

# Scottish Approach to Change

## Information for Delivery Teams

*(This resource pack is targeted at anyone who is leading or part of a team that is making changes within their teams, services or organisations)*

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Leading quality health and care for Scotland

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# How to use this resource

This resource is a practical guide designed specifically for people delivering change. It helps you apply the Scottish Approach to Change to your local initiatives by providing an overview of your role in supporting change and asking key questions to help you understand if you are on the right track.

This guide is structured around the core elements of the Scottish Approach to Change framework:

- [The steps of change](#)
- [The enablers of quality and change](#)
- [Quality management](#)

This resource also provides some [practical insights](#) around working out where to start, how to keep going when things get hard, and doing the right thing when others think it's wrong.

You do not need to read it cover-to-cover; instead, use it dynamically depending on where you are in the change cycle.

This guide can be used along side our [digital resource](#) which provides detailed guidance, [tools](#) and resources, for each step and enabler of change, along with [case studies](#) to show the Scottish Approach to Change in action.

# Foreword

Scotland's health and social care system is operating in a period of significant challenge. Rising demand, changing population needs, workforce pressures, and financial constraints affect us all. For many people working in frontline teams, this has often meant balancing the demands of daily service delivery with a desire to improve care and outcomes for the people and communities we serve.

Too often, change has felt like something that happens to people rather than with them. Many staff have been expected to deliver change alongside their day job, without always having the time, tools, capacity, or support to do so. Different frameworks, approaches, and sources of expertise can sometimes make change feel confusing or inaccessible. Yet those closest to services are often the first to see what matters most to people, where opportunities for improvement exist, and what could be done differently.

The Scottish Approach to Change has been developed to help address this challenge. It provides a clear, evidence-based approach to change that creates a common language, a shared understanding, and a practical guide for delivering change. At its heart is the belief that everyone has a role in improving health and care.

The Scottish Approach to Change recognises that sustainable change happens when organisations have a clear vision and purpose, are genuinely people-led, foster collaborative and empowering leadership and culture, and are supported by process rigour. At the centre of these interconnected enablers is a learning system that helps us understand, adapt, and improve. Together, these elements create the conditions for meaningful and lasting change.

This resource pack has been developed to support you in applying the Scottish Approach to Change in a practical way. Alongside this resource pack, the Scottish Approach to Change digital resource and learning community provide additional support, practical tools, shared learning, and opportunities to connect with others undertaking change across health and social care.

The challenges facing health and social care are significant, but so is the opportunity. The Scottish Approach to Change empowers everyone to play their part in creating a more sustainable, people-led, and holistic health and care system for the people of Scotland.

# What is change?

Change is the transition of an organisation, pathway, service, or process from a current state (how things are done today), through a transition state (the change), into a future state (a new way of operating).

Change can be a positive thing which leads to improvements in the way things are done and the outcomes that are achieved for the people who need, use, deliver, and support services. Change can reveal new opportunities and lead to innovative solutions.

Change can be small in scale, or it might be large scale organisation-wide change. In health and social care change might look like:

- **Process improvements** – such as changing the way waiting lists are managed
- **New service models** – such as moving to a community-led model of care
- **Pathway redesign** – such as redesigning urgent care pathways
- **Whole system transformation** – such as implementing value-based health and care across an organisation
- **Culture change** – such as shifting towards an enabling culture focused on Getting It Right For Everyone

## Delivering effective change

To deliver effective change it is essential that the process of change is underpinned by a **robust approach**.

A robust approach to change increases the chance that change will be successful by:

- Articulating a **clear “why”** that is aligned to the organisation’s vision and purpose and is effectively communicated to the people affected by the change
- **Involving people** in the planning, design, and delivery of the change to increase support and buy-in
- Developing a **clear plan** to implement, embed and sustain the change
- Establishing processes to **learn and adapt** throughout the change

# Introducing the Scottish Approach to Change

Change is hard – often we are trying to change something about the way our processes, services, or pathways work in a way which improves the experiences and outcomes for the people who use and deliver services.

