

Disruptive Innovations and EBP
Why Can't We Get It Right?

CAPSA
22nd Annual Training Conference

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Why Can't We Get It Right?

- ▶ Where's Waldo?
- ▶ Cadillac or Chevrolet?
- ▶ Why Won't Round Pegs Fit into Square Holes?
- ▶ Why Won't Professionals and Probationers Take Their Medicine?
- ▶ Why Do Good Managers Make Bad Decisions?

Lessons Learned

- ▶ Who you put in a program is important - pay attention to risk
- ▶ What you target is important - pay attention to criminogenic needs
- ▶ How you target offender for change is important - use behavioral approaches and match to offender type

What Does Work

- Target criminogenic risk and need
- Cognitive/behavioral in nature
- Incorporate social-learning practices
- Balanced integrated approach to sanctions and interventions
- Incorporate the principle of responsivity
- Therapeutic integrity

Social Learning involves....

- › A role model the individual can relate to
- › Direct instruction
- › Demonstration
- › Role play
- › Positive reinforcement
- › Feedback
- › Skill practice
- › Transfer of skill
- › Use of sanctions and rewards
- › Relapse planning

What Doesn't Work?

- Direct Deterrence Efforts
- Physical challenge programs
- Military models of discipline and physical fitness
- Intensive supervision without treatment
- Non-action oriented group counseling
- Offender-centered, non-directive therapy
- Approaches of non-skill education

The Big Four

Criminogenic Need	Response
Anti-social cognition	Reduce anti-social cognition, recognize risk thinking and feelings, adopt an alternative identity
Anti-social companions	Reduce association with criminals, enhance contact with pro-social
Anti-social personality (temperament)	Build problem solving, self management, anger management, and coping skills
Family and/or marital	Reduce conflict, build positive relationships and communication, enhance monitoring/supervision

Source: Ed Latessa, Ph.D. (with slight modification)

The Next Four

Criminogenic Need	Response
Substance abuse	Reduce usage, reduce the supports for abuse behavior, enhance alternatives to abuse
Education	Enhance performance rewards and satisfaction
Employment	Enhance performance rewards and satisfaction
Leisure and/or recreation	Enhance involvement and satisfaction in pro-social activities

Source: Ed Latessa, Ph.D.

Do Not



- Over-sanction or treat the low risk offender
- Provide programming for the extreme high risk offender
- Mix risk levels in programs
- Mix gender in treatment programs
- Require probation to spend a lot of time on the low risk offender
- Adopt a "one size fits all" approach to offenders

Do



- Hold the offender tightly accountable to the interventions around criminogenic needs
- Use programs that match criminogenic needs
- Use programs that use behavioral techniques
- Use cognitive behavioral interventions
- Engage the family in the offender's treatment plan
- Insist on seeing the data on programs
- Use punishment for short periods of time as a motivator

Checklist of OD issues

- › Leadership commitment
- › Champions and threats
- › Mission/vision
- › Policy/procedures
- › Implementation team
- › Training
- › Media/legislature/community
- › Service providers
- › EBP strategic plan
- › Communication plan
- › Align budget with EBP (eg mission screening tool)
- › Stop doing, start doing, revise doing programs
- › Outcome measures that are visible
- › Celebrate successes

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Checklist of OD issues (continued)

- › Booster
- › Job description
- › Interview process
- › Recruitment strategies
- › Orientation
- › Performance review
- › Build on staff strengths
- › Promotional alignment
- › Reward systems
- › Pay attention to line supervisor
- › Observation/review/audit
- › Professional development opportunities

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The Sad Truth



- › Up to 85% of organizational change initiatives fail
- › Up to 70% of these failures are due to flawed execution
- › The failure rate of change initiatives dependent upon people (reengineering, TCM, cultural change) is 80–90%
- › Less than 10% of what is taught to staff in the classroom is transferred to the job

Robert W. Rogers, Richard S. Wellins and Daryl R. Connor, "Building Competitive Advantage by Maximizing Human Resource Initiatives," 2002

Where's the Beef?



"I believe that we have a limited window of opportunity to implement EBP and demonstrate its impact. As with so many other program innovations, management fads, and political trends, the fascination with EBP and the opportunity that it provides will not last forever....Policy makers, stakeholders, constituents, and even staff will say, 'where's the beef?' Without the 'beef' (i.e. tangible results), EBP will be tossed onto the trash heap of failed initiatives and programs."

William D. Burrell, "Implementation: The Achilles Heel of Evidence-Based Practices," *Community Corrections Report*, March/April 2008

So What's Wrong?

"If one were to look at the evidence to date, one would have to conclude that parole supervision is not a viable method for reducing crime or recidivism. My position is that we need to have a far more realistic view of what parole (and probation) supervision can achieve with the resources it now has."

