



Change Management for Implementation: Part 2

AFBSS Webinar Series: June 3, 2026

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Presenters



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Agenda

- » Review Change Roadmap and Each Step
- » Managing Resistance and Readiness for Change
- » Question & Answer

Learning Objectives

At the end of the session, participants will be able to:

- » Describe the change roadmap and tools needed to lead others through change.
- » Explain how managing resistance and gaining conviction and confidence impact successful personal change.
- » Describe how you would guide yourself and others from compliance to commitment in adopting the new vision.

Review Change Roadmap and Each Step

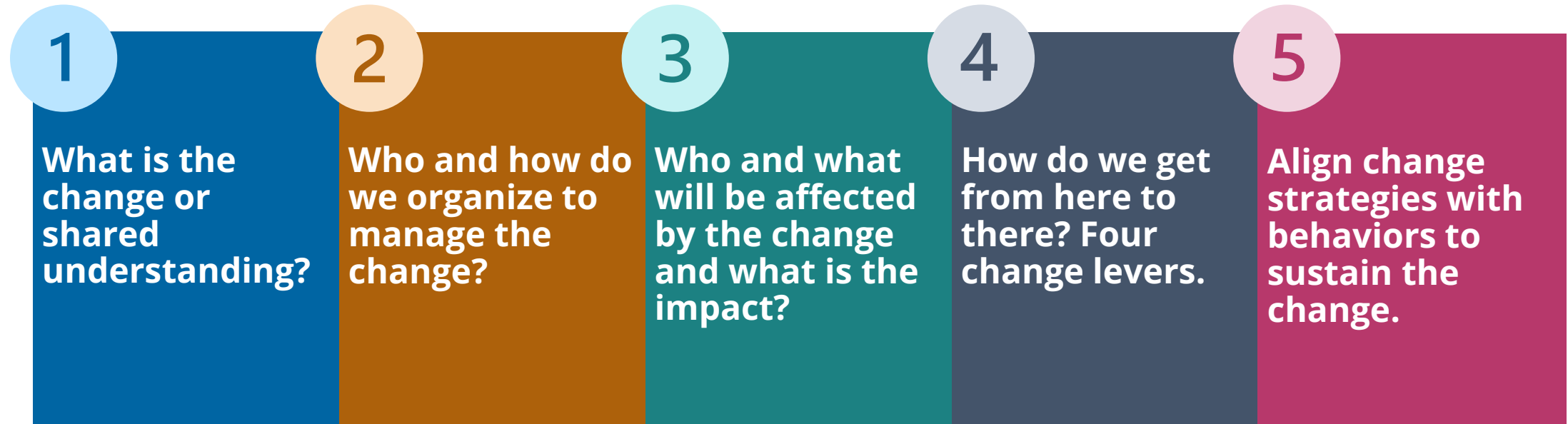
- » As we walk through the change roadmap steps today in more detail, we want you to think about the change occurring for you/your team and walk through each of the steps along with us.
- » We will guide you and provide you tools at the end of the session that support each of the steps in the change roadmap.

Today: You are the case!



Disclaimer: This is a hypothetical case example. Any resemblance to an actual person is purely coincidental, including race, nationality, and gender.

The Change Roadmap



Step 1: What is the change?

- » Define your AFBSS aim/goal.
 - » Define your strategy.
 - » Define your measures of success (how will you know you have gotten there).
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- » Have you thought about these questions in terms of the change you are currently undertaking?
 - » Write down your aim/goal, or just what the change is you're making and a few of your measures of success.
 - Feel free to share in the chat if you are comfortable.

Step 1: What is the Change? (Continued)

- » Using a confidence ruler, how important is this change to you?
- » Please select the best answer and put in the chat:
 - **1 = Not important** – I don't really know anything about this.
 - **2 = Somewhat important** – I have heard about this change but don't know how it will involve me.
 - **3 = On a List** – This change is one on the list of changes to get done.
 - **4 = Important** – This change is on the strategic plan and has resources put to it.
 - **5 = Very Important** - Leadership has this change at the top of the list and is asking for routine progress updates.



Step 2: Who and how do we organize to manage, lead, and support this change?

- » Establishing key change roles and change management infrastructure.
- » All change, whether small process change or large system/transformational change, needs adaptive leaders.
- » Informal and formal leaders—all need to understand technical and adaptive change.
- » Consider the three key roles:
 - **Change Leader:** This role promotes a vision and is dedicated to communicate and legitimize the change to be implemented.
 - **Change Agent:** This role ensures the change is implemented (believes in the vision/aim).
 - **Change Subject:** This role carries out actions (and is most affected day by day by the changes).

See the Appendix for additional information on the qualities of Effective Leaders Of Change And Change Agents.

