

Kotter's 8-Step Change Model



Step	Action	New Behavior
1	Increase urgency	People start telling each other, "Let's go, we need to change things!"
2	Build the guiding team	A group powerful enough to guide a big change is formed and they start together well.
3	Get the vision right	The guiding team develops the right vision and strategy for the change effort.
4	Communicating for buy-in	People begin to buy into the change, and this shows in their behavior.
5	Empower action	More people feel able to act, and do act, on the vision.
6	Create short-term wins	Momentum builds as people try to fulfil the vision, while fewer and fewer resist change.
7	Don't let up	People make wave after wave of changes until the vision is fulfilled.
8	Make change stick	New and winning behavior continues despite the pull of tradition, turnover of change leaders etc.

Research Capacity Status Survey

This document is meant to assist in determining the the current status of research capacity within an organization. This should assist in directing efforts regarding research capacity development.

Area of capacity	Current level				
Supporting clinicians in research					
Relevant education and training for undertaking aspects of the research process such as writing grant and ethics applications	1	2	3	4	5
Opportunities to learn and apply skills in practice including assisting with collecting data for research projects, identifying research questions, leading small research projects and participating in journal clubs	1	2	3	4	5
A research-friendly workplace which accommodates and values individual clinicians' research interests, motivations, abilities, time commitments and career paths	1	2	3	4	5
Mentoring and coaching from more experienced researchers	1	2	3	4	5
Access to resources including library, software, desk and computer use	1	2	3	4	5
Protected time and funding including support to apply for external research funding	1	2	3	4	5
A system of reward and recognition through the provision of greater career opportunities, research career pathways and financial incentives	1	2	3	4	5
Support to undertake formal post-graduate study including higher degrees by research (HDR)	1	2	3	4	5
Mix of clinicians with different levels of research skills within each team	1	2	3	4	5
Working together					
Strategic collaborations, partnerships, linkages and networks within and between teams, services and organizations including universities and industry	1	2	3	4	5
Shared purpose/drivers for research	1	2	3	4	5
Coordinated and team-based projects	1	2	3	4	5
Opportunities to share research expertise with others in the team and wider networks	1	2	3	4	5
Valuing research for excellence					
Demonstrating visible support of and endorsement of research at the management level, including developing structured processes and systems for research and restructuring clinical roles to include some time for research	1	2	3	4	5
Prioritizing research as part of a health service's core business by including research in the service's vision, mission, strategic plans, key performance indicators and role descriptions	1	2	3	4	5
Prioritizing research projects which are close to/relevant to practice and in line with strategic priorities	1	2	3	4	5
Reporting, disseminating and applying locally developed research findings to inform practice	1	2	3	4	5

This document is adapted from the following source:

Matus J, Walker A, Mickan S. Research capacity building frameworks for allied health professionals - a systematic review. *BMC Health Serv Res.* 2018 Sep 15;18(1):716.