2018 Online KT Conference: Engaging Ways to Engage Stakeholders

Hosted by AIR’s Center on KTDRR

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Supporting Sustainable Change in Large, Complex Organizations
Acknowledgment

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Sustainable Change

**Change**
- To make or become different.

**Sustainability**
- Able to continue over a period of time

*Source: Cambridge Dictionary*
Levels of Organizational Change

INDIVIDUAL  GROUP OR UNIT  TOTAL SYSTEM

Source: Burke, 2018.
Types of Organizational Change

- Evolutionary vs. revolutionary change
- Local vs. systemic change
- Continuity vs. creative destruction
- Linear or chaotic process
- Strategic vs. operational

Source: Burke, 2018.
Components of Organizational Change

Leadership (who)
- Influence, power, vision

Content (what)
- Purpose, mission, strategy, values

Process (how)
- Planning, initiation, implementation, sustainability

Source: Burke, 2018.
### Types of Organizations

<table>
<thead>
<tr>
<th>Category</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Size</strong></td>
<td>Large, medium, small</td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td>Hierarchical, flat</td>
</tr>
<tr>
<td><strong>Complexity</strong></td>
<td>Multifaceted mission, focused mission</td>
</tr>
<tr>
<td><strong>Ownership</strong></td>
<td>Public, private</td>
</tr>
<tr>
<td><strong>Stakeholders</strong></td>
<td>Unified, diverse</td>
</tr>
</tbody>
</table>
Knowledge Translation and Organizational Change

Organizational Change
- A process in which a large company or organization changes its working methods or aims, for example in order to develop and deal with new situations or markets (Cambridge Dictionary)

Knowledge Translation
- Knowledge translation is defined as a dynamic and iterative process that includes synthesis, dissemination, exchange, and ethically sound application of knowledge to improve...(insert topic) (CIHR)
Knowledge-to-Action Cycle

Relationship Between KT and OR
Change Mechanisms

Leadership
- Finding champions
- Developing or accessing levers
- Encouraging and motivating change
- Understanding the politics and maneuvering the road blocks

Content
- Understanding the problem, context
- Educating about the innovation/change

Process
- Structuring for sustainability
- Mentoring and supporting
Our Project: TBI in the Department of Corrections

- We are collaborating closely with the Washington State Department of Corrections (DOC) to translate research on traumatic brain injury (TBI) into practice.
Department of Corrections

- **Size**: Large
- **Management**: Hierarchical
- **Complexity**: Multifaceted mission
- **Ownership**: Public
- **Stakeholders**: Diverse
Leadership
Finding Champions

Internal
- DOC ADA Coordinator
- DOC Training and Development Director

External
- TBI Council leadership (DSHS)
- DRW (WA P&A)
- Community members with TBI
Developing or Accessing Levers

- NIDILRR grant
- Letter of support from DOC superintendent
Encouraging and Motivating Change

- Create a sense of urgency.
- Provide a vision for the future.

Source: Burke, 2018.
Encouraging and Motivating Change

Outside of prison, 8.5% of Americans report a TBI.

Inside of prison, it is estimated that 46% of people have experienced a TBI.

Encouraging and Motivating Change

At least 8.5\% of Washington DOC staff, or 730 individuals, have a TBI.

As many as 46\% of offenders, or 16,859 individuals, have a TBI.

18,961 offenders in confinement + 17,689 active supervision in community = 36,650

Approximately 8,500 staff

Encouraging and Motivating Change

What is the mission of DOC?

How would it help DOC achieve the mission if it could address incarcerated people with TBI?

How would things be different if TBI were addressed in correctional settings? For staff, for leadership, for the community...
Findings

• Entry to the DOC will require an understanding of the motivations of correctional staff.
  • What they will gain from learning about people with TBI?
    • Will it improve staff safety?
    • Will it reduce staff frustration?
    • Will the workplace be less stressful?
  • How should we best communicate—what terms and approaches are palatable/believable?
Politics and Maneuvering

• Understanding power relationships.
  • How do decisions flow through the organization?
  • What do leaders need in order to feel safe in moving forward with an innovation?
  • What political failures will derail the innovation/change?
Politics and Maneuvering

• Finding your way through the roadblocks
  • Understanding what activities must come first in order to have an open door for later work.
  • What signals/messages must be conveyed from leadership before people feel empowered to act?
Content
Understanding

The context

The problem
Understanding the Context

Meetings with DOC leadership
Meetings with DOC Training Development Unit
Site visits to DOC facilities
Process reflections by UW staff
Materials collection and review
Participation in DOC trainings
Findings

• WA DOC is huge and complex, and approaches to KT cannot be unidimensional.

• Although perspectives vary widely across staff, the primary purpose of corrections is community safety.
  • WA DOC Mission—To improve public safety.
  • WA DOC Vision—Working together for safe communities.

• Limited TBI knowledge among majority of staff.

• KT interventions will need to fit within the context of the existing and extensive training requirements already required of staff within DOC.
Understanding the Problem

Scoping review of NIDILRR products on TBI

Literature review of research publications on TBI in correctional settings

Interviews with TBI experts
Findings

• Incarcerated people with TBI are likely experiencing longer sentences in more restrictive settings because of the nature of their disability.

• Correctional organizations are not prepared to address the challenges faced by people with TBI. This causes burden on DOC staff and the larger justice system.

• There are interventions that could improve outcomes for incarcerated people with TBI and DOC staff.
• Introductory-Level Training
  • Online course launched July 1, 2017, to all 8,500+ DOC staff. 7,842 DOC participants completed the course.
  • Course format was web-based with slide-based text, quizzes, infographics, animations, and videos.
  • Approximately 45 minutes to complete.
  • Four sections covered an introduction to TBI and the challenges that an incarcerated person with TBI may face.
Course Objectives and Organization

01 Prevalence of TBI
Identify how many people have a TBI in the general population and in corrections.

02 Understand TBI
Describe types and causes of TBI.

03 Corrections and TBI
Explain how TBI affects offenders and staff in correctional settings.

04 Addressing TBI
Describe universal strategies that may improve interactions with people with TBI.
Intermediate-Level Training

• ADA Coordinator Training
  • All facility-level ADA Coordinators in DOC
    • What is TBI, and how does it affect incarcerated individuals?
    • What is unique about correctional settings that make certain challenges more difficult for people with TBI?
    • What are appropriate accommodations, and which ones might be acceptable/functional in corrections?
Process
Structuring

• Tapping into existing systems and structures.
• Putting in place structures that last.
Performance Management Process Review

Initial Brainstorming

Charter Formation

Strategic Planning

Prioritization of Effort

Used with permission from the Department of Corrections.
TBI Task Force

Membership from across DOC

• Health services, ADA compliance, mission housing, correctional officers, classification officers, mental health, community corrections, deaf services, performance management.

Purpose

• Develop a shared understanding about the challenges of TBI within DOC.
• Develop a plan for addressing the challenges.
• Implement a pilot study to test some of the recommendations.
Mentoring and Supporting

• Moving engaged stakeholders into leadership roles.
• Supporting them in those roles until they develop the necessary skills for success.
Conclusions

• Knowledge translation approaches are an important part of organizational change interventions.

• Organizational change is much more complicated than “evidence to practice” and requires careful attention to structures, power, and access.

• It also requires attention to external changes that can influence internal organizational change. Organizations do not exist in a vacuum.

• Sometimes, it really just requires a lot of luck and timing. But preparation to take advantage of lucky opportunities goes a long way, too.
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Disclaimer

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