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# Prevention Readiness Building Guide<sup>©</sup>

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Prepared for: Department of Defense Sexual Assault Prevention and Response Office (SAPRO)

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## Preface

The purpose of this Prevention Readiness Building Guide is to describe the methods and tools used to assess and build readiness for evidence-informed sexual assault prevention programming in ten military installations. Building on the organizational readiness model developed by members of the Wandersman Center, readiness coaches work with each installation to customize a readiness-building plan to address the priority areas identified. The strategies to build readiness, also known as CMOR strategies (Change Management of Organizational Readiness), are selected given their evidence of positive outcomes across a variety of projects and literatures (e.g., business, psychology, education, etc.).

The Wandersman Center has used the Readiness Building System (RBS) model in over 25 projects at a national level (e.g., every installation in the United States Air Force); state level (e.g., the Centers for Disease Control's Office on Smoking and Health), organizational level (e.g., Federally Qualified Health Centers), and in communities (e.g., Institute for Health Care Improvement's population and community health initiatives).

As indicated in the DoD's Prevention Plan of Action (2019-2023), positive outcomes related to sexual assault requires directly addressing organizational factors that include general capacities, specific capacities (related to programming), and sufficient motivation and momentum to make progress. This Prevention Readiness Building Guide has tools for addressing these issues and supports the Getting to Outcomes<sup>®</sup> (GTO) efforts in several ways such as:

- Addressing factors related to prevention readiness that might promote or detract from sustaining effective prevention activities.
- Identifying gaps in general capacities (e.g., staffing, leadership support, etc.) that may be required for successful implementation of the prevention activities.
- Building priority and momentum for moving from one-time awareness events to evidence-informed prevention activities.

In collaboration with Department of Defense (DOD) Sexual Assault Prevention and Response Office (SAPRO) and the RAND Corporation, the Wandersman Center has customized the RBS for this project. The RBS has four phases: engagement, assessment, feedback and prioritization, and the implementation of customized CMOR strategies which lead to implementation outcomes. The readiness coaches use an Intervention Mapping process to ensure that the CMOR strategies address the readiness subcomponents prioritized by each installation. At this phase of the project, current planning with the installations includes developing and refining a readiness-building plan with some strategies still in development and/or early implementation.





To communicate how RBS is implemented in this project, we include examples of the completed assessment and planning tools used by the readiness coaches. Even though a direct coaching model may not always be possible, future service members/leaders may be interested in the logical components of RBS whenever they are required to adopt or integrate a new innovation (e.g., program, policy). It is important to note that this guide does not replace or duplicate the GTO Guides distributed to the installations at the GTO trainings in 2019 and 2020. While presented separately, the two guides are compatible and align with the technical assistance provided by the GTO coach and the readiness coach.





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Section 1:

# Introduction to Prevention Readiness





## Why Prevention Readiness? Why Now?

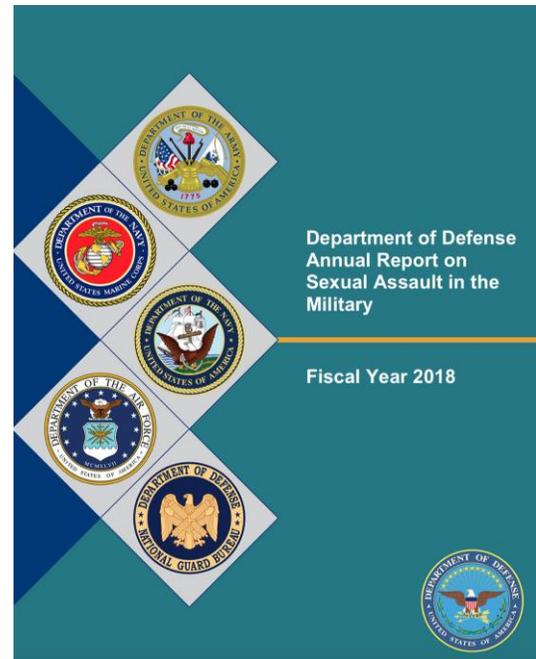
You care for the people on your installation. You work tirelessly to improve the physical, mental, emotional, and spiritual health of all members at your installation. This includes making the working environment a safe space, including preventing and responding to reports of sexual harassment and related sexual assaults.

But then a disappointing report comes in.

Maybe it's a news story of something bad that happened recently. Maybe it's survey results. Or maybe it's the annual report that shows increasing rates of sexual harassment and sexual assault among military installations.

This can be discouraging.

The annual report points out a real problem. It's a problem you are aware of and working on, and now you may have to address perceptions that you are ignoring the problem. You are **NOT** ignoring the problem. In fact, your team works tirelessly to address sexual harassment and sexual assault at your installation.



★ For SAPRO, the RBS is customized to help installations/service academies move from sexual assault **response** to sexual assault **prevention**. Being ready to implement new and improved evidence-informed prevention activities is a next step to reversing the discouraging trends.

How can you address this complex problem and still prioritize military operations?

Sexual harassment and sexual assault are real leadership concerns. The problem however is *not* that installation teams aren't working hard – the problem is that current efforts have not been effective to reverse the unsettling rising trend. What other prevention activities (e.g., programs, policies, etc.) might work?

The Wandersman Center developed a system of support designed specifically to help organizations improve their prevention readiness. This system, known as the **Readiness Building System (RBS)**, is designed to help organizations build their capacities and momentum for successful implementation of prevention activities. Each installation is assigned a readiness coach to work through the process of RBS.

