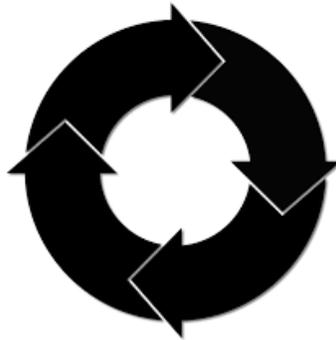


**ADEA Commission on Change and  
Innovation (ADEA CCI) in Dental Education**

**ADEA CCI 2.0 Tool 1:**



**Assessing Readiness for Change**

## **Exercises and Suggested Timelines**

**Exercise 1A:** Change begins with the individual (60-75 min)

July 3–July 21, 2017

**Exercise 1B:** Change is a process, not an event (60-75 min)

July 24–August 11, 2017

**Exercise 1C:** Change is a team sport (60 min)

August 14–September 1, 2017

**Exercise 1D:** Consensus Report (90-120 min)

September 4–September 29, 2017

**Total time: 4.5–6 hours**

All timelines are suggestions for those who work better with them. The goal is to complete the tool by September 29 in time for the next paper/tool to be released on October 3, 2017. Feel free to work at your own pace.

## **Completing the Tool**

A pdf version of the ADEA CCI 2.0 Tool 1 can be found here: [www.adea.org/ccitool1](http://www.adea.org/ccitool1)

The Microsoft Word version of the ADEA CCI 2.0 Tool 1 Consensus Report can be found here: [www.adea.org/cciconsensus-t1](http://www.adea.org/cciconsensus-t1)

The completed ADEA CCI 2.0 Tool 1 Consensus Report must be saved as a pdf and then uploaded to the ADEA CCI 2.0 web page via the ADEA CCI 2.0 Tool form: [www.adea.org/ccitoolboxform](http://www.adea.org/ccitoolboxform).

ADEA CCI liaison work group members can view their completed tools and all uploaded completed tools from other academic dental institutions here: [www.adea.org/ccitoolbox/](http://www.adea.org/ccitoolbox/)

All instructions and ADEA CCI 2.0 Tool resources can be found here: [www.adea.org/ccitoolresources](http://www.adea.org/ccitoolresources)

## Purpose and Plan

### ADEA CCI 2.0 Tool 1: Assessing Readiness for Change

(Competencies: reflective thinking, critical thinking, collaboration)

ADEA CCI liaisons are facilitators of change and will serve as the point persons between ADEA CCI and their institution, through which a bidirectional flow of information shall occur.

Each ADEA CCI liaison and institution will self-organize, however they see fit, to facilitate conversations guided by this tool and, when appropriate, the associated white paper.

Since this tool begins with the individual, the ADEA CCI Liaison may first want to present the tool and its several parts and timeline to the group of individuals identified as those who will work most closely on completing the tool—the ADEA CCI liaison work group. [\(What is an ADEA CCI liaison work group?\)](#)

There is no “one way” to complete this tool. Each academic dental institution will determine their own process.

One suggestion is to have the ADEA CCI liaison work group members individually reflect upon and respond to the three exercises. Then have the ADEA CCI liaison work group bring their responses to a full meeting to share responses and complete the Consensus Report at the end of this tool. Another suggestion would be to work in groups from the start.

The strength of this and other ADEA CCI 2.0 tools will be the collective knowledge that emerges when motivated, curious, thoughtful people envision *and shape* their future, together.

## **Exercise 1A**: Change begins with the individual.

July 3–July 21, 2017

Where does one begin when embarking on a process of change? Change begins with the individual. The individual must first have some impetus (external) or desire (internal) to consider *change* as the right solution for the issue at hand. The ADEA CCI 2.0 project posits that change is already among us. The five broad global domains detailed in **Table 1** of the paper [Change Is Here - June 2017 JDE \(pdf\)](#) are already impacting our world.

### **Exercise 1A activity:**

Based on your reading of **Table 1** of the paper [Change Is Here - June 2017 JDE \(pdf\)](#)

Question A1. Are or will some of these changes occurring in the five global domains impact our patients' health and livelihood? Which domains are you most excited about and why? Which are you most concerned about and why?

Question A2. Do we in predoctoral, allied, and advanced dental education (education, research, practice) have a responsibility to assess these changes to improve care for our patients now, or in the future, or is that role outside of academic dentistry? Why?

