**Change Management One-Page Worksheet**

**Plan, Communicate, Reinforce –** Fill in each section as appropriate for your area.

|  |
| --- |
| **What’s Changing and When?** *List each aspect of work that is changing for your entire unit/area and the date by which the change must be completed. Ex. processes; systems; tools; equipment; job roles; behaviors; mindset/attitudes; reporting structure; location* |
|  |

|  |
| --- |
| **What is the Purpose?** *For each change: Explain the purpose for the change and why that change is happening now.* |
|  |

|  |
| --- |
| **Who is Impacted by this Change?** *For each change, list all stakeholders – those who are impacted. Ex. areas/work units; individuals; other areas your school/unit/dept regularly interacts with (facilities, accounting, faculty, students, etc.)* |
|  |

|  |
| --- |
| **How Big is the Change?** *Consider each change being made and rate: 1 = Minor; 2 = Moderate; 3 = Major* |
|  |

|  |
| --- |
| **What are the Challenges and/or Trainings?** *For each list stakeholder what types of resistance do you anticipate for each change? What trainings may be necessary? Ex. reluctance to use new tools; lack of participation in team activities or meetings; rumor spreading, lack of trust* |
|  |

|  |
| --- |
| **Mitigation Plans** *For each anticipated challenge and training, list mitigation plans. Ex. group trainings, individual trainings, one-on-one meetings, more detailed communications, increased transparency, increased call for feedback, etc.* |
|  |

|  |
| --- |
| **Communication Plans** *Communication is CRITICAL. Create a schedule of communications, considering: WHO – Audience? Messenger?; WHAT – Details, transparency, solicit feedback; WHEN – More often than you think! HOW – Tailor to audience and message (emails, meetings - one-on-ones, skip-levels, town halls, etc.)* |
|  |

|  |
| --- |
| **Reinforcement** *For each change and each stakeholder, how will you: reinforce the changes? assess adoption of the changes? continue to ask for feedback? celebrate successes?* |
|  |