Step 2: Who and how do we organize to manage, lead, and support this change? (Continued)

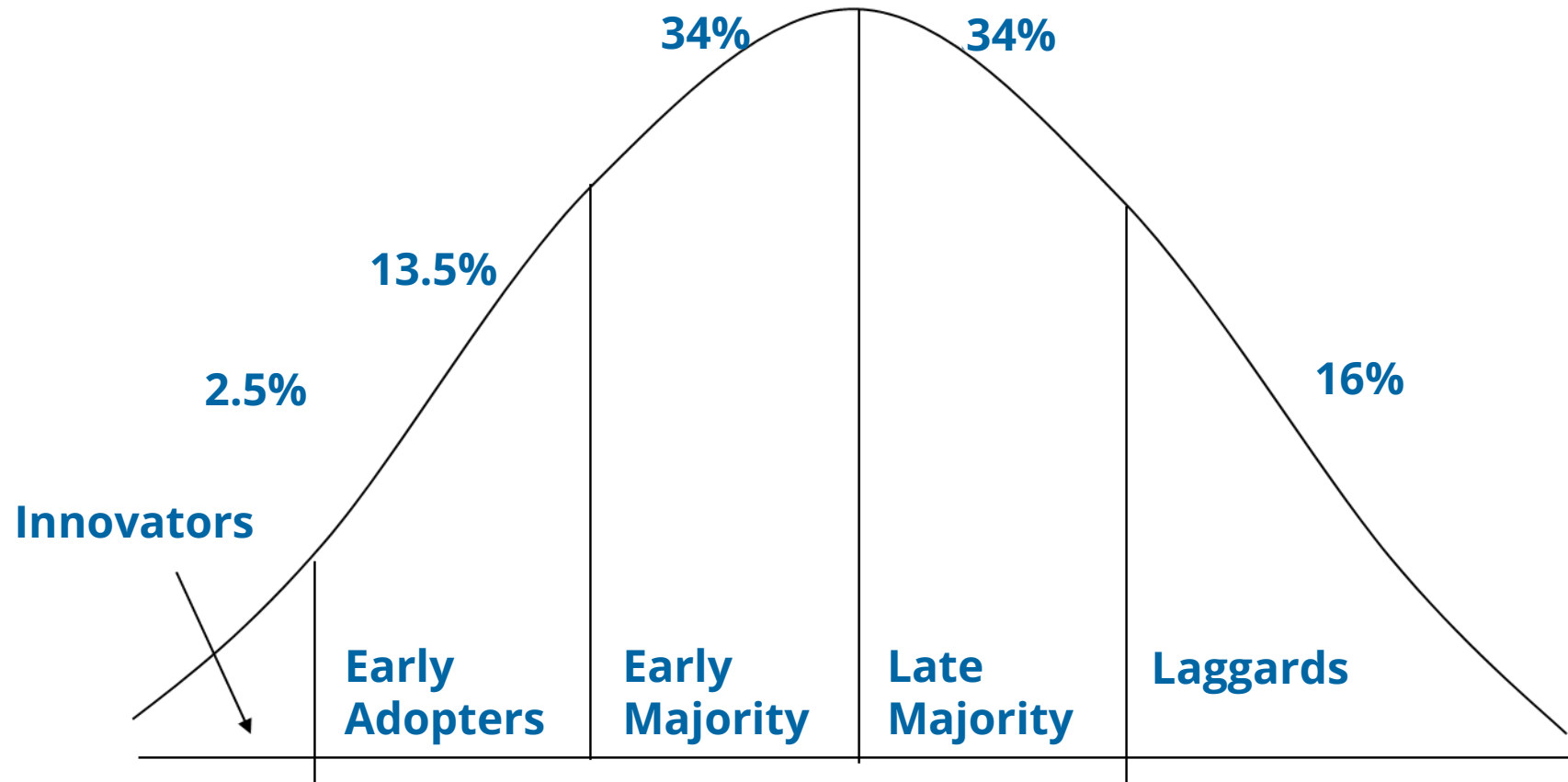
» People and Innovation: Build your change agent

- People differ in reactions and receptivity to change.
- People can resist one change but be very interested in another.
- Different changes may elicit different patterns of response.



Step 2: Who and how do we organize to manage, lead, and support this change? (Continued)

