

Implementation Drivers: Responsibility Analysis

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AIRN Active Implementation Research Network®



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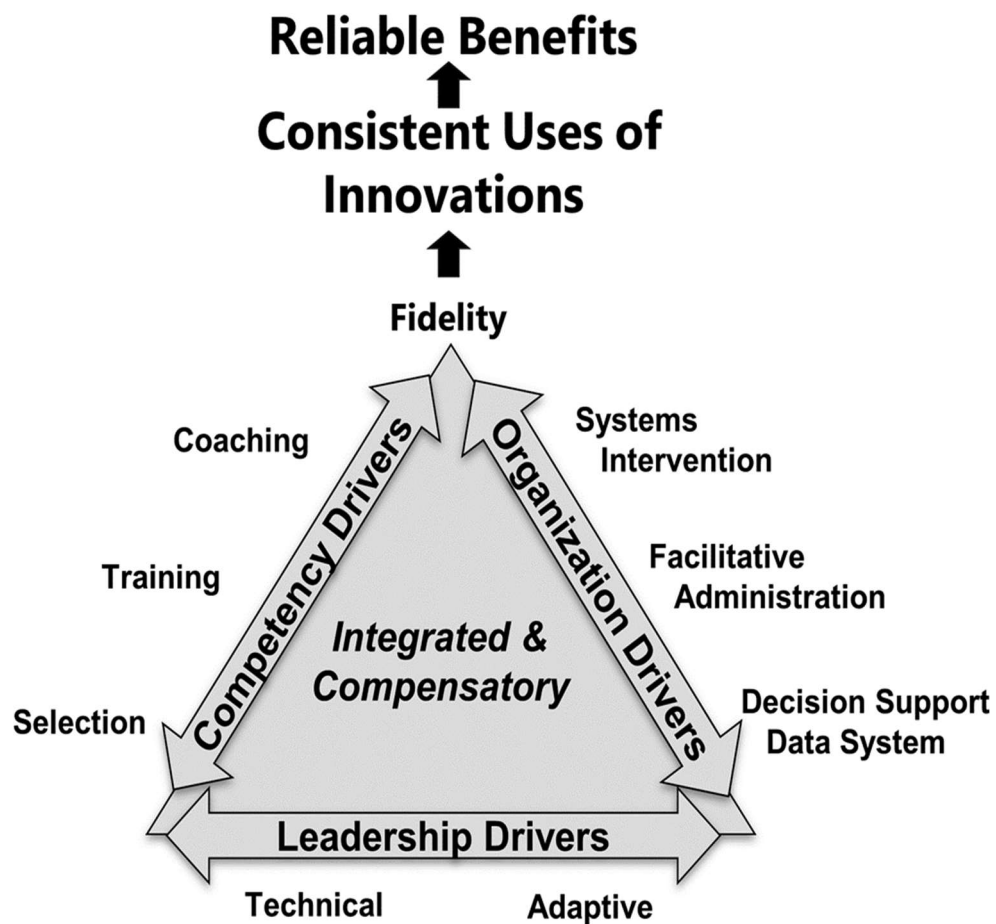
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Figure 1. Implementation Drivers

The Implementation Drivers are outlined in Figure 1. Practice-based evidence and research-based evidence consistently point to the Competency Drivers as essential for teaching practitioners how to use an evidence-based program or other innovation, to the Organization Drivers as critical supports for the full and effective use of the Competency Drivers and the innovation, and to the Leadership Drivers as essential to initiating and sustaining the use of innovations and the use of the Drivers so that they will produce reliable benefits to the intended recipients.

In many settings, responsibility for the implementation infrastructure is shared across levels and entities in a system. Therefore, the Responsibility Analysis is essential to ensure that the relevant parties are engaged 1) to better understand the current roles, responsibilities, funding and communication links to effectively support the use of evidence-based innovations and 2) to assess the current implementation supports with regard to identifying gaps and duplication of effort. Failing to assess these arrangements can lead to 1) overlooking and missing Implementation Drivers, 2) lack of clearly assigned responsibility for improving and maintaining the Implementation Drivers, and 3) the potential for Drivers that are disintegrated and not compensatory, leading to the

inability to fully and effectively support the implementation of an evidence-based innovation to achieve its intended outcomes.

