Varying degrees of intensity

LEARNING APPROACH

Practice is complex

CHALLENGED BY COMPLEXITY

In this scenario, the new practice challenges the standard operating procedures and in worst cases also the fundamental values and beliefs among staff. Facilitation and sense-making is crucial to develop a mutual understanding of the benefits of the new practice.

Support the implementation with participatory approaches to implementation that might help you work with ambiguity and the negotiation of existing beliefs and mental models. Informal leaders and networks within and between organisations are important determinants of the process.

ALMOST IMPOSSIBLE

The complexity of this scenario will challenge every implementation effort. Not only is it demanding to implement the new practice; the organisational capacity is also low. To create buy-in, it is necessary to discuss and negotiate the benefits and underlying values of the new practice at all levels. And in addition, it is necessary to create an infrastructure and supportive culture for change.

Support the implementation with activities that address all levels from individual learning and sense-making, leadership and organisational support, and perhaps even redesign of policies.

EASY

In this scenario, which perhaps only exists in theory, implementation falls easy. The new practice is compatible with existing beliefs and procedures and is introduced in a context with clear leadership, a culture of learning and trust, and processes for iterative problem solving.

Support the implementation with information and guidelines.

CHALLENGED BY ORGANISATION

In this scenario, the local organisation struggles with low degree of leadership commitment, lack of resources, and perhaps a culture suffering from suspicion and uncertainty. Even though the new practice might sound promising and in accordance with existing procedures, these organisational barriers might delay the implementation or cause it to fail.

Support the implementation with activities that address leadership and organisational support functions (planning, monitoring, resource allocation, etc.)

