.

The primary question to ask in the LEARN stage is “What do you need?” and to then focus on understanding each perspective, rather than trying to get consensus.

Define

1. **Define the scope** of work and determine the high level objectives and outcomes
[\[Complete the Work Brief \(scoping\) template\]](#)
-

Determine the approach

2. **Determine the approach** needed to consult / engage
 - a. Identify the key stakeholders and engage at three levels of consultation:
 - i. Sponsors (to ensure the project is in line with territorial objectives)
 - ii. End-users/clients (the person who is served or a user of the service/initiative)
 - iii. Stakeholders/workers (managers, officer and employee representatives who do the work, who can offer practical insights into how it currently happens, and how it could be improved)
 - b. Determine approach needed to engage: Focus groups, one-on-one meetings, surveys, phone calls, etc.
[\[Complete the Engagement approach template here\]](#)
-

Consult

3. **Consult** end-users and other key stakeholders using the engagement approach template. The focus of consultation should be on seeking to understand the needs from different perspectives. The primary question to ask in this stage is ‘what does each stakeholder group need to function well?’.
 - a. Consultation will involve a series of focus groups and other engagements, where stakeholder groups share what is needed from their perspective. The learnings from this group should be recorded, and written as a series of learnings with possible design principles to be used in the DESIGN stage.
 - b. A significant part of consultation activities should include the opportunity to dream about what could be, and to be innovative in thinking and planning. Make sure to build this into your engagement plan. The purpose of dreaming is to set aside what currently is, and dream about what could be. Use the dreaming template to help guide this activity.
[\[Refer to the Dreaming guidelines template\]](#)
-

Measure**4. Measure**

- a. Define and conduct baseline measurements: Identify high-level measures that will be used to determine if the objectives are met and changes are successful
The measure should correlate with the goals/objectives identified in Step 1 Work Brief (scope) document.
-

Analyse**5. Analyse the information**

- a. **Analyse** information to understand its implications and to draw out design principles that will be applied in the DESIGN stage.
This is a critical step in ensuring that the information you have gathered is used correctly to inform the DESIGN stage activities.
 - b. Complete the Analysis template to ensure that the LEARNing you have gathered in this stage can be used to inform the design.
[\[Complete the Analysis template\]](#)
 - c. When trying to overcome an issue or make improvements to an existing structure or process, it is important to understand the root cause rather than focusing on downstream symptoms. It may be helpful to use the Root Cause Analysis template to help you ensure you identify the underlying issue(s) and are not focusing on a symptom or consequential issue.
Root cause analysis is more usually performed in the IMPLEMENTATION stage when overcoming an unresolved issue, but may also be useful in the LEARN stage
[\[Consider using the IMPLEMENTATION stage Root Cause Analysis template\]](#)
-

Learn Approval**6. Seek Design Approval**

- a. Ensure all LEARN stage activities are complete using the checklist below
[\[Complete the LEARN stage checklist here – are we ready to proceed to DESIGN stage?\]](#)
 - b. Prepare a LEARN stage brief outlining all learn activities, and providing design principles as a result of LEARN activities.
 - c. Seek approval to proceed to the DESIGN stage
-

Design Stage

In this approach the details of the design need to be based on information gathered through people-focused consultations. The conversations will have involved intentionally listening to a variety of informed voices (especially including the front-line and those who are the “end users”, client or recipient of the service or system). To achieve this, good design includes a solid change management approach and implementation plan that focuses on establishing regular opportunities for two-way communications

Create Detailed Design

1. Create **detailed design** involving key stakeholders, based on the solutions identified in the learn stage
 - a. Use the design principles identified from the analysis in the LEARN phase to provide the framework for the design or design options.
 - b. Gather a group of people who can help synthesise and interpret the LEARN data. The group doesn't need to represent all stakeholders (this was done in the LEARN stage). This should be a group of people who are skilled at understanding and interpreting data, and creating models from the data and design principles that will meet the needs of all stakeholder groups.
 - i. This should be a small group of no more than four to six people, which will allow all members to take an active role, and keep the process streamlined
 - c. Discuss and detail / model solution options
 - i. Where a number of designs could meet the design principles, it may be preferable to create two or three design options rather than one design. The preferred option will likely become obvious in the validation activities in step 2, and saves going back to the drawing board if one design is not received well.
 - d. As in the LEARN stage, a significant part of the DESIGN process should be the opportunity to dream about what could be, and to be innovative in thinking and planning, using the design principles that were gathered in the LEARN stage
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Validate

2. **Validate** the new model or solution(s)
 - a. Return to sample groups for each stakeholder level (sponsors, end users, and stakeholders/workers). It is not necessary to engage as extensively as in the LEARN stage. A sample of each group is usually sufficient.
 - b. Test detailed options with the identified stakeholders to validate and refine solution options.
 - c. The design group should come together after this engagement and make modifications to the design based on feedback from the validation groups.
 - d. It may be necessary to seek further validation, depending on the complexity of the design and refinements required.
 - e. Even though by this point you may be feeling weary of the consultation, it is important to remember that putting time and effort into the validation and refinement of the design will save a great deal of time and effort in the implementation stage, as you will pick up potential issues, design flaws and possible sources of resistance before the change takes place

Refine Design

3. Further **refine** design
 - a. Identify cross-over with other areas or initiatives (such as Finance, HR / Personnel, IT, Property, Communications implications) and required support
 - b. Develop a transition plan for changes to systems, structure, functions, roles and processes.

