



NATIONAL CENTER ON
 Early Childhood National Centers
 Program Management and Fiscal Operations

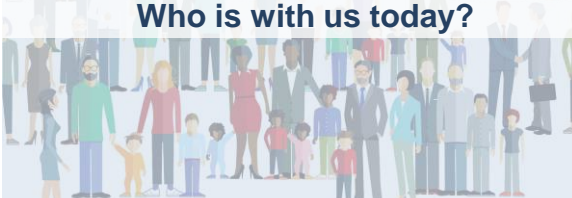


Leading Through Changing Times


Welcome and Introductions



Who is with us today?




Learning Objectives



In this session participants will:

- Explore the relationship between change leadership and change management
- Examine the changing Head Start landscape
- Identify key management and leadership resources that will support programs through organizational change



"THE SECRET OF
CHANGE IS TO FOCUS
ALL OF YOUR ENERGY,
NOT ON FIGHTING THE
OLD, BUT ON BUILDING
THE NEW."

— SOCRATES

Change Poll

Select the statements that reflect your experiences with programs experiencing change

1. Lack effective communication and engagement
2. Lack leadership
3. Lack organizational capacity (competing priorities, insufficient resources)
4. Implemented successfully (on track and on budget) but the change was not sustained
5. Unbelievably successful – we wrote the book!

Managing and Leading Change



Change management is not change leadership—but they must dance together

- **Management** brings structure and logic
- **Leadership** brings creativity and a people focus

What Is Change Management?



Change management is a structured approach to transitioning individuals, teams, and organizations from a current state to a desired future state, to fulfill or implement a vision and strategy.

—Society for Human Resources Management, 2007
Change Management Survey Report

What Is Change Leadership?



Change leadership is the ability to influence and motivate others through personal advocacy, vision, and drive, and to access resources to build a solid platform for change. Leadership is often viewed as key to successful change.

—Malcolm Higgs and Deborah Rowland in "Building Change Leadership Capability," 2000

Change and Leadership



The ability to lead change is a basic competency of leadership

Change Is a Constant



- Adapting and evolving is a part of continuous improvement
- It is a good business practice and ensures high-quality programming in your organizations

A Changing Landscape



What changes are you seeing:

- In your programs?
- In the communities you serve?

Change Starts with a Vision

A change effort or initiative must start with a vision. Whether change is prompted by external (political, economic, social, or technological) or internal factors (policy, systems, or structures), creating a vision will clarify the direction for the change.

Change Leaders Know the “WHY”

“Start with the **why**.
And work really
hard to make sure
you’re consistent.”

—Simon Sinek

<https://www.youtube.com/watch?v=C1yPpShOH-s>



Tools for Leading Change



Are Your People Ready for the Change?



Readiness for Change Assessment Tool

How you can use the Readiness for Change Assessment Tool

Directors may use the tool to engage the management team in a discussion to determine next steps necessary to move forward with the change initiative.

Directors may want to have conversations with various stakeholders, (staff, management team, governing body members, Policy Council, community members) review data, or read existing reports and complete the tool based on their discoveries.

Managers may use the tool to engage their teams in a discussion that gauges their thinking and readiness to engage in a change initiative or a project that requires change.

Directors and managers may ask their teams to complete the tool.

How to rate the statements on the Readiness for Change Assessment Tool

Ensure anonymity and confidentiality to all who participate.

Using a number between 1 and 5, thoughtfully and honestly rate each statement in the assessment tool.

Guide raters to the tool and point out the two rating scales. Also emphasize that statements 2, 4, 5, 6, 15, 20, and 22 must be answered with the inverted rating scale in order to get an accurate result.

Raters need only receive the Readiness for Change Assessment Tool (pages 3 and 4).

Head Start Management Systems Wheel

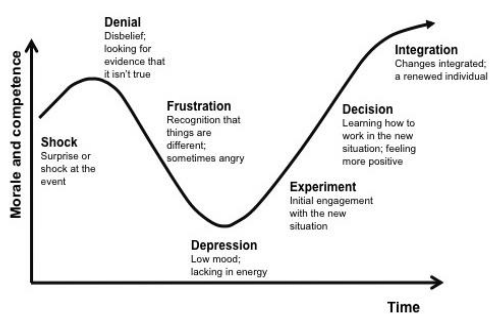


Kotter's 8 Step Model

Approaches to Managing Organizational Change



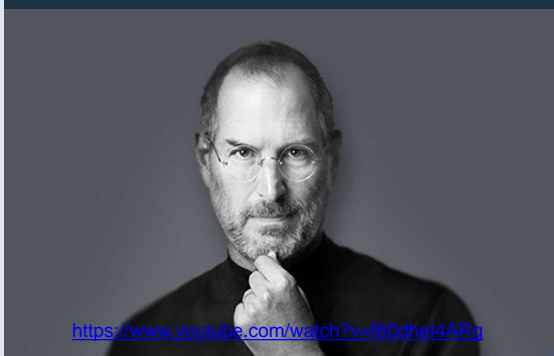
The Kübler-Ross Change Curve





ORGANIZATIONAL DESIGN

Video Reflection



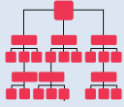
What Is Organization Design?

- "Organization design is the process of
- aligning an organization's structure with its
- mission. This means looking at the complex
- relationship between tasks, workflow,
- responsibilities, and authority, and making sure
- all support the objectives of the business."
-
-

Organization Design: Aligning Organizational Structure with Business Goals
https://www.mindtools.com/pages/article/newPPM_95.htm

22

Traditional vs Organic Ways of Organizing



- Well-defined roles / responsibilities
- Clearly defined "chain of command"
- Unity of command / one boss
- Functional / technical specialization
- Many policies / rules
- Emphasis on vertical communication
- Rewarded for technical skills, loyalty, job responsibility, following rules

- Temporary roles / responsibilities
- Shared authority / negotiated tasks
- Opportunities drive responsibilities
- Fewer policies / rules
- Keep people informed through multiple relationships
- Rewarded for competence, problem solving, taking on tasks, team player

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23

Current Organization Chart



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24

What Will be Needed in an Organic Organization



New
Skills



New
Behaviors

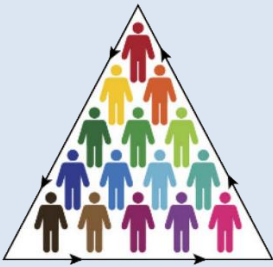


New
Attitudes

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25

New Skills Needed



- Managing flexible structures
- Working in groups and teams
- Managing conflict and differences
- Increased interpersonal skills
- Managing change
- Increased analytical skill
- Consulting skill

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26

New Behaviors



- Operating from an influence base
- Reflecting and learning from experiences
- Continuous improvement and review
- Experimenting and openness to vulnerability

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27

New Attitudes



- Increased tolerance for ambiguity
- Psychological toughness
- Willingness to incorporate feedback
- Independent and interdependent
- Self-motivated and self-controlled
- Accepting of difference in others
- Secure and accepting of self

28

Activity: Organization Chart with an Organic Influence



29



Communication Is Critical



"Leaders of reorgs typically fall into one of two traps when communicating with their employees. We'll call the first one wait and see and the second ivory-tower idealism."