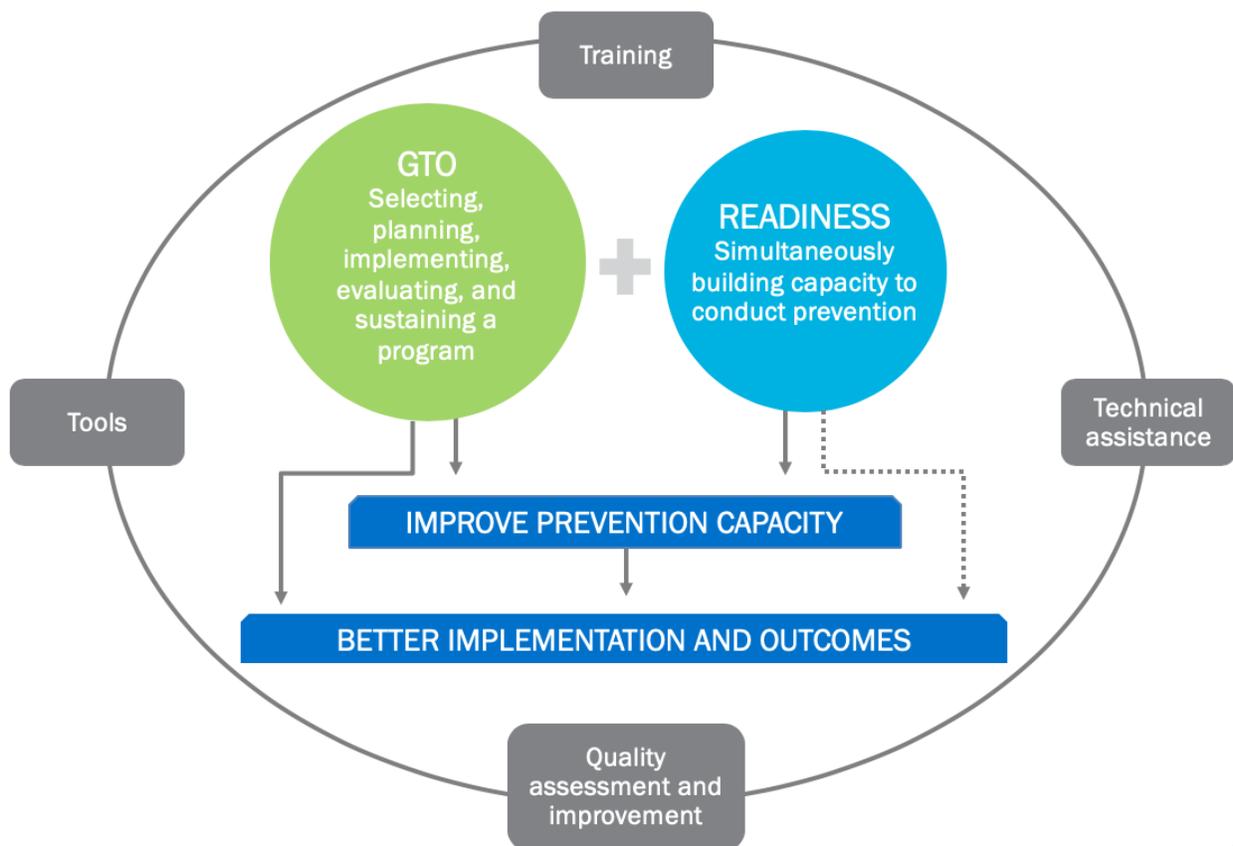




In this guide, we utilize a fictitious example to demonstrate how an installation moves through the readiness building system.

## Brief Background

Your commanding officer agreed to use the Getting To Outcomes<sup>®</sup> (GTO) model to help your installation/service academy select, implement, and evaluate an evidence-informed sexual assault prevention activity to reduce sexual assault and harassment. GTO is an evidence-based model used to promote positive outcomes and demonstrate accountability. In this project, GTO and readiness work in combination to improve prevention capacity, leading to the increased likelihood of quality implementation. The figure below depicts the relationship between the readiness and GTO model. This work is embedded in a system that includes technical assistance, tools, training and quality assurance as shown in the image below.



2





## What is Prevention Readiness?

*Prevention Readiness* is how willing and able an installation/service academy is to implement prevention activities, which we will also refer to in this guide as “innovations.” When prevention readiness is enhanced, there is an increased likelihood that the installation/service academy will implement prevention activities with high quality. This high-quality implementation of prevention activities, in turn, leads to more favorable outcomes (e.g., less sexual assaults). The formula and its components are described as:

Readiness = Momentum x  
General Capacity x  
Innovation-Specific  
Capacities

$$R = MC^2$$

### 1. **General Capacities**

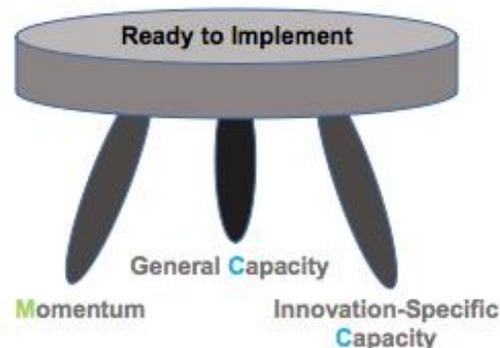
How well the installation functions on a day-to-day basis.

### 2. **Innovation-Specific Capacities**

The capacities the installation has to make to ensure a *specific innovation* is implemented with quality.

### 3. **Momentum**

The degree to which your installation continues to commit to making the innovation successful.



Each readiness component – **general capacities, innovation-specific capacities, and momentum** – is broken down into smaller, more manageable parts, known as subcomponents of readiness. These subcomponents can be assessed and improved to support implementation. The next three pages give a broad overview of the components and their subcomponents. Appendix A outlines the components, the subcomponents, and their definitions.

\*The original  $R=MC^2$  formula uses the word “motivation” to describe how willing an organization is to implement an innovation. Because the installation/service academies participating in the GTO project have already shown motivation to engage in this process, we use the word, momentum, to indicate their continued willingness to move forward.





## General Capacities

**General capacities** refer to the general functioning of the installation/service academy. In many ways, general capacities are the basic building blocks of how well it functions. Questions that assess these building blocks (or general capacities) include: What is the culture and climate of the installation/service academy? How well do the relevant players communicate and function as a team? Is the installation/service academy open-minded and willing to adapt in how it approaches its work? How easy has it been to implement other changes in the setting?

The likelihood of any innovation being successful—whether it be a prevention activity, a new DoD policy or a new priority—is higher when the overall functioning of an installation/service academy is positive. General capacities such as organizational structure, adequate staffing, and leadership factors are all likely to impact the success of an innovation.





## Innovation-specific Capacities

**Innovation-specific capacities** refer to skills and resources needed to implement a prevention activity well.

Innovation-specific capacities include important areas of implementation such as the knowledge and skills of those in charge of implementation. Do they know what is needed to implement the prevention activity well?

Understanding the gaps in knowledge and skills is necessary to address the gaps. However, innovation-specific capacities extend beyond the knowledge & skills to do the activity. It also includes how the installation/service academy supports implementation. For example, are there policies that make it easier for participants to engage in the prevention activity? What equipment, space, or new technologies are necessary for success?



This capacity also includes relationships and access to others who can support high-quality implementation. Innovation-specific capacities are “what it takes” to do a specific prevention activity well.





## Momentum

**Momentum** refers to the degree that your installation/service academy continues to commit to make an innovation successful. Momentum is a critical – yet often overlooked – component when implementing an innovation.

Certain factors increase the momentum to promote a prevention activity. For example, when people understand the advantages of a new prevention activity or can easily observe the benefits, their motivation to implement that activity with high quality will be increased, and contribute to your organization's momentum.

Leadership might increase momentum by making the prevention activity a priority. This could be communicated directly by leadership or through actions that demonstrate its priority. For example, policies that support a prevention activity might be established and/or time might be allocated for staff to be adequately trained. Leadership might demonstrate priority of the innovation by dedicating time for newly trained staff to practice instructing the prevention lessons through teachbacks or observations.