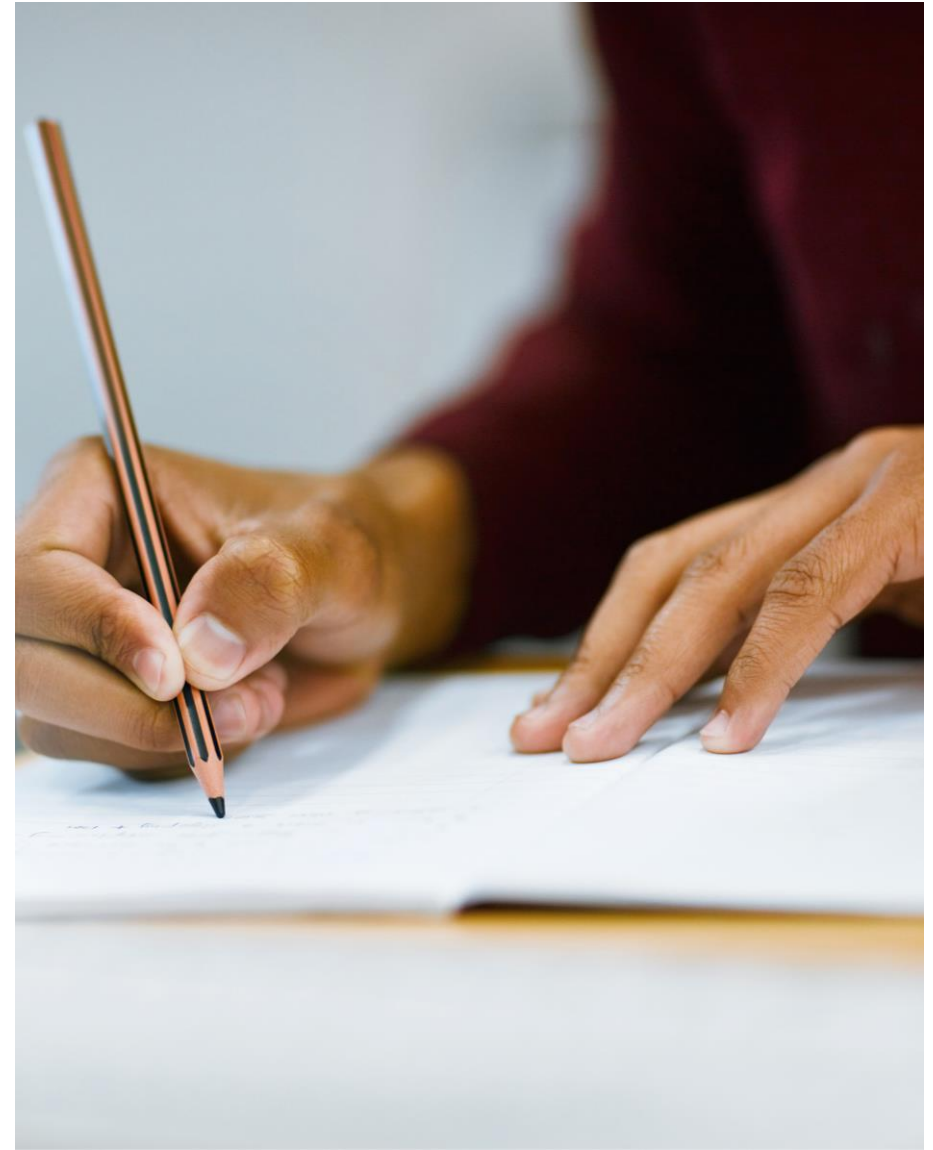
The Adoption of Change – Curve of Diffusion



SOURCE(S): Frei-Landau, R., et al., 2022.

Step 2: Who and how do we organize to manage, lead, and support this change? (Continued)

- » List your leaders of change (may be yourself or others).
- » List your change agents in your organization—those you want on this team or to engage in making this change a success (again, may be yourself and identify others).



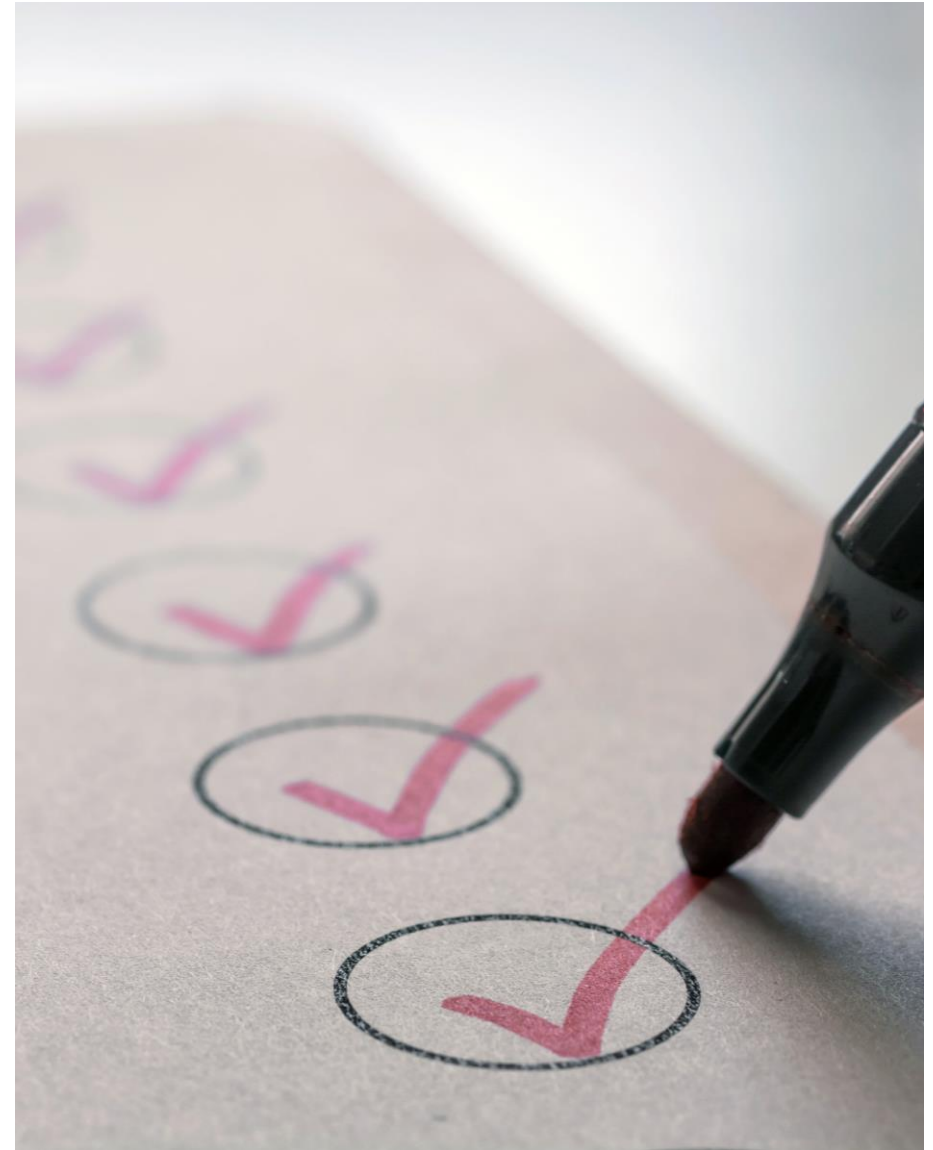
Step 2: Managing the Change – Assessing Organizational Readiness

