

Change Management Approach

April 2021

The PROSCI ADKAR® model for change guides individual and organizational change through planning change management activities, equipping leaders who are facilitating change, and supporting employees through change. ADKAR is an acronym for *awareness*, *desire*, *knowledge*, *ability*, and *reinforcement*. A key to ADKAR is to treat change as a process (vs an event) with three distinct states of change: current state (awareness|desire), transition state (knowledge|ability), and future state (reinforcement).

Additional considerations when preparing, managing, and reinforcing change/transition include:

- Recognize the need for a change in mindset and behavior.
- Prepare for the change by assessing the change and the risk and evaluate the organization.
- Plan for resistance by determining the adoption challenge(s).
- Identify the biggest challenges individuals will face or anticipate resistance for this change.
- Identify ways to overcome the anticipated challenges or resistance.
- Assess readiness throughout the process.
- Implement action steps to move from resistance to adoption.

Awareness of the need for change	Desire to participate in and support the change.	Knowledge on how to change.	Ability to implement new skills and behaviors.	Reinforcement to sustain the change.
Help people understand why the change is needed. What is the risk to the individual and the organization of not changing?	Make the case so that everyone involved wants the change.	Provide the information each person needs on how to accomplish their part in the process. How do we change?	Make sure all employees have the skills and training they need to successfully do their part. Can we demonstrate the change?	Continue to work with stakeholders and employees after the change is accomplished, to evaluate and re-adjust.
Identify the audience: Consider their location and function while also accounting for the degree of impact the change will have on them (e.g, working on campus, working remotely, working hybrid).	Describe what is in it for me (WIIFM). This will be different based on individual's needs, experiences, etc.	Provide overall training or communication on the big picture.	Determine what performance or behavior change is needed.	Develop timeline and deliverables.
Determine the key messages and at what point the messages will be relayed. Will there be status updates, and at what intervals?	Help individuals determine when and how to engage and participate.	Provide a phased roadmap for the change	Solicit suggestions for improvement. Determine ways to collect feedback (surveys, suggestion box) and continue to communicate changes. Unit can manage the feedback, but the stakeholders can assess overall feedback.	Provide compassionate responses to people who have expressed a loss.

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Develop a communications plan. Determine what to send, how it will be sent, how frequently it will be sent and who the message will come from	Identify and describe the consequences for change? What are the consequences for not changing?	Provide training for new skills.	Clarify and communicate the purpose.	Share and celebrate success.
Determine the preferred senders. Employees prefer to receive change-related messaging from their supervisors, so there should be manager guidance (talking points/toolkit) for handling change conversations with their employees.	Use the last voyage vs. sinking ship analogy – do not invalidate the difficulty but give purpose to the situation.	Create checklists and to do's. Help frame the new way of operating.	Create a picture -what will the outcome look and feel like?	Provide meaningful recognition.
Repeat the messages 5-7 times to reinforce the key messages.	Set realistic objectives.	Encourage learning and experimentation.	Give individuals a part to play in the transition and transition planning.	Continue to solicit feedback and pivot.
Identify and train change ambassadors.	Set short-term goals for individuals to obtain longer term outcomes.	Senior leaders must model the desired behaviors.	Determine where gaps are in communication and resources.	Continue with consistent messaging.
Specific action items: These are the conversations managers and employees need to have. Set timeframes.	Identify distinct roles: communicator, advocate and liaison. Two key roles are coach and resistant manager.	Find ways to ensure individuals continue to feel that they belong to the organization and are valued.	Revisit the communication strategy/cadence.	
Listen to individuals to determine who is feeling a loss and what it is they are losing.		Transform the losses people are feeling into opportunities to try doing things in a new way.		
Be empathetic and acknowledge the loss				
Clearly define what is over/ending and what is not.				
Involve individuals in the change.				

The adoption challenge: How do we help employees feel safe returning to campus (you can enter any challenge here)

	Awareness	Desire	Knowledge	Ability	Reinforcement
What are the biggest challenges and resistance we anticipate?	“I don’t feel safe returning to campus.” <ol style="list-style-type: none">1. Conflicting information about the risks2. Fear for personal and family health3. Lack of clear direction from leadership4. Feel safe and comfortable working from home.5. Will not have flexibility to address child care / elder care needs.	“Returning to what was is not an option.” <ol style="list-style-type: none">1. Better work/life balance when working from home (maybe/maybenot)2. More productive working virtually3. Lack of options for returning.4. Will now feel unsafe in an office/cubicle environment.5. Long commute and expenses will go up.	“What do we need to do.” <ol style="list-style-type: none">1. Leaders lack clarity on what is required/expected.2. Return requires an evolving approach that is developed as we go.3. Unclear and conflicting guidelines4. Challenges of maintaining social distancing.5. Do not have experience teaching people how to return to campus during a pandemic.	“Developing new habits is difficult.” <ol style="list-style-type: none">1. Lack of specific guidance on what we need to do.2. Need to break habits developed while working from home to reacclimate (e.g., dress code)3. Need to demonstrate new behaviors.4. Inability to deal with constraints such as lack of child care.5. Increased anxiety about a second wave of the virus	“Let’s just go back to the way things were.” <ol style="list-style-type: none">1. Second wave of virus2. Return plan does not include need for reinforcement.3. Senior leaders do not continue to model desired behaviors.4. People feel judged for the decisions they make.5. Lack of support for continuing to work virtually.6. Burnout from compounding change (COVID, Workday, etc.)

