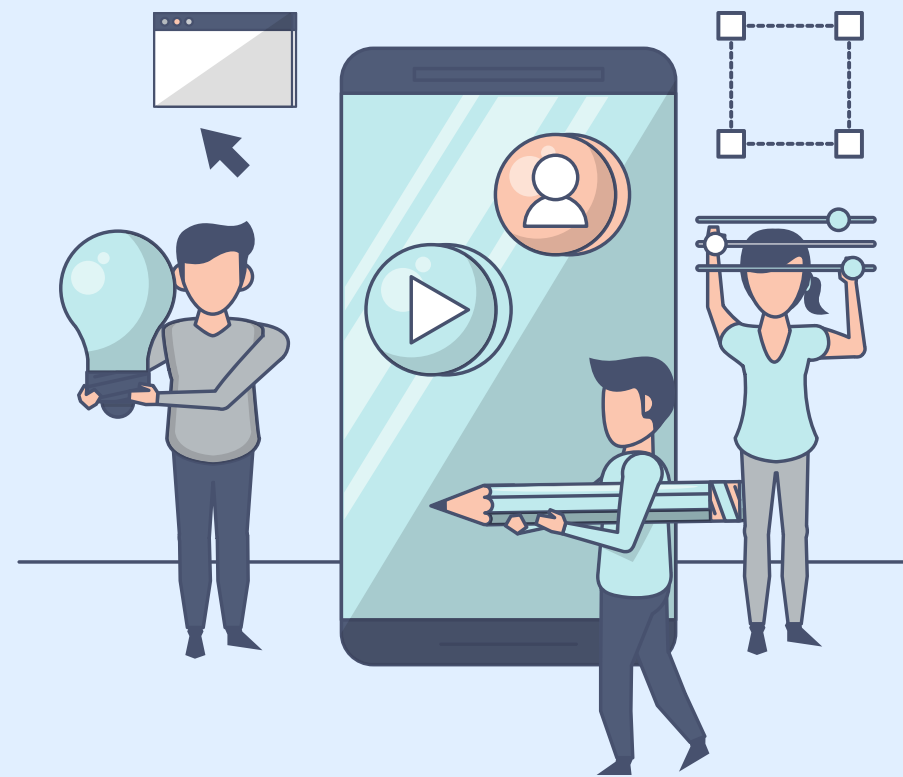# Toolkit workbook

for Implementing Digital Communication Tool in Higher Education

A place to write down ideas and action-items for implementing digital communication tool
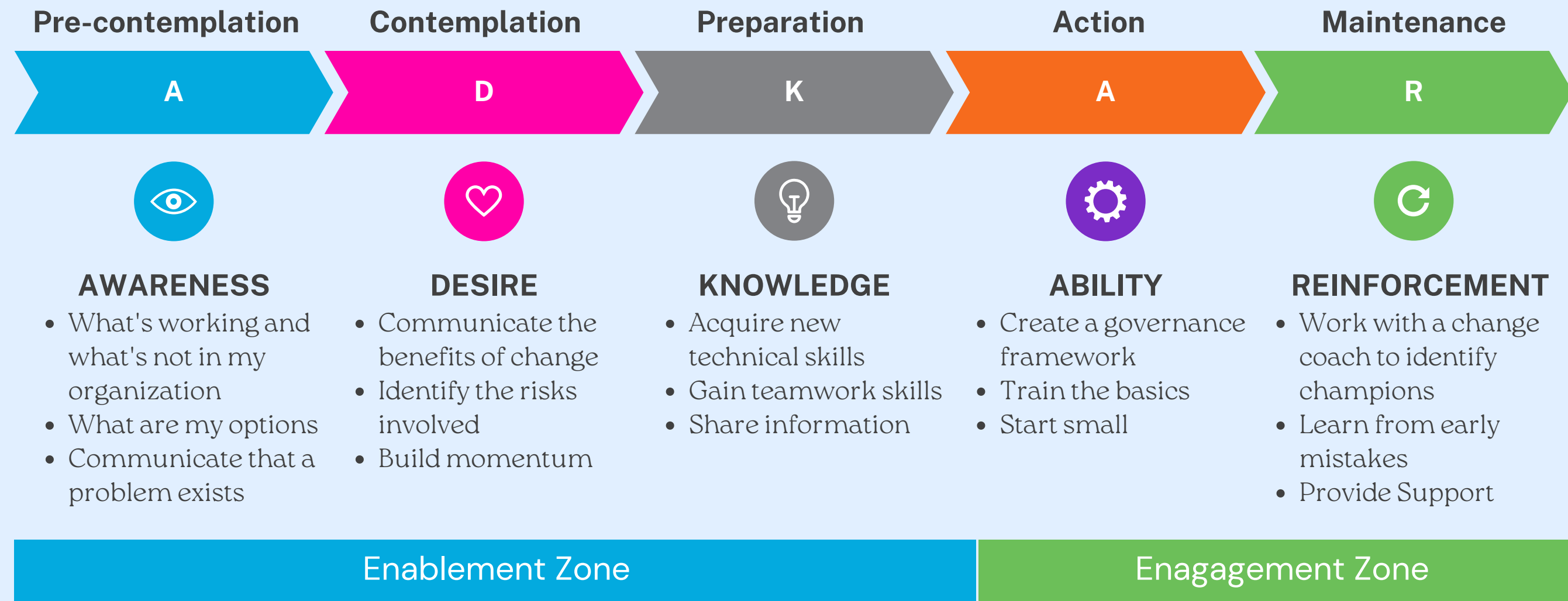
Introduction

