

Implementation Infrastructure

Implementation drivers refer to the key infrastructure elements needed to support practice, organizational, and systems change necessary for successful implementation of a program or practice (Metz & Bartley, 2012). Implementation Drivers are in service to fidelity and ensure that the program or practice is embedded in the organization's operations and culture. The implementation drivers emerged on the basis of commonalities among successfully implemented programs and practices and are grouped into organization and competency drivers (Fixsen et al., 2005).

- **Organization drivers** (facilitative administration, systems intervention and decision-support data systems) create and sustain a hospitable environment in both the organization and the broader system that is needed for the program or practice to be implemented as intended and achieve expected outputs and outcomes.
- **Competency drivers** (selection, training, coaching and fidelity) develop and improve staff competencies to support the program or practice.



Fixsen et al., 2005

Selection

The Selection Driver refers to the use of a purposeful process for selection of staff with the required skills, abilities, and other specific prerequisite characteristics to implement the program or practice. Selection from an active implementation perspective is different from selection as usual.

- *Selection is viewed as a mutual process.* The organization decides whether or not to select an individual to join them *and* the process allows the applicant to understand the expectations related to the position so they may decide whether the position is a good fit for them.

- *Selection uses identification of essential staff characteristics, including those that are tough to teach, in order to set staff up for success.* Effective staffing requires the specification of required knowledge, skills and abilities that relate to program-specific needs. This means specifying skills and abilities that are pre-requisites for the work ahead and determining those that will be developed once the person is hired. The selection process provides the opportunity to select for specific traits or characteristics – ones that may be challenging to support through training and coaching. For example, characteristics such as approaching interactions with service beneficiaries with a strengths-based approach. Information gathered through the selection process can be fed forward to trainers and coaches to help them understand the strengths of the person and more quickly focus on areas that may need attention.
- *Selection sets clear expectations for new hires.* The selection process uses job postings and interviews to lay clear and specific expectations for the staff's new role. A clear expectation for the role must be a willingness to use and understanding of the value of coaching to assure fidelity.

Best Practices for Selection

1. There is someone accountable for the recruitment and selection of relevant staff for the program or practice.

A specific person is responsible for coordinating the quality and timeliness of recruitment and selection processes for staff who will implement the program or practice. This person is able to execute the responsibilities related to his/her role in the selection process.

2. Job descriptions are in place for relevant staff that will implement the program or practice.

Job descriptions are:

- clear about expectations for the position;
- aligned with the competencies required for the program or practice to be used competently.

3. Individuals accountable for selection understand the skills and abilities needed for relevant staff.

Individuals accountable for selection:

- know the knowledge, skills, and abilities related to the staff position;
- accurately assess applicant knowledge, skills, and abilities.

4. Selection protocols are in place to assess competencies for relevant staff that carry out the program or practice.

Selection protocol includes all of the following:

- an assessment of core skills needed for the position;
- specific procedures (e.g., scenario, role play) for assessing individual ability to perform key skills;
- specific procedures for assessing ability to receive and use feedback provided during the interview;
- a documented process for review of adherence to the interview protocol;
- record of the ratings of individuals' responses.

5. Selection processes are regularly reviewed.

Selection processes are annually reviewed and revised as needed to improve the selection process. The annual review examines at least three of the following:

- interview results (e.g. protocol adherence, applicant responses);
- training data;

- turnover data;
- fidelity data;
- exit interview results.

Fixsen, D., Naoom, S., Blase, K., Friedman, R., & Wallace, F. (2005). *A Review and Synthesis of the Literature Related to Implementation of Programs and Practices*. Tampa, FL: National Implementation Research Network.

Metz, A., & Bartley, L. (2012). Active implementation frameworks for program success: How to use implementation science to improve outcomes for children. *Zero to Three (J)*, 32(4), 11-18.