To be successful, change needs to use a clear approach. The Scottish Approach to Change aims to:

- Create a clear pathway to support everyone to do change well

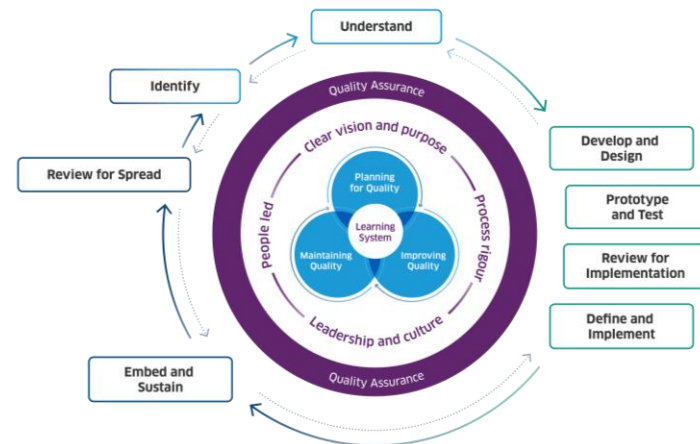
It does this by:

- Bringing together siloed change methods into a single approach, showing how they can be used together
- Translating theory into a practical, coherent tool
- Creating a universal language for change

The Scottish Approach to Change can be used to:

- Manage discreet change projects
- Provide an organisational framework for managing quality and change

**The Scottish Approach to Change includes an approach to quality management, five enablers, and eight steps. Together, they create strong support for successful and lasting change.**



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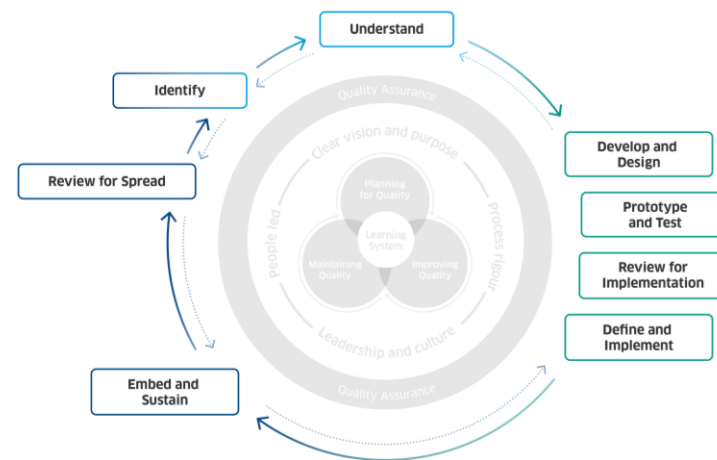
The image shows the **Scottish Approach to Change framework**. The **enablers of quality and change** are clear vision and purpose, process rigour, people-led, leadership and culture, and learning system. The blue circular layout at the centre and the outer purple ring represent **quality management** systems. The outer boxes are the **steps of change**.

This resource works through each of these elements describing your role in supporting change and asking key questions to help you understand if you are on the right track.

# The steps of change

The eight [steps of change](#) provide a practical structured approach to achieving successful change:

- **Identify** – identifying challenges and opportunities through various sources of insight that can reveal opportunities for change
- **Understand** – understanding the need for change and the context in which the change is happening so that the most appropriate change ideas and approaches are chosen
- **Develop and design** – setting a clear aim, developing and designing options for change, and collaborating with others to develop better solutions
- **Prototype and test** – prototyping and testing what works and what does not work, enabling improvement and refinement of the change
- **Review for implementation** – reviewing the impact of the change to decide if it will be fully implemented
- **Define and implement** – implementing the change and clearly defining new systems and processes that need to be put in place to enable the change to become business as usual
- **Embed and sustain** – embedding and sustaining the change so that it becomes business as usual
- **Review for spread** – reviewing whether the change is suitable for spread to other areas and what might be required to do this



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**As a person involved in delivering change, you play a key role in:**

- Using process rigour and following the steps of change
- Understanding that change is not linear – sometimes you might need to go back one or more steps to move forward



**Identifying** the need for change can come from many sources. You can learn from staff, service users, new technologies, evidence, or updates in policy and strategy.

## As a person involved in delivering change, you play a key role in:

- Identifying challenges with the current way of doing things and opportunities for doing things differently
- Identifying the various sources of insight that might indicate the need for change including engaging with people who use and deliver services, data and evidence, operational insights, new national policies, or innovations from elsewhere
- Involving a wide range of perspectives in identifying the need for change including health and social care clinicians and professionals, people with lived experience, third and independent sector staff, and support staff

## Key questions to consider:

- What are you learning from engaging with people who use or deliver your service?
- What is service data telling you about potential challenges with the current way of doing things?
- How are your operational insights from day-to-day service delivery indicating there may be opportunities for change?
- Have you involved a diverse range of people in identifying the need for change? Whose voice is missing?



