Chapter Five: Managing Change
Commonwealth of Virginia: Roadmap for Evidence-Based Practices in Community Corrections
April 2010

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Citation:
Managing Change

Much of this Roadmap is about the policies, procedures and practices that you are changing in your organization; this chapter is about the process of change. Doing business in new ways is difficult for many reasons. Individuals may feel attached to the old ways, they may have doubts in their ability to be successful with the change, and they may be frustrated with the logistics of transition. These issues, rather than the proposed changes themselves, are the reason that many change initiatives fail. To lead successful change, agencies must be conscious of these issues and thoughtful about how to address them.

This chapter will consider six key components of managing change: techniques for facilitating change; leadership; collaborative decision making; communication; collaboration, and aligning business practices. Within each component is an array of approaches for engaging employees in the change process, addressing concerns, and infusing EBP into the way the agency does business. None of these techniques alone are sufficient to smooth the change process; they are synergistic in their impact. However, it is probably not possible to address all of the components at once. As you review this chapter, consider the strengths and needs of your agency as identified in your organizational assessment (see chapter 2), and the techniques that will be most effective in addressing those needs and capitalizing on those strengths. Based on those strengths and needs, create a strategy for change management.

Techniques for Facilitating Change

A great deal of literature is available on techniques for facilitating change, and there are many useful models available. The following tips are pulled from three primary sources: “Leading Change” by John Kotter,3 “Managing Transitions” by William Bridges,4 and “Leading Change in Community Corrections: Embracing Transformational Leadership” by Judith Sachwald and Paul Tesluk.5 In addition, there is a helpful DVD available that has been used by various local sites in Virginia, “Facing the Challenge of Change” by Ben Bissell6 that discusses organizational change. Consider these tips to be a toolbox for your change management process. Some involve strategic approaches over the long term, while others are short-term interventions that are available when circumstances require them. More information on these approaches, as well as many other tips and techniques, are available in the books and articles mentioned above.

• **Vision**
  Typical questions among employees and stakeholders are “Why are we doing this?” and “Where is this going?” Without the big picture, EBP may be perceived as a series of disjointed activities. At both the state and local level, it is essential for leaders to convey the purpose of these efforts, and how the system will be better when it is evidence-based. That vision will need to be shared in multiple venues over time, so that it remains fresh and reminds people what they are working toward. It will also need to be tailored for different audiences, so that stakeholders can see where they fit in.

• **Trust & Safety**
  To change the way an agency does business, employees need to take risks, try new things, and deal with frustrations and setbacks. To do that successfully, the workplace needs to be a place where it is okay to try and fail, and where new ideas are welcomed. If the environment is not historically trusting, it will take time for employees to develop a sense of safety. Leaders can build this trust by modeling. As an agency director or EBP project manager, participate in all of the trainings that employees are attending, and show your willingness to try something new. As a DCJS manager, solicit feedback from local agencies and then demonstrate how that feedback is used. It may take several iterations of risk-taking before these efforts are accepted as sincere.

• **Managing Transitions**
  “Change is situational...Transition, on the other hand, is psychological; it is a three-phase process that people go through as they internalize and come to terms with the details of the new situation that change brings about.” This quote from William Bridges describes his tripartite transition process: endings, neutral zone, and beginnings. For change to be successful, individuals and organizations must let go of the old ways, navigate the bumpy waters of adopting new practices, and embrace the new ways. If leaders don’t acknowledge this process and bring people through it, then leaders can leave others behind, and the change will fail.

• **Responsivity**
  The principle of responsivity applies to all behavior change. Individuals process information differently, respond to change differently, and learn differently. For an agency or a system to adopt new practices, information must be conveyed in a variety of ways to ensure that it is effective for everyone. Some agencies use personality inventories like the Myers-Briggs Type Inventory or True Colors to better understand the natural styles of their employees and respond accordingly. Others consider the different types and try to develop change management plans that are responsive to all. A diverse planning team can increase the likelihood that the plan includes techniques that will appeal to a variety of audiences.