Practice is simple

Individual practitioner

Whole organisation

ORGANI-SATIONAL SCOPE

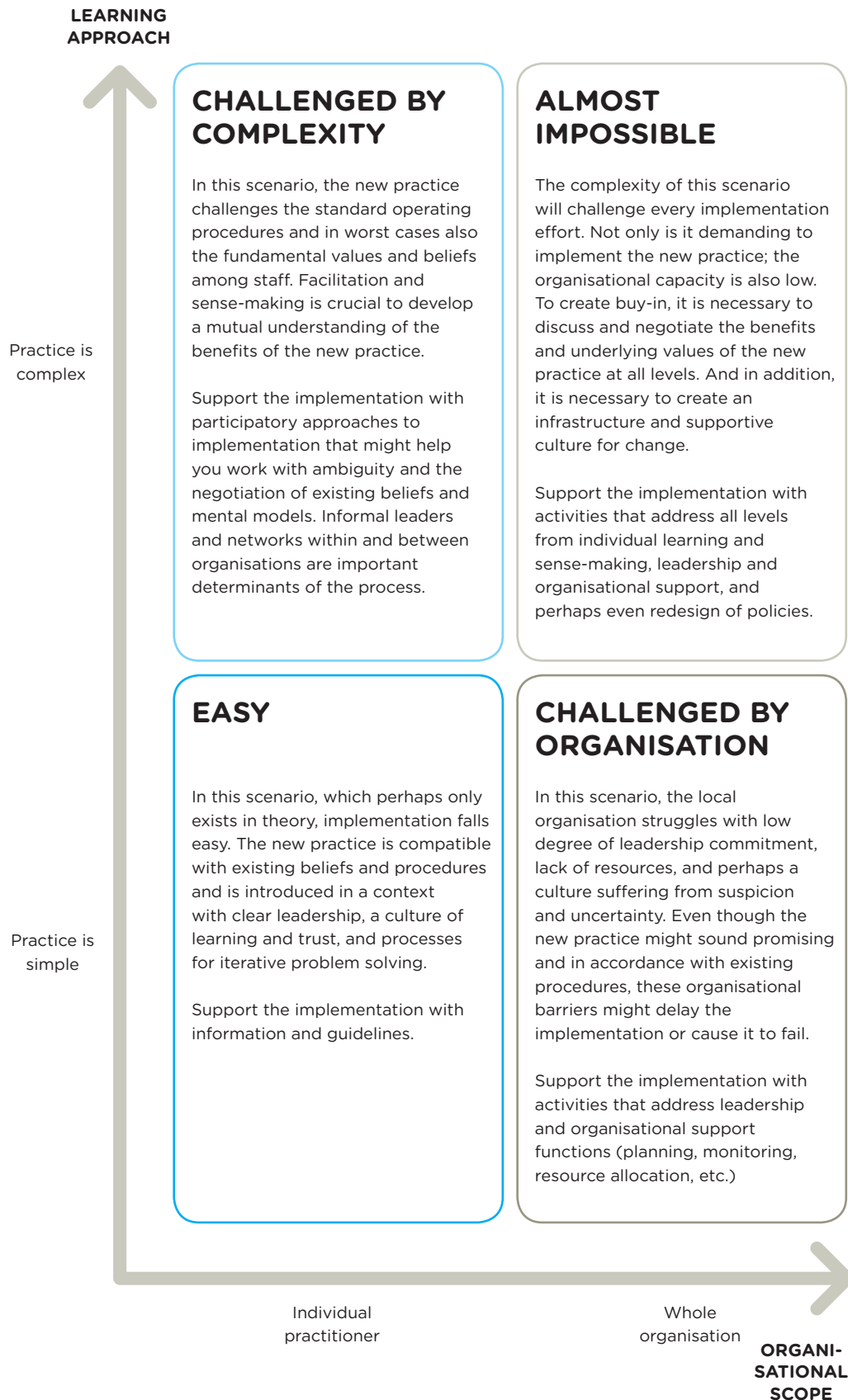## A CHECKLIST FOR IMPLEMENTATION

A checklist may come in handy when engaging in an implementation process. The list is not absolute, but it gives hints and inspiration as to where to begin. The list is inspired by B. Powel et al. (2015) and outlines activities to support the development of implementation strategies that are tailored to specific practices and contexts.

EXTERNAL PROVIDER

01

IF YOU ARE...

...in charge of the implementation process as an **external provider** (purveyor).

02

CONSIDER TO...

• Assess for readiness and identify barriers and facilitators

• Tailor strategies to the context

• Redesign policies.

03

MAKE USE OF INSTRUMENTS LIKE...

Identify early adopters at the local site to learn from their experiences with the practice innovation.

Conduct educational outreach visits
Have a trained person meet with providers in their practice settings to educate providers about the innovation with the intent of changing the provider's practice.

Create a learning collaborative
Facilitate the formation of groups of providers or provider organisations and foster a collaborative learning environment to improve implementation of the innovation.

Stage implementation scale up
Phase implementation efforts by starting with small pilots or demonstration projects and gradually move to a system wide rollout.

COMPETENCE DEVELOPMENT

01

IF YOU ARE...

...responsible for an implementation process by means of **competence development.**

02

CONSIDER TO...

• Develop educational materials

• Conduct local consensus discussions

• Conduct ongoing training

• Make training dynamic.

03

MAKE USE OF INSTRUMENTS LIKE...

Audit and provide feedback
Collect and summarise performance data over a specified time period and give it to administrators to monitor, evaluate, and modify provider behaviour.

Provide supervision
Provide ongoing supervision focusing on the innovation. Provide training for supervisors who will supervise the staff who provide the innovation.

Provide facilitation
A process of interactive problem solving and support that occurs in a context of a recognised need for improvement and a supportive interpersonal relationship.

LOCAL LEADERSHIP

01

IF YOU ARE...

...responsible for engaging **local leadership** in an implementation process.

02

CONSIDER TO...

- Identify and prepare the future champions

- Identify and make alliances with ambassadors

- Inform local opinion leaders.

03

MAKE USE OF INSTRUMENTS LIKE...

Conduct cyclical small tests of change
Implement changes in a cyclical fashion using small tests of change before taking changes system-wide. Tests of change benefit from systematic measurement, and results of the tests of change are studied for insights on how to do better. This process continues serially over time, and refinement is added with each cycle.

Promote network weaving
Identify and build on existing high-quality working relationships and networks within and outside the organisation, organisational units, teams, etc. to promote information sharing, collaborative problem-solving, and a shared vision/goal related to implementing the innovation.

Obtain and use feedback
Develop strategies to increase end-user feedback on the implementation effort.

ORGANISATIONAL SUPPORT

01

IF YOU ARE...

...responsible for setting up **the organisational support** of the implementation process.

02

CONSIDER TO...

- Organise implementation team meetings

- Develop a formal implementation blueprint with scope, timeframe, milestones, measures and strategy.

03

MAKE USE OF INSTRUMENTS LIKE...

Purposely re-examine the implementation
Monitor progress and adjust practices and implementation strategies to continuously improve the quality of care.

Develop and organise quality monitoring systems
Develop and organise systems and procedures that monitor processes and/or outcomes for the purpose of quality assurance and improvement.