**Understanding** the challenge or opportunity you have found is key. It helps you choose the best option for change and guides your approach to making it happen.

## As a person involved in delivering change, you play a key role in:

- Gathering and combining information from data, evidence, policies, personal experiences, staff opinions, and insights from other services to understand the issue from different angles
- Identifying which data might form your baseline so you continue to collect this to help understand if your change has led to improvement
- Exploring the opportunities, barriers, and enablers of the change you are planning
- Understanding the wider system in which you are working (other teams, services, health and care organisations, etc.)
- Understanding the impact of the potential change on the wider system
- Understanding your team's/service's readiness for change against the enablers for change using the [readiness for change assessment tool](#)
- Understanding what you need to do to plan and deliver change

## Key questions to consider:

- What sources of information have you looked at to understand the issue from different angles?
- What might help or hinder you as you try to make change happen?
- What are the potential unintended consequences of your planned change on the wider system?
- Is your team or service supportive of the change and will they be able to see it through?

# Develop and design



Defining the aim of the change, **developing** and **designing** your options, and collaborating with others to develop better solutions.

## As a person involved in delivering change, you play a key role in:

- Defining the aim of the change (what are you trying to accomplish? how will you know if the change is an improvement?)
- Identifying and assessing options for change based on the ideas you have about what will help to achieve your aim
- Co-designing potential solutions with the people who need, use, deliver, and support services
- Engaging with key internal and external stakeholders to build support and buy-in for the change (remember to identify who should talk to internal stakeholders such as finance, commissioning teams, or trade unions for example)
- Engaging with senior leaders and governance processes to get approval to progress with the change
- Identifying any funding or resourcing required to undertake the next step

## Key questions to consider:

- Have you considered a range of options for change, including more innovative ideas that may not seem obvious at first?
- Have you learned from others doing similar work? Are there change ideas you could build on or adapt for your context?
- How have you involved a diverse group of stakeholders (including health and social care clinicians and professionals, people with lived experience, third and independent sector staff, and support staff) in co-designing solutions?
- Have you talked to the people who will potentially influence the long-term success of your change?

# Prototype and test



**Prototyping\*** and **testing** what works and what does not work, allowing you to continue improving and refining your change.

\*A prototype is an early version of a proposed change that is developed and tested to explore whether it will work, its effectiveness, and potential for wider implementation.

## As a person involved in delivering change, you play a key role in:

- Creating a prototype of your change idea, at a scale to allow you to control potential risks and build your understanding of how the test will work under different conditions at a team/service level
- Testing the change idea on a small scale to understand what works well and what does not under different conditions
- Testing the planned prototype, capturing qualitative and quantitative data which will help you to understand the impact on process, outcomes and risk factors
- Reviewing the learning and data from the test to understand if it has achieved its aim, what worked, and what did not work so well
- Using learning and data to decide whether to adapt your change idea for further testing, abandon your change idea and design something new, or, if it has achieved its goal, begin the process of adopting the change idea by moving to Review for implementation

## Key questions to consider:

- What structures and processes do you have in place to learn about what works well and what does not? (including quantitative data and feedback from people who use and deliver the process or service)
- Have you considered the results of the testing from a range of perspectives – how did the test feel from the perspective of people who use and deliver services?
- Are further testing cycles needed to potentially find a solution that works better than the one identified so far?

# Review for implementation



**Reviewing for implementation** to reflect on where you are and deciding how you want to continue.

**As a person involved in delivering change, you play a key role in:**

- Understanding if the change that was prototyped and tested has solved the problem or delivered the opportunity identified using measurement data and feedback from people who are using or delivering the new process, service, or pathway
- Involving a diverse group of stakeholders to reflect on outcome of testing and to agree next steps
- Helping to make the decision about whether the change should be implemented, whether further design, prototyping and testing is needed, or whether the change idea should be abandoned
- Helping to make the decision about whether to return to an earlier step in the change cycle

**Key questions to consider:**

- Do you have enough evidence from testing to believe that the change will result in improved outcomes for people who use services, the population, or the health and social care system?
- How have you involved a diverse group of stakeholders (this may include clinicians, health and social care professionals, people with lived experience, third and independent sector staff, and support staff) in deciding next steps?