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- **Involve and Empower Employees**

  One of the uncomfortable elements of change is the feeling that circumstances are beyond your control, or that you are being left in the dark. Providing opportunities for employees at the state and local level to be involved in planning for change and in making decisions about what the change will look like can decrease anxiety and increase enthusiasm.

  A common concern about EBP is that the desire for consistent supervision strategies limits officer’s ability to apply their experience and exercise professional judgment. Involve officers, other frontline staff, and supervisors in decisions about how the elements of EBP will be applied in the state or the agency. Engage employees in discussion when problem solving is needed. Empowering employees in these ways provides opportunities to take advantage of their professional experience. This helps to create an evidence-based organization that is suited to those that comprise it.

  A note of caution: engagement does not require that every person be involved in every decision; this brings progress to a grinding halt and can discourage future participation. Consider what decisions are going to have the most impact on people, and share decision making on those issues. Include a cross-section of employees on committees, with the understanding that they are representing their peers. Strategies for engaging employees in decision making are discussed in more detail below.

- **Ensure Quick Successes**

  Evidence-based practices is a long-term endeavor, and has the potential to reap long-term rewards in recidivism reduction and improve public safety. However, it is difficult to maintain momentum for change if stakeholders are not able to see results of their work in the short-term. When developing a strategic plan and implementing policy and programming change, look for opportunities to acknowledge early success.

  - **At the State Level:** Publicize progress on the strategic action plan, and acknowledge sites in each phase when they reach benchmarks. Review and share statewide data and recognize high performers.
  - **At the Local Level:** Acknowledge employees for applying new skills. Collect process data as evidence that change is moving forward, even when outcomes are not yet available. Are assessments being completed accurately and on time? Are case plans complete and reflective of the assessment? Use this quality assurance data as opportunities for pats on the back.

- **Provide Performance Feedback**

  Adults learn through experience, and need feedback to know what they are doing well and where they can improve. After teaching new skills or implementing new procedures, provide opportunities for non-threatening feedback from a trainer, coach, supervisor, or peer. This is an opportunity for positive reinforcement and celebration as well as addressing areas needing improvement.
• **Be Attuned to Employees**
  As previously discussed, the change process is very difficult. It is important keep abreast of how the change is translating into practice and how it is affecting agency employees at all levels. Be mindful of the workload placed on employees and supervisors. Listen and be responsive to their feedback. If employees are concerned about workload and feeling burned out, consider evidence-based responses. For example, the use of the MOST and the OST can allow caseloads to be lowered through administrative supervision of the lowest-risk cases. Also, EBP can create new opportunities for employees who are burned out with their current work, such as facilitating cognitive-behavioral groups. It is also important to be realistic and honest about the work involved in change. While the tools of EBP often make supervision smoother in the long run, it does take time and effort to master them in the short term. It may be helpful to reassess your organization to see how the change is impacting everyone, what areas have improved and where challenges remain (as discussed in Chapter Two, Assessing the Organization). Being cognizant of and responsive to these issues will help maintain the momentum and keep moving forward.

• **Support Creativity**
  Change is an opportunity for innovation. Evidence-based practices encourage continual evaluation and enhancement, not simply the replication of practices developed elsewhere. Encourage employees to develop new ways to approach the research or to solve problems, and create stretch assignments for implementing and testing new ways of doing business. The opportunity to propose ideas, be heard, and to try new things can be a motivator for many employees.

  **At the State Level:** Look for effective local practices that could be piloted or replicated statewide. Seek out feedback for improvement to practice guidelines, PTCC, and other state-controlled functions. If possible, earmark funding for the evaluation of innovative local efforts.

  **At the Local Level:** Encourage employees to bring innovative ideas to management, and provide constructive feedback. Use agency and unit meetings as problem solving forums, and figure out how to apply research in new ways. Pilot test ideas and measure their outcomes before committing the whole agency.

• **Create a Sense of Urgency**
  There is little motivation to change if everything seems fine the way it is, so it is necessary to identify reasons to change that are meaningful to employees and stakeholders. That may include things like:

  • We’re here to improve public safety, and some of the things we do currently may increase criminal behaviors of our clients.
  • Given the budget climate right now, we need to be more efficient in our use of resources, and be able to demonstrate that what we are doing is working.