The Two Biggest Communication Blunders During a Reorg, by Stephen Heidari-Robinson and Suzanne Heywood, Harvard Business Review, October 20, 2016

31

Wait and See Communication



- Leader thinks everything should be kept secret until the last moment
- Rumors abound
- Eventually the leader has "the answer"
- A big announcement is made

32

Ivory Tower Communication



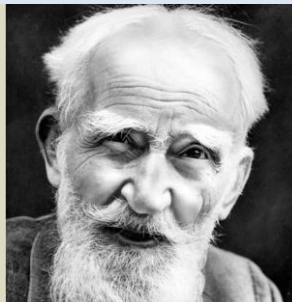
- Leader is excited about achieving a long-awaited goal they have identified
- Leadership is clear about the benefits of the change to the agency
- The process begins with an agency-wide announcement with all the benefits to the organization
- Leadership attempts to sell their plan to the stakeholders

33

Effective Communication

"One of the biggest problems with communication is the illusion that it has occurred."

— George Bernard Shaw



34

Tabletop Exercise

What are the barriers to successful change in your organization?

What can you do to overcome them?



35

Large-Group Reflection

WHAT: What is a key takeaway from today's learning?

SO WHAT: What is the importance of what you learned?

NOW WHAT: What are you going to use in your program?



36

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ADMINISTRATION FOR
CHILDREN & FAMILIES



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10-Question Checklist on Change Management Communication

Prosci's Communication Checklist draws from over 20 years of benchmarking research, giving you access to the best practices when communicating about change to your organization. Use the checklist as an audit for your current change management activities, or use it as a guide as you plan for new initiatives and projects.

1. Are you using the preferred senders to deliver communications in your organization? Benchmarking research shows that employees prefer to hear messages from two people in the organization:

- The sponsor of the change (person at the top of the change) about the business issues and reasons for change
- Their immediate supervisors about the personal impact of the change

2. Answering the questions, "Why is this change happening?" and "What is the risk of not changing?"

When individuals learn of a change, their first question is, "Why is this happening." Senior leaders tend to focus on the vision of the future state, and project teams tend to focus on sharing their great new idea. However, the first communications about a change should focus on why the change is happening. And don't forget to continue and reinforce the 'why' throughout the entire project, especially if time elapses between your first communication and the start of implementation.

3. Are you answering the question, "What's in it for me (WIIFM)?"

Making a change is a personal choice, no matter what senior leaders believe. Communications about change must resonate. To be effective, communications must get at what an employee cares about and values. To gain their support, you must provide a compelling case for how they will be better off or what they get out of engaging in the change. Answer WIIFM (what's in it for me?) early and often in your communications.

4. Are you resisting the urge to communicate through the project team?

Employees prefer to hear messages from two people in the organization, and neither is the project leader. One of the biggest and most common mistakes you can make is to have a project team sending all of the communications.

5. Are you using face-to-face communication?

Face-to-face communication was identified as the most effective form of communication. While it is more time intensive, do not underestimate the value that face-to-face communication creates.

6. Are you repeating key messages five to seven times?

It is important to repeat key messages a number of times. The first time you announce a change to employees, they are often wondering how it will impact them and not focusing on the details of what you are communicating about. Repeating key messages ensures that what you want to get across is heard by employees. Share messages more often than you think you need to.

7. Are you creating opportunities for two-way communication?

You need to craft and plan for two-way communication. Give employees the opportunity to share their concerns, provide their feedback and ask questions. Two-way communications create buy-in and provide answers in real-time.

8. Are you preparing the communicators to deliver effective communications and have the necessary conversations?

One of your key roles will be to prepare the preferred senders (such as managers and supervisors) of change messages. This includes sharing with them the important messages that need to be delivered, creating alignment between different senders, and planning the delivery sequence. It also includes educating them on how to deliver key messages.

9. Are you finding effective ways to reach your audience?

A holistic communication plan uses numerous channels to reach employees. This could include meetings, one-on-one conversations, newsletters, presentations, brainstorming workshops, lunch and learns, Intranet Q&A forums, CDs, screen saver messages, etc. Be creative in how you communicate and gather feedback from employees.

10. Are you using assessment tools to evaluate the effectiveness of communication messages?

Communications cannot be viewed as an activity that is planned, delivered and then checked off the list of work to be done. You must find ways to ensure that employees are hearing and interpreting the messages you are trying to send. Assessment tools will help you identify when you haven't communicated effectively, or when the message is being misinterpreted, so you can continue to correct and refine your communications.

Source: Prosci: People, Change, Results (2018). Communication Checklist for Achieving Change Management. Retrieved from <https://www.prosci.com/change-management/thought-leadership-library/change-management-communication-checklist>

The Change Curve

The Change Curve was developed by psychiatrist Elisabeth Kübler-Ross in the 1960's. It was originally designed to explain the grief process. There are several adaptations that may rename the stages but the purpose remains consistent. In the business world it is a powerful tool that helps

- manage program change
- predict staff reactions to change
- optimize performance when a change initiative is imminent

As a T/TA provider, you may choose to use the Change Curve as a conversation starter to guide the director's or team's understanding of what their staff may be experiencing as it relates to changes that are happening within the organization. It is important to remember that successful change is heavily reliant upon the people within the program. In *The Heart of Change*, Kotter and Cohen note that *the central challenge* [in change initiatives] *is...changing people's behavior. The central challenge is not strategy, not systems, not culture.* Kotter explains that *changing behavior is* [more a matter] *of the flow of see-feel-change than that of analysis-think-change.*

Individual reactions to change may look different and not all will experience every stage.

Stages and Helpful Tips

Shock

The adaptation of language from Robert Burns' *To a Mouse*, "*the best laid plans...often go awry*" is appropriate for this stage of change. No matter how intentional, strategic, and planful the program has been in preparing for the change, once the change is in action...reality strikes and staff have to acclimate themselves to the new reality. They are shocked that the change is actually happening. While staff are acclimating themselves, the program can expect missed deadlines, performance slips, and the need to provide additional support and validation.

Helpful tips. Communication is extremely important. Staff need information. Reiterate what the change is and why the change is needed. Be prepared to revisit, review and (in some cases) revise the information, materials, resources, presentations and other tools that were used to introduce the change. Make sure information is available in a central location (i.e. intranet or internal shared drive). This allows staff to access and accept the information in dosages that are comfortable for them as individuals. Staff should know how the change will affect their work.

Program leaders should be available for support.

Denial

A Head Start-relatable example of *disbelief and looking for evidence that it isn't true* occurs when programs receive notification that they are deficient in areas for which they disagree. They may contact their regional office and express their disagreement and look for proof to legitimize their belief that the deficiency is inaccurate.

Staff may tell themselves that the change is not going to happen, or if it does, it won't impact their work. This is why the curve shows a rise in morale and competence. Staff usually regain their sense of responsibility to their work and the performance issues the program experienced during the shock stage disappear as performance returns to normal. Staff focus on the past and believe that everything was fine as it was and questions the need to change. Some staff may even deny that they received communication about the change. They may rationalize why they will not take part in promoting the success of the change.