James Austin, "What should we expect from Parole?," [APPA] *Perspectives*, Spring 2006

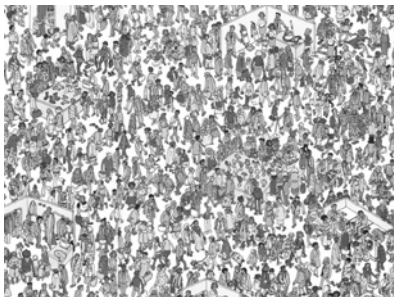
**Group Discussion
So Why Can't We Get EBP Right?**



Why Can't We Get It Right?

- ▶ **Where's Waldo?**
- ▶ Cadillac or Chevrolet?
- ▶ Why Won't Round Pegs Fit into Square Holes?
- ▶ Why Won't Professionals and Probationers Take Their Medicine?
- ▶ Why Do Good Managers Make Bad Decisions?

Where's Waldo?



Metrics of Improvement

- ▶ In the private sector, it is an improvement to a product or service that merits premium pricing
 - Private firms try to move up-market by satisfying their most important customers
- ▶ In the public sector, it is the political or societal importance of programs
 - Public agencies try to move up-market by moving towards initiatives of greater political importance to external stakeholders

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns](#)

Metrics of Improvement Public Schools and Their Jobs

- Society has assigned schools over the years new disruptive metrics of improvement by demanding new, primary jobs be done
- Preserve the democracy and inculcate democratic values (reading, writing, arithmetic, civics)
 - Provide something for every student and prepare everyone for vocations (comprehensive curricula)
 - Keep America competitive (standardized testing)
 - Eliminate poverty (No Child Left Behind)

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns](#)

Exercise Metrics of Improvement Community Corrections and Its Jobs

What are the jobs that society expects of community corrections?



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Cadillac or Chevrolet?



Primary Health Care: The Problem

- Countries with appropriate primary care score highly on health outcomes and cost
- The United States emphasizes the specialist rather than the primary care physician
- Specialization leads to fragmentation of care for the average patient which costs more and produces more medical errors
- Reimbursement schedules ("fee for service") pay doctors for the number of services provided, not for quality or outcome
- A specialist who performs a procedure in 30-minutes receives three times more than a primary care physician who discusses a patient's hyper-tension, diabetes or heart disease

Kevin Pho, "Shortage of primary care threatens health care system," [USA Today](#), March 13, 2008.

Primary Health Care: The Outcome

- › Medical students who graduate with \$140,000 in debt on average become specialists
- › Since 1997 newly graduated medical students who chose primary care declined by 50%
- › Emergency rooms, the most expensive form of health care, are being overwhelmed by patients who cannot get any or less expensive forms of primary care

Kevin Pho, "Shortage of primary care threatens health care system," USA Today, March 13, 2008.

Group Exercise My Child Has a Fever

Parents wake up at night because their five-year old son is crying. When they go to the bedroom they find that he has a 101 degree temperature and the chills. They think it is probably the flu, but they are fearful it might be something more serious.

What health care job do they now want accomplished (what is their "quarter-inch hole")?

What product do they "hire" to do the job?

Primary Health Care: The Solution

MinuteClinics in Shopping Malls

- Provide fast, affordable walk-in diagnosis and treatment for common health problems
- Nurse practitioners armed with software-based protocols and apply strict rules for consistent service
- Patients with more serious complaints referred to doctors or emergency rooms
- Survey of 350,000 patients indicated 99% satisfaction level
- A "good-enough" service that's attractive to a large underserved population

A Quarter-Inch Hole



The problem is that most agencies and officers are being asked to buy and use “products” that are not suited to do the job.

Most new product developers do not see a market from the customer’s point of view.

They do not understand that, as Harvard marketing professor Theodore Levitt said, “people don’t want to buy a quarter-inch drill. They want a quarter-inch hole!”



Buying a Cadillac Needing a Chevrolet



Most customers are looking for products that are “good enough” to get the job done

Most new product developers have become very good at creating products that don’t help customers do the job they need to do

Sustaining and Disruptive Innovations

The most common innovations in every field are **sustaining innovations**:

- Provide better quality or additional functionality for an organization’s most demanding customer
- Always outpaces ability of customers to absorb it (overshooting)
- Product runs danger of becoming irrelevant to average user because it will no longer “drill a quarter-inch hole”

Clayton M. Christensen, Heiner Baumann, Ruddy Ruggles, and Thomas M. Sadler, “Disruptive Innovation for Social Change,” *Harvard Business Review*, December 2006

Sustaining and Disruptive Innovations

The innovations needed to do EBP in community corrections should be disruptive innovations:

- Provide cheaper, simpler, more convenient products or services
- Specifically designed to drill a quarter-inch hole
- Appeal to new or less-demanding customer

Clayton M. Christensen, Heiner Baumann, Ruddy Ruggles, and Thomas M. Sadtler, "Disruptive Innovation for Social Change," *Harvard Business Review*, December 2006

A Disruptive Innovation

- › Is not a breakthrough improvement
- › It is not of much use to existing customers
- › It is a product, service or process that is not as good as what had been historically sold
- › It is affordable and simple to use
- › It benefits people unable to consume the existing product (low-end market/nonconsumers)
- › It is an alternative to nothing

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*

Educational Nonconsumption

- › Advanced Placement (AP) and other specialized courses
- › Small, rural and urban schools unable to offer breadth in curricula
- › "Credit recovery" for students who must retake course in order to graduate
- › High-school dropouts
- › Students needing special tutoring

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*

Group Exercise Community Corrections Nonconsumption



Walk-in Clinics



Are they sustaining or disruptive innovations in health care? Why?