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Section 2:

# The Readiness Building System

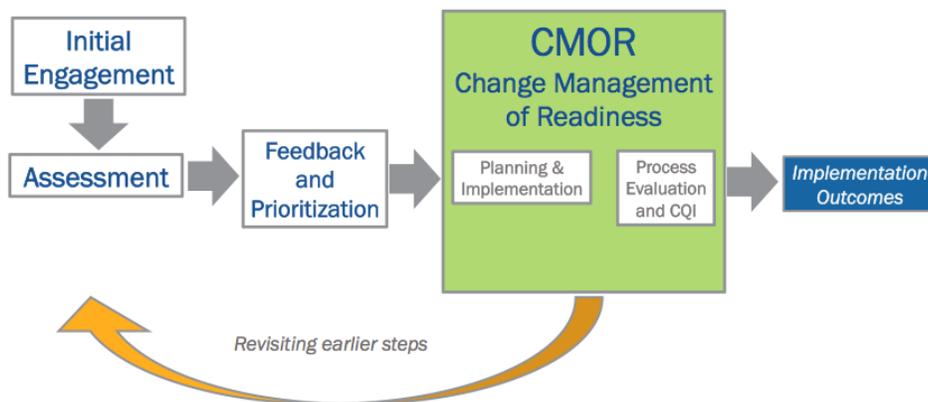


## What is a Readiness Building System?

The Wandersman Center developed a Readiness Building System (RBS) for SAPRO that uses  $R=MC^2$  as its foundation. RBS is a comprehensive system designed to help installations/service academies build upon their motivation to create momentum and capacities to implement evidence-informed sexual assault prevention activities. The four phases of RBS are illustrated in the Figure 1 below and include:

- ✓ Initial engagement
- ✓ Readiness Assessment
- ✓ Feedback and prioritizing the subcomponents of readiness
- ✓ Change Management of Organizational Readiness (CMOR) strategies

**Figure 1.** Phases of the Readiness Building System (RBS)



Each phase of RBS consists of specific activities that help to build the capacities and momentum to implement evidence-informed prevention activities. The culture, climate, and operational tempo is considered when planning for specific CMOR strategies with the installations. Organizational factors such as adequate staffing/turnover, leadership support, and the commitment and continuity of those at the installation are important to understand when selecting and planning CMOR strategies.

## Readiness Building System in the Installations

Readiness coaches recognized early in the engagement and assessment phases that increasing each installation's readiness for an evidence-informed sexual assault prevention program would come with challenges, opportunities, and the need for customization. The first year of this project clearly showed that selecting CMOR strategies would be dependent on numerous contextual factors that vary across the ten installations. Differing levels of capacity, motivation/momentum, and the distinct conditions of each installation require intensive collaboration to finalize each installation's readiness-building plan.



The readiness coaches participate in bimonthly GTO coaching calls and gather relevant information to inform each readiness building plan. Because of the parameters of the roll-out, specific decisions and related adaptations to build RBS in military settings included the following:

- ❖ Because this is the first time RBS is used in the military and understanding and completing the GTO tools are prioritized, readiness planning for many installations did not formally begin until installations completed GTO steps 1, 2, and sometimes 3. Because each installation had various start dates and readiness building is not dependent on the progression through the steps of GTO, each installation moves through RBS at different rates. The readiness coaches will require additional time with the installations to finalize and implement a readiness-building plan.
- ❖ Completing the RBS prioritization tool as a foundation to plan for readiness building was delayed by many installations as they required more time to effectively organize the implementation team or complete initial GTO steps.
- ❖ Innovation-specific capacities (ISC) could not be assessed at the same time as general capacities and momentum/motivation as the evidence-informed sexual assault prevention activity was not identified for all installations prior to formal assessment. Processes for the assessment of ISC are being discussed with each installation (Appendix C is an example of an assessment tool used to assess ISC at one installation).
- ❖ To ensure that CMOR strategies affect each installation's readiness subcomponents in a meaningful way, an Intervention Mapping (IM) process is used which requires an intensive planning and mapping process facilitated by the readiness coaches.

For readiness building, the coaches use a 3-step IM process to gather specific information from the installations as to what changes could be made to improve capacities and momentum for evidence-informed sexual assault prevention. The 3-step IM process is summarized in Section 2 (Page 21) of this document with more detailed information in Appendix G. One major role of the readiness coach is to work collaboratively to develop and implement each installation's readiness building plan. Additional roles of the readiness coach, who functions as a consultant in this project, are to:

- a. Help each installation identify strengths and barriers related to prevention readiness.
- b. Collaboratively identify CMOR strategies based on the prioritized subcomponents
- c. Evaluate and monitor readiness building
- d. Maintain prevention readiness throughout the SAPRO project.

Future service members or leaders who may be interested in the logic and flow of RBS may find this document useful. However, additional information about the detailed components of RBS, such as the Readiness Diagnostic Scale (RDS) or the use of Intervention Mapping, can be found at [www.rmc2.org](http://www.rmc2.org).





This guide uses a fictitious example, with background information on the next page, to describe how RBS is implemented at an installation/service academy.





## Background for Prevention Readiness in Action

### Example

Joint Base Palmetto is located in a large southern city and supports 52 military commands and federal agencies. It provides service to approximately 55,000 Airmen, Sailors, Soldiers, Marines, Coast Guardsmen, DoD civilians, dependents, and retirees. It hosts 22 tenant commands. The Office of Sexual Assault Prevention and Response (SAPR) at Joint Base Palmetto provides 24-hours, seven days a week sexual assault response capability for all active duty members and dependents 18 years old and above. Support services for victims of sexual assault include crisis intervention, one-on-one direct support, referrals, and ongoing support for specific legal investigation and recovery processes. The SAPR office has weekly events during Sexual Assault Awareness and Prevention Month for all members to include awareness events (e.g., Wear Denim Day) as well as learning opportunities (e.g., date rape drugs, cyber-bullying and harassment, and complaint processing, etc.). They indicated that their primary prevention activity is a 5K walk/run held in early fall, but they did not hold the event last fall because of budget constraints and challenges with scheduling. In the previous year, the 5K was canceled because of a hurricane and flooding. The civilian program manager has a well-trained team including victim advocates, SARCs, and other military and civilian staff. They reported feeling disappointed with a recent site report that showed significant increases in the number of reports of sexual harassment over the last 2 years for those E5 or below. Prior trends had shown a great deal of variability in the reporting of sexual harassment and sexual assault.



## Phase 1: Initial Engagement

Successfully engaging a leadership team or group of key stakeholders in a readiness building process is important for success. Within SAPRO's prevention initiative, the group of individuals who work to improve readiness to select, plan, and implement an evidence-informed prevention activity is the installation's implementation team.

### Develop an Implementation Team

When selecting individuals for the implementation team, members should have a deep understanding of the strengths and challenges the installation/service academy faces in the areas of sexual assault. This may include knowledge of risk and protective factors for sexual assault, relevant trend data, and historical knowledge of previous prevention activities implemented. In addition, these members may be tasked to lead the prevention activity, so necessary training to gain the knowledge and skills for high-quality implementation may be required. While the number of members in a team can vary, the implementation team should consist of 6-10 members who represent various units as well as possible civilian employees.



#### Example

The commander at Joint Base Palmetto knew that the SAPRO staff spent most of their time responding to incidents of sexual harassment and sexual assault. The commander wanted to ensure additional support and guidance for incorporating prevention activities into the installation. It was important to her that members of the implementation team were knowledgeable and well-respected. She worked with SAPRO leadership to identify potential military and civilian staff with diverse background and knowledge about the culture of the installation. Individuals identified were those who had no current orders to be deployed and who were influential and motivated to learn the GTO process. The SAPRO program director wanted to ensure that all members had adequate time to learn and utilize the readiness building process, had skills to access and review data when necessary, and understood the importance of evaluation and documentation. As the weeks progressed, it was determined that 6 individuals (in addition to the SAPRO program director) would be the site's implementation team. In addition to the criteria above, they were chosen for their knowledge and commitment to prevent incidents of sexual harassment and sexual assault at the university.