Helpful tips. Communication continues to be important. The same tips apply for this stage but for different reasons. Take into consideration that staff feel comfortable with the status quo, they feel threatened and they fear they will fail. Staff continue to need information. Reiterate what the change is and why the change is needed...but don't overwhelm. Be prepared to revisit, review and (in some cases) revise the information, materials, resources, presentations that were used to introduce the change. Make sure information is available in a central location (i.e. intranet or internal shared drive). This allows staff to accept the information in dosages that are comfortable for them as individuals. Staff should know how the change will affect their work.

Program leaders should continue to be available for support.

Frustration

Staff begin to recognize that things are different and they may feel anger. Staff may blame the program, the leaders, or teams within the program. Focusing the blame on others allows staff to languish in denial. Feelings that are consistent at this stage are suspicion, skepticism and anger. This is a pivotal stage. This stage shares the lowest point of the curve with depression.

Staff has regressed and is performing at its lowest. If this stage is not managed well, the program may find itself in a dangerous predicament that is more chaotic than anticipated and could very well be the undoing of the change initiative...rendering it (the change) unsuccessful or ineffective.

Helpful tips. Be sure that managers, governing body members, and Policy Council members are clear about the change and there is agreement about the change initiative. Also, it may be useful to share the Change Curve to demonstrate that it is appropriate to experience the range of emotions. This may stabilize the environment and allow staff to progress and move forward. Prepare for the unexpected. Be prescient and calculate the benign to the most extreme impacts and objections. Continue to engage and communicate clearly. Leaders can't preplan for everything. So, listen and watch carefully because reactions to change are personal and sometimes emotional. Resist immediate urges to make radical decisions such as terminations and demotions.

Depression

At this point, staff lack energy and are experiencing low moods. Feelings that are consistent at this stage are apathy, isolation, and detachment. Staff may continue to perform as they always have even if it is no longer appropriate. This stage shares the lowest point on the Change Curve with frustration. Staff has regressed and is performing at its lowest. If this stage is not managed well, the program may find itself in a dangerous predicament that is more chaotic than anticipated and could very well be the undoing of the change initiative...rendering it (the change) unsuccessful or ineffective.

Helpful tips. Be sure that managers, governing body members, and Policy Council members are clear about the change and there is agreement about the change initiative. Also, it may be useful to share the Change Curve to stipulate that it is appropriate to experience the range of emotions. This may stabilize the environment and allow staff to progress and move forward. Prepare for the unexpected. Be prescient and calculate the benign to the most extreme impacts and objections. Continue to engage and communicate clearly. Leaders can't preplan for everything. So, listen and watch carefully because reactions to change are personal and sometimes emotional. Resist the urge to make radical decisions such as terminations and demotions.

Experiment

At this point, staff are beginning to dip their toe in the water. They are experiencing their initial engagement with the change. This is where the change curve shows the beginning of a gradual rise in morale and competence. The program is headed toward success. Cynicism and negative attitudes fade away and are replaced with optimism and positive attitudes. Staff begin to accept that the change is inevitable. They begin to investigate, try out, and explore the new.

Thoughts that emerge include ideas about exciting new opportunities, relief that they survived the change, and impatience and a readiness to celebrate the completion of the change.

Helpful tips. Make sure that staff are prepared and well-trained to take on new responsibilities they may have. If possible, provide and welcome opportunities for staff to experience and explore the changes. Scaffold and incrementally provide the opportunities. At this point it is important to understand that staff are learning so they will need time to accept and adapt to what they are learning. During this stage staff will not operate at 100%. It is ok as long as you have planned for this time of exploration and learning. Staff need the time without being forced to perform at 100%.

Decision

As the morale and competence continues to rise, energy and productivity may remain low but are recovering. At this stage staff have questions and are curious about the future, the possibilities, and the opportunities. The change may not be what was anticipated and some staff could very well experience the agonizing questions *should I stay? Or should I go?* They have tried the new and believe it is no longer a job fit. Other staff are settling into their new roles and are feeling good. Recognizing that the staff possess the confidence and courage to progress through the stages and have come so far indicates they were probably in tune to their needs and the responsibilities of the job. They are not making strategic decisions.

Helpful tips. Continue to make sure that staff are prepared and well-trained to take on new responsibilities they may have. If possible, provide and welcome opportunities for staff to experience and explore the changes. At this point it is important to understand that staff are learning so they will need time to accept and adapt to what they are learning. During this stage staff will not operate at 100%. It is ok as long as you have planned for this time of exploration and learning. Staff need the time without being forced to perform at 100%. Be prepared for staff who may have decided that the job is no longer a fit. It could be the staff of whom it is least expected. Staff will appreciate specific tasks or responsibilities that are related to the change initiative. Progress reports and praise will help cement the success with the change initiative.



Integration

Morale and competence are at the highest point as it relates to the change initiative. Changes are becoming second nature. There is a sense that real progress is on the horizon. The change has replaced the original and it is the new reality. Staff are embracing the new way of operating. The predominant feelings are acceptance, hope and trust. Staff return to normal behavior and topics of conversation. The leadership begins to see production and efficiency. Leadership also begins to see the impact and outcomes resulting from the change. Be careful, if the level of support to which the staff have become accustomed begins to slump, staff may regress to one of the earlier stages on the change curve.

Helpful tips. Celebrate the success of making it through the change initiative. Leverage the celebration as an opportunity to help staff recognize the gravity of what they have experienced and successfully survived. If the level of support staff were provided during the change initiative is not intended to continue, gradually return the level of support to a more practical level.



Resources for Leading and Managing Change

Leading and Managing Change Resources	Description	Source
"Managing Change"	This paper looks at four major areas related to change management—why information system failures occur, the core theories supporting change management, the practical applications of change management, and the change management efforts in informatics. It describes change management as the process by which an organization realizes its future state, its vision. Change management encompasses the effective strategies and programs to enable the change agents to achieve the new vision.	<i>Journal of the American Medical Informatics Association</i> . (2000). Retrieved from: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC61464/
"7 Essential Skills for Managing Change"	Successful change leaders are leaders who are adaptable and creative in responding to change. Their key characteristics are having a high threshold for ambiguity, a constructive 'internal monologue,' and a good reservoir of emotional, physical and mental energy that is drawn out when things get tough.	Mark Harrison. (2008). Retrieved from: http://www.thechangeblog.com/managing-change/
"Change Management: organizational and personal change management, process, plans, change management and business development tips"	This article reviews various issues on change management. Change management entails thoughtful planning, sensitive implementation, and, above all, consultation with and involvement of the people affected by the changes. If you force change on people, problems usually arise. Change must be realistic, achievable, and measurable. The responsibility for managing change is with management and executives of the organization—they must manage the change in a manner with which employees can cope.	<i>Businessballs.com</i> (n.d.). Retrieved from: http://www.businessballs.com/changemanagement.htm