- » **Change Readiness:** The process of preparing for, planning, executing, and sustaining organizational change.
- » Change support includes the entire organizational system with a focus on people.
- » It is not something we do to people; it is something we do with them.

Step 2: Managing the Change – Assessing Organizational Readiness (Continued)

» Organizational Readiness checklist:

- Is there a compelling purpose or vision?
- Does your organization have a flexible and/or responsive culture with changes in the past?
- What has been the prior change experience?
- Are there aligned incentives to bring people along the journey towards the vision?
- What other big changes are going on simultaneously? Does the organization have capacity to undertake the change (people resources, funds, technology, etc.)?





Step 3: Who and what will be affected by the change and what is the impact?

» Determine the impact of the change:

- On the work.
- On the people.
- On the formal and informal organizational structures.

» This includes:

- **What** is affected.
- **Who** is affected.
- **How** much.

Ideas in Action



» List a few of the AFBSS changes you think will have an impact on any of the following:

- Work processes
- Technologies
- People
- Resources

» On a scale of 1 – 5, 5 being the toughest, what is the degree of impact this change will have on the work processes and people?

» Doing this exercise for each area of change will guide you on the gaps between current and future and how much technical and adaptive change may be needed.

Step 4: How do we get from here to there?

» Remember: ***all change is personal.***

» Levers of change:



» Plan “there to here,” travel “here to there.”

SOURCE(S): Pietras, S., & Wishon, A., 2021.

Step 4: How do we get from here to there? (Continued)

- » All change is personal – What is your WIIFM?
 - What's In It For Me (WIIFM)?
- » For things to change, somebody has to start acting differently.
- » As a change agent:
 - Create a list of your stakeholders and the WIIFM for each.
 - If you cannot identify a WIIFM, you need to find one.
 - There has to be an incentive for all.

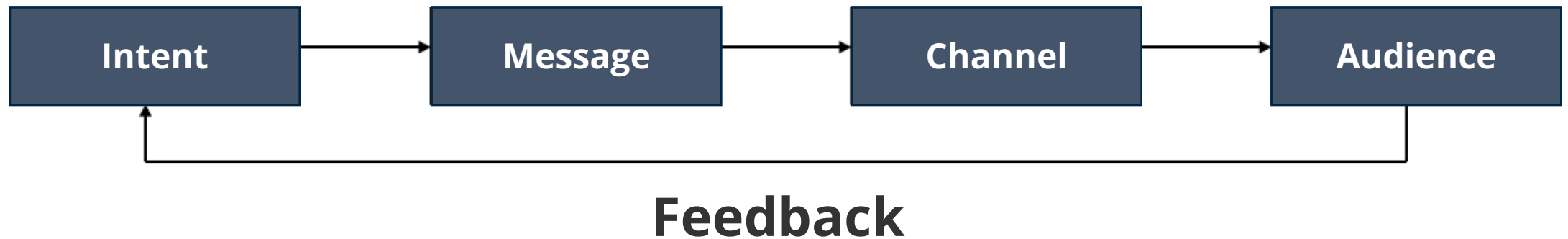


Step 4: Change Levers – Communication

» **Purpose:** Provide change participants with information they need:

- Awareness
- Knowledge
- Action

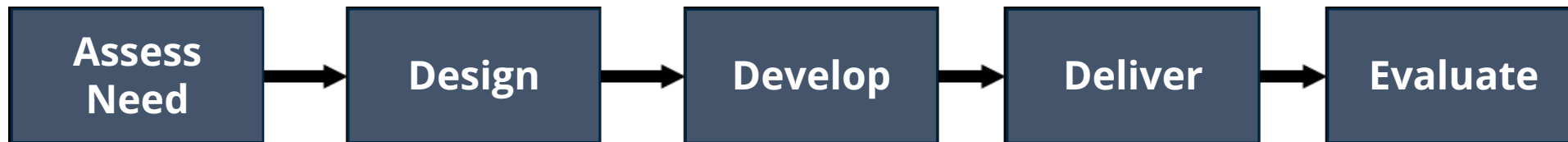
» **Process:**



Step 4: Change Levers – Education and Training

» **Purpose:** Provide change participants with the knowledge and skills they need to succeed in the change.