Where do parents with sick child go?

Startribune.com | MINNEAPOLIS · ST. PAUL, MINNESOTA

"Major players catch a case of quick-clinic fever"

Medical centers once scoffed at "mall medicine." But the trend has cut into their business, and even the Mayo Clinic is playing catch-up.

--November 13, 2007

MoneyMaker Foot-Operated Irrigation Pump



Developed by KickStart, a nonprofit agency developing and selling low-cost capital equipment to poor entrepreneurs in Africa

- Labor intensive and low capacity
- Performs less well than gasoline or electric motorized pumps
- Costs between \$38 and \$90, a fraction of the price of a motorized pump
- Can increase an average farmer's annual income tenfold, from \$100 to \$1,000
- Drills a "quarter-inch hole" for those poor farmers who do not have access to reliable electricity or cannot afford the cost of gasoline

Clayton M. Christensen, Heiner Baumann, Ruddy Ruggles, and Thomas M. Sadtler, "Disruptive Innovation for Social Change," *Harvard Business Review*, December 2006

Disruptive EBP Innovations in Community Corrections

- › The use of simple, uni-purpose, risk instruments to classify offenders
- › KISS (Keep It Simple, Stupid or Getting the Dumb Stuff Out of the Way)
- › Eliminating the “jerk” manager
- › Unpacking assumptions before making decisions

Classification by Risk

- Many agencies using expensive, complex third, fourth and even fifth-generation risk instruments on entire population
- These instruments are designed to assess both risk of reoffense AND criminogenic needs
- Research says that we should not do a lot of supervision of low-risk offenders and thus do not need to know criminogenic needs of this population
- Using such instruments for initial classification of populations wastes time and valuable officer resources

Disruptive Innovation: Hawaii Proxy Tool

Elements:

- ✓ Current Age
- ✓ Age at First Arrest (including juvenile)
- ✓ Prior number of arrests (including juvenile)

Validated

To Do: Norm and Calibrate

Using a Proxy Score to Pre-screen Offenders for Risk to Reoffend
July 11, 2005
Brad Bogus, William Woodward, Lore Joplin

Disruptive Advantages of Hawaii Proxy Tool

- › Cheap (in the public domain) and easy to use
- › Can be done by a non-professional staff member
- › Saves time of professional probation officer that can be re-directed to supervision of high-risk, high-need offenders
- › Reduce skepticism of staff towards risk-need instruments



Time and High Risk Offender

Why do we need the time to focus on high-risk, high need offender?

- ✓ Typical "high risk" youth with six or more police contacts over lifetime collectively commit 50% of all crimes and impose \$4.2 to \$7.2 million in costs
- ✓ Programs targeting first-time juvenile offenders to prevent them from a life of crime save \$3.2 to \$5.8 million in costs
- ✓ The worst offenders, who have 15 or more police contacts, impose costs between \$3.6 and \$5.8 million through age 26

Mark A. Cohen and Alex R. Piquero, "New Evidence on the Monetary Value of Saving a High Risk Youth," December 2007

KEEP IT SIMPLE, STUPID (KISS)



- Human factor in change process demands that we create the opportunity for normal human beings to implement and practice risk-reduction
- Simplicity leads to avoidance of error and prevents harm
- Check lists

Correcting the Error of Our Ways: Get the Dumb Stuff Out of the Way

- ▶ Human factor in change process demands that we create the opportunity for normal human beings to implement and practice risk-reduction
- ▶ Simplicity leads to avoidance of error and prevents harm
- ▶ Check lists "get the dumb stuff out of the way, the routines your brain shouldn't have to occupy itself with...and lets it rise above to focus on the hard stuff."
- ▶ They force us to retool our skills-based and rules-based cognitions so we can focus our effort on knowledge-based cognitions

Gawande, Atul, *The Checklist Manifesto. How To Get Things Right*. New York: Henry Holt and Company, 2009



Correcting the Error of Our Ways: Get the Dumb Stuff Out of the Way

Good checklists are

- ✓ Precise
- ✓ Short
- ✓ Easy to use even in difficult situations
- ✓ Do not try to spell out everything
- ✓ Provide reminders of only the most critical and important steps
- ✓ Practical

Gawande, Atul, *The Checklist Manifesto. How To Get Things Right*. New York: Henry Holt and Company, 2009



Correcting the Error of Our Ways: Get the Dumb Stuff Out of the Way

Surgery checklists could save lives, study reveals

Tom Blackwell, National Post Published: Wednesday, January 14, 2009



Correcting the Error of Our Ways: Get the Dumb Stuff Out of the Way

- ▶ World Health Organization Surgical Safety Checklist
 - Has the patient confirmed his/her identity, site, procedure, and consent?
 - Is the site marked?
 - Is the anesthesia machine and medication check complete?
 - Is the pulse oximeter on the patient and functioning?
 - Does the patient have a
 - Known allergy?
 - Difficult airway or aspiration risk?
 - Risk of >500ml blood loss (7ml/kg in children)?