Leading and Managing Change Resources	Description	Source
<i>8-Steps to Accelerate Change in Your Organization</i>	After completing a 10-year study of more than 100 companies that attempted transformation, John Kotter outlines the eight largest errors that can doom organizational efforts of change. He outlines eight steps for leading change. (Kotter's 8-Step Change Model ebook: http://www.kotterinternational.com/our-principles/changesteps/changesteps).	J.P. Kotter. (2018). Retrieved from: Harvard Business School Press.
<i>The Heart of Change</i>	John Kotter explores in this book why people succeed and why people fail at large-scale change. He identifies eight steps to succeeding in change: 1) Create a sense of urgency. 2) Build the right team of people with the right characteristics and sufficient power to drive the change effort. 3) Facilitate the vision so that the team develops bold strategies to implement the vision. 4) Communicate for buy-in by sending clear, credible, and heartfelt messages about the direction of change. 5) Remove barriers that block those who have genuinely embraced the vision and strategies. 6) Create short-term wins to diffuse cynicism, pessimism, and skepticism and to speak to what people deeply care about. 7) Create multiple waves of change to maintain the urgency until the vision becomes a reality. 8) Make sure change stays by rooting behavior in reshaped organizational culture.	Kotter's <i>The Heart of Change</i> in brief. (2002). Soundview Executive Book Summaries. Retrieved from: https://www.cu.edu/sites/default/files/ExecSummaries-Heart_of_Change.pdf
<i>First Break All the Rules: What the World's Greatest Managers Do Differently</i>	This book has studied great managers across a wide variety of situations who have excelled at turning each employee's talent into performance. It has found that the front-line manager is key to attracting and retaining talented employees, no matter how generously organizations pay or how renowned its training programs. The authors explain that the best managers select an employee for talent rather than for skills or experience, set expectations for the employee by defining the right outcomes, motivate people by building on each person's unique strengths, and, finally, develop people by finding the right work-place fit for each person. This book presents a measuring stick for great managers and demonstrates the linkage between employee opinions and productivity, profit, customer satisfaction, and the rate of employee turnover. (Video Description (2014): https://www.youtube.com/watch?v=Q5P2vf3BpgA)	M. Buckingham & C. Coffman. (1999).

Leading and Managing Change Resources	Description	Source
"Choosing Strategies for Change"	The authors recommend organizations to analyze situational factors, determine the optimal speed of change, and consider methods of managing resistance. The article describes five different methods generally used for dealing with resistance to change: education & communication, participation & involvement, facilitation & support, negotiation & agreement, manipulation & co-optation, and explicit & implicit coercion. The authors suggest viewing strategic options as existing on a continuum in addressing situational factors.	John P. Kotter & Leonard A. Schlesinger. <i>Harvard Business Review</i> , 2008. Retrieved from: http://hbr.org/2008/07/choosing-strategies-for-change/ar/1
"Managing Change: How to Build Adaptive Capacity"	This article briefly focuses on how some organizations experience challenge in new circumstances or turbulent times as an opportunity to rethink what they do and how they do it. Carl Sussman defines "adaptive capacity" as the skill to take the initiative in making adjustments for improved performance, relevance, and impact and the ability to respond to and instigate change. He identifies external focus, network connectedness, inquisitiveness, and innovation as four qualities that can capture the essence of adaptive organizations.	Carl Sussman. <i>The Nonprofit Quarterly</i> , 2003. Retrieved from: http://www.nonprofitquarterly.org/management/90-making-change-how-to-build-adaptive-capacity.html
Switch: How to Change Things When Change is Hard	This book is about overcoming the immense difficulty of organizational change. The authors approach the subject through individual psychological tensions between the individual's rational and emotional mind. They explore changes through the lenses of the individual, organization, and society. The book argues that successful changes follow a pattern that can be used to make the changes matter to the individual or the organization. (Forbes' book summary: http://www.forbes.com/2010/06/02/change-management-chip-dan-heath-leadership-managing-switch.html .)	Chip Heath & Dan Heath. (2010). Retrieved from: http://heathbrothers.com/books/switch/
The Power of Moments	This book delves into some fascinating mysteries of experience: Why we tend to remember the best or worst moment of an experience, as well as the last moment, and forget the rest. Why "we feel most comfortable when things are certain, but we feel most alive when they're not." And why our most cherished memories are clustered into a brief period during our youth (Fast Company's article and video description: https://www.fastcompany.com/40472116/the-power-of-moments-why-certain-experiences-have-extraordinary-impact)	Chip Heath & Dan Heath. (2017).

Leading and Managing Change Resources	Description	Source
The Two Biggest Communication Blunders During A Reorg	Leaders of reorgs typically fall into one of two traps when communicating with their employees. We'll call the first one wait and see and the second ivory-tower idealism. Perhaps you have seen one, or both, in your own reorgs. (Communication)	S. Heidari-Robinson, S. Heywood. (2016). Harvard Business Review Retrieved from: https://hbr.org/2016/10/the-two-biggest-communication-blunders-during-a-reorg
"Change Communication Checklist"	Prosci's Communication Checklist draws from over 20 years of benchmarking research, giving you access to the best practices when communicating about change to your organization. Use the checklist as an audit for your current change management activities, or use it as a guide as you plan for new initiatives and projects. (Communication)	Prosci. 2018. Retrieved from: https://www.prosci.com/change-management/thought-leadership-library/change-management-communication-checklist
"How to Be A Successful Change Leader"	Successful change is one of biggest problems that modern organizations face. In our fast-changing world, the strategic imperative to change is often clear: Without doing things differently, our company is unlikely to succeed, or last. (Leadership support)	Center for Creative Leadership. (n.d.). Retrieved from: https://www.ccl.org/articles/leading-effectively-articles/successful-change-leader/
"Navigating Change: A Leader's Role"	This white paper highlights that the role of mid- and senior-level leaders in making change happen is critical. Managers of teams, projects, departments, and functions are in a unique and powerful position. These are the leaders who must translate the vision of change from the C-Suite to the ground troops, help direct reports navigate the emotions of change and transition, and influence change agents to generate alignment and commitment for the change effort to be successful. (Leadership support)	D. Dinwoodie, W. Pasmore, L Quinn & R.Rabin. (2015). Center for Creative Leadership. Retrieved from:



Leading and Managing Change Resources	Description	Source
		https://www.ccl.org/wp-content/uploads/2016/09/navigating-change-a-leaders-role-center-for-creative-leadership.pdf
"How Strong Leaders Support People Through Change"	One of the most daunting things about being a leader is implementing change - especially when it's not your idea. For one thing, it's hard to know how your folks are going to respond when you tell them about a change. Let's say, for instance, that your senior management has decided to revise the core yearly planning process in your company. When you first heard that it was changing, you felt nervous (What if it's terrible? What if we don't have any control?), but as you found out more, you could see how it would be better: more streamlined, more collaborative, more strategic. (Leadership support)	Erika Andersen. Forbes. 2015. Retrieved from: https://www.forbes.com/sites/erikaandersen/2015/09/14/how-strong-leaders-support-people-through-change/#6079a2376562
"Manager's/Supervisor's Role in Change Management"	This paper talks about managers and supervisors as the lynchpin in the success of a change initiative. In times of change, those who lead the teams impacted by change can be both a great ally and a real obstacle for change leaders. Managers are closest to the employees who must adopt the new processes and behaviors associated with a project or initiative. And in many cases the same project also impacts their own work. Getting managers and supervisors on board and prepared to support their teams through change is crucial. (Leadership support)	Prosci. (n.d.). Retrieved from: https://cdn2.hubspot.net/hubfs/367443/2.downloads/through-leadership/Manager-role-in-change-management-TL.pdf
"Management Support of Change"	In this last article in our series on managing change, we address a curious irony: although leadership calls for improved performance, they often derail the very change efforts they desire through a lack of effective management support. Let's examine why and how to avoid this. (Leadership support)	Bill Dann. Professional Growth Systems. (n.d.). Retrieved from: http://www.professionalgrowthsystems.com/growthlines/implementing-change-article-14-management-support-change/