» **Process:**

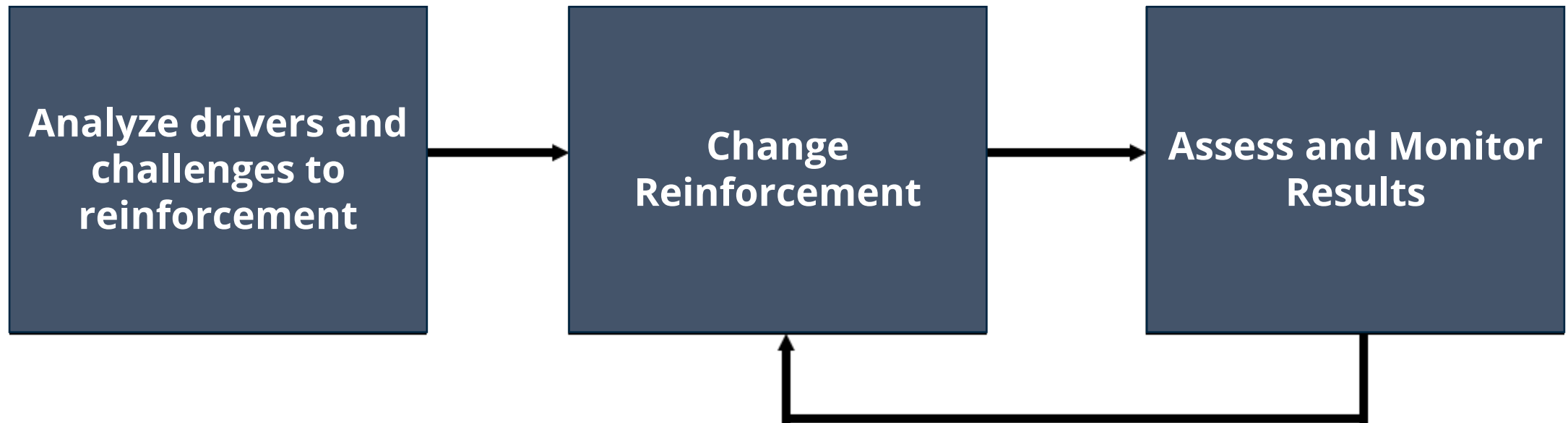


- Individuals
- Training Process

Step 4: Change Levers – Reinforcement

» **Purpose:** To make it easy (or easier) to do the “right” things and hard (or harder) to do the “wrong” things.

» **Process:**



Step 4: Change Levers – Personal Support

- » **Purpose:** Help people through:
 - 1. The stages of transition, and
 - 2. Their resistance (next section guidance).
- » **Process:** There is no simple formula to follow for personal support. Provide one to one support to folks experiencing resistance or who are on the right side of the diffusion of innovation curve.

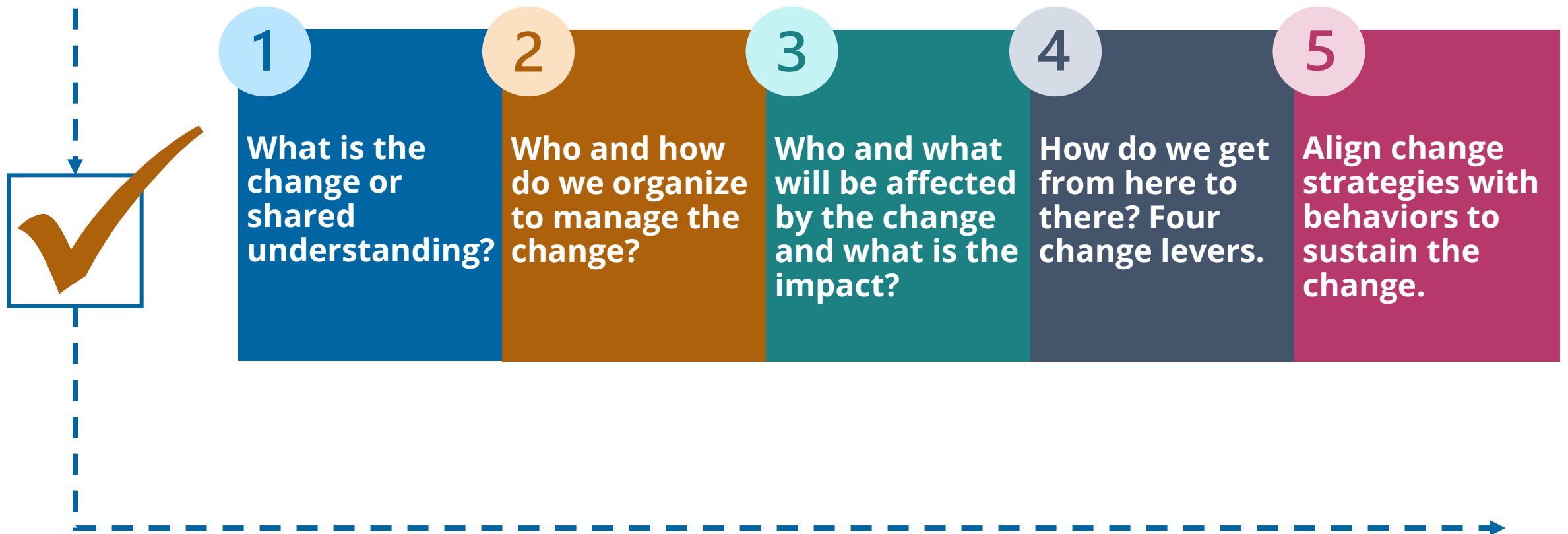
Step 5: Align Strategies and Behaviors to Sustain Change

» How do we align change strategies with behaviors?

