



Readiness Matters!

Managing organizational change is complex.



Readiness is an important place to start.

WHAT IS READINESS?

Lower readiness results in resistance and slowed or failed efforts. Some suggest that up to



1/2 OF FAILED EFFORTS ARE DUE TO LACK OF READINESS.

Readiness is how organizational members collectively feel about a change effort, specifically:

- Shared resolve to stay the course and implement change (**change commitment**)
- Shared belief in ability to do so (**change efficacy**)



WHEN STAFF ARE READY, THEY EXHIBIT GREATER PERSISTENCE, EFFORT, AND COOPERATION, LEADING TO MORE EFFECTIVE CHANGE.

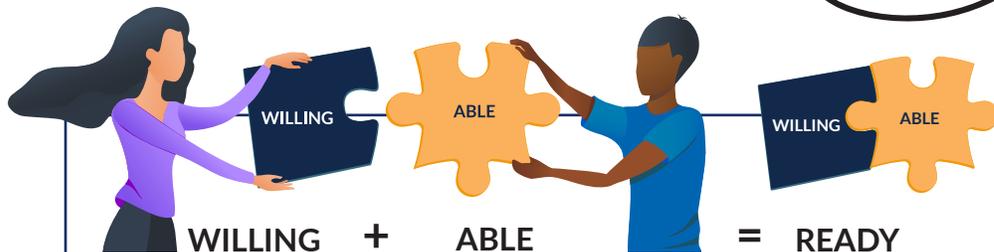
How does readiness fit into the bigger picture of creating successful change?

Level of initial readiness is informed by several factors:

- Belief the change will be positive and individuals' roles in supporting the change are clear.
- If the organization has what it needs to make the change, its prior history with change, and general culture and climate.

What shapes how ready people feel?

- Do I know my role?
- Do I value this?
- Past history?
- Incentives to do it?
- Organizational culture?
- Do we have what we need to do it?
- Am I clear on what "it" is?

WILLING + ABLE = READY

WILLING
Want it, care about it, believe we can do it
Psychological

ABLE
Have what we need to do it (resources, abilities, skills, knowledge)

Readiness Formula:

You have to have both **Willingness** (Physiological component of readiness) and **Ability** (technical component of readiness) to make the change happen.

WHAT IF I DON'T HAVE BOTH WILLINGNESS AND ABILITY?



Willing but not able: staff are committed, but don't have what they need to do it. This can cause frustration, be demoralizing, and erode existing motivation over time.

Able but not willing: organization has what it needs, but staff aren't committed/motivated. This can lead to resistance, apathy, and stagnation.



Adapted from Scaccia et al., 2015 and Weiner, 2009.



ICTP
Implementation
Capacity for Triple P



**FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE**



Fostering and Nurturing Readiness



Organizational context and environment are constantly changing, and those changes can impact readiness. Nurturing and assessing readiness throughout a change effort can strengthen staff commitment and effort, as well as inform needed changes to implementation strategies.

Throughout the stages of Triple P implementation, organizational readiness can be enhanced through:

- Opportunities for staff to learn and ask questions about the Triple P System.
- Inclusion of staff perspective in exploring the fit of Triple P with the organization and the families it serves.
- Ongoing opportunities for staff learning, inquiry, and sharing throughout the implementation process.
- Incorporating staff feedback in ongoing continuous quality improvement efforts.
- Providing clear guidance about staff roles and available supports.
- Communicating Triple P successes.

Leaders play a critical role in supporting readiness as they communicate organizational priorities and values through:

- What they pay attention to;
- What they measure;
- How they react to critical crises;
- How they allocate resources;
- How they model, teach, and coach;
- How they allocate rewards; and,
- How they recruit, select, and promote.

(Aarons, et al., 2014)

ROLE OF LEADERSHIP IN NURTURING READINESS:

	EXECUTIVE LEADERS	TEAMS	MANAGERS
 <p>Creating Buy-in</p>	Communicate a clear vision for the change, fit with agency mission and goals, and why the change is important.	Provide frequent communication about implementation efforts and opportunities for staff to participate in decision-making and continuous quality improvement efforts.	Communicate to staff about their specific role, responsibility, and available supports.
 <p>Teaming</p>	Work with teams to remove barriers, allocate resources, and celebrate successes.	Identify, organize, align, and sustain the necessary infrastructure to facilitate organizational motivation and capacity.	Identify and share areas of staff motivation and resistance with implementation teams.
 <p>Providing Support</p>	Provide specific, behavioral praise as staff start changing behavior.	Work with staff and other partners to determine appropriate training, coaching, and other supports.	Provide supportive, empathetic supervision that incorporates coaching best practices.
 <p>Using Feedback Loops</p>	Listen to staff to understand what they think about the change and what concerns they might have.	Solicit information, summarize themes, and provide feedback about facilitators and barriers to implementation.	Empower staff to provide their successes and challenges with teams and executive leaders.