  Share data to support your reasoning. Every person and every agency will have a slightly different “hook,” and some thought is needed to craft a powerful message.
Leadership

Many of the elements in this chapter ultimately link back to leadership. Leaders set the tone for change in an agency and take the lead on these efforts. However, executives are not the only leaders in the agency. Supervisors do a great deal to set the tone for change, and to guide employees through the process. Frontline employees can also be informal leaders, or EBP champions, serving as peer representatives, coaches, and opinion leaders. Leaders at all levels play a role in managing change by:

- Contributing to a change management plan (e.g., which of the strategies presented in this chapter will be implemented, and how?)
- Coordinating change management efforts
- Modeling new ways of doing business

This will unfold differently in different agencies.

- **At the State Level:** Leaders from DCJS and VCCJA can support each phase of implementation sites in their transition process, offer performance feedback, and provide training and coaching. The agencies can support leadership networking, training, and peer support.
- **At the Local Level:** Leaders can use the results of organizational assessment data to determine priorities for change management, such as communication and decision making. They can model the transition process and support others as they go through transition.

At both the state and local level, targeted training is needed for supervisors to allow them to effectively lead EBP implementation. Often, supervisors are given the same training as line staff, and then expected to facilitate implementation, monitor employee progress, and provide coaching. To fulfill this role effectively, supervisors require advanced training on the technical skills of EBP, as well as the “soft skills” of managing change and coaching employees.

There are hundreds of books and articles on leadership in public administration and business literature. Agencies can seek out the resources that they feel is most useful for them. A helpful model for leading change is that proposed by Jim Kouzes and Barry Posner in *The Leadership Challenge.*

They identify “five characteristics of exemplary leadership:”

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1. Model the way: demonstrate the new approach
2. Inspire a shared vision: get others on board with the vision of the future
3. Challenge the process: innovate and try new ways of doing things
4. Enable others to act: collaborate, delegate, and support others
5. Encourage the heart: appreciate contributions and celebrate successes

This model is very broad, and can provide a good guideline for behavior as a leader. As you implement change in your organization, consider how each of these five practices can be applied. Talk with your colleagues about it, and incorporate the practices into your change plan and your daily actions. Managing change takes a great deal of leadership skill, and leaders may or may not have the necessary skills at the outset. Leadership development may be needed for DCJS employees, Directors, Assistant Directors, and Supervisors. As part of organizational assessment, leaders and leadership teams may want to consider 360° assessments, personality inventories, and team assessments to determine areas of strengths and needs for individuals or groups. Based on the assessment, leaders may decide to boost their skills through:

- Individual or team leadership coaching
- Executive leadership training
- Supervisory leadership training
- Leadership book clubs
- Peer coaching or job shadowing

As leaders of learning organizations, this is an opportunity to model ongoing improvement, as well as a chance to become better equipped to lead change.

**Shared Decision-Making**

As discussed above, change is more palatable when those affected have a role in the decisions that affect them. When agency leadership or a Steering Committee is faced with a decision, they should consider:

- Does this decision need to be made immediately? (A need for rapid action may exclude collaborative decision making.)
- Will this decision have a significant impact on the way individuals (e.g., agency employees and/or stakeholders) do business?
- Is this decision likely to be controversial?
- Would others outside of the leadership team bring expertise on this issue?
- Will diverse viewpoints be helpful in considering options and making a decision?

Based on the answer to these questions, decide whether the issue should involve a group. If the issue should not involve a group, consider seeking recommendations from others and still making the final decision at the leadership level, or delegating the decision and agreeing to abide by the choice of others. If a group approach will be used, consider who to involve in these decisions. It is also helpful to have a back-up plan. If a group is not able to agree, does the decision then come back to the leadership team?
These choices comprise a decision-making model for a particular decision. The same model can be used repeatedly for similar types of decisions, and the Steering Committee or other committees may want to adopt a standard decision making model. (The committee can deviate from that model as needed, but it prevents having to come up with a new protocol every time.)