## Phase 2: Readiness Assessment

The assessment phase involves measuring the implementation team's attitudes and knowledge about their organization's readiness to plan, implement and evaluate an evidence-informed prevention activity. There are two main assessment tools: The Readiness Diagnostic Scale (RDS) and the Readiness Thinking Tool (RTT). Both are designed to assess organizational readiness using the R=MC<sup>2</sup> framework. The implementation team usually completes the assessment, and leadership determines if additional staff or civilians should complete the tool. Key features of each assessment tool are provided in the image to the right.

Regardless of which tool the implementation team chooses, an important follow-up action step is to ensure a facilitated discussion of the results. If the implementation team received a readiness report after doing the RDS, scores on the subcomponents and individual items are discussed. If the RTT is completed, there is an opportunity to have a similar discussion about the implementation teams' perception of the subcomponents. Regardless of the tool chosen, the discussion is likely to take 1 to 2 hours depending on the number of implementation team members participating in the discussion.

Readiness Diagnostic Survey (RDS)	Readiness Thinking Tool (RTT)
<ul style="list-style-type: none"><li>• Administered online</li><li>• Takes 20-25 minutes to complete</li><li>• 7-Point Likert Scale</li><li>• Receive Custom Readiness Report</li></ul>	<ul style="list-style-type: none"><li>• Administered at GTO Training</li><li>• Takes 4-5 minutes to complete</li><li>• 4-Point Likert Scale</li><li>• Will not receive Custom Readiness Report</li></ul>





### Example

The implementation team discussed the options for assessment and selected the Readiness Diagnostic Scale (RDS) for a variety of reasons. First, they wanted a detailed report to review and potentially share with other leaders on the installation. Second, they wanted the option of having some additional members/tenant commands complete the survey. They realized that those individuals might be more likely to complete an anonymous survey online. Third, they wanted the opportunity to examine the scores of the individual items that make up the readiness subcomponents. The team identified 12 people to complete the survey and 10 provided answers to each question. The readiness coach facilitated a 2-hour discussion about the team's perceptions of the results. This included overall comments from the team, specific examples as to why survey items were rated high and/or low, as well as suggestions for what conditions might make the respondent increase (or decrease) their ratings. A full copy of a sample report is included as Appendix D. Below is Table I of the report, which shows higher and lower average scores on the readiness subcomponents.

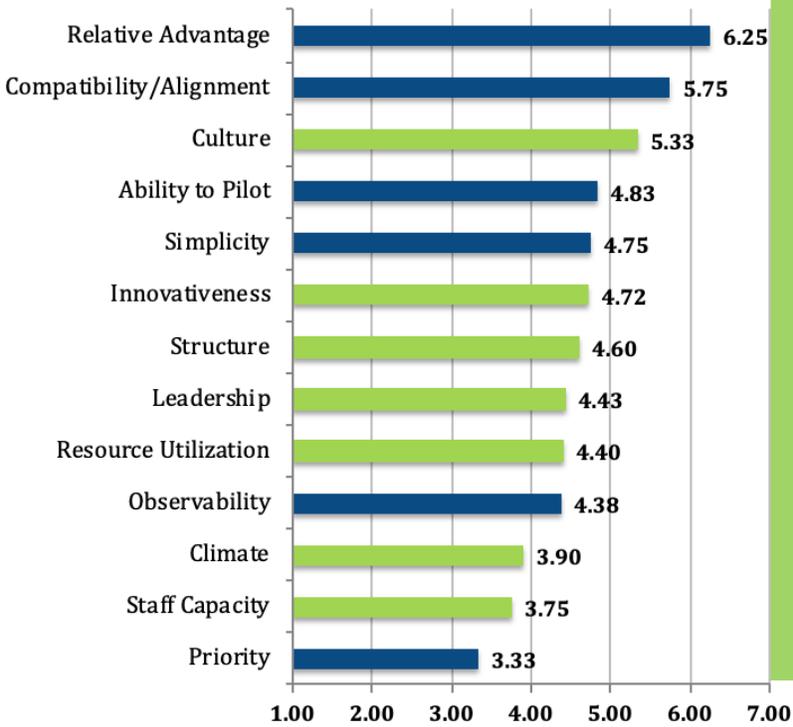
## Phase 3: Gathering Feedback and Prioritizing Readiness Subcomponents

Based on the results of the facilitated discussion from either the RDS or the RTT and additional data from the readiness coach, the implementation team is tasked with prioritizing the readiness subcomponents to be increased. The initial step is to review the lowest scores of the readiness subcomponents (in Table 1 of the RDS) and gather relevant information to prioritize subcomponents. The readiness coach collaborates with the implementation team to complete the prioritization tool. This tool prompts the implementation team to answer clarifying questions to finalize which subcomponents to prioritize. These subcomponents should ultimately be those that are most likely to affect high-quality implementation. Appendix E contains a sample copy of the prioritization tool.





**Table 1: Readiness Subcomponents**



 **Example**

After Joint Base Palmetto received their readiness report from their coach, each member took several minutes to briefly review the document on their own. The readiness coach then walked the implementation team through the report and explained the interpretation of the subcomponent scores (Table 1). The team provided input as to their impressions of the scores and which results surprised them. After the discussion, the team worked with their readiness coach to complete the prioritization tool. Their three lowest scores were Priority, Staff Capacity and Climate. The team felt that they were unable to effectively address Staff Capacity at this time, because the possibility of hiring more staff was out of their control. As a result, they agreed on Climate and Priority as the two subcomponents they would focus on. Appendix E is a copy of the sample Prioritization Tool.





## Phase 4: Implementing Change Management of Readiness (CMOR) Strategies

In this SAPRO project, change management of readiness (CMOR) focuses on improving the existing capacities or readiness subcomponents, of the installation/service academy that allow for quality implementation.

### Planning and Implementing Strategies

To determine the CMOR strategy that should be used for each installation/service academy, the coaches use a 3-step Intervention Mapping process (IM)<sup>1</sup> which involves collaboration between the coach and the implementation team. First, the readiness coaches gather information on what needs to be done to improve the readiness subcomponent and who needs to do it. Second, the readiness coach and the implementation team work to understand why the individual would do that behavior. Third, using theory-based change methods, the implementation team and readiness coach develop CMOR strategies that are unique to the installation/service academy. This process is outlined in the figure to the right.

The information gathered from the three clarifying questions (Who and What, Why, How) helps customize the CMOR strategies in each installation/service academy. Once the best-suited strategy is identified, readiness coaches and the implementation team work to identify specific tasks, those responsible for completing the tasks, and a timeline for completion. This is all compiled into an action plan as shown in Appendix F.



<sup>1</sup>More details about Intervention Mapping process is described in Appendix G.





## Example

Once Joint Base Palmetto decided to focus on improving the climate at the installation, they worked with their readiness coach to brainstorm the “who and what, why, and how” process in building readiness.

- 1 Who and What**  
First, they discussed who and what would need to change in order for climate at the installation to improve. Together, they had a discussion about what climate would look like if it was perfect. When their readiness coach prompted them to consider “who needs to do what?” to improve the climate, they came up with ideas like “leaders at our installation need to recognize our accomplishments related to sexual assault prevention programming”.
- 2 Why**  
Second, they considered why their leaders would acknowledge their hard work in addressing sexual assault. They decided that leaders need to believe that it’s important and advantageous to the implementation team and installation overall, leading to improved climate and higher productivity.
- 3 How**  
Third, with the help of their readiness coach, they considered strategies to change the attitudes of leadership to help them understand the importance of recognizing the team’s accomplishments related to sexual assault prevention. Knowing that someone on their implementation team had an upcoming meeting with leadership, the team and readiness coach brainstormed key talking points to share with leaders about ways they can support sexual assault prevention activities. This included acknowledging staffs accomplishments and the team’s progress on efforts related to sexual assault prevention. They discussed with leaders at the installation the rationale for this, including the benefits of staff feeling supported and valued in their efforts, increased visibility of their work amongst other university members and increased perception of leadership effectiveness.