When implementing a new communication tool in an educational setting, staff, faculty, and students will all need training, but not simultaneously, because each set of users in your institution has different needs, digital skills and barriers to learning. They need time to adapt, and instructors will likely need to support students through the change. They cannot support it until they have adopted the new technology.

What is ADKAR?

ADKAR Change Management Model

Pre-contemplation	Contemplation	Preparation	Action	Maintenance
A	**D**	**K**	**A**	**R**

AWARENESS
- What's working and what's not in my organization
- What are my options
- Communicate that a problem exists

DESIRE
- Communicate the benefits of change
- Identify the risks involved
- Build momentum

KNOWLEDGE
- Acquire new technical skills
- Gain teamwork skills
- Share information

ABILITY
- Create a governance framework
- Train the basics
- Start small

REINFORCEMENT
- Work with a change coach to identify champions
- Learn from early mistakes
- Provide Support

Enablement Zone | **Enagagement Zone**

The ADKAR model is built on the premise that the people within the organization change, not the organization itself (Hiatt, 2006). It manages the people side of change (Hiatt & Creasey, 2012). Each of the elements of ADKAR represents what is needed for an individual to make a change, and they cannot be skipped or reordered (Hiatt, 2006). When designing resources and training tools, using ADKAR as a guide reinforces giving the users (staff, faculty, and students) what they need to adopt the change by creating messaging and tools that speak to their needs through each step.

What is UDL?

Universal Design for Learning (UDL)
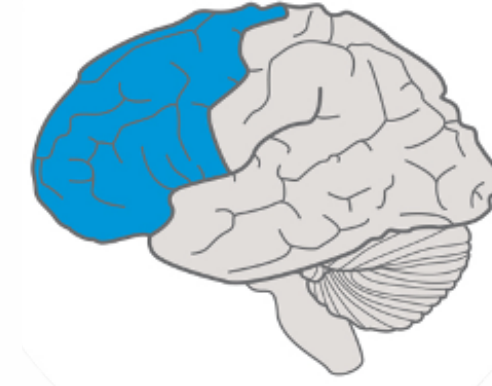
Provide multiple means of
ENGAGEMENT

Affective Networks:
The "WHY" of Learning

Provide multiple means of
REPRESENTATION

Recognition Networks:
The "WHAT" of Learning

Provide multiple means of
ACTION & EXPRESSION

Strategic Networks:
The "HOW" of Learning

UDL is a framework aimed at improving teaching and learning for all people based on how they learn (CAST, 2022). THE UDL guidelines aim to ensure that learning environments are inclusive and designed to ensure all learners have access and can participate in learning (CAST, 2022). UDL supports design that reaches all learners. This aligns with the individual focus of ADKAR while supporting the stages of Knowledge and Ability.

How to use the Workbook

Each workbook page focuses on an element of ADKAR with fillable sections for each user group. The project team can use this to brainstorm and list how they will address and support each stage of the process for each user group. A guide for each page identifies each user's needs and considerations with UDL in mind.