During the Exploration and Initial Installation Stages of implementation and when assessing existing supports for the use of an innovation, it is necessary to document the locus of responsibility for the Drivers. For example, which group sees itself or others as responsible for training practitioners to use the identified innovation, keeping in mind more than one group may be responsible.

Go to www.activeimplementation.org/frameworks/implementation-drivers for more information about the Implementation Drivers.

Go to www.activeimplementation.org/frameworks/implementation-stages for more information about Implementation Stages.

Respondents

The questions in the following sections ask each respondent to indicate their understanding of what organization or entity is responsible for each Driver.

Implementation Drivers: Responsibility Analysis

<p>IMPLEMENTATION COMPETENCY DRIVERS</p> <p>Focused on the following staff/position</p> <p>_____</p> <p>and Program:</p> <p>_____</p>	<p>Locus of Responsibility for the Driver</p> <p>What entity/entities have/will have responsibility for this Driver?</p> <p>Do you have formal authority in relation to the person or entity responsible for the Driver or Informal authority (influence)?</p>	<p>How will this Driver be used to support the full and effective use of the program in practice?</p>	<p>How will this Driver be developed, monitored for quality, and maintained over time? **How can we strengthen this driver, and at what cost?</p>
<p>Recruitment and Selection</p>	<p>__ Formal Authority</p> <p>__ Influence</p>		
<p>Training</p>	<p>__ Formal Authority</p> <p>__ Influence</p>		
<p>Coaching</p>	<p>__ Formal Authority</p> <p>__ Influence</p>		
<p>Fidelity Assessment</p>	<p>__ Formal Authority</p> <p>__ Influence</p>		

IMPLEMENTATION ORGANIZATION DRIVERS	Locus of Responsibility for the Driver What entity/entities have/will have responsibility for this Driver? Do you have formal authority in relation to the person or entity responsible for the Driver or Informal authority (influence)?	How will this Driver be used to support the full and effective use of the program in practice?	How will this Driver be developed, monitored for quality, and maintained over time? **How can we strengthen this driver, and at what cost?
Facilitative Administrative Supports	<input type="checkbox"/> Formal Authority <input type="checkbox"/> Influence		
Decision Support Data Systems (process and outcome measures)	<input type="checkbox"/> Formal Authority <input type="checkbox"/> Influence		
Systems Interventions	<input type="checkbox"/> Formal Authority <input type="checkbox"/> Influence		

IMPLEMENTATION LEADERSHIP DRIVERS	Locus of Responsibility for the Driver What entity/entities have/will have responsibility for this Driver? Do you have formal authority in relation to the person or entity responsible for the Driver or Informal authority (influence)?	How will this Driver be used to support the full and effective use of the program in practice?	How will this Driver be developed, monitored for quality, and maintained over time? **How can we strengthen this driver, and at what cost?
Technical Leadership	___ Formal Authority ___ Influence		
Adaptive Leadership	___ Formal Authority ___ Influence		

Example

The results of a Locus of Responsibility Analysis regarding the use of an evidence-based program in one U.S. state are shown in Figure 2. The evidence-based program had been in use in the state for more than five years. The evaluation was planned and data were collected and reported by Karen Blase and Melissa Van Dyke.

The respondents were individuals employed by or familiar with the relevant activities of the *State Government Department* that was enabling and funding the use of an evidence-based program; the *Local Partnership* advisory groups established to support the use of the evidence-based program; the multiple *Direct Service Provider* organizations that employed practitioners and others to use the evidence-based program; the *Technical Assistance (TA) Groups* that were contracted to support the use of the evidence-based program; and the *National Purveyor* group that had developed the evidence-based program and supported its use nationally.

The respondents independently completed the form.

