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 an essential part of a successful change and implementation process.

Key Takeaways
- Readiness refers to the extent to which an organization is both willing and able to put new programs and practices in place (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.

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.

Commonly Identified Factors That Contribute to Readiness for Implementation¹

<table>
<thead>
<tr>
<th>Motivation</th>
<th>General Capacity</th>
<th>Intervention-Specific Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belief that change is needed/valuable</td>
<td>Leadership</td>
<td>Leadership buy-in and support</td>
</tr>
<tr>
<td>Belief that a selected intervention is:</td>
<td>Organizational innovativeness/receptivity to change</td>
<td>Program champions</td>
</tr>
<tr>
<td>Compatible</td>
<td>Culture (shared behaviors and norms)</td>
<td>Intervention-specific knowledge, skills, and abilities</td>
</tr>
<tr>
<td>Doable/manageable</td>
<td>Climate (staff perceptions of work environment)</td>
<td>Implementation supports and structures</td>
</tr>
<tr>
<td>Important (a priority)</td>
<td>Resource availability/use</td>
<td>Relationships and networks</td>
</tr>
<tr>
<td>Recognition that the intervention has:</td>
<td>Supportive structures</td>
<td></td>
</tr>
<tr>
<td>A relative advantage</td>
<td>Staff capacity</td>
<td></td>
</tr>
<tr>
<td>Visible outcomes</td>
<td></td>
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</tr>
</tbody>
</table>

¹ Adapted from work of Scaccia et al., 2015; this list is not exhaustive of all factors that may contribute to readiness.
Readiness Milestones
- Readiness has been assessed
- Strengths and needs have been identified

Once teams assess readiness and discuss findings, they can use that information to inform implementation planning and capacity building.

Need more information on readiness?
Detailed resources are available on the Change and Implementation in Practice website at https://capacity.childwelfare.gov/states/focus-areas/cqi/change-implementation/readiness/

- **Indepth brief** offers step-by-step guidance. Learn the details of how to assess readiness.
- **Recorded webinars** feature real world examples. Hear lessons learned and tips from experts and peers.
- **Assessment tool** draws from research on readiness factors. Use for examining readiness for change and readiness for implementation in a child welfare agency.

Short videos and a workbook reinforce key concepts. Use for training and to start thinking about application in your agency.

Key Change and Implementation Topics

References


For resources on other Change and Implementation topics, visit https://capacity.childwelfare.gov/states/focus-areas/cqi/change-implementation/