Question A3. Identify an impetus for change (external) that motivates you. Does an awareness of the environment around you, (i.e., regulatory, political, cultural, etc.) motivate your sense for change? Identify a desire (internal) for change that guides you. Do you have a sense for what beliefs and values you believe are important, and propel your desire for change?

## **Exercise 1B:** Change is a process, not an event.

July 24–August 11, 2017

Numerous models of change theory exist. For this exercise, we will focus on the first stage of the work of Kurt Lewin and his three-stage change process. ([Who is Kurt Lewin?](#))

Lewin identified the first stage of change as the “unfreeze” stage, which itself is comprised of four steps:

1. Determine what needs to change.
2. Ensure strong support from management.
3. Create the need for change.
4. Manage and understand doubts and concerns.

Let’s look at how these steps relate to our project:

### **Exercise 1B activity:**

*Determine what needs to change:* Allow yourself to imagine a different dental profession in the future. For this vision to be achieved, *determine what needs to change:* for the ADEA CCI 2.0 project, the assertion is that it is the dental profession that must change to meet the needs of our patients and learners in our changing world. We are functioning at the 20,000-foot level at this point in the project. As we move through this process, we may begin to identify more concrete examples of where change might be necessary. Remember, change begins with the individual.

Question B1: reflecting on your own experiences and observations in dentistry, identify several “things” that would need to change on an individual level to prime dental education for moving forward in step 1 of the Lewin’s model?

*Ensure strong support from management:* at this nascent part of the project, the formally identified ADEA CCI liaison is in the manager’s seat. As we move along this journey, support will be necessary at higher and broader levels. It is the ADEA CCI liaison who is positioned to provide support and motivation to the members of the ADEA CCI liaison work group as they explore possible changes to the profession.

Question B2 (ADEA CCI liaisons only): Identify several methods you can employ to provide support and motivation to the work group. What will you require from your team that will provide you the support and motivation necessary for your success?

or:

Question B2 (Work Group only): Identify several ways your ADEA CCI liaison leader(s) can implement to help you feel supported and motivated. What can your work group do to provide your ADEA CCI liaison leader(s) support and motivation?

*Create the need for change:* many theories of change purport that a crisis is necessary to motivate individuals and institutions to enact change. These theories work best when change is reactive to “fix” a situation, but often fails when anticipating future change. It is easy for us to “put off “the future, not think of the future or simply disregard what is not yet here. But change

*ADEA CCI 2.0 Tool 1—Assessing Readiness for Change*

is here. Unlike a sudden change that forces a paradigm shift instantaneously, the changes we are encountering now are coming from broad global domains outside of our profession. The impact of these changes is like the “frog in the pot” metaphor: It is said that if a frog is put in a pot of hot water, the frog will leap out immediately. But, if the frog is immersed in room temperature water and the water is slowly heated to boiling, the frog will not respond to the heat and will eventually be boiled to death. [\(Is the “frog in the pot” metaphor true?\)](#)

For this project the *need for change* will be determined by each dental education institution as their members read papers and other resources, work on associated tools (such as this), and engage and collaborate in work groups. It is possible that institutions will find the project is invigorating and provides structure to their thinking about the future and how to survive and thrive in a changing world. It is also possible that an institution will determine that change is not necessary and withdraws from the project.

Question B3: Identify a crisis that occurred in the dental profession that resulted in major and immediate change. After the change was implemented, or after reading about this change, in hindsight, did you wonder—why did this take so long? Explain.

*Manage and understand doubts and concerns*: per [Lewin’s force field analysis](#), two opposing forces exist that maintain the status quo and undermine change: driving forces (impetus and desire) and restraining forces (doubts and concerns). Identifying how these forces manifest at your institution is key to creating an opportunity for innovation and change to thrive.

Question B4: Name one change in your dental education institution/lab/clinic that brought a positive impact. In terms of driving forces, why and how was it accomplished?

Question B5: Name one change in your dental education institution/lab/clinic that resulted in a negative impact. In terms of restraining forces, why did it fail?

## **Exercise 1C: Change is a team sport.**

August 14–September 1, 2017

The ADEA CCI 2.0 program is a faculty development project predicated on the principles of Peter Senge’s learning organizations and communities: ([Who is Peter Senge and what is a learning community?](#))

According to Peter Senge, learning organizations are:

[O]rganizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.

<http://infed.org/mobi/peter-senge-and-the-learning-organization/>

Teams as identified in the ADEA CCI 2.0 project “work groups” are comprised of individuals that bring with them their unique skills and challenges. Prior to the first meeting of the ADEA CCI liaisons work group, individuals need to assess their own readiness for change to understand how the group can function effectively.

