



# Tidy Communities Implementation and Evaluation Mechanism

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EDD 764A/B

## Purpose

To define Tidy Communities (TC) Implementation and Evaluation Mechanism Plan through the use of a modified Hendry Whole Change through Learning Theory Model.

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May 2023

**Project Liaison**

Executive Director

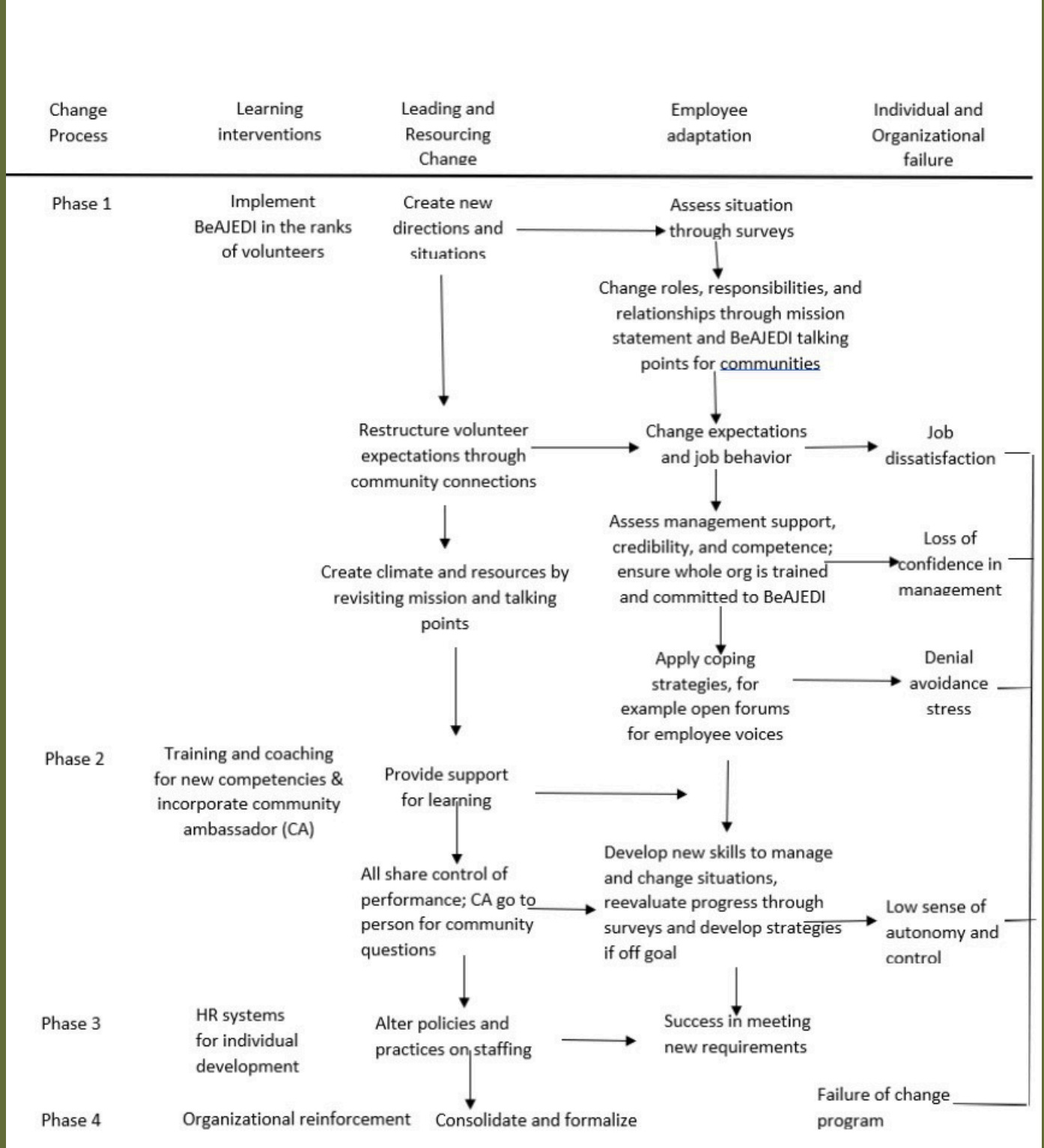
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A *change model* is an outlined framework designed to guide an organization through a sustainable transition in procedure(s) to achieve a desired outcome.

The following Hendry Whole Change through Learning Theory Model has been specifically tailored for Tidy Communities (TC) to provide a prescriptive means of utilizing each deliverable that was created for TC by QB Consultancy.

