Strategies for Measuring Organization Change

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Webinar objectives

• Explore the benefits of measuring organizational change
• Introduce measurement stages and tools/instruments
• Recognize challenges and identify solutions to change measurement difficulties
• Examples from the field
• Q & A
What do we mean by organizational change?

• A broad impact on what and how agency delivers
• Examples of organizational change in the Smart Policing Initiative (SPI) include:
  – Expanding agency focus - offender reentry
  – Providing a completely new service – citizen’s police academy
  – Altering the way training is delivered – online courses
  – Introducing a new performance management tool – Compstat
  – Systematically using data to inform resource allocation and strategy – hot spots or targeted offender strategies
What is the benefit of measuring change?

- Misperceive the nature of the threat
- Distress provoked by the problem and the changes it demands

Evaluation:

WE GOT IT WRONG IN THE PAST

BUT WE'VE LEARNED HOW TO DO IT RIGHT FOR THE FUTURE
Why Measure Change?

- Monitor progress and keep us on track
- To identify and prioritize next steps
- To learn from the process for research & practice
- To understand HOW we reached change goals
- To identify whether we have achieved desired goals
- To monitor implementation

To understand HOW we reached change goals
The fundamentals of measuring change

1. What is your purpose for measuring change?
   - Monitor implementation for some documentation purpose?
   - Measure change for improvement?
   - Measure your change process and/or change outcomes?

2. Given Question 1, what is the most appropriate way to measure change? What data will you need and what is the best approach to collecting and analyzing this data?
   - Process and/or outcomes?
Key steps in measuring change

1. Planning
   a) Identify change goals
   b) Make sure goals are realistic and measurable
   c) Identify what data are needed to measure change
   d) Identify source of data
   e) Identify timeline for collecting data

2. Identifying methods for measuring change
   a) Using organizational records and documents
   b) Using questionnaires and interviews
   c) Using observational techniques

3. Analyzing results and dissemination of lessons
   a) Identify audience of interest for lessons
   b) Identify effective dissemination tools
   c) Integrating lessons into future decisions
What to measure

**Context**
- Setting
- Social/Cultural
- Political
- Economic
- Technology

**Activities**
- Program
- Practice
- Procedures

**Underlying Theory**
- Variables of interest
- Connection between variables of interest
Stop & Think

• What types of change are you engaging in?
• What specific goals are you hoping to achieve through change?
• Are you or is a research partner documenting what is happening as you work towards those goals?
• Have you identified specific milestones that you expect along the way?
## Methodologies for Measuring Change

*(source: www.managementhelp.org)*

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<tr>
<th>Method</th>
<th>Purpose</th>
<th>Advantages</th>
<th>Challenges</th>
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<tr>
<td><strong>Impact data</strong></td>
<td>To assess change in a specific variable</td>
<td>- can measure change in outcome&lt;br&gt;- can help assess effectiveness of change</td>
<td>- data are not always accessible or easily attainable</td>
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<td><strong>Questionnaire, surveys, checklists</strong></td>
<td>To quickly and/or easily gather data from a group of people in a non-threatening way</td>
<td>- anonymous&lt;br&gt;- can be inexpensive&lt;br&gt;- easy to analyze and compare&lt;br&gt;- samples are often readily available</td>
<td>- wording can bias responses&lt;br&gt;- surveys are impersonal&lt;br&gt;- may need a sample expert&lt;br&gt;- do not capture full story</td>
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<td><strong>Interviews</strong></td>
<td>To fully understand someone’s impressions or experiences&lt;br&gt;To delve into survey answers</td>
<td>- depth of information&lt;br&gt;- develop relationship with respondent&lt;br&gt;- offers flexibility</td>
<td>- takes time &amp; money&lt;br&gt;- hard to analyze and compare&lt;br&gt;- interviewer can bias responses</td>
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<td><strong>Documentation review</strong></td>
<td>To understand how a program operates without observation&lt;br&gt;To review applications, memo’s, minutes etc to track implementation and progress</td>
<td>- comprehensive and historical account&lt;br&gt;- does not interrupt change or program in action&lt;br&gt;- information already exists&lt;br&gt;- few biases in information</td>
<td>- takes time&lt;br&gt;- information may be incomplete&lt;br&gt;- need clarity in search&lt;br&gt;- data restricted to what is in documents</td>
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<td><strong>Observations</strong></td>
<td>To gather accurate information about how something actually occurs, especially process</td>
<td>- view change or program in action&lt;br&gt;- can adapt to events as they occur</td>
<td>- a challenge to interpret behaviors&lt;br&gt;- can be complex to categorize observations&lt;br&gt;- may influence change or program&lt;br&gt;- expensive</td>
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<td><strong>Focus groups</strong></td>
<td>To explore topic in depth through discussion</td>
<td>- quickly and reliably gather impressions&lt;br&gt;- efficiency in terms of range and depth of information in a short time&lt;br&gt;- can convey info about change</td>
<td>- hard to analyze and compare responses&lt;br&gt;- facilitation is critical for trust and safety&lt;br&gt;- challenge to schedule</td>
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<td><strong>Case studies</strong></td>
<td>To conduct a comprehensive review of change implementation, experiences, impressions</td>
<td>- fully captures input, process, outputs, outcomes of process and change&lt;br&gt;- powerful way to portray change</td>
<td>- time consuming&lt;br&gt;- depth rather than breadth</td>
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Field Training Officer Program
Logic Model