### **Exercise 1C activity:**

Question 1C: What are your individual strengths when assessing your readiness for change? Review the [Seven Traits of Change Readiness](#) tool and predict which of the seven characteristics you believe you will score the highest one. Then complete the assessment. What did you learn about your personal readiness for change? Based on your individual strengths, what role could you play in your learning community? How might you address any gaps that were revealed when assessing your own change readiness?

## **Exercise 1D:**

September 4–September 29, 2017

This is where the community learning begins. You have assembled a diverse group of people from your community—the ADEA CCI liaison work group and possibly others—and they have reflected and responded to the questions and activities in this *Assessing Readiness for Change* tool 1, Exercises 1A–1C.

### **Exercise 1D activity:**

Complete **ADEA CCI 2.0 Tool 1 Consensus Report (WORD Doc)**  
([www.adea.org/cciconsensus-t1/](http://www.adea.org/cciconsensus-t1/))

After the individuals that compose your ADEA CCI liaison work group complete all sections of this tool individually, arrange a meeting to discuss the following questions. Consider using a flip chart to collect responses and/or identify a person to take notes. Then complete the **ADEA CCI 2.0 Tool 1 Consensus Report (WORD Doc)** ([www.adea.org/cciconsensus-t1/](http://www.adea.org/cciconsensus-t1/)).

Report Part I Regarding individual responses to questions A1–A3, B1:

- Why does dental education need to change?
- What in dental education needs to change the most?
- What would happen if dental education did not change?

Report Part II Regarding individual responses to question B3–B5:

- Does dentistry have a typical pattern response to change and if so, what is that response?
- What themes can you identify that support successful change and those that undermine change?
- What can you do to strengthen the successful actions and prevent the unsuccessful actions?

Report Part III Regarding responses to the Change Readiness Assessment (1C):

- Map out each person's top *readiness for change* traits (scores of 22–26).
- What role could each person offer to the learning community?
- What were some of the weakest traits (scores below 16)?
- What were some suggestions for how to address these gaps?

Report Part IV Regarding individual responses to question B2:

- How will you support/motivate each other?
- How will you communicate (1) among the ADEA CCI liaison work group and (2) to your academic dental institution community?

**Upload your ADEA CCI 2.0 Tool 1 Consensus Report (in pdf format) to the  
ADEA CCI 2.0 Tool Box:**

[www.adea.org/ccitoolboxform](http://www.adea.org/ccitoolboxform)

## **What Is an ADEA CCI Liaison Work Group?**

The ADEA CCI liaison work group is the team, led by their institution's official ADEA CCI liaisons, that will review resources prepared by the ADEA CCI knowledge teams, reflect and respond to educational tools associated with these resources, and ultimately discover and forge a path forward to the future for dental education, research and practice.

### **Diversity of position**

Your ADEA CCI liaison work group will be determined by you and may include individuals who are:

- Predoctoral faculty and students\*
- Allied faculty and students\*
- Advanced education faculty and students\*
- Dental research team members
- Hospital-based dental team members
- Community-based dental team members
- Members of the administration
- Other health professionals
- Patients

\*A representative from these groups **should** be on the team unless your institution does not employ these professionals.

Some institutions may choose to form one large group that works together or, alternatively, form multiple small groups consisting of each of the individuals listed above (i.e., student group, allied dental group, etc.) and then come together for the Consensus Report.

### **Diversity of life**

Diversity of life experiences from the identity wheel ([What is an identity wheel?](#)) can also add important dimension to your responses to these tools. Please consider these identities, at minimum, when forming your ADEA CCI liaison work groups:

- Gender
- Race
- Age
- Ethnicity
- Sexual orientation
- Physical ability

### **Formal roles**

Each ADEA CCI liaison work group may choose to identify formal roles that will help support basic functions of the team. These may include:

- Secretary or note taker for meetings.
- Communicator who ensures the community at the institution is aware of the mission of the ADEA CCI 2.0 project as well as the progress the group has made.

**FAQ and definitions (a living document)**

**Dental profession:** allied dental, advanced education, predoctoral, researchers, and all practitioner groups in dentistry. (A group missing? [Let us know!](#))

**Dental education community:** includes all members of the dental profession plus students, residents, fellows, administrators, staff, patients. (A group missing? [Let us know!](#))

**ADEA CCI liaison work group:** members of the dental education community that will participate in the ADEA CCI 2.0 project

Something you'd like to see here? [Let us know!](#)

## Identity Wheel