### Hendry's Whole Change Through Learning Theory Model



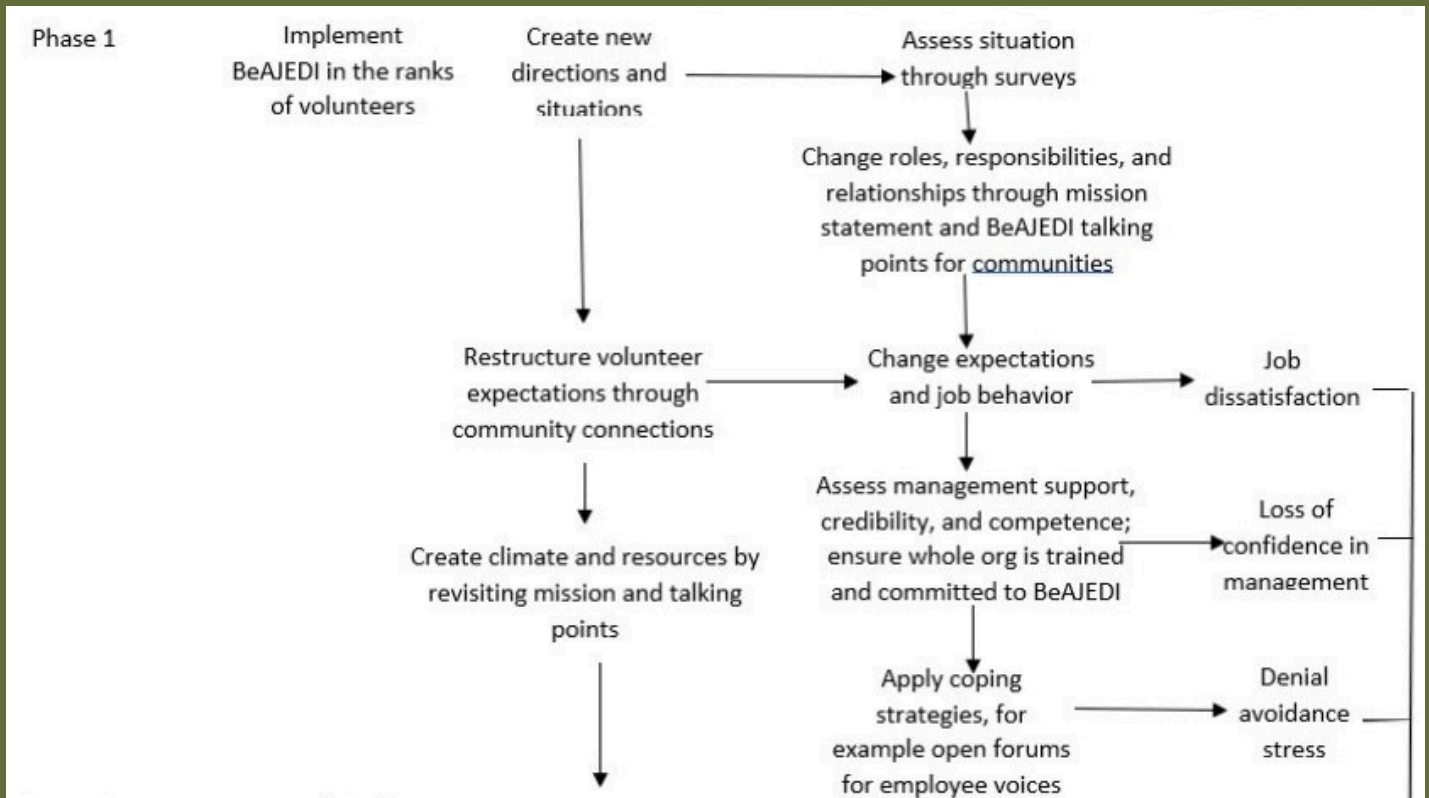
# Defining Areas of the Model

Hendry's Whole Change Through Learning Theory Model is a model that Tidy Communities can utilize to implement and maintain an ongoing culture of change. The model contains five areas that allow for a methodical movement from implementation to completion. The **Change Process** contains four phases. The **Learning Interventions** define the phases' purposes. The **Leading and Resourcing Change** area describes the actions of the phase. **Employee Adaptation** is a space for assessing the instituted change's progress. The **Individual and Organizational Failure** area helps to identify what failure looks like on the route to instituting change and allows the organization to avoid failure. If areas of Employee Adaptation show that some integral aspect of Leading and Resourcing Change is not taking hold, it should be revisited and revised to meet employee and organizational needs to avoid the failure outcome. Taking a step back and fixing the previous step(s) before moving forward is the only way to avoid failure of implementation, ensuring that TC stays on the path to creating change.

