**OE CHANGE MANAGEMENT CHECKLIST**

| **STEP** | **YES** | **NO** | **IN PROGRESS** |
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| CHANGE MANAGEMENT TEAM |  |  |  |
| We have appointed a change manager for our team |  |  |  |
| We have all the change management resources we need to effectively deliver results |  |  |  |
| We have reviewed our Change Management Plan with COrWE |  |  |  |
| CASE FOR CHANGE |  |  |  |
| We have a clear case for change that is meaningful for all stakeholders |  |  |  |
| VISION |  |  |  |
| We have a compelling description (rational and emotional) of a desired future that speaks to the interest of each stakeholder group |  |  |  |
| CULTURE AUDIT |  |  |  |
| We have conducted a cultural audit (formal or informal) to determine what will support and what will impede out changes |  |  |  |
| ASSESS CAPACITY AND IMPACT |  |  |  |
| We have specified the changes that will occur  - Process - Policies  - Capabilities - Systems  - Organization - Behaviors  - Beliefs - Values |  |  |  |
| We have identified specific groups that will be impacted by the changes and prioritized them according to the amount of impact we anticipate for them and the significance of their participation in reaching our objectives |  |  |  |
| For high priority groups, we have completed an assessment of their capacity to change |  |  |  |
| We have completed an impact assessment for each priority group and informed the PO of the level of impact each group will experience |  |  |  |
| We have developed a heat map to show the amount of impact each group will experience in a given time period |  |  |  |

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| LEADERSHIP SPINE |  |  |  |
| We have identified the leaders who must actively support, incentivize and reinforce the planned changes |  |  |  |
| We have identified change agents and advocates and have a plan for engaging them in the changes |  |  |  |
| We have a plan for enrolling leaders and helping them prepare to lead the changes |  |  |  |
| We are engaging leaders as advisors to the changes |  |  |  |
| COMMUNICATIONS PLAN |  |  |  |
| We have identified key groups, important messages and methods of communication about the change at the early planning stages, during implementation, and after implementation. |  |  |  |
| We have reviewed our communications plan with the Communications Lead in the Program Office |  |  |  |
| RESISTANCE MANAGEMENT PLAN |  |  |  |
| For priority groups, we have identified likely sources/causes of resistance |  |  |  |
| We have a plan for addressing resistance, including leader coaching and implementer engagement |  |  |  |
| BEHAVIOR CHANGE PLAN (TRAINING AND PERFORMANCE MANAGEMENT) |  |  |  |
| We have assessed the performance and mindset changes that must occur and have a training plan for helping implementers learn new behaviors, skills, and work processes |  |  |  |
| We have designed positive and negative consequences to reinforce desired changes in behavior |  |  |  |
| We have a plan to install consequences to reinforce changes in behavior |  |  |  |
| EMBED THE CHANGES |  |  |  |
| We have a plan to ensure the ongoing reinforcement of the new ways of working |  |  |  |

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