Leading and Managing Change Resources	Description	Source
"Change Management Leadership Guide"	The purpose of this guide is to provide you with a framework of the concepts and theories of change management and tips/tools on how you can lead a successful and rewarding organizational change initiative. The guide focuses on two streams; the "process" or change model, and the "transition" or emotional impact when embarking on a change effort. (Leadership support)	Ryerson University. 2011. Retrieved from: https://www.ryerson.ca/content/dam/hr/manager-resources/docs/change-management-leadership-guide.pdf
"How Do You Develop Openness to Change?"	"I think in developing openness to change in someone, it's important to know where the resistance is coming from and talk about that and get to the root of it. It's important for them to know why the change is happening and where it's coming from, what the benefits are. And that can sometimes help alleviate their fears or concerns. Also, maybe understanding where they see a need for change and making that happen so they can see the benefit and feel it and be more open in the future." — Lisa Kavanaugh (Preparing and openness for change)	Lisa Kavanaugh. (2012). Retrieved from https://www.fastcompany.com/3011676/lisa-kavanaugh-how-do-you-develop-openness-to-change
"How Corporate Culture Will Change in the Face of Openness"	This article describes how great leaders know that they need to cultivate the skills of their workforce while simultaneously building a work environment that motivates, excites, and inspires workers. Not surprisingly, companies who are committed to developing a strong workplace culture tend to perform well. (Preparing and openness for change)	Saul Berman. FOXBusiness, 2012. Retrieved from: https://www.foxbusiness.com/features/how-corporate-culture-will-change-in-the-face-of-openness

Leading and Managing Change Resources	Description	Source
“Predictors and Outcomes of Openness to Changes in a Reorganizing Workforce”	Abstract: It is becoming increasingly important for employees to be able to cope with change in the workplace. This longitudinal study examined a set of individual differences and context-specific predictors of employee openness (i.e., change acceptance and positive view of changes) toward a set of workplace changes. Personal resilience (a composite of self-esteem, optimism, and perceived control) was related to higher levels of change acceptance. Three context-specific variables (information received about the changes, self-efficacy for coping with the changes, and participation in the change decision process) were predictive of higher levels of employee openness to the changes. Lower levels of change acceptance were associated with less job satisfaction, more work irritation, and stronger intentions to quit. (Preparing and openness for change)	Journal of Applied Psychology. (2000). Retrieved from: https://pdfs.semanticscholar.org/4c25/b84c0e84b0c6f2ea07f134f5b06ff31ffdc4.pdf
“The First 30 Days Change Quiz: Are You Good at Change?”	You can be good at skiing, math, or sculpting, but can you also be good at change? Some people certainly seem to face change better than others. Ever wonder why your boss isn't fazed by the biggest corporate changes, but your mother gets frazzled if there's the slightest shift in her daily routine? And we all have friends who have successfully made major changes in their lives—like quitting smoking or losing weight—and others who give up the minute it gets tough. Whether it's a change in your job, health, family, relationships, or life in general, transitions are an inevitable part of life. How well do you handle change? Take this quiz and find out! (Preparing and openness for change)	(n.d.) Retrieved from: http://images.barnesandnoble.com/pimages/resources/pdf/Change_Quiz.pdf
“Competency Assessment for Demonstrating Adaptability and Flexibility”	This is a ‘sample competency assessment’ that demonstrates adaptability and flexibility pathways that focuses on helping a person manage and thrive in the midst of change. Those on this path will explore what change looks like, examine their feelings about change, and learn how to adapt and excel in the workplace. (Preparing and openness for change)	Pathway Learning Series. n.d. Retrieved from: https://cloudfront.ualberta.ca/-/media/hrs/learning-and-development/pathways-learning-series/adaptandflexassessmentguide2017.pdf

Leading and Managing Change Resources	Description	Source
"The Agile Leader – Adaptability"	There is a well-known Chinese proverb that says that the wise adapt themselves to circumstances, as water molds itself to the pitcher. Perhaps at no other time in recent history has adaptability been more important than it is now. Adaptability – the ability to change (or be changed) to fit new circumstances – is a crucial skill for leaders, and an important competency in emotional intelligence. (Preparing and openness for change)	Bruna Martinuzzi. MindTools. 2018. Retrieved from: https://www.mindtools.com/pages/article/newLDR_49.htm
"Interview Questions and Answers"	'Personality test' interview questions are definitely an acquired taste for interviewees. Interview questions may relate to a particular aspect of your personality, or a characteristic the interviewers want to check in the job candidates. It can be irritating, and disorienting, when you're all keyed up to deal with tough interview questions about a professional position, to be asked 'How do you respond to change in the workplace?' Most people sigh, groan inwardly, and answer the interview question as best they can. (Preparing and openness for change)	CV Tips. 2016. Retrieved from: http://www.cvtips.com/interview/interview-questions-and-answers-personality-interview-questions.html
"5 Ways Leaders Strengthen and Prepare Their Teams for Change"	Was there ever a time that was more uncertain than today? Are leaders prepared to manage change in ways that strengthen the teams around them? (Preparing and openness for change)	Glenn Llopis. Forbes Magazine. 2014. Retrieved from: https://www.forbes.com/sites/glennllopis/2014/12/18/5-ways-leaders-strengthen-and-prepare-their-teams-for-change/#389cba52793b
"Companies Save Millions by Implementing Agile Workspaces"	In a business climate characterized by constant and accelerating change, dealing with employee resistance to those changes is troublesome at best, and costly in many cases. That's certainly true when it comes to implementing change in the workplace, especially moving to shared workspaces and adopting agile working practices. (Preparing and openness for change)	Jo-Anne Mann. Serraview. 2017. Retrieved from: https://serraview.com/9-steps-implementing-change-workplace-agile-spaces/