Change Process	Learning interventions	Leading and Resourcing Change	Employee adaptation	Individual and Organizational failure
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# Change Process: Phase 1



## Learning Intervention

**Implement BeAJEDI in the ranks of volunteers and other members.** Volunteers are the face of TC; as they go into communities, they become some of the first points of contact and can provide an understanding of TC, its dedication to belonging, accessibility, justice, equity, diversity, and inclusion (BeAJEDI). This is also a good time to introduce BeAJEDI to other established stakeholders such as employees and board members.

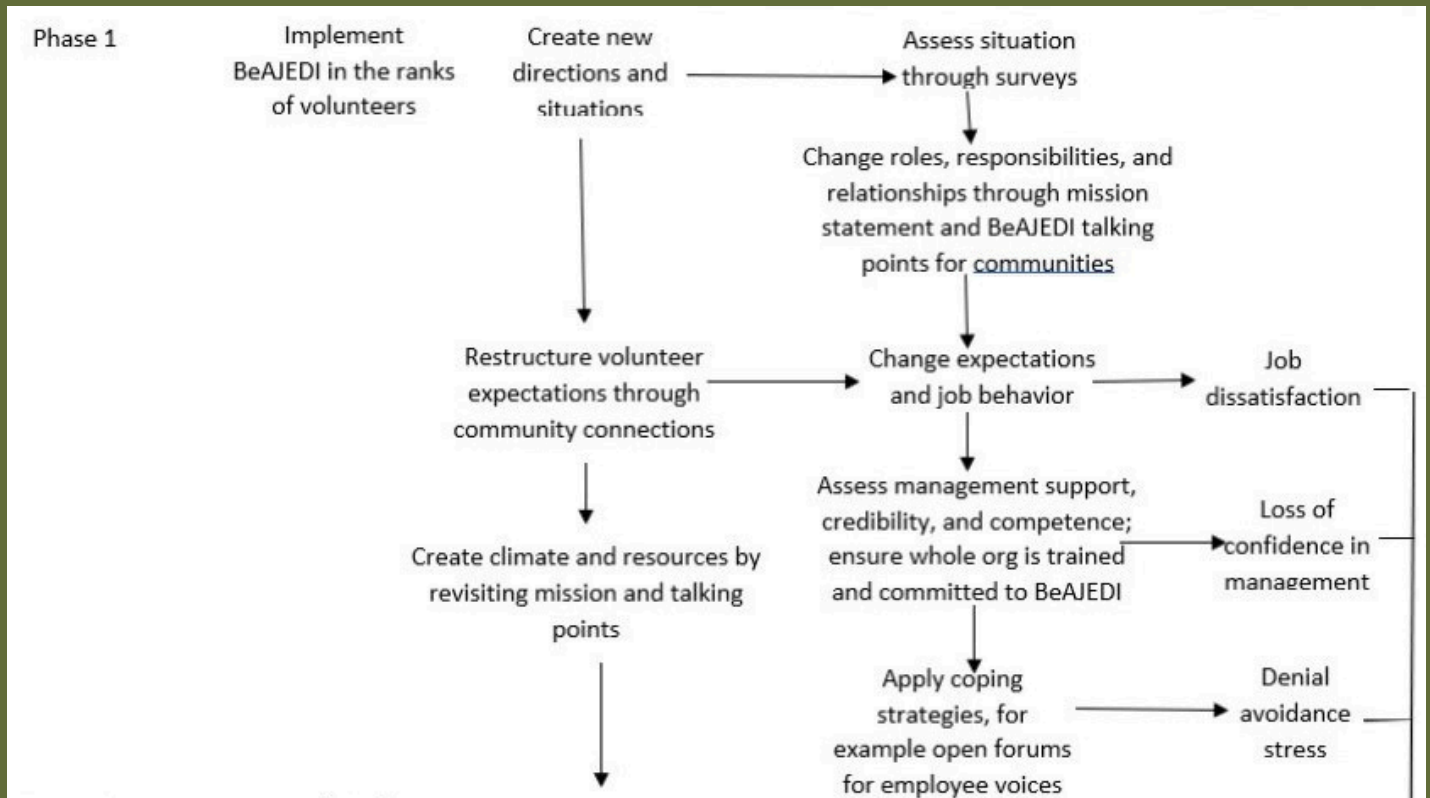
## Leading and Resourcing Change

**Create new directions and situations** which includes the use of BeAJEDI in the field. This becomes a means of building trust in service area communities. This leads to a **restructuring of volunteer expectations through community connections**. This is followed by further internal organizational change by **creating a new social/behavioral climate and educational resources by revisiting the TC mission and talking points**.