<<http://www.who.int/patientsafety/safesurgery/en>>

Correcting the Error of Our Ways: Get the Dumb Stuff Out of the Way

Bad checklists are

- ✓Vague and imprecise
- ✓Too long
- ✓Hard to use
- ✓Impractical
- ✓Made by desk jockeys with no awareness of situation in which they are to be deployed

Gawande, Atul, *The Checklist Manifesto. How To Get Things Right*. New York: Henry Holt and Company, 2009



Checklists for Crime Scene Photographers


Checklist for digital SLR camera

- Are batteries in the camera?
- Is the media loaded?
- Is the camera turned on?
- Is the ISO set (camera settings)?
- Is the shooting mode selected?
- Is the white balance set?
- Is the shutter speed set?

**PLUS
OVER 100 MORE ITEMS**



The "Jerk" Manager




- The problem is widespread in private, public and non-profit organizations
- One study of 700 representative Michigan residents in the year 2000 found that 27% had experienced mistreatment in the workplace
- A 2003 study of 461 nurses found that, in the month before, 91% had experienced verbal abuse, primarily by physicians, that left them feeling attacked, devalued or humiliated
- The tolerance of such "jerks" leads to lower productivity, less commitment to the organization, higher sick leave, less cooperation, and less innovation

Robert Sutton, "Building the Civilized Workplace," *The McKinsey Quarterly*, May 2007

Video

I Know a Jerk Manager When I See One



Disruptive Innovation: No Jerk Rule

Firms that consistently make Fortune's 100 Best Places to Work List:

- **Plante and Moran**
 - Employee manual: "The goal is a 'jerk-free' workplace at this accounting firm. The staff is encouraged to live by the Golden Rule."
- **Barclay's Capital**
 - COO Rich Ricci: "We have a no-jerk rule around here. Hotshots who alienate colleagues are told to change or leave."
- **Southwest Airlines**
 - Herb Kelleher, former CEO: "One of our pilot applicants was very nasty to one of our receptionist, and we immediately rejected him. You can't treat people that way and be the kind of leader we want."

Robert Sutton, "Building the Civilized Workplace," *The McKinsey Quarterly*, May 2007

Disruptive Advantages of No Jerk Rule

- ▶ People are happy to come to work
- ▶ People are more committed to the organization
- ▶ People trust their colleagues and superiors more
- ▶ Trusting people are more willing to collaborate and share
- ▶ Trusting, committed people are more open and less resistant to hearing and implementing change initiatives such as EBP

The Problem Resource Dependence

- ▶ Companies depend on customers and investors for resources
- ▶ Companies with investment patterns that don't satisfy these two parties won't survive
- ▶ Highest-performing companies have well-developed systems for killing ideas customers don't want (defining value network)
- ▶ They find it difficult to invest in disruptive technologies until it is too late

Clayton M. Christensen, The Innovator's Dilemma, New York: Collins Business Essentials, 2006 (c. 1997)

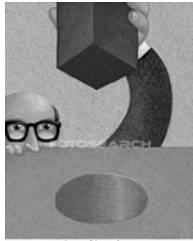
Who Defines Probation's EBP Value Network?

- ▶ Researchers
 - Actively involved in sustaining innovations by going "up-market" toward greater sophistication and complexity
- ▶ Government funders
 - Want to fund only "what works" in the eyes of researchers
- ▶ Consultants
 - Need to sell new sustaining products "based on new research" to stay in business (flavor of the day)

Why Can't We Get It Right?

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Why Won't Square Pegs Fit Into Round Holes?



Disruption Is a Positive Force

"It is the process by which an innovation transforms a market whose services or products are complicated and expensive into one where simplicity, convenience, accessibility, and affordability characterize the industry."

