GAUGING AND RESPONDING TO EMPLOYEE CONCERNS

Stages of Concern and Change

The concerns-based adoption model (CBAM) is a system developed by Francis Fuller, Gene Hall and associates at the Research and Development Center at the University of Texas at Austin to study and describe how organizations and individuals adopt change. Hall and associates discovered that change takes place as a process, rather than an event, and that each individual goes through predictable stages, each of which is characterized by specific questions, anxieties, or uncertainties about the particular change. These stages, called the Stages of Concern, are the focus of this toolkit. Individuals, teams, and whole organizations can take a short SOC survey that generates an actionable report showing your current stage and how to help yourself or others make progress on the spectrum of feelings about the COVID 19 disruption.

Stages of Concern Tool

How to Use:

1. **Print out this sheet and** frame the change you wish to explore. "What are the concerns regarding reopening our business following the COVID-19 pandemic?"
2. Read all seven of the statements below and reflect about how you feel about each statement.
3. You have a total of 100 points. Allocate a whole number of points, from 0 to 100, to each statement by either shading or marking an X based on how deeply you are concerned about that statement, where zero is not concerned at all to 100 which is the deepest concern you feel. You must use all your points.
4. For a team, compute the average scores for each concern.
5. Identify the top two scores.
6. Identify these concerns in the Intervention Matrix to discover insights in how to respond to these two Stages of Concern.

1) Awareness: I am not concerned about this change at the present time.

10	20	30	40	50	60	70	80	90	100

2) Information: I would like to know more about this change.

10	20	30	40	50	60	70	80	90	100

3) Personal: I am most concerned about hos this change will affect me.

10	20	30	40	50	60	70	80	90	100

4) Management: I am most concerned about how this will impact what I do on a daily basis.

10	20	30	40	50	60	70	80	90	100

5) Impact: I am most concerned about how this will affect how I work with my colleagues.

10	20	30	40	50	60	70	80	90	100

6) Collaboration: I am concerned about relating what I am doing with what other managers are doing.

10	20	30	40	50	60	70	80	90	100

7) Refocusing: I am most concerned about using what we are doing to improve the way work gets done around here.

10	20	30	40	50	60	70	80	90	100

Stages of Concern Intervention Matrix

Directions: Locate your SOC in column 1 and then review list of possible interventions in Column 2.

Stage of Concern	Possible Interventions
Awareness	- Acknowledge that little concern about the change is legitimate and appropriate. - Share some information about the change in hopes of arousing some interest in it. - Tie the change to an area about which the individual is concerned. - Decree that use of the change is required. Encourage the person to talk with others about the change.
Information	- Asking for definitions - Asking for examples of programs - Asking for help in getting started, wanting general overview material. - Share general descriptive information about the change through conversation, mailed brochures, or short, media presentations. - Provide information contrasting what the individual is presently doing with what use of the change would entail. - Provide an opportunity to visit another nearby site where the change is being used. - Express a great deal of enthusiasm and involve others who are excited about what they have been learning about the change. - State realistic expectations about the benefits and costs associated with use.
Personal	- Establish rapport and show signs of encouragement and assurance of your associate's personal adequacy through personal conversations, notes, feedback and positive expectations. - Encourage change use, such as advocacy by the manager or other key executives, and demonstration of peer support. - Encourage change use gingerly; do not push unnecessarily. - Clarify how the change relates to other priorities that are potential conflicts in terms of energy and time demands on the user. - Show how the change can be used via gradual introduction rather than with a major, all-encompassing leap. - Emphasize and set reasonable, easy-to-meet expectations. - Provide personal support through easy access to the change facilitator or others who can be supportive and of assistance in use of the change. - Legitimize the expression of personal concerns - feelings are expressed. - Make every topic discussable.

Management	
	• Establish rapport and show signs of encouragement and assurance of your associate's personal adequacy through personal conversations, notes, feedback and positive expectations.
	• Encourage change use, such as advocacy by the manager or other key executives, and demonstration of peer support.
	• Encourage change use gingerly; do not push unnecessarily.
	• Clarify how the change relates to other priorities that are potential conflicts in terms of energy and time demands on the user.
	• Show how the change can be used via gradual introduction rather than with a major, all-encompassing leap.
	• Emphasize and set reasonable, easy-to-meet expectations.
	• Provide personal support through easy access to the change facilitator or others who can be supportive and of assistance in use of the change.
	• Legitimize the expression of personal concerns - feelings are expressed.
	• Make every topic discussable.
Impact/Consequences	• Encourage and reinforce regularly.
	• Send written information about topics that might be of interest.
	• Advertise the associate's potential for sharing skills with others.
	• Send the person to a conference or workshop on the topic to explain their skills to others or to refine their use.
	• Encourage the person to share their expertise with others who are less experienced.
Collaboration	• Provide an opportunity for sharing of experiences about use of the change.
	• Arrange a meeting between the interested individuals for idea exchange.
	• Use stage 5 associates for technical assistance to others in use of the change.
	• Encourage advocacy and promotion of collaboration concerns by the unit associate who can provide verbal encouragement, materials, and/or linkages toward the development of a "collaborative" awareness.
	• Bring in an organizational development consultant to work on a regular basis facilitate the development of skills and resources in collaborative efforts.
	• Create opportunities for stage 5 persons to circulate outside their present situation and work with others who may be less knowledgeable.
Refocusing	• Asking for literature on a related or different innovation
	• Deciding to merge the innovation with another practice
	• Changing a fundamental element of the innovation
	• Encourage the individual to design their own staff development program.
	• Help the individual focus energy into a productive direction for themselves and others.
	• Involve these individuals as trainers of other associates.
	• Encourage the individuals to take action with respect to their concerns.
	• Access the ideas of this individual to share with others as a part of an action research team.
	• Provide them with resources to access the other materials that they think might help and encourage them to pilot test these to find out, if in fact, they would be of use to others.