A
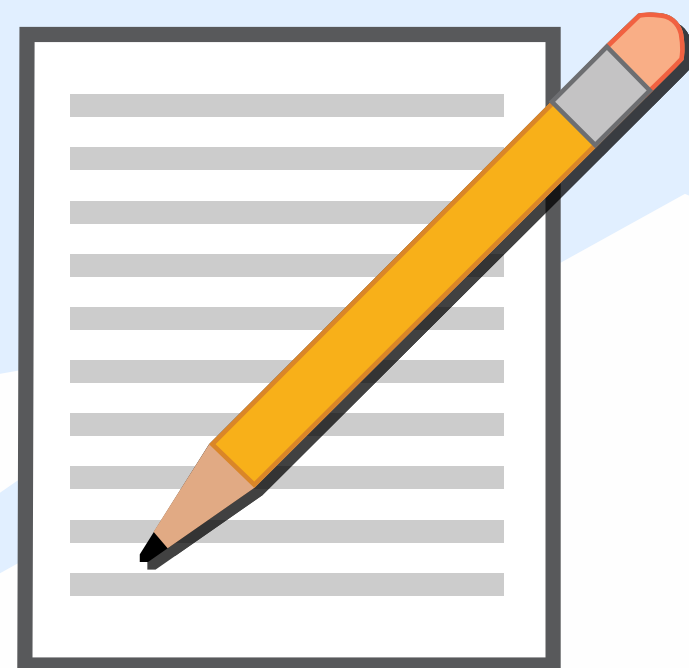
Awareness of the need for change

This step should determine how the change will be communicated, what is being communicated to each group, and when it is being communicated. Members of each group will need to know why the change is happening and how it will impact them. Consider various means and channels to relay the message and have the farthest reach.

Administrative & Support Staff

Faculty

Students

D

Desire to support and participate in the change

List factors or consequences (positive or negative) of each grouping of users that would motivate them to change (Hiatt & Creasey, 2012). This is the opportunity to communicate the value of the change. Consider the barriers that might impact the acceptance or willingness to participate in the training and change process. What are the concerns of each group, and how can the project team support them?

Administrative & Support Staff

Faculty

Students

K
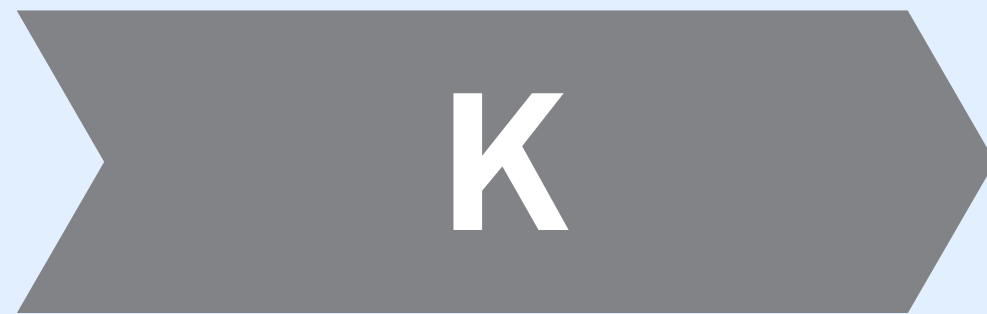
Knowledge of how to change

This is where the team needs to start thinking about the knowledge, training, and support the users need to use the tool effectively. How will they be trained what resources will be used? In keeping with the UDL guidelines, ensure the team plans multiple ways to reach and teach users. Consider various users' digital literacy, language comprehension, technical capabilities, and access (equipment and connectivity). What alternatives might need to be in place for those that lack equipment?

Administrative & Support Staff	Faculty	Students

A

Ability to implement the change

A user's ability to implement the change depends on their training and the resources provided. At this stage of planning for training, project managers need to consider how they will evaluate their ability. What level of understanding of the communication tool do you want each user to have? What are the barriers to them achieving this? There will likely be differences between the staff and students. Not everyone will be using the tool in the same frequency or capacity.

Administrative & Support Staff

Faculty

Students

R

Reinforcement to sustain the change

Users may need ongoing support or assistance to adopt the new communication tool fully. Remember, not everyone retains information the same way, learn at the same pace, is digitally confident or has convenient access to the tool. At this stage of planning for training, project managers need to ensure that systems are in place to support and reinforce the adoption of the new tool. What will the team plan for each user group? Who will help whom and with what?