# Define and implement



Defining what will change and **implementing** it as part of business as usual.

**As a person involved in delivering change, you play a key role in:**

- Defining the output of the change, such as the new process, service, pathway or system, based on learning from the testing phase
- Clearly documenting in detail what the new model is and how it works
- Defining how the impact of the change will be measured and evaluated on an ongoing basis
- Engaging with key internal and external stakeholders to build support and buy-in for full implementation of the change (remember to include internal stakeholders such as finance, commissioning teams, or trade unions for example)
- Engaging with senior leaders and governance processes to get approval to progress with full implementation of the change where required

**Key questions to consider:**

- Have you taken a rigorous approach to thinking through process, technology, and learning and education considerations?
- Have you effectively communicated how the new process, service, or pathway will work to the people who will deliver and use it?
- What systems and processes are in place to continue to gather learning about the impact of the change?
- Have you engaged with support services such as finance, HR, procurement, and commissioning around the impact of implementation?

# Embed and sustain



**Embedding and sustaining** as part of routine and culture.

**As a person involved in delivering change, you play a key role in:**

- Helping to make the change part of the team's or service's daily routine or culture
- Supporting the change to become part of the team's or service's processes, systems, management, and governance
- Helping to protect the time, relationships, and other things that keep the change working
- Helping to make sure the right training and education is in place to support people to effectively deliver the new service
- Helping to identify ongoing funding and resources in place to enable the new service to continue

**Key questions to consider:**

- How are you supporting staff with “unlearning”? (replacing the old ways of doing things with new processes and behaviours)
- Who will champion the change in the longer-term to help make it stick?
- Are there systems and processes in place for continuous learning and feedback about the impact of the change?
- How are you celebrating success? (recognising and rewarding the progress of the people adopting the new ways of working)

# Review for spread



**Reviewing** which ideas to **spread**, why or why not, and what might be required to do this.

**As a person involved in delivering change, you play a key role in:**

- Considering if a change is suitable for spread to another service, setting, or context
- Understanding the resources that may be required to enable the change to be spread
- Involving a wide range of perspectives in deciding whether to spread the change including health and social care clinicians and professionals, people with lived experience, third and independent sector staff, and support staff
- Starting a new change cycle to avoid “lifting and shifting” a change without understanding and testing if it will work in the new context

**Key questions to consider:**

- Did the change work? Did it achieve good outcomes?
- Is the change something that you would want to spread? Or does it only work in the current context?
- If you do want to spread, is it the model or the change that you want to spread? Or is it the approach you took to get to the idea?
- How might you spread the idea or approach?

# The enablers of quality and change

You can follow the steps of change, but you will also need to think about whether you have the conditions in place to help your change succeed.

The [enablers of quality and change](#) create the conditions that support successful and sustainable improvement. They do this by aligning people, processes, and leadership around a shared purpose.

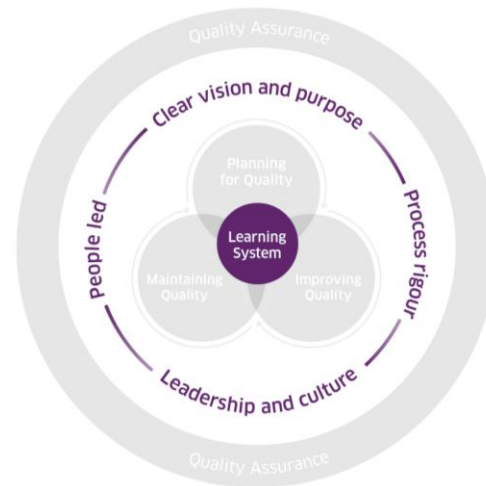
The enablers of quality and change are:

- **Clear vision and purpose** – providing direction, motivation, and alignment
- **Leadership and culture** – communicating the vision, inspiring others, and unleashing people's agency to make change happen
- **People led** – meaningfully engaging and involving people to help meet their needs
- **Process rigour** – going through a structured process to deliver change
- **Learning system** – sharing learning and knowledge to support improvement and better outcomes

Evidence shows that without these enablers, change can:

- Face more systemic challenges and organisational barriers
- Struggle to gain support and make progress
- Be more challenging to sustain over time

Successful change relies on having all five enablers in place



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**As a person involved in delivering change, you play a key role in:**