## Evaluation and Continuous Quality Improvement (CQI)

Progress on the action plan is reviewed by the readiness coach and the implementation team during bimonthly telephone calls. Modifications can be made including changes to specific tasks and timelines for completion in an effort to meet the needs of the installation/service academy. Formal evaluation and monitoring of success is the responsibility of the readiness coach. Because of the collaborative relationship between the implementation team and the readiness coach, information about what strategies are successful under what conditions can be documented and reviewed. As the implementation team looks to improve readiness at their installation/service academy, the readiness coach can facilitate a continuous quality improvement process.





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Section 3:

# Useful Tools





## Appendix A. Table of Components, Subcomponents, and Definitions

<b>Component</b>	<b>Subcomponent</b>	<b>Definition</b>
General Capacity	Innovativeness	Openness to change in general.
	Resource Utilization	Ability to acquire and allocate resources including time, money, effort, and technology.
	Culture	Norms and values of how things are done in the setting.
	Climate	The feeling of being part of the setting.
	Leadership	Effectiveness of the organization's leaders.
	Process Capacities	Ability to plan, implement, and evaluate.





	Staff Capacities	Having enough of the right people to get things done.
	Internal Operations	Effectiveness at communication and teamwork.
Innovation-specific Capacity	Innovation-specific Knowledge & Skills	Sufficient abilities to do the innovation.
	Champion	A well-connected person who supports and models this innovation.
	Supportive Climate	Necessary supports, processes, and resources to enable this innovation.
	Inter-organizational Relationships	Relationships among organizations that support this innovation.
	Intra-organizational Relationships	Relationships within the organization that support this innovation.
	Momentum	Simplicity
	Priority	Importance of this innovation compared to other things the setting does.
	Relative Advantage	This innovation seems better than what the setting is currently doing.
	Compatibility	This innovation fits with how the setting does things.
	Ability to Pilot	Degree to which this innovation can be tested and experimented with.
	Observability	Ability to see that this innovation is leading to desired outcomes.





## Appendix B. Readiness Thinking Tool

### READINESS THINKING TOOL ®

This tool can help you think about your installation/service academy’s readiness to implement an innovation, policy, practice or process. While reflecting on the subcomponents below, think about the current level of readiness your installation/service academy has for this innovation. Determine your level of agreement with each subcomponent’s statement for your installation/service academy. Discuss with your implementation team the rationale and reasoning behind your determination and then check the column that best indicates your current level of agreement.

Motivation/Motivation	Degree to which we want the innovation to happen.	Disagree	Partially Agree	Strongly Agree	Unsure
<b>Relative Advantage</b>	This innovation seems better than what we are currently doing.				
<b>Compatibility</b>	This innovation fits with how we do things.				
<b>Simplicity</b>	This innovation seems simple to use.				
<b>Ability to Pilot</b>	This innovation can be tested and experimented with.				
<b>Observability</b>	We have the ability to see that this innovation is leading to outcomes.				
<b>Priority</b>	This innovation has a high level of importance compared to other things we do.				
<b>Innovation-specific Capacity</b>	<b>What is needed to make this particular innovation happen.</b>				
<b>Innovation-specific Knowledge &amp; Skills</b>	We have sufficient abilities to do the innovation.				
<b>Champion</b>	There is a well-connected person who supports and models this innovation.				
<b>Supportive Climate</b>	We have the necessary supports, processes, and resources to enable this innovation.				
<b>Inter-organizational Relationships</b>	We have the necessary relationships between organizations that support this innovation.				
<b>Intra-organizational Relationships</b>	We have the necessary relationships within organization that support this innovation.				
<b>General Capacity</b>	<b>Our overall functioning.</b>				





<b>Culture</b>	We have clear norms and values of how we do things here.				
<b>Climate</b>	People have a strong sense/feeling of being part of this organization.				
<b>Innovativeness</b>	Our organization is open to change in general.				
<b>Resource Utilization</b>	Our organization has the ability to acquire and allocate resources including time, money, effort, and technology.				
<b>Leadership</b>	Our organization has effective leaders.				
<b>Internal Operations</b>	Our organization has effective communication and teamwork.				
<b>Staff Capacities</b>	Our organization has enough of the right people to get things done.				
<b>Process Capacities</b>	Our organization has the ability to plan, implement, and evaluate.				

Which subcomponent of readiness do you currently disagree with? Which do you strongly agree with? What evidence is there to support your determination? Who needs to be at the table to build your team's understanding of your current level of readiness in subcomponents where you marked "Unsure"? Where do you have differences in opinion with your colleagues? What sort of support or coaching would be needed to further build your readiness in these subcomponents?





## Appendix C. Innovation-Specific Capacity Assessment Example

Innovation-Specific Capacities	Do we have the following capacities to make the particular innovation happen?	Dis-agree	Partially Agree	Strongly Agree	Unsure
Knowledge & Skills	We have the knowledge and skills necessary to plan and implement the innovation.				
	We have the knowledge and skills necessary to evaluate the innovation.				
Program Champion	We have an influential person at our organization who clearly communicates the needs and benefits of the innovation.				
Supportive Climate	Our leadership is engaged in and supportive of implementing the innovation.				
	Our leadership is engaged in and supportive of evaluating the innovation.				
	We have the right people on our team to plan and implement the innovation.				
	We have the right people on our team to evaluate the innovation.				
	We can dedicate enough time and resources to planning and implementing the innovation.				
	We can dedicate enough time and resources to evaluating the innovation.				
Intra-Organizational	We have the necessary relationships within our organization to help plan and implement the innovation.				
	We have the necessary relationships within our organization to help evaluate the innovation.				
Inter-organizational	We have the necessary relationships outside our organization to help plan and implement the innovation.				