## Employee Adaptation

**Assessment of the situation** can be achieved through **surveys** to gauge if volunteers or other employees are feeling successful in their work while interacting with each other and communities since they have been introduced to BeAJEDI content. The **Change roles responsibilities, and relationships through the mission statement and BeAJEDI talking points for communities** leads to the **change in expectations and job behavior**. Trained individuals will be putting what they have learned into practice with the goal of heightened empathy for others.

# Change Process: Phase 1 (continued)



## Employee Adaptation

Once expectations and job behavior has been established, there must be an **assessment of management support, credibility, and competence**. This will help TC to get a feel for internal stakeholders' perceptions, and it is also a point to **ensure the whole organization is trained and committed to BeAJEDI**.

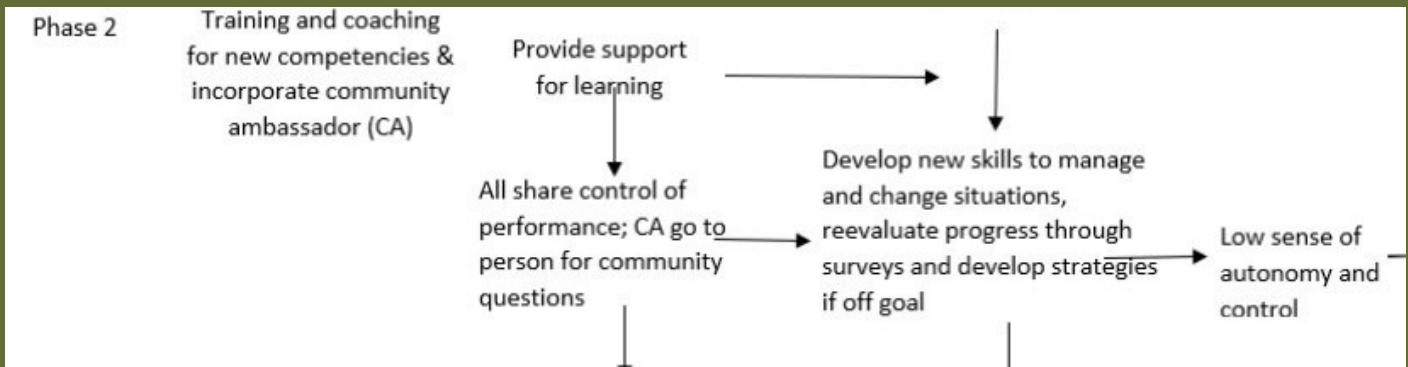
## Individual and Organizational Failure

**Job dissatisfaction** will be observed if employees are having difficulty adjusting to changes in expectations and job behaviors. If this occurs, feedback is needed to find a means of supporting the individual. Many times, dissatisfaction is rooted in a lack of knowledge or miscommunication. This is easily rectified if two-way communication is established. This can also be a time to step back and address the points where the communication breakdown occurred.

**Loss of confidence in management** will be recognized through surveys or other forms of communication. It can be part of the issues that caused job dissatisfaction, if any occurred, and might be addressed in the same manner by becoming aware and adjusting whatever area the breakdown in confidence occurred.

**Denial, avoidance, and stress** are all symptoms of lack of coping on the part of individuals. The best means of dealing with this is to revisit the coping strategies with avenues for people to express their concerns. This can take the form of open forums, so volunteers, employees, and/or board members can have their voices heard. Their dialogue can create solutions in various ways. If they are the only ones having the issue, it might be a time for self-reflection and making individual choices with this knowledge. If the issue affects others, allowing voiced concerns with an openness to what they feel could be done to fix it allows for tighter organizational bonds as individuals are helping to move this change forward.

# Change Process: Phase 2



Phase 2 leans heavily on what was established in Phase 1.

## Learning Intervention

**Training and coaching for new competencies & incorporate community ambassador (CA).** During this phase, a community ambassador can be added to the organization. Ideally, this will be someone that already has ties to TC. They will be aware of the shift to the BeAJEDI model and will have an understanding of what the organization's goals are. This individual will act as a liaison between the internal and external stakeholders. For example, if someone volunteers in a community and is asked why TC is cleaning their area, they will be trained in an answer that supports the TC mission and will respond with empathy to those they encounter. At the same time, they might be asked questions that are beyond their knowledge base; this would be where they can provide information that leads to communication with the community ambassador. Not only will that allow the community member to get an answer, but it is also another way to show that TC cares for its communities by being willing to connect and communicate. This type of interaction can also be a recruitment strategy because people want to be involved in spaces where they feel respected.