Current Conditions
- Current FTO program is outdated
- Current FTO program does not include problem solving
- Current FTO program does not rely on adult learning techniques
- Current FTO program is not well connected to frontline supervision practices
- No short or long term evaluations exist for current

Changes to address conditions
- Update FTO program to ensure evidence-based practices are integrated
- Develop a curriculum that utilizes adult learning practices
- Develop a training curriculum for frontline supervisors
- Modify frontline supervisor job descriptions to align with expectations of FTO program
- Develop and implement pre and post evaluations for FTO’s, supervisors and instructors on content and delivery of new FTO program
- Develop a process evaluation

Performance Indicators
- The latest research on police operations, tactics and problem solving are integrated into new FTO program by 11/1/13
- New FTO program reviewed and approved by stakeholders by 12/1/13
- Adult learning techniques integrated into new FTO program by 1/1/14
- Frontline supervisors meet monthly starting 8/1/13
- Frontline supervisor job descriptions modified and adopted by 1/1/14
- Pre-FTO program survey administered to FTO’s, supervisors and instructors on Day 1 of FTO program
- Monthly feedback gathered from FTO’s, supervisors, instructors, and PD managers and leaders about new FTO program implementation

Strategies for Measurement
- Literature Review
  - Document where and how evidence on operations, tactics and problem solving are integrated (who, what, when, where and why)
  - Document specific adult learning techniques used
  - Pre and post surveys of FTO’s, supervisors and instructors on content and delivery
  - Pre and post survey of FTO’s to assess changes in understanding of operations, tactics and problem solving as effective strategies for crime and disorder reduction
  - Meeting note analysis
  - Monthly check-in’s with FTO’s, supervisors, instructors, and PD managers and leaders to capture successes and challenges

Outcomes and Impacts
- Increased understanding of problem solving as an effective strategy for crime and disorder reduction
- Increased engagement of FTO’s as a result of adult learning techniques
- Enhanced supervisor role in FTO program and frontline supervision
- More effective police officers
- Institutionalized evidence into PD training and supervision practices
<table>
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<th>Outcome</th>
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<tr>
<td><strong>Evaluation Question</strong></td>
<td><strong>Data Source</strong></td>
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<td>Who participated in FTO program redesign?</td>
<td>Redesign meeting agenda and minutes</td>
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<td></td>
<td>Document Reviews; Interview Redesign meeting participants</td>
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<tr>
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<td>Did the redesign of the FTO program reach its goal of integrating evidence-based practices?</td>
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<tr>
<td></td>
<td>FTO program curriculum; Meeting notes</td>
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<tr>
<td></td>
<td>Review new curriculum; compare to research evidence; review meeting notes</td>
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<td><strong>What challenges are frontline supervisors experiencing in coaching FTO’s?</strong></td>
<td>Frontline Supervisors FTO’s</td>
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<td></td>
<td>Surveys Interviews Focus Groups Observations Supervisor Reports Incident Reports</td>
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<td></td>
<td>Are new officers aware of and using problem solving in crime reduction?</td>
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<td></td>
<td>New Officers</td>
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Expect challenges, but don’t be defeated!

- Change takes time
- Identifying WHAT to measure can be an arduous experience
- How to measure changes at different levels (e.g. macro level vs. micro level)
- Time and capacity to measure
- Shifting priorities
- What if no one cares?
- Unpacking the link between change variables (often multiple) and outcomes

“That which we persist in doing becomes easier, not that the task itself has become easier, but that our ability to perform it has improved”

Ralph Waldo Emerson
Stop & Think

• How can you systematically collect data and information to measure the change process and outcomes?
• What will you use that information for?
• What real challenges do you see in measuring change in your agency?
• What can we do to help you tackle those challenges?
Overcoming Measurement Challenges

• Use internal resources (committees, interns, motivated staff)
• Seek out individuals who have the knowledge, skills and abilities (KSA) to plan and implement change measurement
• Establish formal partnerships with academic organizations (including disciplines beyond criminal justice)
• Identify whether measurement tools already exist
• Experiment (with measurement) and learn
Wrapping up

• Measurement will help us understand change and will inform future decisions
• The quality of your design (i.e. systematic process) improves the insights gained
• Measuring change should start early and be done often
• You do not have to go it alone
• Engage, communicate and reflect to ensure change process legitimacy and sustainability
Organizational Change Case Studies

• The Urban Institute conducted a national study of the COPS Program (2000).

• National COPS Evaluation Organizational change Case Study: Savannah, Georgia
  – Crime rates as an outcome measure
  – Documentation of structural changes to support goals
  – Existing case studies, reports, organizational documents such as budgets, annual reports, etc.

• National COPS Evaluation Organizational change Case Study: Portland, Oregon

• National COPS Evaluation Organizational change Case Study: St. Paul, Minnesota

• National COPS Evaluation Organizational change Case Study: Lowell, Massachusetts
Additional ideas & resources

• Partner with local Universities and Colleges
• Build internal capacity
• Network with larger organizations such as IALEP, LEOPRD, National Evaluation groups

• Change Leader’s Network
  http://changeleadersnetwork.com/free-resources

• Free Management Library
  http://managementhelp.org/organizationalchange/index.htm
Questions? Comments? Ideas?
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