	We have the necessary relationships outside our organization to help evaluate the innovation.				
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## Appendix D. Sample Readiness Report

# Joint Base Palmetto's Readiness Report

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### *Readiness for Implementation of an Evidence-Informed Sexual Assault Prevention Activity*

#### About This Report

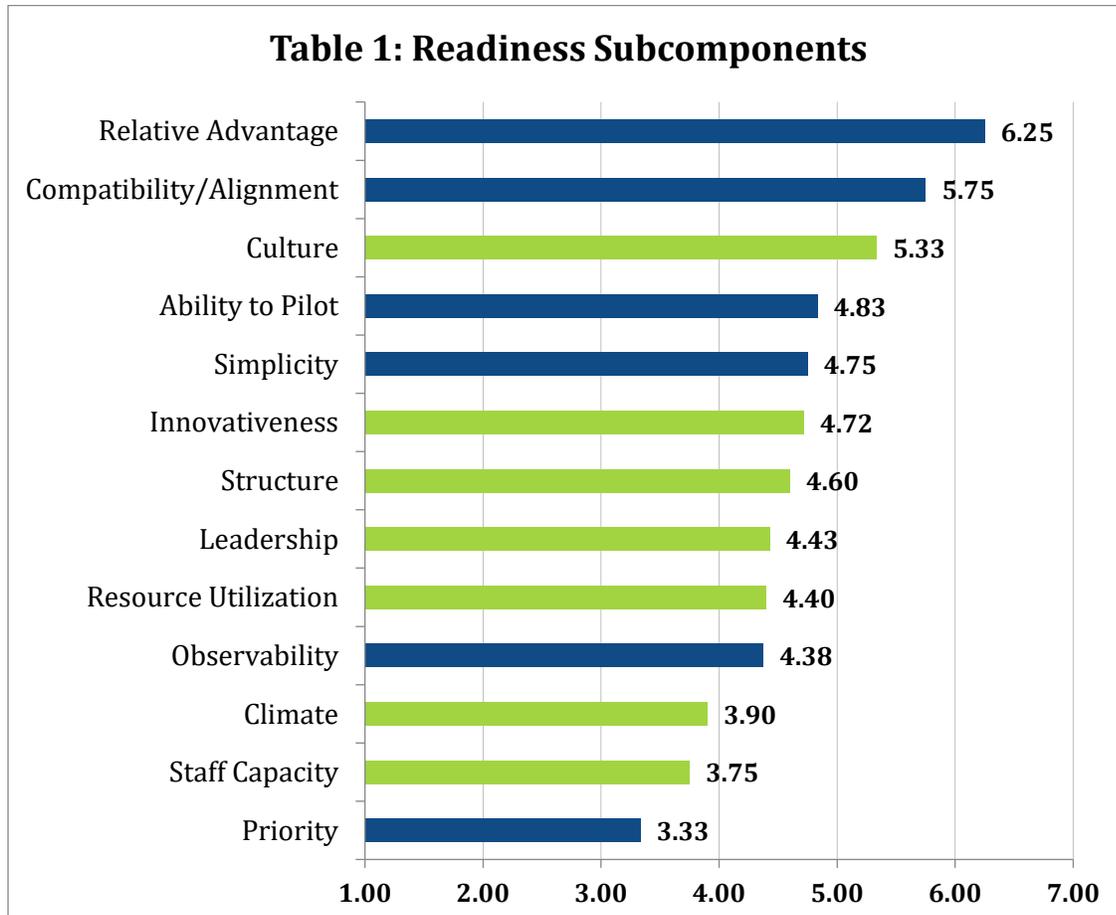
This report summarizes results from the administration of the Readiness Diagnostic Scale (RDS). The purpose of the RDS was to hear from members of your implementation team and other staff to learn how “ready” they think Joint Installation Palmetto is to implement an evidence-informed sexual assault prevention activity.

The items in the RDS measured two of the three major subcomponents of prevention readiness: general capacities and motivation. Organizations that are beginning major change efforts, including the adoption of a new activity or practice, will benefit from high levels of general capacities to include the support from leadership, adequate staff capacities, and a culture of innovativeness. Sites with high motivation to adopt a new activity or practice typically prioritize this change, recognize the advantage of the change, and see how it aligns with the organization’s mission.

A total of 19 members completed the tool in April 2019. The results are provided for you in the following report to help your site identify strengths and potential areas for improvement to increase readiness to implement an evidence-informed sexual assault prevention activity.

#### Summary of Joint Base Palmetto's Readiness to implement an evidence-informed activity

The scores in Table 1 show your team’s average readiness scores across all of the subcomponents from high to low, on a scale from 1 (indicating lower readiness) to 7 (indicating higher readiness). Your scores are a reflection of how the respondents from your site answered, not a comparison to other sites. Understanding which readiness subcomponents are stronger or weaker will help your implementation team decide where to focus efforts on building or maintain readiness to implement an evidence-informed sexual assault prevention activity.



Green = General Capacity, Blue = Motivation

**Subcomponents that are relatively high.** Respondents rated your organization highest in:

- **Relative Advantage:** The degree to which our team sees the advantages of the innovation compared to what we have done in the past.
  - *Higher scores in this subcomponent indicate that staff and/or team members see the benefits of the change effort relative to what you are currently doing or what you have done in the past. When the advantages of a change effort are clear to your team, it will be easier to communicate this to other members at your site and lead to implementation with quality.*
- **Compatibility/Alignment:** How well the innovation fits with how we do things.
  - *Higher scores in this subcomponent indicate that the change effort aligns with what's currently going on at your site, the needs or culture of your site, and available resources. When staff and/or team members feel that the change effort fits well with the way they are accustomed to working, they will be more motivated to complete the tasks needed to implement.*





- **Culture:** Norms and values about how we do things here.
  - *Higher scores in this subcomponent indicate that staff and/or team members commonly share your site's beliefs and expectations about how things are done. Having this common understanding will make the application of the new change effort easier to navigate.*

**Subcomponents that are relatively low.** Respondents rated your organization lowest in:

- **Priority:** The importance of this innovation compared to other things we do.
  - *Lower scores in this subcomponent indicate that other tasks and responsibilities are seen as more important relative to the new innovation or activity. This means that time, resources, and energy may not be properly allocated to the sexual assault prevention efforts at your installation.*
- **Staff Capacity:** How experienced and skillful are the staff, and how many people we have.
  - *Lower scores in this subcomponent indicate that there is either not enough staff or staff lack experience or training. Without having the necessary capacities, like number of staff or staff trained in evaluating implementation or outcomes, corners may be cut at the expense of quality.*
- **Climate:** The sense/feeling of being part of the installation.
  - *Lower scores in this subcomponent indicate that staff morale may be low within your team or organization, which can make staff feel like they are weighted down with every step they take. This may lead to increased difficulty when it comes to producing results.*

**Highest scoring items.** The following items (*and the subcomponents with which they are associated*) were scored highest by respondents:

1. Our installation has a common purpose. (*Culture*).
2. Implementing an evidence-informed sexual assault prevention activity or strategy is timely given the current needs of our installation. (*Compatibility/Alignment*).
3. Implementing an evidence-informed sexual assault prevention activity or strategy has advantages for our installation/service academy. (*Relative Advantage*).

**Lowest scoring items.** The following items (*and the subcomponents with which they are associated*) were scored lowest by respondents:

1. Our headquarters emphasizes the importance of planning, implementing, and evaluating an evidence-informed sexual assault prevention activity or strategy. (*Priority*).
2. Planning, implementing, and evaluating an evidence-informed sexual assault prevention activity or strategy is our installation's top priority. (*Priority*).
3. People who work with our installation have adequate experience. (*Staff Capacity*).





## Next Steps

- 1. Prioritize.** Using the Readiness Prioritization Tool your team will work with your readiness coach to determine which subcomponents of readiness are priority areas to focus your efforts on. It is important to identify the areas that will most likely have an impact on your ability to implement with quality. Make sure to provide a brief rationale for each subcomponent you have chosen on the Readiness Prioritization Tool.
- 2. Action Plan.** Once you have identified the subcomponent(s) that you want to address through readiness building, you will collaborate with your team and your readiness coach to develop a readiness action plan to implement strategies that are likely to improve readiness for your chosen subcomponent(s). Having an action plan that outlines the steps, personnel, time and resources necessary to implement readiness building strategies will keep your team on the same page and moving in the same direction.
- 3. Take Action.** Carry out the action plan with your team.
- 4. Monitor and Support.** Work with your readiness coach to meet on a regular basis to discuss progress with readiness building. Your readiness coach is there to provide support and guidance along the way, so do not hesitate to ask for help.





