

## Introduction

This application tool is used most effectively by those who have been exposed to training on Conner Partners<sup>®</sup> Change Execution Methodology and, specifically, the Commitment Model. It aids in identifying the level of commitment a person or group currently displays toward a specific change project, and suggests what steps might be taken to move individuals to a higher level of commitment to that change.

Begin at **I. Contact** at the bottom of the page and work upward. Keep the following points in mind:

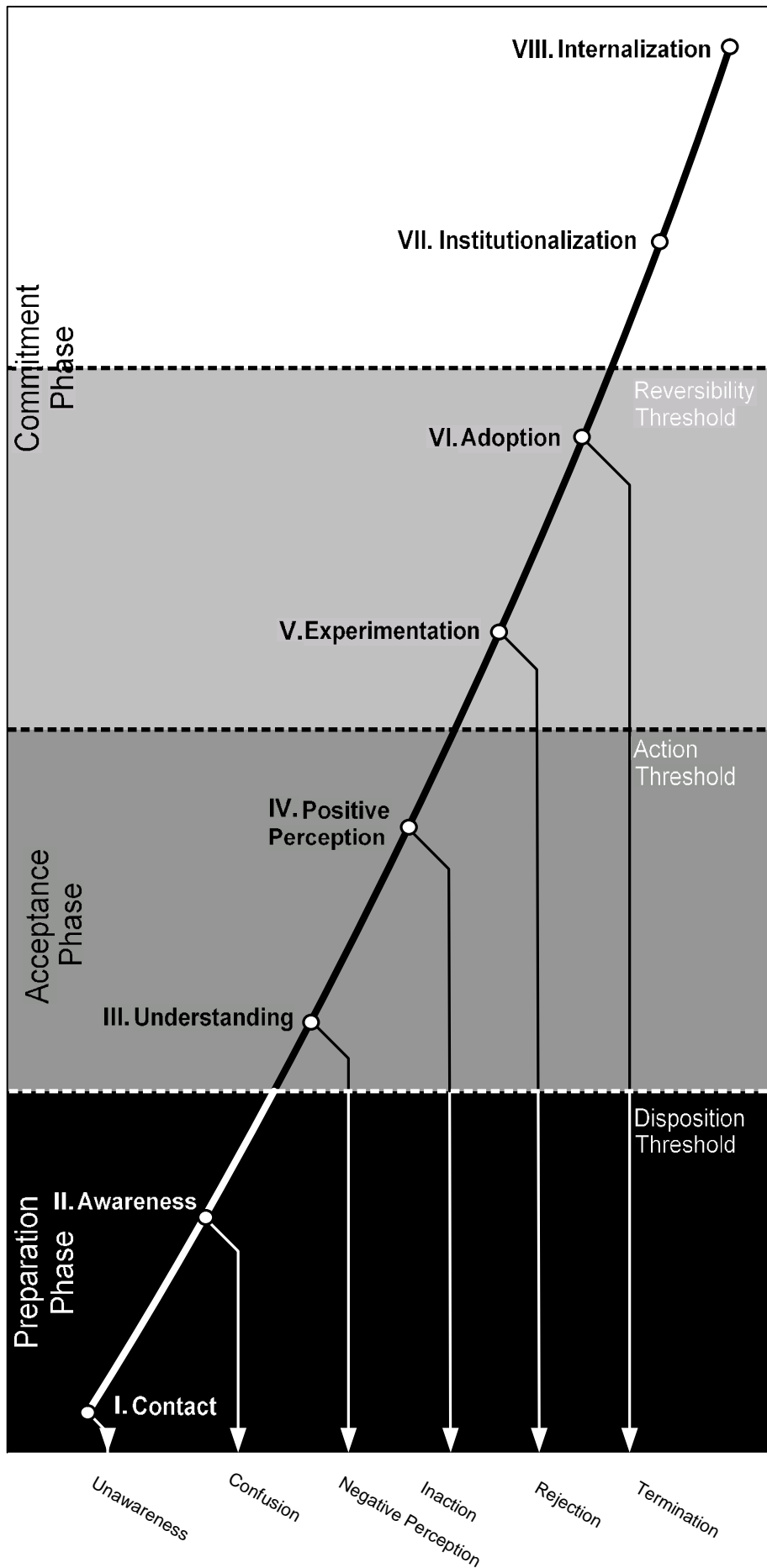
- Focus on a specific change project
- Assess a particular person or group
- Be clear as to level of commitment required of that person or group for successful implementation of the change. Remember, commitment is expensive; only purchase what you need
  - **Key Behavior** describes actions or statements that indicate a person or group is at a particular level of commitment
  - **To Do** suggests how to move the individual or group to the next level of commitment

Use the blank spaces to translate the generic descriptions into words and phrases for your specific situation.

For more information about commitment, see Conner Partners' article, *Building Commitment to Organizational Change*, or Chapter 9 of Daryl R. Conner's book, *Managing at the Speed of Change*.

## Commitment Model Application Tool

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**ⓐ** **Key Behavior:** Person "owns" the change. He or she fully incorporates it into day-to-day activities and finds doing so intrinsically rewarding.  
**To Do:** Continue to reinforce the importance of the change.  
**Key Behavior:** \_\_\_\_\_  
**To Do:** \_\_\_\_\_

**ⓑ** **Key Behavior:** Person sees change as valuable. The change is integrated into the organization's structure as it becomes a part of policy and operational procedures.  
**To Do:** Appropriately reward for acceptance of the change or engage negative consequences for non-compliance.  
**Key Behavior:** \_\_\_\_\_  
**To Do:** \_\_\_\_\_

**ⓒ** **Key Behavior:** Person incorporates the change into day-to-day operations. Problems, if they exist, are assessed and, if possible, solved.  
**To Do:** Ask the person to identify ways the change may be permanently incorporated into the daily routine.  
**Key Behavior:** \_\_\_\_\_  
**To Do:** \_\_\_\_\_

**ⓓ** **Key Behavior:** Person takes initial action to implement the change and invests enough resources in the project to see if it works.  
**To Do:** Ask the person to begin implementing some portion of the change based on his or her plan of action. Stress the reversibility of the change should it turn out to be inappropriate.  
**Key Behavior:** \_\_\_\_\_  
**To Do:** \_\_\_\_\_

**Individual is now ready to move from an intellectual understanding to the practical application of the change**

**ⓔ** **Key Behavior:** Person describes the change with positive tone and expression.  
**To Do:** Involve the person in planning the implementation of the change.  
**Key Behavior:** \_\_\_\_\_  
**To Do:** \_\_\_\_\_

**ⓕ** **Key Behavior:** Person accurately explains the scope, nature, depth, and/or basic intent of the change as it specifically relates to him or her.  
**To Do:** Discuss how the person will benefit by the change, the cost of not changing, or how he or she may prepare to make the change.  
**Key Behavior:** \_\_\_\_\_  
**To Do:** \_\_\_\_\_

**Individual is now disposed toward implementing the change**

**ⓖ** **Key Behavior:** Person describes the general nature and intent of the change. The change is "on the screen."  
**To Do:** Encourage the person to think through the specific implications of the change and how it will affect him or her personally.  
**Key Behavior:** \_\_\_\_\_  
**To Do:** \_\_\_\_\_

**ⓗ** **Key Behavior:** Person\* learns of the change.  
**To Do:** Ask the person to explain what it means to him or her.  
**Key Behavior:** \_\_\_\_\_  
**To Do:** \_\_\_\_\_

\* or group