- In other words, after planning the work it is now time to work the plan.
- Use the previous steps on structures, roles, and processes you have put in place to manage the change.
- Repeat 4 change levers as needed – communication, reinforcement, training, and personal support.
- On-going alignment questions:
 - Are we on course? If not, what do we need to do to get back?
 - What are we learning from our experiences?

Ideas in Action

» Which area(s) of the change roadmap do you think will be most helpful?



Managing Resistance and Readiness for Change

What is Resistance?

Resistance Is:

- Inevitable and emotional response.
- A natural function of disruption.
- Manageable.
- An attempt to protect or defend the individual for and protect them from harm.
- A sign that the potential for change exists.
- An indirect expression of underlying concern.
- A sign of controlling the change process.
- A learning process.

Resistance Is Not:

- Necessarily logical.
- A sign of disloyalty.
- Something to overcome or combat.
- Aimed at you or to be taken personally.
- Designed to discredit your competence, despite the words being used.
- Indicative of poor performance.
- A sign that the change process is out of control.

Most Common Mistakes in Managing Resistance

- » Attempting to change the end user's view with "logical" arguments about why they should change.
- » Dealing with the person, not the issue.
- » Ignoring the end user's emotions and behaviors concerning the change.
- » Assuming what is "logical" to you is logical to the end user.
- » Giving up or not repeating the process.



Effective Behaviors in Managing Resistance

- » Creating rapport and building strong working relationships.
- » Establishing expectations and providing context.
- » Explaining the change in terms of the stakeholder's WIIFM.
- » Establishing the source of resistance from the stakeholder's point of view.
- » Asking open-ended questions—supporting and inviting open expression.
- » Occupying less than 25% of the airtime—being quiet and listening.
- » Utilizing the stakeholder's energy to help manage the situation.
- » Creating WIN-WIN situations.
- » Repeating the resistance management process.

Ideas in Action

Using a confidence ruler, how confident are you in helping your organization achieve this change?

1 = Not very confident

2 = Somewhat confident

3 = Confident some parts of this change will happen

4 = Quite confident majority of the change will happen

5 = Very confident the change will happen and will stick



Questions?

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References

- » Frei-Landau, R., Muchnik-Rozanov, Y., & Avidov-Ungar, O. (2022). Using Rogers' diffusion of innovation theory to conceptualize the mobile-learning adoption process in teacher education in the COVID-19 era. *Education and Information Technologies*, 27(9), 12811–12838. <https://doi.org/10.1007/s10639-022-11148-8>
- » Pietras, S., & Wishon, A. (2021). *Workforce implications of behavioral health care models: Final report*. U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. <https://aspe.hhs.gov/reports/workforce-implications-behavioral-health-care-models-final-report>
- » William Bridges Associates. (n.d.). *What is transition?* <https://wmbridges.com/about/what-is-transition/>

Effective Leaders of Change

- » **Legitimize change.**
- » **Lack acceptance** of the status quo.
- » Clearly communicate the **vision**.
- » Understand **resource** requirements and have the commitment to provide needed resources.
- » Understand the **organizational impact** of the change.
- » Recognize and have empathy for the **human impact** of the change.
- » **Publicly support** the change.
- » Ensure **private communication** is consistent with public communication.
- » **Use rewards and consequences** for those struggling with change.
- » **Monitor actions** to ensure the change process is moving forward.
- » **Sustain support** throughout the duration of the change.

Effective Change Agents

- » Work within the **parameters of the sponsor.**
- » Understand **dynamics of change.**
- » Design and carry out **action plans.**
- » Build and sustain synergistic **relationships.**
- » **Empower** change subjects.
- » **Communicate** and solicit and provide feedback.
- » Assess the level of commitment and **recognize and manage resistance.**
- » **Influence and reframe.**
- » Demonstrate **professional** behavior.