## Leading and Resourcing Change

**Providing support for learning** is a continuation of this phase's learning intervention. It **leads to all sharing control of performance** as organizational behavior becomes established. Each trained individual represents TC and will have a cohesive understanding of what TC is and what it means to be a part of it. These internal stakeholders will be the friendly faces who hand off external stakeholders to the **community ambassador**, who is the **go-to person for community questions**.

## Employee Adaptation

**Develop new skills to manage and change situations, reevaluate progress through surveys, and develop strategies if off goal.** This is a good point to find out how the change to BeAJEDI is going. This will inform management and the community ambassador and can help to keep content current. These multi-phase check-ins develop buy-in from those who might feel unheard otherwise. This phase can be broadened to include the "Conversations that Build Community" guided host events that TC has done in the past along with any other inclusive activities.

## Individual and Organizational Failure

Lastly, potential failures should be looked for in the form of a **Low sense of autonomy and control**. There should be an understanding that there is no loss of individuality while implementing change, and the reevaluation of progress might help TC to find a solution to this failure.

# Change Process: Phase 3



## Learning Intervention

**HR systems for individual development** is an opportunity to institute BeAJEDI as part of the onboarding process for new TC members, including volunteers, employees, and board members.

## Leading and Resourcing Change

**Alter policies and practices on staffing** is an extension of the new member onboarding interventions. TC is an organization where many people learn on the job, and having more senior members trained in BeAJEDI content will allow for another level of content integration. For established TC members, having training sprinkled throughout meetings and other sessions will allow them to learn content at a pace that feels reasonable. The timeline for this is based on how much content will be taught at a time and how often these sessions will occur. A slow-paced transition can be acceptable because the efforts toward change are taking place.

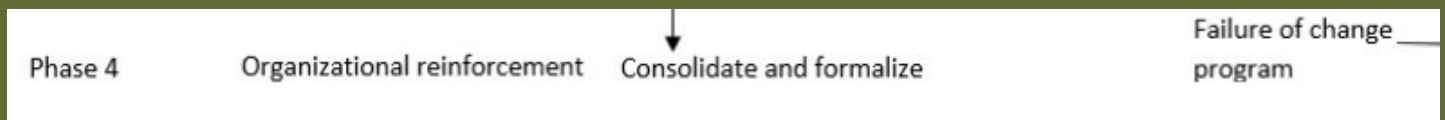
## Employee Adaptation

**Success in meeting new requirements** takes the form of action. Any training will be beneficial and will help people to adhere to the change in organizational behavior(s). This process can take six months to a year and can be built upon through review or as a means of providing additional content as new initiatives related to the areas of BeAJEDI arise.

## Individual and Organizational Failure

There are no potential failures at this stage because the only failure would be inaction and neglect to implement onboarding.

# Change Process: Phase 4



## Learning Intervention

**Organizational reinforcement** is the continued use of Phase 1-3 content sticking to any modifications and updated aspects.

## Leading and Resourcing Change

**Consolidate and formalize** is an opportunity to review what has worked and what has not. Are there any BeAJEDI pieces that were missed or need to be improved? This phase establishes what the ongoing application of BeAJEDI will look like. There will be aspects of trainings that work and possibly some that do not work as well. It is important to understand what works best for TC through member and community feedback. These formalized processes may be revisited and modified because an organization's behaviors and needs are not static. It is acceptable to have continued efforts to reevaluate and address changes in the areas of BeAJEDI as they pertain to local communities and the organization's demographics.

## Employee Adaptation

Employee Adaptation does not exist in this phase because this is the area of finalization, adaptation, and feedback should have been addressed before entering this phase.

## Individual and Organizational Failure

**Failure of change program** should not be the outcome of the incorporation of BeAJEDI program. The earlier moments of assessment and action should have nullified this as an outcome of Phase 4. If for any reason, TC finds itself here, this model allows for modification of outcomes. Take a step back and review Phase 3. Did the failure begin in this phase? If so, it can be corrected. If the realization that errors in Phase 2 were the failure culprit revisit that phase and work on what is impacting the forward progression and the move back through Phase 3 and back to Phase 4. If the problems occurred in Phase 1, make modifications in problem areas. What did not work and why? Address these issues then move back through Phases 2, 3, and 4.

## Conclusion

This model is very forgiving and allows for human and organizational error, but can be a guide to rectify issues to ensure TC member satisfaction and greater connectivity to the communities it serves.

Please note, BeAJEDI is an organizational training guideline, that will be trademarked by QB Consultancy, May 2023.