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, *Disrupting Class. How Disruptive Innovation Will Change the Way the World Learns*, p. 11

Cramming

- ▶ Organizations cannot implement an innovation that does not make economic, political or cultural sense to them
- ▶ Organizations try to take a disruptive innovation and transform it into a sustaining innovation that will generate growth up-market
- ▶ Their instinct is to “cram” the innovation into their existing business infrastructure to serve existing customers in order to generate substantial growth

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class. How Disruptive Innovation Will Change the Way the World Learns](#)

Cramming and Computerized Learning in Schools

- ▶ People learn in different ways
- ▶ The traditional classroom is monolithic in terms of predominant teaching methods
- ▶ Students who do not learn that way become bored, confused, frustrated, unmotivated; they are nonconsumers
- ▶ Learning needs to become student-centric
- ▶ Computerized learning can be a disruptive innovation for student-centric learning, allowing students to learn in ways their brains are wired to learn
- ▶ Most computerized learning courses have simply mimicked the monolithic classroom

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class. How Disruptive Innovation Will Change the Way the World Learns](#)

Disruption and Computer-Based Learning in Schools

- First stage: computer-based on-line learning
- ✓ Software proprietary and expensive to develop
 - ✓ Relatively monolithic to student's preferred method of learning
 - ✓ Disruptive to monolithic teacher-led instruction
- Second stage: student-centric technology
- ✓ Software can help students learn in a manner consistent with their learning needs
 - ✓ Affordable, convenient, simple for students, parents and teachers to customize modules
 - ✓ Disruptive to personal tutors

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class. How Disruptive Innovation Will Change the Way the World Learns](#)

Disruption and the Role of Teacher

In a student-centric system of instruction, teachers will

- Act more as learning coaches and tutors to help students find the learning approach that makes sense to them
- Mentor and motivate students with aid of real-time computer data on how student is learning
- Understand differences in students and provide individual assistance tailored to a student's learning model

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns](#)

Training Is Useless



"Many companies—if not most—use training as a business version of a "quick weight loss" program. They hope that by training people in new things, they can quickly bring about behavioral changes among their employees. It almost never works...I now believe that the majority of business training—by me and by everyone else—is a waste of money and time because only a microscopic fraction of training is every put into practice with the hoped-for benefits obtained."

David H. Maister, "Why (Most) Training Is Useless," *T+D*, Vol. 62, No.5 (May 2008), p. 53

The Detroit Model of Training



- Fixed time for learning or training with variable or unpredictable results model
- Steven Spear's experience (a senior lecturer at MIT) at a Detroit Big Three Factory
- Shown how to install front seat and then put on assembly line
- Failed to install front seats require assembly line to stop
- Shown again and may or may not have done it right
- Required end-of-the-line inspection of every vehicle because company could not be assured that each step had been done correctly

Steven J. Spear, [Chasing the Rabbit: How Market Leaders Outdistance the Competition and How Great Companies Can Catch Up and Win](#), New York: McGraw Hill, 2009

Cramming and Training in Probation

- ▶ People learn in different ways
- ▶ The traditional classroom is monolithic in terms of predominant teaching methods
- ▶ Officers who do not learn that way become bored, confused, frustrated, unmotivated; they are nonconsumers
- ▶ Trainers try to get attention by "entertaining" participants with videos, games, role plays, exercises
- ▶ Trainers have no idea which officer has learned what
- ▶ Learning needs to become student-centric
- ▶ Computerized learning can be a disruptive innovation for officer-centric learning, allowing students to learn in ways their brains are wired to learn

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns

The Toyota Model of Training



- ▶ Variable time for learning or training with fixed results
- ▶ Steven Spear's experience (a senior lecturer at MIT) at Toyota Factory
- ▶ Seven steps of installation explained at learning station
- ▶ Told that he could not move on to next step until he had mastered previous step
- ▶ Testing and assessment an integral part of instruction process
- ▶ On production line, Steve able to do his part right the first time and every time
- ▶ Toyota did not have to test products at end of production

Steven J. Spear, Chasing the Rabbit: How Market Leaders Outdistance the Competition and How Great Companies Can Catch Up and Win, New York: McGraw Hill, 2009

Disruption and Training in Probation

- First stage: computer-based on-line learning
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Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns

Disruption and Role of Probation Supervisor

In a probation officer-centric system of instruction, supervisors will

- Understand the way in which a particular officer's brain is wired to learn
- Have real-time data about how well an officer is mastering a particular skill
- Be able to act as a true coach and mentor to assist officer in learning skill in manner in which they learn
- Immediately test officer through computer to see if they have actually learned the skill

Cramming and the Probationer

- › People learn in different ways
- › Research advocates a monolithic learning approach to the offenders, namely behavioral and cognitive/behavioral
- › Offenders who do not learn that way become bored, confused, frustrated, unmotivated; they become nonconsumers
- › When offender is resistant, researchers recommend using ever more sophisticated and complicated behavioral techniques
- › Officer has no idea whether or what the offender is actually learning
- › Computerized learning can be a disruptive innovation for officer-centric learning, allowing students to learn in ways their brains are wired to learn

Video Knowledge Is Power



Exercise
Disruption and Probationer-Centric Learning



An EBP probationer-centric learning system would look as follows

Exercise
Disruption and the Role of Probation Officer



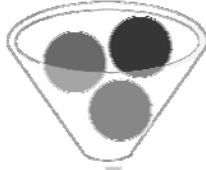
In a probationer-centric system of instruction, officers will

A Round Peg in a Round Hole
The Carey Guides



Introducing the Guides

Blue Guides: Blue Guides: Criminogenic Needs
 Red Guides: Red Guides: Case management Issues