Change vs. Transitions

Change

- » External
- » Can be planned and “engineered”
- » Happens to us

Transition

- » Internal
- » Must be experienced
- » Needs to be handled personally

William Bridges – Transition Model

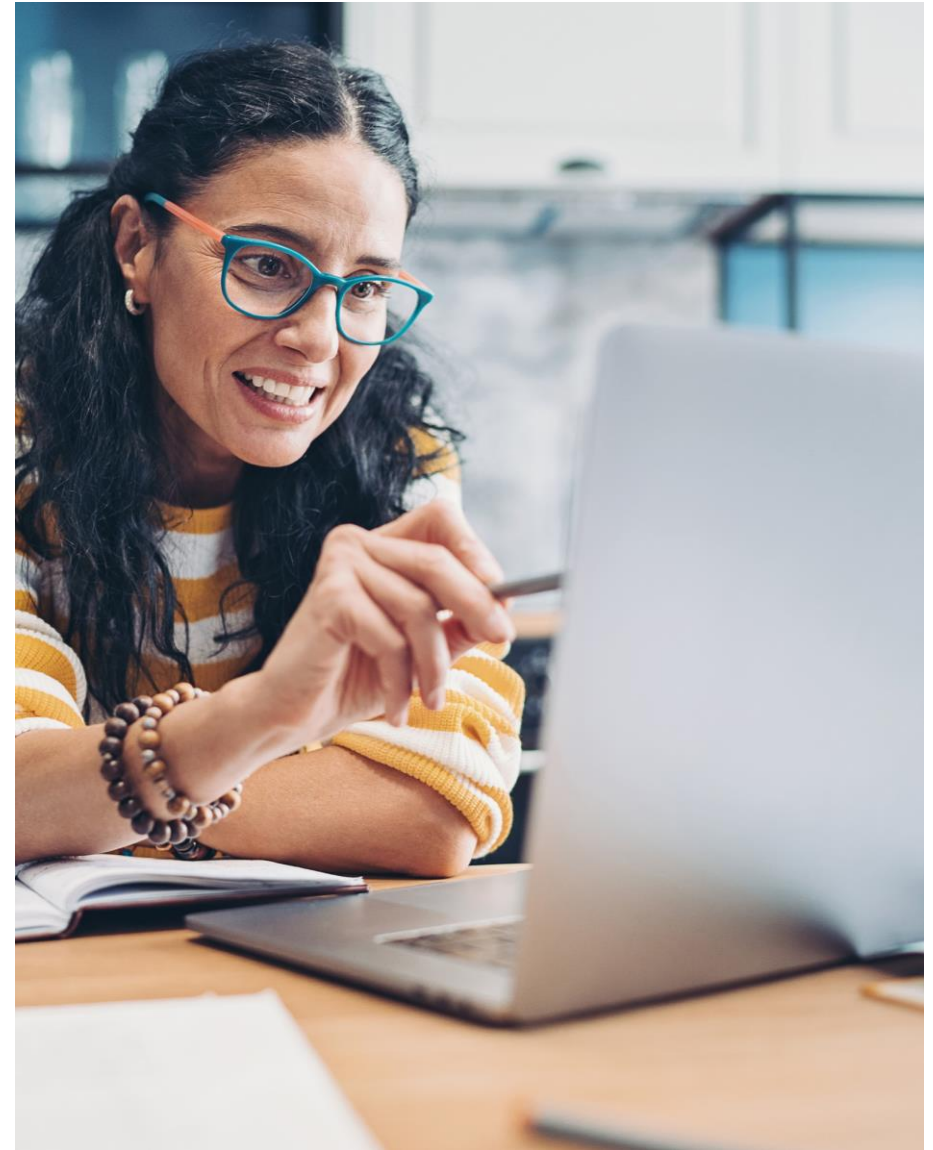
- Transitions start with the end; the end of the status quo or a past way you were doing something.
- Individuals then go into a neutral zone where they are part way to the new way, but still mourn and miss some of the past.
- New Beginnings ends with the beginning of the new change and an understanding and internal acceptance of the new way.

SOURCE(S): William Bridges Associates, n.d.