- Supporting, valuing, and helping to strengthen the enablers of quality and change in your organisation
- Understanding your team's/service's readiness for change based on the enablers of quality and change

# Clear vision and purpose



Define a **clear vision and purpose** that drives your change, it:

- Unites, and builds momentum behind a single direction
- Is tangible and actionable, it doesn't shy away from hard choices

**As a person involved in delivering change, you play a key role in:**

- Developing a clear vision for what you want to achieve with the change you are making
- Aligning your vision for change with organisation's vision and strategic priorities
- Shaping your vision for change through a range of sources including changes in policy, operational data, lived experience, and the views of people who use and deliver services
- Being clear on what is in and out of scope of your change project/programme
- Clearly communicating the vision for change to support shared understanding
- Supporting a consistent and collective focus on the vision for change

**Key questions to consider:**

- Does your vision clearly articulate why change is needed and the difference it will make for people?
- Does the vision and purpose for the change make sense to the people who use and deliver services in addition to the organisation's leadership?
- What will success look like? How will you know if the vision has been achieved?

# Leadership and culture



Create the conditions for change to thrive through establishing the right **culture and leadership**, it:

- Sets the vision, unleashes people's agency to make change happen, and unblocks barriers to change
- Sees leaders stepping into change, playing an active role

**As a person involved in delivering change, you play a key role in:**

- Gaining commitment from executive and senior leaders to support the change project/programme
- Identifying appropriate decision-makers to support and influence the change project/programme
- Identifying clear roles and responsibilities for delivery of the change project/programme
- Supporting a culture which enables change
- Supporting effective communication and collaboration
- Supporting teams and people to challenge the way things have always been done/raise barriers to change

**Key questions to consider:**

- Is leadership visible and active? Are you gaining support to overcome challenges and unblock barriers?
- To what extent are you empowered to make changes in your team or service? What is within your control to change?
- How might you support an organisational culture which encourages experimentation and learning?
- How might you collaborate across different departments, services, and professional boundaries?

# People led



Take a **people-led** approach by inviting people to design and deliver change together, it values:

- Meaningful engagement as vital, not an additional ‘thing to do’
- People articulating their own needs, and supports them to do so meaningfully
- The needs of people over the needs of the system – services belong to people

**As a person involved in delivering change, you play a key role in:**

- Bringing in the voice of lived and living experience to guide your work
- Putting mechanisms in place to listen and respond to people receiving care
- Understanding what people who use services, and communities need and want
- Considering your change through the lenses of people, community, prevention, and population planning
- Considering how your change can support human rights and a reduction in inequalities
- Taking a trauma-informed approach to change

**Key questions to consider:**

- How have you involved the people who use and deliver services in understanding the problem and designing the solution?
- How are you considering inequalities, trauma, and human rights throughout the process of change?
- Is there ongoing engagement with people and communities?
- Is communication a two-way dialogue that invites questions and concerns, or a one-way broadcast of decisions?

# Process rigour



Outline a **rigorous** approach to how you understand change, it:

- Adds clarity to what you are doing, when and why – it brings calm to the noise of change
- Helps increase confidence in decision making, supporting momentum in uncertainty and complexity

**As a person involved in delivering change, you play a key role in:**

- Establishing project/programme governance structures to support the change
- Creating a project plan with clear milestones and progress reporting based on learning and outcomes (you may wish to identify project support to help you do this)
- Creating meaningful measures based on what matters to people
- Establishing mechanisms to capture, collate, and use quantitative and qualitative data over time to inform improvement
- Establishing processes to help understand progress towards achieving the project/programme aim
- Identifying project management support and processes to add rigour to the work

**Key questions to consider:**

- Do governance structures enable timely decision-making so that change projects/programmes can progress effectively and efficiently?  
What might you need to do to help your project/programme progress?
- Do you have a clear plan that is able to flex and adapt in response to the needs of the change project/programme?
- How will you know if your change project/programme is having the desired impact based on what matters to people?
- Do you have project management processes in place to add rigour to your change project/programme?
- Have you ensured you have met all relevant regulations, legislation and standards?