Subsequently the group discussed their responses and arrived at a consensus. The respondents had broad knowledge of the diversity across the state and this breadth of knowledge meant that 'the knowledge' was in the room but needed to be shared across the group to arrive at a mutually informed score after discussion.

As shown in Figure 2, none of the groups was seen as responsible for *Performance Assessment (Fidelity)*. *Staff Selection* and *Facilitative Administration* were considered to be the responsibility of three of the five groups. *Training* was considered to be the responsibility of the National Purveyor group, *Coaching* was considered to be the responsibility of the Contracted TA Group, and *Decision Support Data Systems* and *Systems Interventions* were considered to be the responsibility of the State

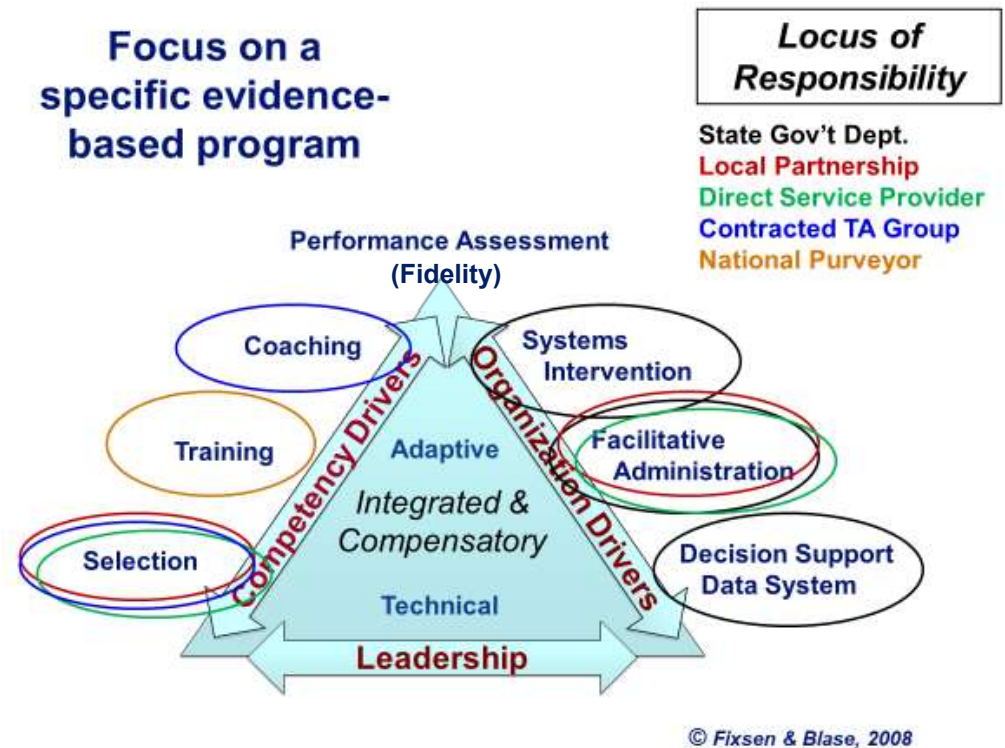


Figure 2. Visual representation of the results of a Responsibility Analysis

Government Department. NOTE: The questions regarding Leadership Drivers had not yet been developed at the time these data were collected.

This simple analysis is very revealing. Fidelity (Performance Assessment) is directly linked to consistent use of an innovation to reliably produce intended outcomes, yet no one was seen as responsible for assessing fidelity of the use of the evidence-based program—a critical omission. Training was done by the National Purveyor group and Coaching by a Contracted TA Group in each area—a major disconnect when attempting to support practitioners as they are learning to use an innovation effectively. Finally, Training, Coaching, Decision Support Data Systems, and Systems Interventions were provided by groups outside the Direct Service Provider organizations and their Local Partnership groups—a disintegrated approach that is not effective or sustainable.

The Implementation Drivers Responsibility Analysis provides a good place to begin to understand what currently is being done and identify what needs to be done to provide effective and sustainable implementation supports in organizations so that practitioners can make consistent, effective, and sustainable use of an evidence-based program or other innovation.