## Joint Base Palmetto's Readiness Item Scores

### *Readiness for Implementation of an Evidence-Informed Sexual Assault Prevention Activity*

<b>Subcomponent</b>	<b>Survey Items</b>	<b>Mean Score</b>
<b>Culture</b>	Our installation/service academy's mission is understood by all of the members.	5.0
	We all know our headquarters' vision to prevent sexual assault.	4.8
	We have a strong sense of belonging and identification within our installation/service academy.	5.4
	Our installation/service academy has a common purpose.	5.8
	We know the goals of our installation/service academy.	5.4
	We put in extra effort to make sure our installation/service academy succeeds.	5.6
<b>Climate</b>	Morale is positive in our installation/service academy.	4.6
	Staff rotation is not a problem in our installation/service academy.	3.6
	The members of our installation/service academy generally feel valued.	3.8
	We feel positively about our installation/service academy's work.	3.6
<b>Structure</b>	The way our installation/service academy is organized makes it possible to do things well.	5.0
	Our installation/service academy's structure is effective.	4.8





	Our installation/service academy functions well.	5.0
	We communicate well with each other within our installation/service academy.	3.6
<b>Innovativeness</b>	Our installation/service academy regularly takes time to consider ways to improve how we do things.	4.6
	When we experience a problem in our installation/service academy, we make a serious effort to find a new way of doing things.	5.0
	Our installation/service academy is strategic in how we approach change.	4.6
	Overall, our installation/service academy adapts well to change.	4.8
	Our installation/service academy can quickly change procedures to meet new conditions and solve problems as they arise.	4.6
<b>Resource Utilization</b>	Our installation/service academy has the ability to access diverse sources of revenue.	3.8
	There is a clear financial plan for our installation/service academy to create sustainability of our projects.	4.2
	There is a clear process by which our installation/service academy prioritizes and distributes resources.	4.6
	Our installation/service academy knows how to sustain progress when something is going well.	5.0
<b>Leadership</b>	We have clear leadership in our installation/service academy.	5.6
	Our installation/service academy's leadership has a plan(s) to implement our projects.	4.4
	Our installation/service academy's leadership knows what they are talking about when it comes to our projects.	3.8
	Our installation/service academy's leadership recognizes and appreciates team efforts that help us to successfully implement projects.	4.2





	Our installation/service academy's leadership supports our efforts by learning more about our projects.	4.2
	Our installation/service academy's leadership carries on through the challenges of implementing our projects.	4.6
	Our installation/service academy's leadership reacts to critical issues regarding the implementation of our projects by openly and effectively addressing the problem(s).	4.2
<b>Staff Capacity</b>	The people within our installation/service academy have sufficient skills to carry out our day-to-day tasks.	4.0
	The people within our installation/service academy have sufficient knowledge to carry out our day-to-day tasks.	4.0
	People who work with our installation/service academy have adequate experience.	3.5
	We have enough people in our installation/service academy to work toward our major goals.	3.5
<b>Relative Advantage</b>	Implementing an evidence-informed sexual assault prevention activity or strategy has advantages for our installation/service academy.	6.2
<b>Compatibility/ Alignment</b>	Implementing an evidence-informed sexual assault prevention activity or strategy fits well with other initiatives in our installation/service academy.	5.7
	Implementing an evidence-informed sexual assault prevention activity or strategy is timely given the current needs of our installation/service academy.	6.0
	Implementing an evidence-informed sexual assault prevention activity or strategy fits well with the culture and values of our installation/service academy.	5.7
	Implementing an evidence-informed sexual assault prevention activity or strategy is feasible for our installation/service academy.	5.5





<b>Simplicity</b>	It is simple for us to plan, implement, and evaluate an evidence-informed sexual assault prevention activity or strategy.	4.5
	Planning, implementing, and evaluating an evidence-informed sexual assault prevention activity or strategy is simple for us to understand.	5.0
<b>Ability to Pilot</b>	Our installation/service academy is able to try out planning, implementing, and evaluating an evidence-informed sexual assault prevention activity or strategy in a limited way.	4.7
	Our installation/service academy can test small parts of planning, implementing, and evaluating an evidence-informed sexual assault prevention activity to see if it is working.	5.2
	If we try to plan, implement, and evaluate an evidence-informed sexual assault prevention activity or strategy and things don't go well, our installation/service academy can go back to the way we used to do things.	4.5
<b>Observability</b>	Our installation/service academy has observed how planning, implementing, and evaluating an evidence-informed sexual assault prevention activity or strategy can work in other installations/service academies.	4.7
	We are likely to see benefits quickly from planning, implementing, and evaluating an evidence-informed sexual assault prevention activity or strategy.	4.0
<b>Priority</b>	Planning, implementing, and evaluating an evidence-informed sexual assault prevention activity or strategy is our installation/service academy's top priority.	3.2
	Our installation/service academy emphasizes the importance of planning, implementing, and evaluating an evidence-informed sexual assault prevention activity or strategy.	4.0
	Our headquarters emphasizes the importance of planning, implementing, and evaluating an evidence-informed sexual assault prevention activity or strategy.	2.7



## Appendix E. Readiness Prioritization Tool – Sample & Blank Copy

### Readiness Prioritization Tool - Sample

Completed by: Ms. G. Date: 6.10.19

Instructions: This tool will help you select the most important readiness subcomponents to target for improvement.

1. The left column, Prioritization Questions, provides prompts on how to carry out the prioritization.
2. If you received a Readiness Report, list the three readiness subcomponents with the lowest scores from the report in Row Number 1. If you did not receive a report, use the information and knowledge you gained from the Readiness Discussion at the initial GTO training.
3. For rows 2-4, consider the prioritization question and answer "Yes" or "No" for each column, providing additional details as needed.
4. Copy the remaining subcomponents after this sorting process into the space at Row 5. These are your priority readiness subcomponents to target for improvement.

Prioritization Questions	Readiness subcomponents to prioritize:		
	(1) Priority (Momentum)	(2) Climate (General Capacity)	(3) Staff Capacity (General Capacity)
1. Readiness subcomponents			
2. Is this issue likely to have a significant negative impact on implementation of a sexual assault prevention activity?	Yes	Yes	Yes
3. <b>Do we have</b> the resources (time and budget) to address this issue?	Yes; Encouraging others to make SA/SH prevention a priority will not use a lot of resources.	Yes; However, it can potentially take time.	Unsure
4. <b>Does it make sense for us</b> to address this issue at this time given our other priorities?	Yes; Sexual assault prevention needs to be a priority at the installation for any activity to be successful.	Yes; We can start by addressing climate of our team and then scale-up.	Not at this time; most of our staff capacity issues are around not having enough manpower/turnover/deployment, and that is out of our control.





5. <b>Highlight</b> the remaining readiness subcomponents. These are your priority readiness areas to address.	<b>Priority</b>	<b>Climate</b>	--
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### Readiness Prioritization Tool – Blank Copy

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions**

This tool will help you select the most important readiness subcomponents to target for improvement.

