

**A Closer Look at Developing an Enabling Context and Facilitators/Barriers to Implementation**  
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Li, S. A., Jeffs, L., Barwick, M., & Stevens, B. (2018). Organizational contextual features that influence the implementation of evidence-based practices across healthcare settings: A systematic integrative review. *Systematic Reviews*, 7(1), 72.

Contextual Construct	Key Themes <sup>1</sup>	Implications for Leaders
<b>1. Organizational Culture</b>	<p><b>Facilitators</b></p> <ul style="list-style-type: none"> <li>• Openness to trialing new innovations</li> <li>• Culture of learning</li> <li>• Culture of innovation</li> <li>• Positive staff attitudes and behaviors toward initiative</li> </ul> <p><b>Barriers</b></p> <ul style="list-style-type: none"> <li>• High level of autonomy in decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Assess staff attitudes and seek to increase motivation</li> <li>• Develop implementation teams</li> <li>• Develop team meeting agendas through a learning lens (e.g., use of data and information, shared analysis and problem solving)</li> </ul>
<b>2. Networks and Communication</b>	<p><b>Facilitators</b></p> <ul style="list-style-type: none"> <li>• Materially based partnerships to secure needed resources for implementation</li> <li>• Symbolically based interorganizational <b><i>collaboration</i></b> to promote shared understanding of problem and solution and bolster legitimacy</li> <li>• <b><i>Strong teams</i></b> with an ability to communicate effectively and capacity to problem solve</li> <li>• Establishment of systems and processes to more effectively manage information and <b><i>communication</i></b> about the change initiative</li> </ul> <p><b>Barriers</b></p> <p>Poor multidisciplinary <b><i>teaming</i></b></p>	<ul style="list-style-type: none"> <li>• Develop implementation teams</li> <li>• Identify purpose of partnerships (leverage resources, promote legitimacy, develop consensus)</li> <li>• Develop and implement communication protocols with key stakeholders including service recipients such as families</li> <li>• Use formal stakeholder engagement tool (Identify, Analyze, Map and Plan)</li> </ul>

<sup>1</sup> Sub-features of contextual constructs captured in bolded italics

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<b>3. Leadership</b>	<p><b>Facilitators</b></p> <ul style="list-style-type: none"> <li>• Transformational leaders who promote clear roles, effective teamwork, and a culture of learning</li> <li>• Leaders who serve as providers of ‘new knowledge’</li> <li>• Integration of new programs and processes into “business as usual” by senior leaders</li> </ul> <p><b>Barriers</b></p> <ul style="list-style-type: none"> <li>• Middle managers who feel unsupported by senior leaders</li> <li>• Leadership lacking in authority</li> <li>• Leadership unsupportive of change</li> </ul> <p>Leadership that neglects to hold staff accountable for the change</p>	<ul style="list-style-type: none"> <li>• Articulate clear roles and responsibilities (e.g., revise job descriptions)</li> <li>• Develop a business process that identifies when and how change initiative (EBP) will align with current ways of work</li> <li>• Develop specific strategy for supporting middle managers</li> </ul>
<b>4. Resources</b>	<p><b>Facilitators</b></p> <ul style="list-style-type: none"> <li>• <b>Financial resources</b> in the form of dedicated funding for the change initiative including staff time, training, coaching and monitoring, evaluation, and human resources</li> <li>• <b>Staffing (workload)</b> that includes assigning dedicated staff to implementation activities</li> <li>• Dedicated <b>time</b> for staff to implement the EBP</li> <li>• <b>Education and training</b> that promotes interdisciplinary collaboration</li> <li>• Continuously offered <b>education and training</b> opportunities (all training offered several times)</li> </ul> <p><b>Barriers</b></p> <ul style="list-style-type: none"> <li>• Insufficient <b>staffing</b> is a major implementation challenge for middle managers</li> <li>• <b>Time</b> constraints including more urgent, competing demands for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Be clear about how much and how many resources will be needed</li> <li>• Dedicate specific resources (financial, human, and technological) to implementation</li> <li>• Do not rely on existing resources; carve out what will be needed for staff time, etc.</li> </ul>

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	Unclear <i>educational materials</i> and reminders and inconsistent use of educational materials	
5. Evaluation, Monitoring and Feedback	<p><b>Facilitators</b></p> <ul style="list-style-type: none"> <li>• Appropriate feedback mechanisms that preserve engagement of staff implementing the EBP</li> <li>• Active and engaged leaders who seek feedback</li> <li>• Soliciting feedback early from middle managers to assuage concerns</li> </ul> <p><b>Barriers</b></p> <p>Leaders who don't seek feedback from middle managers and staff using the EBP</p>	<ul style="list-style-type: none"> <li>• Develop and implement feedback protocols, including processes for both gathering and using feedback</li> </ul>
6. Champions	<p><b>Facilitators</b></p> <ul style="list-style-type: none"> <li>• Internal champions who are experts on the EBP</li> <li>• Internal champions who are available for troubleshooting and for training other staff</li> <li>• Champions who provide a sense of familiarity among colleagues and belief in the champion's expertise</li> </ul> <p><b>Barriers</b></p> <p>Lack of motivation by staff asked to use the EBP</p>	<ul style="list-style-type: none"> <li>• Identify internal champions</li> <li>• Communicate who champions are</li> <li>• Allocate resources for champions</li> <li>• Clarify the role of champions (e.g., who are champions supporting)</li> <li>• Develop a communication plan for champions, implementation teams, and other key stakeholders</li> </ul>