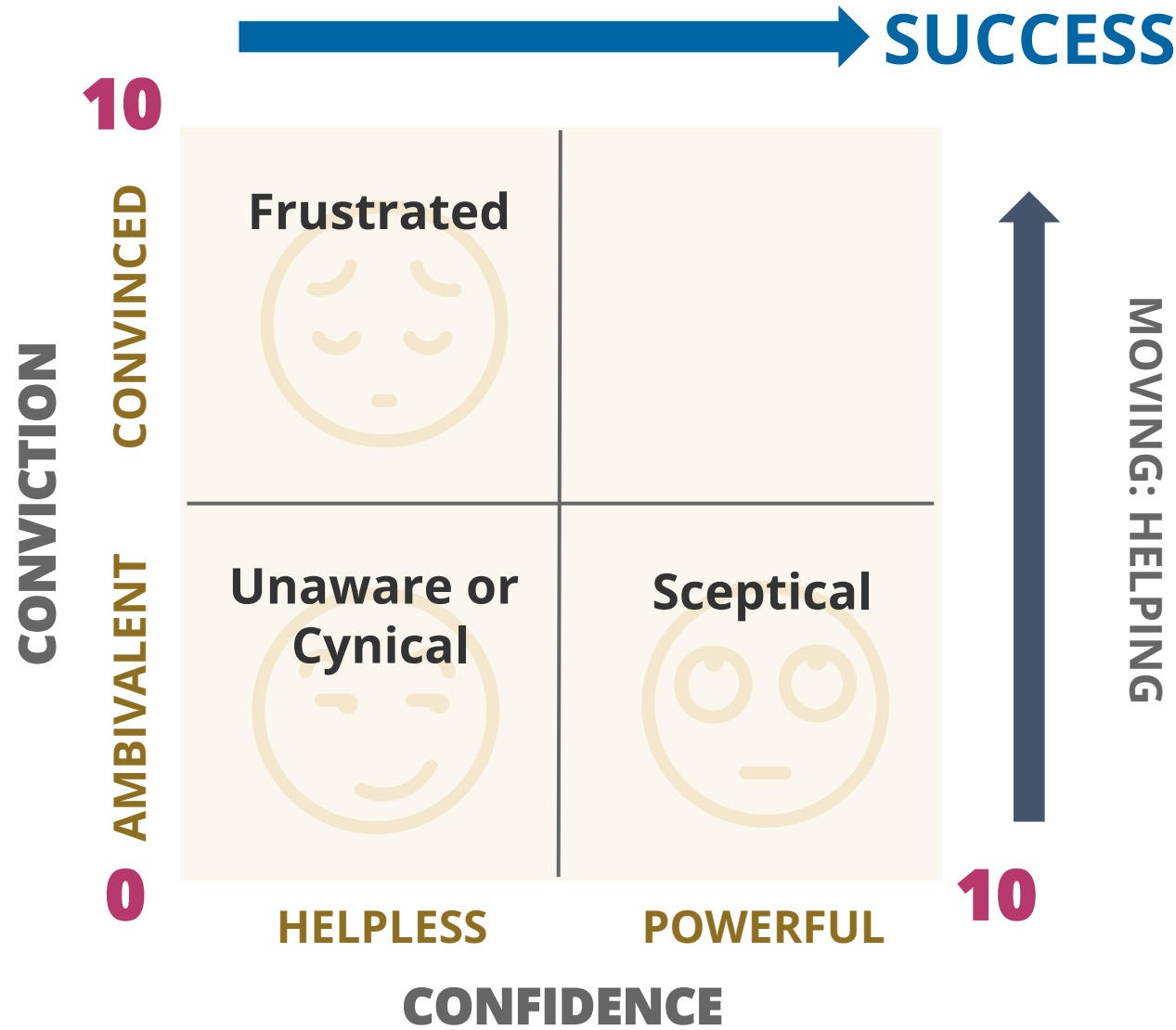
Conviction and Confidence

» A person's commitment to action and embracing changes comes from strong conviction and strong confidence.

- How sure are you that you can make and/or be a part of this change?
- How easy or hard do you think it will be to make this change?



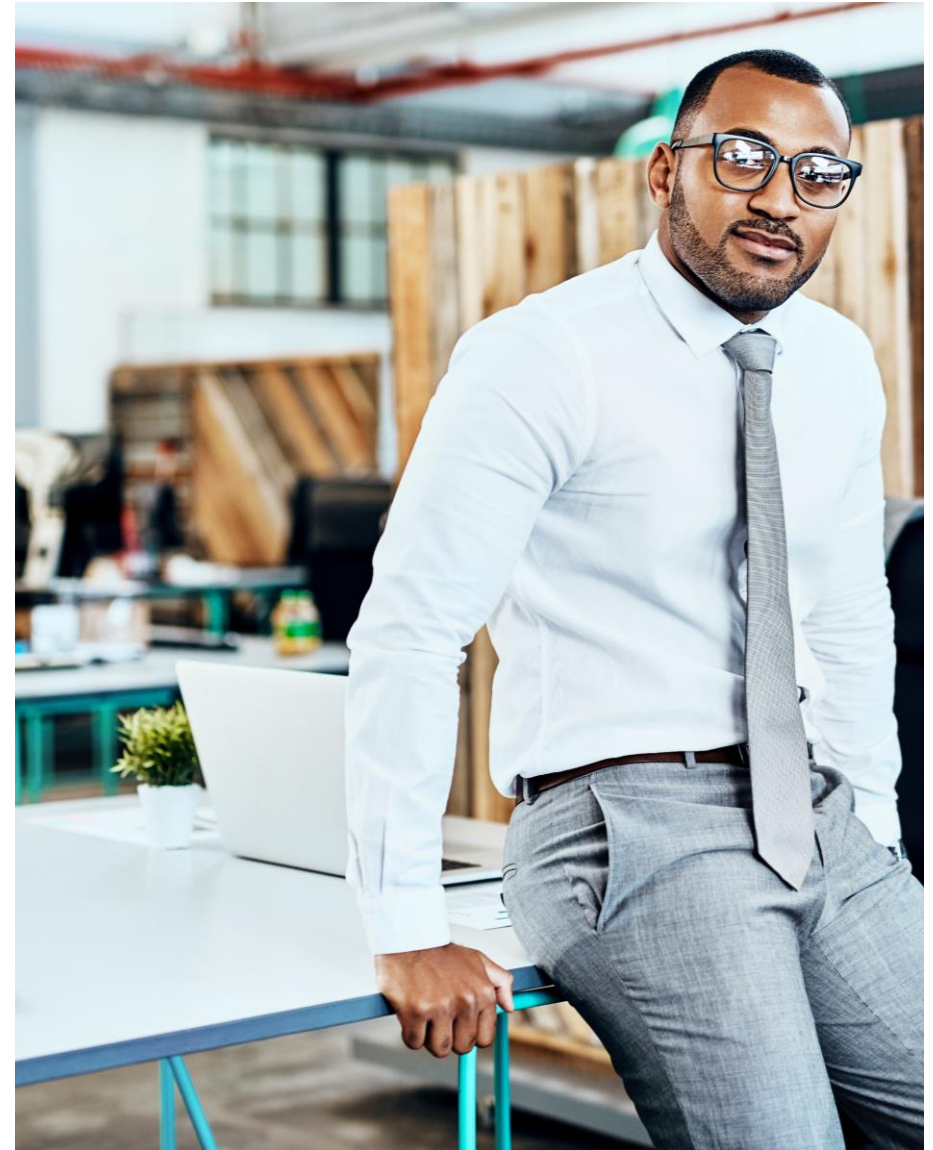
Conviction and Confidence Grid



Interventions for Increasing Conviction

» Increasing Conviction:

- Strengthening the relationship.
- Exploring ambivalence.
- Rolling with resistance.
- Providing information (Ask, Ask, Tell, Ask).



Interventions for Increasing Confidence

» Increasing Confidence:

- Training and retraining.
- Reflect on past successes.
- Discuss barriers and elicit solutions to barriers.