# Learning system



Embed a **learning** culture to support your change programme sustainably, it:

- Is a superpower – it unlocks knowledge, solutions, energy, momentum, and brilliance
- Requires commitment, it challenges engrained values and behaviours, and needs continued practice

**As a person involved in delivering change, you play a key role in:**

- Establishing regular, structured spaces for learning and reflection as part of routine work
- Gathering insights from multiple sources (quantitative data, qualitative feedback, lived experience, and emerging evidence) to understand what is and isn't working
- Using data and evidence to support learning and improvement
- Establishing processes to help you translate learning into action and embed improvements into everyday practice
- Sharing learning effectively with leaders and other teams, services, and organisations

**Key questions to consider:**

- How might you bring people together to share and learn?
- How might you learn from conversations with people – especially where there may not be a single version of the truth?
- How might you use data to inform learning and action rather than for performance management?
- How might you understand what is working and not working within the organisation?

# Quality management

[Quality management](#) supports delivery of high-quality care in health and social care organisations.

Understanding how we manage quality helps us to identify where care can be better, and the Scottish Approach to Change helps us make those improvements happen and last.

It is essential to both day-to-day operations and the delivery of effective change.

Quality management is a coordinated and interconnected approach to:

- **Planning for quality** – proactive planning and prioritisation of services and processes
- **Improving quality** – a systematic and coordinated approach to making services or processes better
- **Maintaining quality** – routine monitoring to assess and maintain performance
- **Quality assurance** – internal and external processes to ensure services are operating effectively and providing quality care



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As a person involved in delivering change, you play a key role in:

## Planning for quality

- Understanding the gap between current provision and what people need from services to identify opportunities for improvement
- Using feedback and learning from across the system to inform planning and improve quality – consider what signals are you picking up that suggest you need to consider making changes

## Improving quality

- Creating the conditions and building your skills to support improvements that help people receive the best possible care
- Testing and implementing changes that improve outcomes, people's experience and quality of care

## Maintaining quality

- Using routine data and measurement to identify what is working well and not so well to identify opportunities for change and to inform planning for quality

## Quality Assurance

- Using assurance processes to maintain quality, provide confidence, and identify opportunities for improvement.

## Practical insights: working out where to start

A team supporting people living in their community was keen to improve their service. With so many potential areas to work on, and a wealth of advice available, the team wondered where best to start. Three questions helped them to think more deeply about this:

- **What matters most to the people who use our service? What are they telling us about their experience, their frustrations, and delays?** What outcomes matter most to them? What is making it difficult for them to live well at home? Using stories, carer feedback, complaints, and compliments analysis **helped them to identify what mattered most.**
- **What does the data tell us?** The team reviewed data in terms of **demand** (referrals, caseloads, waiting times), **outcome** data (measures such as hospital admissions, falls), and the **experiences** of both those using services and working in the service. They wanted to figure out where there was variation, and what aspects they struggled with.
- **What is the current system like?** Rather than discussing what they thought should happen, or what they imagined to happen, the team mapped out **what actually happened in the current system.** This gave them a fuller understanding of where delays were occurring, where work might be duplicated, and where people become 'stuck' in the system.

The team discussed and prioritised a range of potential change opportunities. They considered **what mattered most** to people using the service, what was **achievable**, and where they could make the **greatest impact.** This helped them to agree two initial priorities to focus on.

### Don't jump straight to solutions

- One of the most common mistakes when making changes is to jump straight to 'solutions' such as new pathways, more staff, new technology, or redesigned services before fully understanding the problem. Take time at the beginning to gain a fuller understanding of the current system and which problem(s) might be best to work on.

### The role of change delivery teams

Change delivery teams play a key role in working out where to start:

- **Capturing and acting on what matters most to people** – establish reliable ways to gather and review stories, carer feedback, complaints, and compliments. Use these insights to identify recurring themes, understand priorities, and target improvement efforts where they will have the greatest impact on people's experiences and outcomes.
- **Making full use of the data and intelligence available** – identify the range of information available. Build relationships with colleagues who can help access, analyse, and interpret the data, ensuring improvement priorities are informed by evidence rather than assumptions.
- **Map and understand the current system before making changes** – bring your team and key partners together to map what actually happens in practice. Use this shared understanding to prioritise and focus improvement efforts on the areas that will deliver the greatest benefit.

## Practical insights: keeping going when things get hard

Delivering sustainable change is hard, especially when faced with challenges. In almost all improvement and transformation teams, including our own as a learning and support partner across health and care in Scotland, we often experience a loss of confidence or momentum when supporting complex change.

This may follow unexpected outcomes, setbacks, or limited support from partners. Teams can become self-critical and describe themselves as “stuck”.