To decide on your model, consider:

- Who is being empowered to make this decision (individual, committee, etc.)?
- Is that person/group being delegated the decision, or making recommendations?
- If it is a group, does everyone have to reach consensus (which is everyone agreeing to support one decision), or is a majority sufficient?
- If it is an individual, should that person seek input from other individuals or groups before making a decision?
- If the model doesn’t work, what is the back-up?

For example, an agency may be implementing a new case planning system, and needs to decide on what the rollout will look like. The Director may decide to convene a case planning committee, and that committee will be delegated the responsibility for a rollout plan that fits within state guidelines and has the case plan rolled out within nine months. If the committee is able to reach consensus on a plan, then the agency will adopt that plan. If the committee is not able to reach consensus, then it will present options to the director, who will make the decision.

Before asking for input or delegating decision making, set clear parameters. For example, if a local agency is adopting guidelines from the state, then the decision-making group is limited to recommendations that fit within the guidelines.

- **At the State Level**: Continue to use collaborative committees and subcommittees to address key areas of EBP implementation. Periodically, solicit input from a broader audience through focus groups, online surveys, or regional meetings.

- **At the Local Level**: Convene committees to participate in strategic planning and oversee implementation. When significant changes are being proposed, seek agency-wide feedback through comment boxes, all staff meetings, discussions at unit meetings, or email. Involve CCJB’s and other stakeholders as appropriate. Most importantly, provide feedback on how input was used, so that employees and partners know that their feedback is valued, even if it is not always adopted.
Communication

Communication is essential during times of change, and it often seems that people feel inundated with emails, meetings, etc. while still feeling that communication is insufficient. Communicating effectively is an ongoing challenge, but a few rules can be helpful.

- **Focus on key messages, and repeat them often**: Talk about mission, vision, and the purpose of EBP regularly, and how the activities of the moment support them. Everyone should know the mission, and be able to talk about how they support its accomplishment.
- **Try to communicate important information in at least three different ways**: Using multiple modes of communication reinforces the importance of the message, and increases the likelihood that employees will be exposed to it.
- **Share the big picture and the details**: Put new details (training, new policies, etc.) into a larger context, so that employees are reminded where this effort is going. Sharing work plans, timelines, or brief updates can serve as a reminder of the purpose of an activity.
- **Solicit feedback on effective communication methods**: Different people like to receive information in different ways, so ask. Hold focus groups or conduct a communication survey to find out what methods of communication are accessed, and what preferred methods are.
- **Use meetings wisely**: Meetings can be a waste of time, or an excellent opportunity to discuss change. Use meetings to discuss changes in policy and practice, not just present them, so participants can safely share thoughts, concerns, and ideas. When input is sought on decisions, use unit or staff meetings as informal focus groups. Take the opportunity to celebrate accomplishments.
- **Make sure communication goes up, down, across, and around**: Communication is not just disseminating information from management. Allow employees opportunities to give feedback, and then share how that feedback is being used. Share information across the agency, so that pretrial is up-to-date on highlights from probation and vice-versa.

Communication is an ongoing challenge, but maintaining good communication as an ongoing strategic goal can keep information moving. Figure 5-1 provides an example of a communication plan that accounts for the above mentioned rules.

- **At the State Level**: Offer leadership of local agencies multiple opportunities to receive information, and also provide a vehicle for leaders to share that information within their agency. For example, when the Strategic Action Plan is updated, it can be shared via email, posted on the DCJS website, and discussed at a Director’s meeting. The EBP Steering Committee could also put together a one-page overview of plan highlights along with some talking points so that Directors can share the plan easily within their agencies.
- **At the Local Level**: Balance opportunities for written, unidirectional communication with conversational, multidirectional communication. For example, if a new policy is being rolled out, provide it to everyone electronically with some background information, hold unit meetings
or an all-staff meeting to discuss it and engage in problem-solving, and keep a written or electronic copy available for future reference.