These Guides Blend Together

The Carey Group, 2011

Blue Guides: Criminogenic Needs

Blue Guide Topics	Use when...
Your Guide to Success	For all cases. It is an introductory Guide that engages the offender into a discussion of his/her risk level and criminogenic needs. It sets the tone for the rest of supervision and introduces Guide usage.
Overcoming Family Challenges	The offender is in a family situation that does not support his/her legal lifestyle or presents pressures that could jeopardize the offender's progress
Problem Solving	The offender tends to think in black and white; few options considered when encounters events that require good decisions
Emotional Regulation	The offender has impulsive tendencies or a need for adrenaline and excitement in life and this leads to choices that include anti-social activity
Anti-Social Peers	The offender's primary peer group is one that reinforces anti-social thinking and is involved in the legal system
Engaging Pro-Social Others	The offender needs to build more friendships with those that are pro-social and do not support illegal behavior

Blue Guides: Criminogenic Needs (continued)

Blue Guide Topics	Use when...
Interpersonal Skills	The offender lacks effective social skills resulting in him/her not being able to establish prosocial relationships, using drugs/alcohol to reduce anxiety, or avoid prosocial environments
Anti-Social Thinking	The offender possesses a set of values and beliefs that justifies illegal behavior
Empathy	The offender is unable or unwilling to put him/herself in other's shoes or understand how his/her behavior affects others
Substance Abuse	The offender is currently abusing or dependent on substance abuse
Anger	The offender displays quick temper that leads to negative consequences
Pro-Social Leisure	The offender lacks positive, pro-social outlets and recreation

The Carey Group, 2011

Red Guides:

Challenging Case Management Topics

Red Guide Topics	Use when....
Reentry	The offender is being released from a residential facility and is need of a support system
Intimate Family Violence	The offender has a history of physically or emotionally abusing family members
Female Offenders	A female offender has criminogenic needs but also needs an approach that takes into account a gender specific approach
Violence and Lethality	The offender has a history of behavior that causes physical harm to others and who seem to have internal drive to do so
Meth Users	The offender has a current history of using or dealing in meth and seem to prefer meth over other drugs
Responding to Violations	The offender is at higher risk of being brought back to court or parole hearing on a revocation
Rewards and Sanctions	All cases. The Guide helps identify meaningful rewards and sanctions to assist in case management.

The Carey Group, 2011

Red Guides:

Challenging Case Management Topics (continued)

Red Guide Topics	Use when....
Co-occurring Disorders	The offender is suffering from both mental illness and substance abuse disorders
Involving Families	The offender needs to strengthen current family relationships and build support
Mental Health	The offender is suffering from a mental illness
Responsivity	The PO is struggling with the best way to approach certain offenders that present challenging backgrounds and needs to match the intervention and supervision style to the offender traits
Use of Behavioral Techniques	The PO is seeking to apply demonstration, skill practice, and rehearsal techniques to the one-on-one session and needs to teach the offender how to participate in skill practice sessions
Drug Dealers	The PO is addressing the issues presented by drug dealers when that individual is not drug dependent

The Carey Group, 2011

Red Guides:

Challenging Case Management Topics (continued)

Red Guide Topics	Use when....
Case Planning	The PO is working with an offender who is medium or high risk and the agency does not have effective case plan
Moral Reasoning	The offender 's motivation revolves around pleasure and pain instead that which reinforces community accountability
Dosage and Intensity	The PO is determining how much intervention to require for an offender and wants to engage the offender in this tracking
Impaired Driving	The PO is working with a offender with a drunk driving conviction who is at least medium risk
Maximizing Strengths	The PO is seeking to use strengths of the offender to enhance motivation to change
Motivational Interviewing Techniques	All cases where the offender is in need of enhanced motivation around a criminogenic need
Managing Sex Offenders	The PO is seeking ways to monitor progress in treatment and do relapse planning
What Makes an Effective Corrections Professional?	All users. This is a summary of the research on the kind of corrections professional traits needed to reduce recidivism

The Carey Group, 2011

Why Carey Guides?

- ▶ Most common question after EBP training:
 - “Ok, Ok, I get it. I understand that I have to target criminogenic needs. But.....”
 - “How do I do this when I only have 15 minutes with a probationer. How can I change their behavior during that time?”
 - “How am I supposed to do this when I don’t have resources to send them to?”
 - “How realistic is this? They aren’t motivated”

The Carey Group, 2011

Carey Guides

Designed to:

- ▶ Increase officer competency
- ▶ Provide tools to increase likelihood of success



The Carey Group, 2011

For the Case Manager Carey Guides are Designed to:

- ▶ Target your intervention in 1-1 session on the top criminogenic needs
- ▶ This is NOT DESIGNED TO BE AN ADD-ON
 - It is HOW you spend the time
 - It does require that you spend sufficient time

The Carey Group, 2011

**For the Case Manager
Carey Guides are Designed to:**

- Structure your interview and give a clear purpose/objective
- Avoid subject wandering
- Aid in your case planning and management (place on the case plan)
- Be readily available at a moment's notice when the need arises

The Carey Group, 2011

**For the Probationers
Carey Guides are Designed to:**

- Be simple and easy to understand
- Be used for juvenile and adult; male and female
- Be used as homework/assignment or completed in lobby prior to appointment
- For the pre-contemplative offender

The Carey Group, 2011

Why Can't We Get It Right?