Leading and Managing Change Resources	Description	Source
"Facilitating Behavior Change"	In this resource two models are introduced: Readiness to Change and Motivational Interviewing. These techniques and the concepts behind them are discussed primarily in the context of medication adherence, but they can also be applied to such lifestyle modifications as diet and exercise. (Readiness for change)	AdultMed Education. (n.d.). Retrieved from: http://adultmededucation.com/downloads/Adult_Med_Facilitating.pdf
"Stages of Change: Principles: Prochaska and DiClemente"	A powerpoint that describes each of the five stages in Prochaska and DiClemente's Change Model: (1) Precontemplation; (2) Contemplation; (3) Preparation; (4) Action; and (5) Maintenance. (Readiness for change)	Retrieved from: http://dhss.alaska.gov/dbh/Documents/Resources/pdf/Stages%20of%20Readiness.pdf
"Readiness for Change" Implementation Science (overview)	In education "readiness for change" is something that needs to be developed, nurtured, and sustained. Readiness is not a pre-existing condition waiting to be found or an enduring characteristic of a person, organization, or system. The same person, organization, or system can be in the Full Implementation stage with respect to one innovation and in the Exploration Stage for a different innovation. Accountability for creating readiness rests with the implementation team, not with those who are expected or invited to change. (Readiness for change)	D. Fixsen, K. Blasé, R. Horner, B. Sims & G. Sugai. State Implementation and Scaling-Up of Evidenced-based Practice. (2013). Retrieved from: https://sisep.fpg.unc.edu/sites/sisep.fpg.unc.edu/files/resources/SISEP-Brief3-ReadinessForChange.pdf
"2007 Change Management: Survey Report"	In November 2006, the Society for Human Resource Management (SHRM) conducted the Change Management Survey, which asked manager-level and above HR professionals in the United States about their experiences with major organizational changes and HR department's role in change management initiatives. HR professionals reported the types of major changes their organizations planned or implemented, the ways that HR had been involved in those changes, how employees received communications and training related to major changes within their organizations and outcomes achieved as a result of HR involvement in change management initiatives.	Bendict. Society of Human Resource Management. 2007. Retrieved from: https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/documents/2007%

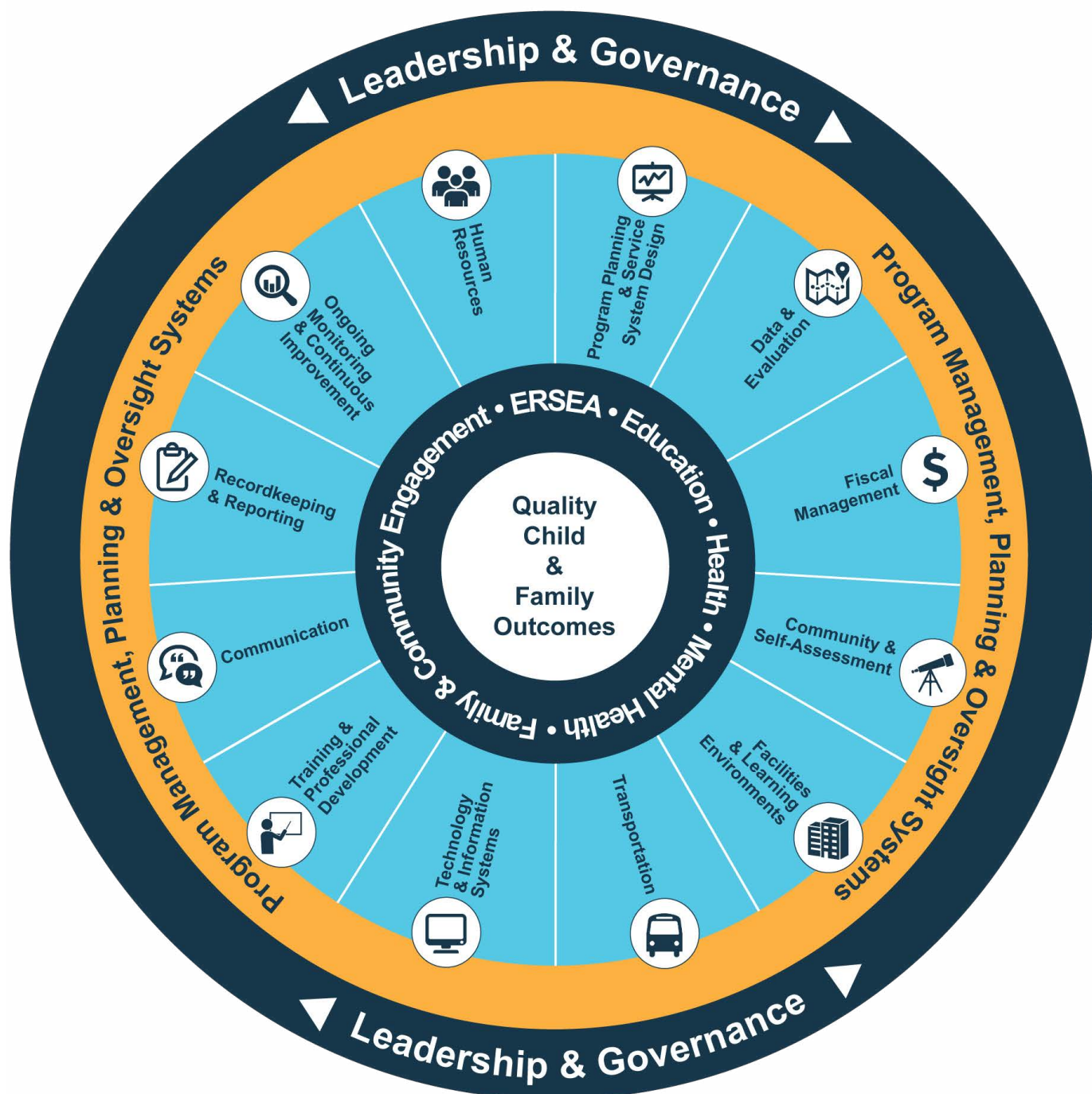
Leading and Managing Change Resources	Description	Source
	This report presents an analysis of the SHRM Change Management Survey results and examines differences among organizations' change management practices and experiences according to organization staff size and employment sector. There were very few significant differences by organization industry; therefore, those analyses are not included.	20change%20managemen t%20survey%20report.pdf
"Leading Effective Change: A Primer for the HR Professional"	Change—especially major change—affects employees at every level of an organization. A recent SHRM survey found that 82 percent of organizations had been involved in a change management initiative involving the HR function over the previous 24 months. Clearly, managing change has become an essential part of many managers' jobs. This report is written for the HR professional who wants to better understand the dynamics of organizational change and seeks guidelines for implementing change effectively.	The SHRM Foundation. 2015. Retrieved from: https://www.shrm.org/ResourcesAndTools/hr-topics/organizational-and-employee-development/Documents/8-15%20Leading%20Change%20EPG-Final.pdf
"Strategic Organizational Change"	This e-book is designed to provide you with a high-level overview of a path towards initiating change management within your organization. Organizational change is necessary to transition an enterprise from its current state to a desired future state. Managing organizational change involves planning and implementing strategies to help individuals understand, accept, and embrace the changes in their business environment while maximizing the effectiveness of a change initiative.	Line of Sight. 2014. Retrieved from: https://www.slideshare.net/Line-of-Sight/strategic-organizational-change-ebook-102014
"Measuring the Effectiveness of Change"	If you're struggling with measuring the effectiveness of your change management activities, you're not alone. Yet today's practitioners face growing pressure to build a measurement strategy into their standard change management framework. (Measuring change) (Webinar replay: https://prosci.wistia.com/medias/3b0vysromi%20)	Prosci. 2018. Retrieved from: https://www.prosci.com/change-management/thought-leadership-library/measuring-change-management-effectiveness-with-metrics



Leading and Managing Change Resources	Description	Source
"Measuring Change Effectiveness"	This module outlines how change management leaders can develop a suite of measurement tools that can help them to assess both the outcome of the change initiative as well as the effectiveness of specific change management activities in order to make on-the-fly adjustments. A range of both quantitative and qualitative measures that change management leaders can use are introduced. Also includes a 9:04 video clip on measuring change. (Measuring change)	Change Activation. 2018. Retrieved from: https://changeactivation.com/modules/measuring-change-effectiveness/