The plan should include an impact assessment and a change management plan, which will help guide transition activities.

[Complete the Transition Plan template (including Impact Assessment and Change Management plan)]
 - c. Should include a communications and training plan.
 - d. Seek support to document any HR and financial implications so that these can be presented as part of the design.

[Complete the HR/Finance Implications template]
 - e. Final design(s). Where the design is complex, it may be appropriate to provide more than one design option, to give the authorising body multiple options. However, the final design(s) must all have the agreement of all members of the design group.

If this is not the case, you are not ready to move into the IMPLEMENTATION stage.

Design options should be a reflection of viable options that can all meet the objectives of the change in different ways, and not a reflection of the inability of the group to reach agreement.

If agreement cannot be reached, the matter should be referred to the authorising body for further direction, using the DESIGN stage checklist (4.a below)

-
4. Create **communication & training plans** to prepare for implementation
 - a. Create a communication plan to identify how the change will be communicated across all impacted groups

[Complete the Communications Plan template]
 - b. Create a training plan to identify how people will be trained to operate in the new model, and to increase adoption of the change. The plan should include all those who need to operate differently once the change is implemented.

[Complete the Training Plan template]

Design Approval

5. **Seek approval** for detailed solution design to be implemented
 - a. Ensure all DESIGN stage activities are complete using the checklist below

[Complete the DESIGN stage checklist here – are we ready to move to IMPLEMENTATION?]
 - b. Prepare a DESIGN stage brief clearly outlining all details of the design
 - c. Seek implementation approval for detailed solution design(s) and change management plans before moving to IMPLEMENTATION.
-

Implement Stage

Success in the IMPLEMENT stage is dependent upon taking the time to get the first two stages right. Key activities in this stage are:

Communication and Training

1. **Communication and Training**
 - a. Communicate the approved changes and implementation plan across all impacted stakeholder groups using the communications and training plans created in the DESIGN stage.
 - b. Use the ADKAR model to support personnel to adopt the changes effectively. [\[Refer to ADKAR/LDIS template to illustrate how ADKAR and LDIS are aligned and used together\]](#)

Roll Out

2. **Roll-out** the new model or solution(s)
 - a. Provide support as per agreed change plan (information packs, briefings, training, coaching, etc.).

Assess Effectiveness

3. **Assess** effectiveness of model
 - a. The identification and use of consistent measures to assess progress towards the agreed objectives.

Further Refine

4. **Further refinements**

It is normal at this point of the implement stage to discover parts of the design that are not working as expected, and which will need further refinement or re-design to be fully effective.

An LDIS 'rapid cycle' loop should be used at this point, to identify a solution. This will also help to embed the value of checking progress and continuous improvement as a normal way of operating.

 - a. Conduct an LDIS 'rapid cycle' loop to refine the process or design. [\[Use the LDIS rapid cycle template\]](#)
[\[Use the Root-Cause Analysis template as required\]](#)

Sustain Approval

5. **Sustain Approval**
 - a. Ensure the project is ready to proceed to SUSTAIN stage using the checklist. [\[Complete the IMPLEMENTATION stage checklist here – are we ready to move to SUSTAIN?\]](#)
 - b. Hand-over to business as usual once it is determined that the changes are embedding well and support is in place to become operational.

Sustain Stage

The SUSTAIN stage starts once the changes have moved out of the Implement stage (project) into normal operations ('business as usual' or BAU). For SUSTAIN to be successful, it needs to include:

Handover

1. **Hand-over** of change activities to operational 'owner'
 - a. This marks the handover of activities from the change management unit, to the operational 'owner' in the new model

Business as Usual

2. **Business as Usual** commences
 - a. It is important to understand that 'BAU' is not a return to the old way of doing things, nor does it mean that we are finished. This simply means that the work that was identified in the original scoping document is now completed. The new 'BAU' involves both sustaining the changes as the new way of doing things, and ongoing review which will identify new improvement processes as a normal way of operating which will require their own LDIS process.

Ongoing Review

3. **Ongoing measurement and review**
 - a. Ongoing review and refinement
 - b. Regular communications on progress towards objectives and measures of success (including 'Reinforcement' activities such as celebrations)
 - c. Support as a component of ensuring people are able to operate successfully in the new environment

Diagram 4:
Sample Timeline
of the Australia
One Program