	Awareness	Desire	Knowledge	Ability	Reinforcement
	“Understand our needs.”	“Be flexible.”	“Provide clear guidelines.”	“Implement a hybrid approach.”	“Celebrate successes.”
How might we overcome the challenges and resistance?	<ol style="list-style-type: none">1. Listen to individuals to identify who is feeling a loss and what it is they are losing.2. Be empathetic and acknowledge the loss.3. Help individuals understand why the change is needed. What is the risk of not changing?4. Identify the audience: Consider their location on and function while also	<ol style="list-style-type: none">1. Be flexible.2. Identify and address basic needs first.3. Establish and maintain high standards for providing safe workplaces.4. Develop a phased return to ease transition.5. Review workplace policies to ensure you are knowledgeable and share with your team.	<ol style="list-style-type: none">1. Provide the information each person needs on how to accomplish their part in the process. How do we change?2. Provide a phased roadmap for change. Be clear about expectations.3. Senior leaders must model desired behaviors.4. Create checklists and to-do’s.	<ol style="list-style-type: none">1. Solicit suggestions for improvement. Determine ways to collect feedback (surveys, suggestion box) and how we continue to communicate any changes. Unit can manage the feedback, but the stakeholders can assess overall feedback.2. Clarify and communicate the purpose.	<ol style="list-style-type: none">1. Leadership continues to model desired behaviors.2. Compassionate responses to people who are fearful of returning.3. Share and celebrate success.4. Provide meaningful recognition.5. Continue to get employee feedback and pivot.6. Continue with consistent messaging.

	<p>accounting for the degree of impact the change will have on them (e.g., those who have been working on campus the entire time, those who were remote and are coming back and those who are remaining remote).</p> <ol style="list-style-type: none"> Involve employees in redesigning the work environment and processes. Develop a communications plan. Determine what to send, how it will be sent, how frequently it will be sent and who the message will come from. Determine the preferred senders. Determine the key messages and at what point those messages will be relayed. Will there be status updates, and at what intervals? Provide managers with communication guidelines. Employees prefer to receive change-related messaging from their supervisors, so, there should be manager guidance (talking points/toolkit/learning opportunities) for handling this process with their employees. Repeat the messages 5-7 times to reinforce the key messages. Clearly define what is over/ending and what is not. Identify and train Change Ambassadors. 	<ol style="list-style-type: none"> Make the case so that everyone involved wants the change. Describe what is in it for me (WIIFM). This will be different based on individual's needs, experiences, etc. Help individuals determine when and how to engage and participate. Use the last voyage vs. sinking ship analogy – do not invalidate the difficulty but give purpose to the situation. Set short-term goals for individuals to obtain longer term outcomes. Set realistic objectives. Realize change is an individual and personal choice and listen to understand how individuals are feeling about the change. Identify and describe the opportunities for change. What are the consequences for not changing? Develop productivity goals and identify methods to continue to engage individuals. Identify tools to help with decisions. Identify distinct roles, communicator, advocate, and liaison. Two key roles are coach and resistant manager. 	<p>Help frame the new way of operating.</p> <ol style="list-style-type: none"> Find ways to ensure individuals continue to feel that they belong to the organization and are valued. Provide overall training or communication on the big picture. Encourage learning and experimentation. Address people concerns. Guide them to the Safe and Healthy workplace website, the central hub to find resources. Provide technology training if needed... teams, and other platforms for work. Clear communication regarding campus closure and do employees teleworking still work? Transform the losses people are feeling into opportunities to try to do things in a new way. Develop how-to trainings: safety protocols, social distancing, etc. . COVID-19 and vaccine testing. What are the CDC requirements we can share? 	<ol style="list-style-type: none"> Create a picture – what will the outcome look and feel like? How will people interact with each other? What will the spatial layout be like? What feeling will people have when they are on campus? Give individuals a part to play in the transition and transition planning. Make sure all employees have the skills and training they need to successfully do their part? Can we demonstrate the change? Determine what performance or behavior change is needed. Train our managers to manage remotely or in a hybrid model. Provide tools for setting ALL employees up for success, no matter where they are working. Determine where gaps are in communication and resources. Revisit the communication strategy/cadence and make changes, as necessary. 	<ol style="list-style-type: none"> Continue to work with stakeholders and employees after the change is accomplished, to evaluate and re-adjust. Develop timeline and deliverables.
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