1. The left column, Prioritization Questions, provides prompts on how to carry out the prioritization.
2. If you received a Readiness Report, list the three readiness subcomponents with the lowest scores from the report in Row Number 1. If you did not receive a report, use the information and knowledge you gained from the Readiness Discussion at the initial GTO training.
3. For rows 2-4, consider the prioritization question and answer “Yes” or “No” for each column, providing additional details as needed.
4. Copy the remaining subcomponents after this sorting process into the space at Row 5. These are your priority readiness subcomponents to target for improvement.

<b>Prioritization Questions</b>	Readiness subcomponents to prioritize:		
	(1)	(2)	(3)
1. Readiness subcomponents			
2. Is this issue likely to have a significant negative impact on implementation of a sexual assault prevention activity?			
3. <b>Do we have</b> the resources (time and budget) to address this issue?			
4. <b>Does it make sense for us to</b> address this issue at this time given our other priorities?			





5. **Highlight** the remaining readiness subcomponents. These are your priority readiness areas to address.

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## Appendix F. Readiness Action Plan Tool – Sample & Blank Copy

### Readiness Action Plan

Targeted Readiness Subcomponent: Priority   Completed by: Ms. G   Date: 6/7/2019

#### Instructions

1. Complete one copy of this tool for each readiness subcomponent you have targeted for improvement using the readiness prioritization tool.
2. For each targeted subcomponent, decide with your team and your readiness coach what readiness building strategies you will use.
3. Starting on the left, fill in the chosen CMOR Strategy. Break each strategy into Associated Tasks required to implement the strategy, work your way down, completing task details.

CMOR Strategy	Associated Tasks	Who Is Responsible?	When will it be completed?
1. Identify Barriers & Prepared Response	Have a brainstorming session with implementation team to identify potential barriers to making this innovation a priority	Implementation Team	6/14/2019
	Select barriers that will have greatest impact on implementation		6/21/2019
	Brainstorm solutions to potential barriers		6/21/2019
	Identify the solutions where leadership support is necessary		6/21/2019
	Prepare to discuss at Leadership Meeting	TBD	6/30/2019
2. Present at Leadership Meeting to share GTO work	Discuss with Leadership Secretary to find out steps to getting on agenda	SFC Brady	6/14/2019
	Carry Out steps to getting on agenda		6/21/2019
	Identify allotted time on agenda		6/30/2019
	Determine information to share and ways of sharing it (ex: PowerPoint presentation, factsheet, etc.)		6/30/2019
	Identify who will present information		6/30/2019





	Attend meetings	TBD	6/30/2019
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### Readiness Action Plan

Targeted Readiness Subcomponent:

Completed by:

Date:

#### Instructions

1. Complete one copy of this tool for each readiness subcomponent you have targeted for improvement using the readiness prioritization tool.
2. For each targeted subcomponent, decide with your team and your Readiness Coach what readiness building strategies you will use.
3. Starting on the left, fill in the chosen CMOR Strategy. Break each strategy into Associated Tasks required to implement the strategy, work your way down, completing task details.

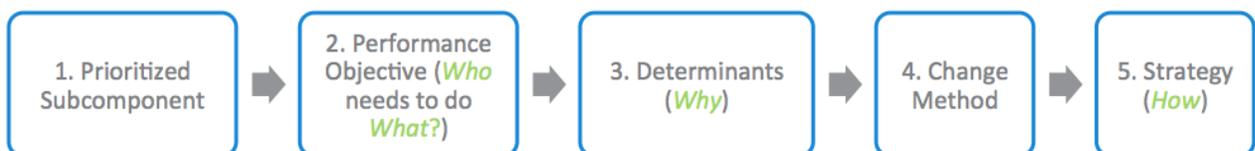
CMOR Strategy	Associated Tasks	Who Is Responsible?	When will it be completed?



## Appendix G. Summary: Intervention Mapping

Intervention mapping is a systematic approach to designing and adapting prevention activities. Additionally, it can be used to create strategies to increase adoption, implementation, and maintenance of prevention activities. Readiness coaches from the Wandersman Center, in collaboration with UTHealth, are using intervention mapping to develop and select strategies to address readiness-related barriers and facilitators. Identifying implementation strategies through intervention mapping will enhance adoption, implementation, and sustainment of sexual assault prevention initiatives; the strategy selection process is based on a systematic selection and/or development of implementation strategies that are informed by theory, evidence, and participatory processes to engage key stakeholders. Intervention Mapping first analyzes the underlying determinants that could improve readiness and then applies specific theory and evidence-based methods to influence these determinants. The methods are translated into CMOR strategies that organizations can easily put into action. The Wandersman Center works with the implementation teams to create strategies specific to their context. Intervention Mapping guides the strategy development process by answering the following questions:

1. What subcomponent of readiness needs to be addressed for prevention activity implementation, evaluation and sustainment?
2. What do they need to do to change that readiness subcomponent? (*Performance Objectives*)
3. Why would they do it? (*Determinants* such as knowledge, attitudes, skills, self-efficacy, outcome expectations)
4. How do we influence these adoption, implementation, and maintenance behaviors and conditions related to readiness? (*Methods* such as persuasion, active learning, modeling, social support)?
5. How do we operationalize these change methods into actionable CMOR strategies that fit the unique context of the organization?  
Why are the two rows in the figure below





## Appendix H. Glossary

<b>Term</b>	<b>Description</b>
<b>Action Planning Tool</b>	A tool to break down key activities, persons responsible, and completion dates for strategies to build readiness
<b>Change Management of Readiness (CMOR)</b>	A repository of evidence-based strategies to build and sustain readiness
<b>General Capacities</b>	The overall functioning of an organization
<b>Getting To Outcomes® (GTO)</b>	A 10-step model that provides guidance for prevention planning, implementation and evaluation.
<b>Innovation</b>	In this context of the military installations and service academies, innovation refers to a prevention activity
<b>Innovation-Specific Capacities</b>	What is needed to make a particular innovation happen at an organization
<b>Intervention Mapping</b>	A systematic approach to designing and adapting activities that helps create strategies for activity adoption, implementation, and maintenance
<b>Motivation/Momentum</b>	The degree to which an organization commits to make the innovation happen
<b>Prevention activity</b>	This is a general term that is inclusive of a prevention activity, prevention policy, prevention process, and/or prevention protocol
<b>Prevention Readiness</b>	How willing and able an organization is to implement prevention activities (e.g., program, policy, etc.)
<b>Prioritization Tool</b>	A tool to identify and select important subcomponents to build
<b><math>R=MC^2</math></b>	$Readiness=Momentum \times Capacities^2$
<b>Readiness Building System (RBS)</b>	A comprehensive system designed to help organizations build their motivation/momentum and capacities to implement prevention activities
<b>Readiness Coach</b>	A facilitator who guides an implementation team through the RBS for Prevention Readiness
<b>Readiness Diagnostic Scale (RDS)</b>	An online survey administered to assess an organization's readiness using one, two, or three readiness subcomponents
<b>Readiness Subcomponents</b>	The 18 areas that fall under the three readiness components. The subcomponents are those constructs that can be modified and will be prioritized to be increased using CMOR strategies
<b>Readiness Thinking Tool (RTT)</b>	A tool, presented in a worksheet format, that is used to assess an organization's readiness