Administrative & Support Staff

Faculty

Students

Training and Support

ADMIN & SUPPORT STAFF
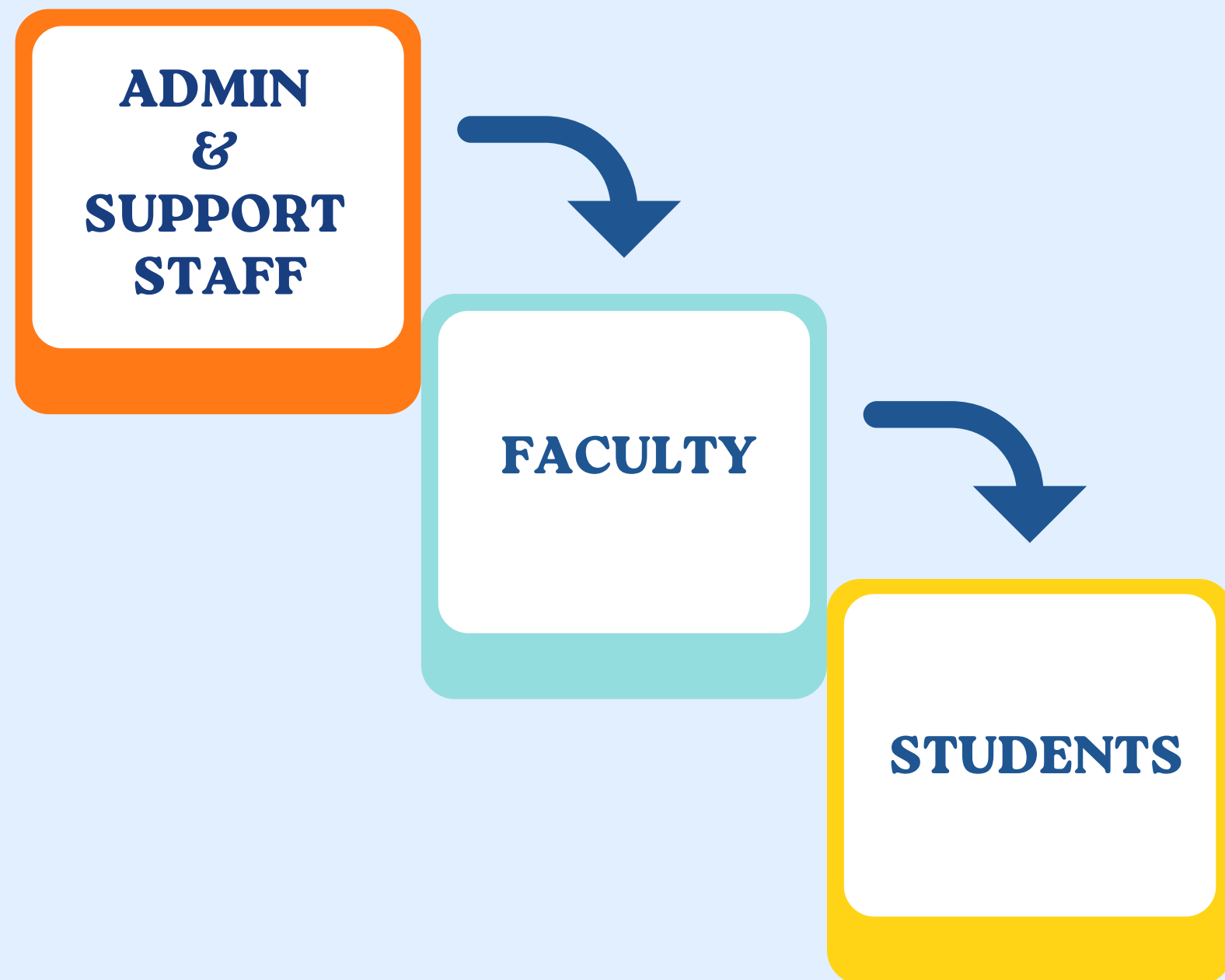
FACULTY

STUDENTS

When planning to change, we recommend that the administration and support staff be made aware of the change and trained first because they will use the tool the most and may need to support faculty and students. Any issues in this process can be addressed before training the faculty. Next, the faculty should be trained. Conversations and insights from them may bring unexpected challenges to training the students because faculty often have more insight into students' skills and access than the project management team. Lastly, the students must be trained, and progress/ adoption should be monitored.

References

CAST. (2018). UDL: Universal design for learning guidelines version 2.2. CAST: Until learning has no limits. https://udlguidelines.cast.org

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Hiatt, J., & Creasey, T. (2012). Change management. The people side of change (2nd ed.). Prosci Learning Center Publications.

Hiatt, J. M. (2006). ADKAR: A model for change in business, government and our community (1st ed.). Prosci Learning Center Publications.

Credits

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