The communication plan can be its own document, overseen by an individual or committee, or communication strategies could be linked to each goal on the strategic plan. In that case, the person or group responsible for the goal is also responsible for communicating about it. This supplements, rather than replaces, regular communication from the Director on overall agency status.
### Figure 5 – 1: Sample Communication Plan

<table>
<thead>
<tr>
<th>WHAT? Brainstorm what information needs to be relayed.</th>
<th>EBP Implementation Committee Year One Communication Plan</th>
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<tbody>
<tr>
<td><strong>WHO? Brainstorm the stakeholder groups that need to receive information on the change</strong></td>
<td><strong>HOW? For each matrix square of stakeholder and information, list a tactic and frequency for communicating about the change. For key information, multiple tactics will be needed. The type and frequency of communication will likely change over time, so the communication plan will be a dynamic document. Include dates and individuals responsible when possible.</strong> (Once the matrix has been completed, look for overlap where one tactic can serve multiple functions. For example, if several stakeholders will benefit from regular email updates, then a monthly e-newsletter on the change initiative may be most effective and efficient.)</td>
</tr>
<tr>
<td>All Staff</td>
<td>--All-staff meeting to present vision, research, plan (once, chair) --Brown-bag discussions at unit meetings (3x/year, EBP committee members) --Video of chief on website providing overview (once, webmaster)</td>
</tr>
<tr>
<td>Supervision Staff</td>
<td></td>
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<tr>
<td>Supervisors</td>
<td></td>
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<tr>
<td>Senior Management</td>
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<td>Community Treatment Providers</td>
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<td>Judges and Court Officers</td>
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<table>
<thead>
<tr>
<th>Overview of EBP Initiative</th>
<th>Update of Mission Statement to Reflect EBP</th>
<th>Progress on EBP Workplan</th>
<th>Implementation of Risk/Needs Assessment</th>
<th>Implementation of Caseplan</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Forum on website to get input on mission revisions (once, committee members) --Nomination of staff to participate in mission retreat (once, division directors) --Email from director presenting revised statement (1x, chief) --Outreach packet for supervisors to discuss revised mission at unit meetings (once, with quarterly check-ins, mission subcommittee)</td>
<td>--Column in departmental newsletter (monthly, Sandy Adams) --Workplan posted on website with progress updates (bi-weekly, communication subcommittee) --Email from the director when milestones are met (as needed according to workplan, chief) --Talking points for division meetings (quarterly, subcommittee)</td>
<td>--Introduction and presentation of rollout plan (once, assessment subcommittee) --Training for all intake and field staff (once, training unit) --Discussion in EBP newsletter column (4 times/year, Sandy Adams) --Talking points for division meetings (4x/year, subcommittee) --Boosters for unit meetings (twice/year, training unit)</td>
<td>--Introduction and presentation of rollout plan (once, caseplan committee) --Training for all intake and field staff (1x, training unit) --Discussion in EBP newsletter column (4 times/year, Sandy Adams) --Talking points for division meetings (4x/year, subcommittee) --Boosters for unit meetings (twice/year, training unit)</td>
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**Note:**

After brainstorming, the communication plan may contain more elements than the organization can commit to. If that is the case, prioritize based on the importance and urgency of the information, and the resources needed to convey it.
Aligning Business Practices

EBP is often seen as solely related to supervision practices, and is therefore compartmentalized to supervision operations. However, EBP has the potential to impact many different facets of pretrial and local probation work. Without full integration, it will remain at best a project or an initiative rather than something that is infused throughout agency practice. At worst, it will become a source of divisiveness and confusion, as employees get different messages about the goals of the agency, and individual employees see conflict between job descriptions, what they are trained on, and how their supervisor evaluates their performance. For evidence-based practice to move from the popular new trend to the way the organization does business, an agency must review all of its business practices to check that they align with, or at least don’t contradict, evidence-based practices. The list below suggests some areas to review.

- **Vision, Mission, and Values**
  As discussed in the previous chapter, the Vision, Mission, and Values describe the direction and purpose of the agency. They may need to be updated to reflect a move toward evidence-based practice.

- **Strategic Planning**
  Also previously discussed, the strategic plan sets the agency’s goals for the next several years and ties the goals to the mission. Incorporating EBP into those goals shows the connection between implementing EBP and achieving the agency’s mission.

- **Policies and Procedures**
  As corrections professionals often say, “If it is not written down, it didn’t get done.” Documentation is essential to consistent, effective community corrections efforts, and policies and procedures are the documentation of how the work is expected to be done. For EBP to become part of daily business practice, it must be reflected in policies and procedures.