Head Start Management Systems Wheel



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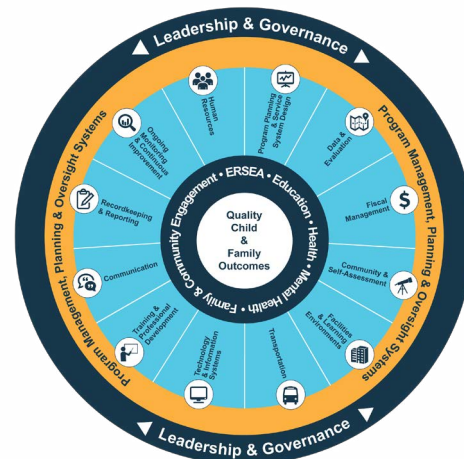


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Head Start Management Systems: Guiding Questions

Introduction




The Head Start management systems wheel is a visual representation of the twelve program management, planning, and oversight systems that are critical to sound program infrastructure and high-quality service delivery. Leadership and governance, the bedrocks of effective management, are depicted as surrounding all twelve systems. Head Start program leadership consists of three key entities: governing body/Tribal Council, Policy Council, and management staff. The governing body/Tribal Council assumes legal and fiscal responsibility for the program, the Policy Council sets direction, and the management staff oversee day-to-day operations. Together they are a powerful force that provides leadership and strategic direction. These management systems are crucial to the effective operation of the services in the inner blue circle which in turn result in quality child and family outcomes. The following questions can be used to evaluate both existing strengths as well as areas for growth in Head Start program operations.







Core Ingredient	Questions to Consider
Leadership & Governance	<ul style="list-style-type: none"> • How do you know that governing body/Tribal Council and Policy Council members are knowledgeable about their roles and responsibilities as Head Start program leaders? • How is the required expertise (e.g. financial, legal, and early education) represented on the governing body/Tribal Council? If exceptions have been made, how are these documented? • What is the makeup of the Policy Council? How are program options represented on the Policy Council? • How does communication between governing body/Tribal Council, Policy Council, and key management staff take place in support of program decision-making? • If applicable, how are governing body/Tribal Council members involved in strategic planning activities? <p><i>Do our leadership and communication practices enable us to make the strategic decisions that will move our programs forward?</i></p>

Management Systems	Questions to Consider
 Program Planning & Service System Design	<ul style="list-style-type: none"> • What is the timeline for our annual program planning process? This should include: <ul style="list-style-type: none"> – Community assessment review and update – Goal and objective development/review – Coordinated approaches – Action planning – Ongoing monitoring – Self-assessment • How are the following stakeholders engaged in our program planning process? <ul style="list-style-type: none"> – Program staff – Governing body/Tribal Council members – Policy Council members – Community members <hr/> <p><i>• Do our planning efforts strengthen our outcomes for children, families and communities?</i></p>
 Data & Evaluation	<ul style="list-style-type: none"> • How do we collect and use data to inform ongoing monitoring and continuous improvement? • How are staff utilized in our data management process? • What well-chosen and well-implemented methods for data collection and analysis are used to determine impact? • How does our approach to data management support the availability, usability, integrity, and security of data? <hr/> <p><i>• Does our data help us tell the story about how we are making a difference for our children, families, and community?</i></p>

Management Systems	Questions to Consider
 Fiscal Management	<ul style="list-style-type: none"> • What is the timeline for our fiscal management activities? This should include, but not be limited to: <ul style="list-style-type: none"> – Budget development and review – Monitoring actual expenditures against budget projections – Making major expenditures – Audit activities • How are our staff, governing body/Tribal Council and Policy Council members engaged in fiscal management activities? • How do our policies and procedures inform our fiscal management efforts? • How does our budgeting process relate to our program planning activities? • How does our budgeting process inform resource development efforts? • If applicable, how are we using advisory committees to support fiscal management activities? <hr/> <ul style="list-style-type: none"> • <i>Do we have clean audits and have resources been maximized?</i>
 Community & Self-Assessment	<ul style="list-style-type: none"> • How does our community assessment align with the service needs of children and families? Does our community assessment include school and child care data? How does the community assessment inform our program planning process? • What is the timeline of our self-assessment process? How is it informed by our program planning process? Who is engaged in the process? • How are the results of our self-assessment shared with staff and program leadership? <hr/> <ul style="list-style-type: none"> • <i>Do our data collection and analysis activities inform the way our programs deliver services?</i>

Management Systems	Questions to Consider
 Facilities & Learning Environments	<ul style="list-style-type: none"> • How does our system for managing and monitoring facilities and learning environments ensure that we meet health and safety requirements? • How do our indoor and outdoor learning environments support the needs of children, families, and staff? • How is facilities management addressed from the perspectives of program planning and fiscal management? <hr/> <ul style="list-style-type: none"> • <i>Do our facilities and learning environments provide safe and challenging places that support our children and families?</i>
 Transportation	<ul style="list-style-type: none"> • How is our transportation system aligned with the needs of our families? • How do we monitor compliance of our transportation system with state and federal regulations? • What backup systems are in place to ensure all children are accounted for after each trip? • What are the budget implications of our maintenance and repair efforts? <hr/> <ul style="list-style-type: none"> • <i>Does our transportation system move children safely and efficiently from one point to another?</i>
 Technology & Information Systems	<ul style="list-style-type: none"> • How does our technology (hardware or software) align with our program operations and planning activities? • How are technological issues addressed in fiscal management? <hr/> <ul style="list-style-type: none"> • <i>Do we have the right technology in place to support our Head Start program?</i>

Management Systems	Questions to Consider
 Training & Professional Development	<ul style="list-style-type: none"> • How do our training and professional development plans address the knowledge and skills needed to meet our program’s goals and objectives? • In addition to training and technical assistance resources (both regional T/TA and the national centers), how are our training and technical assistance funds being used to access additional professional development resources? <hr/> <ul style="list-style-type: none"> • <i>Do our training and professional development activities enable our staff and volunteers to move our Head Start programs from compliance to excellence?</i>
 Communication	<ul style="list-style-type: none"> • How does our communication system address both internal and external communication among and between program leadership, staff, families, and the community? • How do our communications policies and procedures address key issues such as social media management and confidentiality? • What communication approaches are used to meet the needs of culturally and linguistically specific populations? <hr/> <ul style="list-style-type: none"> • <i>Does our program communicate effectively with internal and external stakeholders?</i>
 Recordkeeping & Reporting	<ul style="list-style-type: none"> • How does our recordkeeping and reporting system use technology to manage information? • How do our recordkeeping and reporting policies and procedures address key issues such as confidentiality? • How does our reporting system provide program leadership (governing body/Tribal Council, Policy Council) with key information to make decisions in a timely and thorough manner? • How does our recordkeeping and reporting system generate real-time reports that improve program services? <hr/> <ul style="list-style-type: none"> • <i>Does our recordkeeping and reporting system help our program build and maintain its institutional memory?</i>

