

Change and Implementation AT A GLANCE

Readiness



When organizational readiness is high, effective implementation of a new program is more likely; when readiness is low, change efforts are more likely to fail (Dymnicki et al., 2014). Assessing and building readiness are essential components of a successful and equitable change and implementation process.

What It Takes to Get It Done

- ☐ Consider factors that contribute to readiness
 - ☐ Determine focus (readiness for change or readiness for implementation of a specific intervention)
- ☐ Develop an assessment approach
 - ☐ Select or develop tool(s)
 - ☐ Identify participant groups
 - ☐ Plan analysis approach
- ☐ Conduct assessment and analyze findings
 - ☐ Communicate why assessment is important and build buy-in
 - ☐ Identify readiness strengths and areas for development
 - ☐ Use findings for implementation planning and capacity building
 - ☐ Reassess readiness over time

Get the Most Out of Readiness

Before you get started:

- ◆ Assess shared understanding of racial equity and how it applies to your team's change or implementation effort—consider agency leaders, staff, and other team members, including young people and families with lived experience in child welfare (lived experts) and those who will be served by the program
- ◆ Make sure that all team members have the information they need about the issue and the process, as well as adequate time to prepare for participation
- ◆ Ensure that all team members are willing and able to:
 - ❖ Authentically partner with lived experts in shared decision-making
 - ❖ Consider the priorities and perspectives of people with lived experience
 - ❖ Learn about and acknowledge the culture, values, and history of the populations served by the agency

See [Change and Implementation at a Glance: Teaming](#) for more information on diverse and inclusive teams.

As you develop your assessment approach:

- ◆ Select or develop a readiness tool that includes a focus on racial equity, uses questions that are easily understood across the team, and addresses local context and values of the communities receiving child welfare services
- ◆ Plan for assessment and analysis to include lived experts and community members to be sure community perceptions of readiness are accurately collected and reflected, and identify how the process will be psychologically safe for people participating
- ◆ Document how communication about the process will be inclusive and transparent, and the findings will be used to inform implementation planning and capacity building

As you consider and analyze findings:

- ◆ Partner intentionally with lived experts and communities to implement the assessment according to the plan you have developed
- ◆ Be ready to listen to lived experts and community members (and be ready to pivot) to be sure the assessment is collecting accurate information
- ◆ Review the findings with lived experts and community members to be sure findings are reflective of their perspectives
- ◆ Use the final set of vetted findings to inform implementation planning and capacity building efforts

Commonly Identified Factors That Contribute to Readiness for Implementation (Scaccia et al., 2015)

Motivation	General Capacity	Intervention-Specific Capacity
<ul style="list-style-type: none"> ◆ Belief that change is needed/valuable ◆ Belief that a selected intervention is: <ul style="list-style-type: none"> ❖ Compatible ❖ Doable/manageable ❖ Important (a priority) ◆ Recognition that the intervention has: <ul style="list-style-type: none"> ❖ A relative advantage ❖ Visible outcomes 	<ul style="list-style-type: none"> ◆ Leadership ◆ Organizational innovativeness/receptivity to change ◆ Culture (shared behaviors and norms) ◆ Climate (staff perceptions of work environment) ◆ Resource availability/use ◆ Supportive structures ◆ Staff capacity 	<ul style="list-style-type: none"> ◆ Leadership buy-in and support ◆ Program champions ◆ Intervention-specific knowledge, skills, and abilities ◆ Implementation supports and structures ◆ Relationships and networks

Consider how the readiness factors contribute to equity. For example, how diverse and inclusive is your leadership? Are there program champions within the communities served by the intervention? Does your agency culture include antiracist shared behaviors and norms?

Key Takeaways

- ◆ Readiness refers to the extent to which an organization is both willing and able to implement new programs and practices (Dymnicki et al., 2014).
- ◆ A growing body of research points to three components of readiness (abbreviated as R=MC2) (Scaccia et al., 2015):
 - Motivation – willingness to change and adopt an intervention
 - General or foundational capacity – aspects of an organization's healthy functioning
 - Intervention-specific capacity – conditions needed to implement a particular program or practice effectively
- ◆ Readiness is multifaceted and dynamic. Agencies should assess, build, and reassess readiness over time, including readiness to approach change with a focus on racial equity and engagement of lived experts.

Looking for more?

- ◆ Explore additional [readiness resources](#).
- ◆ See [“Change and Implementation in Practice”](#) for more information about other change and implementation topics.
- ◆ Find questions for consideration at each phase of the process in [“Focusing on Race Equity Throughout Change and Implementation.”](#)
- ◆ Learn more about the integration of lived expertise in [“Strategies for Authentic Integration of Family and Youth Voice in Child Welfare.”](#)

Key Change and Implementation Topics



Readiness is not a one-time event. Teams should plan to assess and reassess readiness throughout the change and implementation effort.

Click on each icon in the Change and Implementation graphic for more information.

References

- Dymnicki, A., Wandersman, A., Osher, D., Grigorescu, V., & Huang, L. (2014). Willing, able, ready: Basics and policy implications of readiness as a key component for implementation of evidence-based interventions. *ASPE Issue Brief* (September 2014), 1-16.
- Scaccia, J.P., Cook, B.S., Lamont, A., Wandersman, A., Castellow, J., Katz, J., Beidas, R. (2015). A practical implementation science heuristic for organizational readiness: R=MC2. *Journal of Community Psychology*, 43(4), 484–501

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This product was created by the Capacity Building Center for States under Contract No. HHSP2332015000711, funded by the Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services.