- Where's Waldo?
- Cadillac or Chevrolet?
- Why Won't Round Pegs Fit into Square Holes?
- **Why Won't Professionals and Probationers Take Their Medicine?**
- Why Do Good Managers Make Bad Decisions?

Getting Probation Professionals and Probationers To Take Their EBP Medicine

The challenge of professional and probationer motivation is strong barrier to the implementation of EBP

Probation Departments are offering EBP but many managers and staff, as well as probationers, are not "buying" what is being offered

If professionals and probationers are not "buying" what Probation is offering in terms of EBP, it cannot accomplish the job that society wants from it

What is going on?

The Problem: Mrs. Beauchaine's Hot Dog

- ▶ A 75 year old great-grandmother suffering from heart failure
- ▶ Told by Berkshire Medical Center not to eat hot dogs at holiday cookouts because salt content would promote dangerous fluid retention
- ▶ At 4th of July picnic, Mrs. Beauchaine ate a hot dog and was back in hospital next day
- ▶ She told girl at food table, "I'm going to have a hot dog. If I'm dead in the morning, I'll never know"
- ▶ The annual Medicare cost to taxpayers of Mrs. Beauchaine's hot dog in terms of preventable hospital readmissions: \$12 billion

Winslow, Ron and Jacob Goldstein, "Cutting Repeat Hospital Trips—Simple Idea, Hard to Pull Off," *Wall Street Journal*, July 28, 2009.

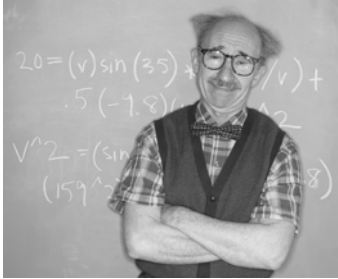


What Is Our EBP Hot Dog?

- ▶ If we know that doing EBP will change offender and delinquent behavior, reduce recidivism and enhance public safety, why don't we do it?
- ▶ Why do we still eat the same old loveable hot dog even though we know it may do us and those around us significant harm?



Cross Your Arms



The Casey Group

Medical Cost of Not Taking Medicine

- ▶ In 2003, American Pharmacists Association estimated that failure to take medicine accounted for
 - 11–20% of all hospitalizations and repeat doctor visits
 - 125,000 deaths each year

Hopfield, Jessica, Robert M. Linden and Bradley J. Trevelow, "Getting Patients to take their medicine," *The McKinsey Quarterly*, 2006

The Casey Group

Medical Cost of Not Taking Medicine

- ▶ National Pharmaceutical Council's Task Force for Compliance found that
 - Poor adherence to medication regimen adds \$100 billion annually to US health care costs
- ▶ Clinical research has shown adherence rates among patients of 30 to 70%

Hopfield, Jessica, Robert M. Linden and Bradley J. Trevelow, "Getting Patients to take their medicine," *The McKinsey Quarterly*, 2006

The Casey Group

Taking Medicine and Patient Attitude

- ▶ McKinsey study of 811 hypertension patients revealed that
 - Hypertension affects 65 million Americans, half of whom don't adhere to their drug therapies
 - The usual interventions—electronic reminders and easy-to-open packaging—improve only short term adherence
 - A one-size fits all approach fails
 - A better understanding of patient attitudes improves adherence

Hopfield, Jessica, Robert M. Linden and Bradley J. Trevelow, "Getting Patients to take their medicine," *The McKinsey Quarterly*, 2006



Patient Attitude and Intervention

- ▶ "Concerned" patients are 47 to 64% adherent
 - Concerned about risks of high blood pressure
 - Worry about long-term risks of medications
 - Intervention: information on long-term patient safety quells their fears and increases adherence

Hopfield, Jessica, Robert M. Linden and Bradley J. Trevelow, "Getting Patients to take their medicine," *The McKinsey Quarterly*, 2006



Patient Attitude and Intervention

- ▶ "Confident" patients are 69 to 82% adherent
 - Rarely think of high blood pressure risks
 - Confident in ability to control health
 - No concerns about taking medicines
 - Less reliant on physicians
 - Intervention: respond to rewards programs such as loyalty-type programs

Hopfield, Jessica, Robert M. Linden and Bradley J. Trevelow, "Getting Patients to take their medicine," *The McKinsey Quarterly*, 2006



Patient Attitude and Intervention

- ▶ “Resigned” patients are 13 to 45% adherent
 - While afraid of high blood pressure, do not manage health actively
 - Too much trouble to live a healthy lifestyle
 - Have no routine and careless about taking medicine
 - Intervention: provide simple reminder devices

Hopfield, Jessica, Robert M. Linden and Bradley J. Trevelow, “Getting Patients to take their medicine,” *The McKinsey Quarterly*, 2006



Danger of Attitudes

- ▶ SUVs are more dangerous than cars
- ▶ They confer a sense of cognitive safety that invites careless behavior
- ▶ SUV drivers are more likely to
 - Not bother with seat belts
 - Talk on cell phones or text
 - Not wear seat belts while talking on cell phones or texting

Vanderbilt, Tom, *Traffic: Why We Drive the Way We Do (And What It Says About Us)*. New York: Alfred A. Knopf, 2008.