  - **At the State Level:** Continue to update and roll out revised guidelines that align with EBP. The state-level organizations can also serve as a clearinghouse for examples of local policies and procedures that can be shared among peers.

  - **At the Local Level:** As new state guidelines are unveiled, consider any local policy and procedure changes that may be needed. As employees are trained in new ways of doing business, make sure that policy supports training content. It is also desirable to conduct a complete audit of policies and procedures to ensure EBP alignment in all policies.

- **Budget**
  The budget is where an agency “puts its money where its mouth is.” The success of EBP is greatly impacted by whether dollars are allocated to practices that support EBP and organizational change, or whether the budget incentivizes the status quo. As an agency goes through the budgeting process, makes budget cuts, or seeks grant funding, it needs to ask how those decisions support or impede evidence-based organization. This ranges from large
decisions, like funding technology updates to supporting quality assurance, to small decisions, like purchasing trade journal subscriptions to keep agencies up to date on advances in the field.

- **At the State Level:** When local funding is allocated, is it earmarked for evidence-based efforts? Are there incentives for local agencies to achieve EBP benchmarks? When training or other state-funded events are held, are they EBP-aligned? Are their sufficient resources allocated at the state level to support work at the local level?

- **At the Local Level:** Are programming resources being put toward effective, evaluated programs? Is employee training evidence-based? Are incentives available for effective employees and teams?

### Technology
EBP requires data, and useful, real-time data requires up-to-date technology. The PTCC system in Virginia provides a great deal of information, but it needs several upgrades to support effective assessment, case planning, and quality assurance. Beyond an effective system, employees need easy access to a computer to enter and retrieve data, and training and technical support to access data for decision making.

- **At the State Level:** When will the PTCC system be upgraded to support effective assessment, case planning and quality assurance? Communicate to local agencies what quality assurance reports are possible in PTCC. Work with local agencies to make the necessary enhancements.

- **At the Local Level:** Are the report capabilities of PTCC being put to use? Have these reports been discussed with employees? What else can be done at the local level to ensure employees have access to data?

### Human Resources and Workforce Development
Evidence-based practices often require employees to do work in a new way, and that new way may contradict what is in their job description or what is documented in a performance appraisal. EBP implementation is a good time to review and rethink all agency HR processes: recruitment; selection; training & development; performance management; and promotion. Consider the competencies (i.e., knowledge, skills, and abilities) needed to do work in a new way. Then develop a plan to develop those competencies in current employees, recruit new employees that have those competencies, and promote individuals who exemplify the competencies. Developing a competency model is time-intensive, but can be very worthwhile in the long run when the right people are in the right positions with the right skills. (For more information on developing competencies and aligning the workforce, please see the forthcoming human resources publication, *Developing an Evidence-Based Community Corrections Workforce*. This manual will be available at [http://cjinstitute.org/publications/ccworkforce](http://cjinstitute.org/publications/ccworkforce) in 2010.) For a sample list of competencies, please see Figure 5 – 2.
- **At the State Level:** DCJS, VCCJA, and the state steering committee have the opportunity to provide a great deal of guidance on workforce issues. While workforce needs will vary across localities, state-level efforts can offer guidance and prevent duplication of efforts across the state. A state-level subcommittee could develop on a competency model that results in templates for job descriptions, training recommendations, and performance appraisal approaches that align with quality assurance efforts.

- **At the Local Level:** Review current HR processes and employee training to determine what needs an update. Apply a competency model to the process, either state or locally developed, and work through the updates as time and resources permit.

A competency model can be applied to all HR processes, but doesn’t need to be applied to all processes at once. Prioritize what updates are most needed.

- **Media and Public Relations**
  Commitment to EBP, supported by data, is essential when crisis strikes: a defendant or probationer in the community commits a horrible new crime that is splashed on the front page of the paper.

  - **At the State Level:** Share state-level data with the media to highlight effective practices. If possible, develop an EBP media guide that local sites can use to educate the media and the public about evidence-based practices. When a sensational case reaches the state level, share the facts on EBP.