Management Systems	Questions to Consider
 Ongoing Monitoring & Continuous Improvement	<ul style="list-style-type: none"> • How does ongoing monitoring inform our program operations, planning process, and continuous quality improvement? • What is the timeline for ongoing monitoring activities? • How are staff trained and engaged in ongoing monitoring efforts? • How are the results of our ongoing monitoring shared with staff and program leadership? <hr/> <ul style="list-style-type: none"> • <i>Does our ongoing monitoring system support our planning efforts?</i>
 Human Resources	<ul style="list-style-type: none"> • How does our organizational structure support our staff to provide high quality services to children and families? • What is our process for hiring and onboarding staff? • Does our process for hiring and on-boarding include culturally responsive practices? • How do we ensure that staff members have the appropriate credentials and have acquired the needed competencies to fulfill their job responsibilities? • How does our program promote retention? • How do our human resource activities inform our budgeting efforts? <hr/> <ul style="list-style-type: none"> • <i>Does our program effectively meet the professional development needs of our staff?</i>

This product was prepared under Grant # 90HC0011 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Program Management and Fiscal Operations.



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Managing Is... Leading Is...



Managing Is...

- Working within boundaries
- Controlling resources
- Planning to reach goals
- Contracting how and when work will be done
- Emphasizing reason and logic supported by intuition
- Deciding present actions based on the past and precedent
- Waiting for all relevant data before deciding
- Measuring performance against plans

Leading Is...

- Expanding boundaries
- Influencing others
- Creating a vision of a possible future
- Committing to get the work done no matter what
- Emphasizing intuition and feelings supported by reason
- Deciding present actions based on the envisioned future
- Pursuing enough data to decide now
- Assessing accomplishment against vision

Bellman, G.M. Leading When You Are Not in a Position of Authority, *Getting Things Done When You Are Not in Charge*, pp. 14.



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Readiness for Change Assessment Tool

How you can use the *Readiness for Change Assessment Tool*

Directors may use the tool to engage the management team in a discussion to determine next steps necessary to move forward with the change initiative.

Directors may want to have conversations with various stakeholders, (staff, management team, governing body members, Policy Council, community members) review data, or read existing reports and complete the tool based on their discoveries.

Managers may use the tool to engage their teams in a discussion that gauges their thinking and readiness to engage in a change initiative or a project that requires change.

Directors and **managers** may ask their teams to complete the tool.

How to rate the statements on the *Readiness for Change Assessment Tool*.

Ensure anonymity and confidentiality to all who participate.

Using a number between 1 and 5, thoughtfully and honestly rate each statement in the assessment tool.

Guide raters to the tool and point out the two rating scales. Also emphasize that statements 2, 4, 5, 6, 15, 20, and 22 must be answered with the inversed rating scale in order to get an accurate result.

Raters need only receive the *Readiness for Change Assessment Tool* (pages 3 and 4).



Summative rating: To determine your program's overall readiness for change, total the ratings for each section.

- 135 – 125** Your program is ready. If there is a section that ranked low, monitor that section closely and be prepared to make course corrections as needed.
- 124 – 114** Recommend that your program calculate the average rating for each section and spend time working with your staff in the areas that were ranked lowest
- 113 – 100** Strongly recommend that your program calculate the average rating for each section and spend time working with your staff in the areas that were ranked lowest
- 99 – below** Before beginning the change initiative work with your program to prepare for the change initiative.

Ratings by section: Each section can be rated separately to identify which area(s) your program needs the most support as you plan and prepare to implement the change initiative. To determine the rating for each section, calculate the average score by tallying the score for the section and dividing by the number of items in that section.

An average score below 4 for any section indicates that your program should spend time strengthening that section before engaging in a change initiative.

*To accurately calculate your average score, *ratings for questions 2, 4, 5, 6, 15, 20, and 22 need to be inversed*. Please read the instructions carefully to appropriately inverse your ratings.

Look out for questions with an asterisk (*) to switch the number to its opposite number on the rating scale (i.e. 1→5, 2→4, 3→3, 4→2, 5→1).



Instructions: Thoughtfully consider each statement. Use a number from 1–5 to rate the statements.

[1= Strongly disagree 2= Disagree 3= Not sure 4= Agree 5= Strongly agree]

PLEASE NOTE: For the statements with an asterisk (*), please inverse your rating:

[1= Strongly agree 2= agree 3= Not sure 4= Disagree 5= Strongly Disagree].

	Rating
A. Previous experiences with change	
1. My program has had positive experience with change.	
2. My program has experienced failure with change. <i>Inverse</i>	*
3. Currently, the mood of my program is hopeful, optimistic and positive.	
4. Currently, the mood of my program is distrustful, cynical and negative. <i>Inverse</i>	*
5. Currently my program appears to be resting on the laurels of past successes. <i>Inverse</i>	*
6. There are parts of my program that operate in 'silos.' <i>Inverse</i>	*
Calculate average rating: Total rating for <i>Previous Experience with Change</i> __ / 6 = ____	
B. Communication	
7. My program has clearly defined program goals and objectives and are continually communicated to staff	
8. My program has strategies in place to prioritize change projects and competing change initiatives	
9. My program uses multiple communication strategies to keep stakeholders informed	
10. My program's messaging about change is clear and consistent	
11. Ongoing monitoring includes strategies to identify lapses in communication	
Calculate average rating: Total rating for <i>Communication</i> ____ / 5 = ____	
C. Leadership support	
12. Managers are directly involved with their teams and support the change.	
13. There is a clear picture of the future	
14. The leadership team's success is dependent on the success of the change initiative.	
15. There have been times when managers have demonstrated a lack of support for their teams. <i>Inverse</i>	*
16. Staff are invited to participate and their thoughts influence the change initiative	
Calculate average rating: Total rating for <i>Leadership Support</i> ____ / 5 = ____	



D. Preparing and openness for change	
17. My program has an ongoing monitoring system in place that will be used to monitor the change.	
18. Managers use ongoing monitoring results to make decisions that support the change.	
19. Managers and staff have access to training that supports an understanding of changes in organizations.	
20. Management team members believe it is not necessary to do things differently. They believe that it is ok to operate the same as 'we' did in the past	<i>Inverse</i> *
21. Conflicts are dealt with in a way that builds on strengths with a focus on resolution.	
22. Conflicts are censored, hidden and not openly discussed	<i>Inverse</i> *
Calculate average rating: Total rating for <i>Preparing & Openness for Change</i> _____ / 6 = _____	
E. Readiness for change	
23. My program's planning process reflects the change initiative.	
24. My program's planning process supports the change initiative.	
25. My program's governance team has approved the change initiative.	
Calculate average rating: Total rating for <i>Readiness for Change</i> _____ / 3 = _____	
F. Measures for change	
26. My program's ongoing monitoring and continuous improvement system tracks the changes and reports on progress.	
27. When determining course correction, my program ensures that follow-up is identified.	
Calculate average rating: Total rating for <i>Measures for Change</i> _____ / 2= _____	
All Sections TOTAL:	

Thank you!

Comments:



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Adapted from Stewart, T. A. (1994, February 7). Rate your "Readiness to Change" scale. *Fortune*, 106-110.



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