Our experience shows that stalled progress can have many different causes. These include governance and bureaucracy, low trust, conflict, resistance, fear of failure, fatigue, or differing levels of readiness across the system.

Alternatively, sometimes a team has completed what it can, and responsibility must pass to others. In each case, the priority is to understand the cause of the slowdown rather than judging it as poor performance.

When progress stalls, it is essential to diagnose before judging. Understanding where and why change has become difficult can help you to identify a small, meaningful next move and to use the experience to strengthen future transformation work.

Keeping going is about understanding why, being curious about how to move forward, and learning from the experience for next time.

### Keeping going

- Starts with a curious and open approach to identifying when a project has become stuck or is losing momentum
- Feeling stuck can only be overcome by engaging with why it is where it is, in a non-judgemental and compassionate way

### The role of change delivery teams

Change delivery teams play a key role in keeping going when things get hard:

- **Naming the difficulty** – identify what is preventing progress and what has become difficult to discuss
- **Locating the issue** – explore whether the challenge sits with an individual, the team, leadership, delivery arrangements or the wider system
- **Understanding the conditions** – consider relationships, structures, capabilities, confidence, competing priorities and external pressures
- **Returning to purpose** – reconnect people with the shared vision and intended outcomes
- **Choosing the next meaningful move** – identify a focused conversation, decision, request or experiment that could rebuild momentum
- **Learning rather than blaming** – treat setbacks as information about readiness, relationships and what may need to change

## Practical insights: doing the right thing ... when others think it's wrong

Part of leadership is to make difficult decisions in pressured circumstances. However, what does it take to do something that you feel is right but different, when others might be much more comfortable with conventional and 'safe' options?

A Director of Adult Social Care in a local authority in England was faced with the now common challenge of meeting people's needs within severe budget pressures. Normal practice might be to 'do more with less' – something which is not possible if other parameters are not changed.

Faced with the challenge of what to cut and where to restrict delivery, using tools such as increased eligibility thresholds, the decision was taken to do the opposite – to open all the routes into care and support and get out into communities to better understand what the demand for services actually was.

What became Community-Led Support (CLS) started as a conversation, asking: *"what if we stopped seeing people as service users and started seeing them as citizens with strengths, connections and resources?"*

This was not a formal programme at first. It was simply a belief that communities could play a greater role in helping people live good lives.

This change was achieved in-year and within budget. After two years there was an embedded change which saw staff changing practice so that instead of spending 75% of their time managing information (sitting behind a desk) they were spending 75% of their time in communities engaging with people.

### Be prepared to do the unexpected – if it's the right thing

- Our responses to challenge are often driven by what has gone before and a desire to minimise perceived risks. We are all familiar with the maxim that 'insanity is doing the same thing over and over and expecting different results'. Change delivery teams need to be able to support leaders who are prepared to tear up the rule book in pursuit of a better solution.

### The role of change delivery teams

- **Work with the willing** – transformational change needs pioneers, people who can work without a map. Work with those able to think beyond current practice and see the potential in opportunities.
- **Influence others** – pioneers are a limited resource. Next on the change spectrum are early adopters, people who need a sense of what is possible and how it might be done. They will then take those ideas and usually make them even better.
- **Welcome challenge** – those most resistant to the change idea are highly valuable. They offer a counterpoint to help make sure genuine risks and concerns are aired and addressed. The trick is to turn these concerns into 'how might we' so that the best solutions are identified.
- **Learn by doing** – work with genuinely 'good enough' ideas and acknowledge that they will need to be improved. Gather robust learning-based evidence to inform the improvements required.

## Resources and support available

You can access support to use the Scottish Approach to Change through:



Our **digital resource** which provides detailed guidance, tools, resources, and case studies to help you use the Scottish Approach to Change.



Join our Scottish Approach to Change **learning community** to access our learning events (including webinars, reflective practice, and project surgery sessions) and to receive information, advice, and peer support on using the Scottish Approach to Change.



We are **providing direct tailored support** for NHS boards and HSCPs who are looking to embed the Scottish Approach to Change – you can express an interest in receiving support by contacting [his.satc@nhs.scot](mailto:his.satc@nhs.scot).



We are currently looking at what **education and training** we can develop to support the Scottish Approach to Change – until then you can find support on the various methods included in the Scottish Approach to Change on our **education and training** page.