  - **At the Local Level:** While any new crime is distressing and any mistakes need to be addressed, it is not a reason for reactive attention and resulting reactive policy-making. Develop proactive relationships with the media, and regularly share success stories. When a case is not successful (which will happen, even with EBP), have data ready to demonstrate the overall positive impact of community corrections policies. Where possible, get your partners on board to present a united front in support of evidence-based policies and practices.

**In Summary**

The change process is difficult for individuals and organizations. Ignoring the process and pushing forward with change is often a recipe for failure. However, adopting concrete strategies for managing change and pairing those strategies with a thoughtful strategic plan will greatly increase the likelihood of success.
### PROBATION OFFICER COMPETENCY INDEX
Maricopa County, AZ Adult Probation Department

**Building Trust:** Interact with others in a way that gives them confidence in one’s motives and representations and those of the organization. Is respectful and seen as positive, direct and truthful; keeps confidences, promises, and commitments.

**Collaboration:** Builds constructive working relationships with clients/customers, other work units, community organizations and others to meet mutual goals and objectives. Participates as an enthusiastic, active and contributing member of a team to achieve team goals; works positively and cooperatively with other team members, involves others, shares information as appropriate, and shares credit for team accomplishments.

**Communication:** Clearly conveys and receives information and ideas through a variety of media to individuals or groups in a manner that engages the listener, helps them understand and retain the message and invites response and feedback. Keeps others informed as appropriate. Demonstrates good writing, verbal and listening skills.

**Conflict Management:** Uses appropriate interpersonal styles and techniques to reduce tension and/or conflict between two or more people; able to size up situations quickly; able to identify common interests; facilitates resolution.

**Continuous Learning and Professional Development:** Is committed to developing professionally, attends professional conferences, focuses on best practices, values cutting-edge practices and approaches; takes advantage of a variety of learning activities, introduces newly gained knowledge and skills on the job.

**Cultural Competence:** Cultivates opportunities through diverse people; respects and relates well to people from varied backgrounds, understands diverse worldviews, and is sensitive to group differences; sees diversity as an opportunity, challenges bias and intolerance.

**Customer/Client Focus:** Makes customers/clients/victims and their needs a primary focus of one’s actions; builds appropriate customer/client relationships, shows interest in, empathy for, and understanding of the needs and expectations of internal and external customers; gains customer trust and respect; is caring and compassionate; meets or exceeds customer expectations.

**Decision Making/Problem Solving:** Breaks down problems into components and recognizes interrelationships; makes sound, well-informed, and objective decisions. Compares data, information, and input from a variety of sources to draw conclusions; takes action that is consistent with available facts, constraints, and probable consequences.

**Facilitates Change:** Facilitates the implementation and acceptance of change within the workplace; encourages others to seek opportunities for different and innovative approaches to addressing problems and opportunities.
Influence: Uses appropriate interpersonal skills and techniques to gain acceptance for ideas or solutions. Uses influencing strategies to gain genuine agreements; Seeks to persuade rather than force solutions or impose decisions or regulations; and supports building personal autonomy.

Planning and Organizing: Organizes work, sets priorities, and determines resources requirements; determines necessary sequence of activities needed to achieve goals.

Stress Tolerance: Maintains effective performance under pressure; handling stress in a manner that is acceptable to others and to the organization.

Teamwork: Builds constructive working relationships with interested parties dealing with criminal justice matters, i.e., Court, attorneys, treatment providers, police, other work units, community organizations and others to identify and meet mutual goals and objectives. Participates as an active and contributing member of teams, with a focus on improving offender outcomes and department goals. Works cooperatively with other team members, involves others, shares information as appropriate, and shares credit for team accomplishments.

Technical/Professional Knowledge and Skill: Possesses, acquires, and maintains the technical/professional expertise required to do the job effectively and to create client/customer solutions. Technical/professional expertise is demonstrated through problem solving, applying professional judgment, and competent performance.

Maricopa County developed these competencies as part of the initiative Implementing Effective Correctional Management of Offenders in the Community. It was funded by the National Institute of Corrections through a cooperative agreement with the Crime and Justice Institute at Community Resources for Justice. CPS Human Resource Services served as a consultant on the project.