Cognitive Translation

- ▶ Authors have watched their students and managers take a new concept, new data or a new way of thinking and make it fit existing mental models
- ▶ Sustaining innovation is equated with “incremental” innovation
- ▶ Disruptive innovation is equated with “radical,” “out of the box,” “breakthrough,” or “different”
- ▶ Translation allows them to conclude that disruptive ideas are good and merit investment

Clayton M. Christensen and Michael E. Raynor, *The Innovator's Solution: Creating and Sustaining Successful Growth*. Boston: Harvard University Press

Because It Doesn't Make Sense

“Even when a senior manager decides to pursue a disruptive technology, the people in the organization are likely to ignore it or, at best cooperate reluctantly if it doesn't fit their model of what it takes to succeed as an organization and as individuals within an organization.”

“It is very difficult for a manager to motivate competent people to energetically and persistently pursue a course of action that they think makes no sense.”

Clayton M. Christensen, The Innovator's Dilemma, New York: Collins Business Essentials, 2006 (c. 1997)

Motivating Customers

- ▶ Over 75% of all new products and services that companies launch fail
- ▶ Those who champion the products are convinced that if the product is “good,” then demand will materialize
- ▶ If demand is insufficient, the usual solution is sustaining innovation, because obviously the product is “not good enough yet”
- ▶ And still the product fails


Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, Disrupting Class. How Disruptive Innovation Will Change the Way the World Learns

Motivation

“One of the most consistent findings in our studies of innovation is that although consumers are typically reluctant to pay higher prices for product ‘improvements’ that they don't need and can't use, they generally are very willing to pay for improvements that do matter.”

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, Disrupting Class. How Disruptive Innovation Will Change the Way the World Learns, p. 104


The Job To Be Done Hiring the Morning Milkshake



- ▶ Morning commuters at a fast-food restaurant “hired” a milkshake to do a job
- ▶ They were in a hurry, wearing work clothes and had only one free hand
- ▶ On a long, boring commute they needed something to keep the extra hand busy and make the commute more interesting
- ▶ They wanted to consume something to stave off hunger until noon

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns](#)


The Job To Be Done The Morning Milkshake Competitors



- ▶ Bagels (too messy with topping, too boring without)
- ▶ Banana (hungry by 10AM)
- ▶ Doughnuts (too sticky and made steering wheel gooey)
- ▶ Candy bars (made them feel guilty)
- ▶ Coffee (didn't fill them up)

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns](#)

The Job To Be Done The Morning Milkshake Solution



To increase milkshake sales, the company

- Made the shakes thicker so they would last longer
- Add tiny chunks of fruit which would be taste surprises to alleviate monotony of morning routine
- Moved dispensing machine to front of counter with prepaid swipe cards so customer could get in and out quicker

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns](#)

The Job To Be Done Hiring the Afternoon Milkshake



- ▶ Parents in the afternoon bought milkshakes with meal for children
- ▶ Wanted to placate their children after a long day
- ▶ Wanted to feel like loving parents
- ▶ Milkshake not a good solution as parents had to wait impatiently for children to finish drinking a thick shake through a small straw

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns](#)

Should versus Will

- ▶ People will "hire" products or services to help them do the jobs that they want to do
- ▶ Because people should want to do something does not mean that they actually will do it
- ▶ An innovation that makes it easier for people to do what they are trying to do in called a "killer app"
- ▶ An innovation that makes it easier for people to do what they are not trying to do is called a "bomb"
- ▶ To know what people are trying to do, we need to watch what they do rather than listen to what they are telling us

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns](#)

Jobs and Students

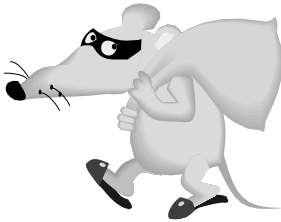
- ▶ Many students are unmotivated about school because education is not a job they are trying to do
- ▶ They want
 - ✓ To feel successful and make progress
 - ✓ They want to have fun with friends
- ▶ Schools compete in terms of these jobs with gangs, dropping out, buying a car and cruising with friends, joining athletic teams, playing video games

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns](#)

**What Are The Jobs That Probation Officers
Are Trying To Do?**



**What Are the Jobs That Probationers Are
Trying To Do?**



Why Can't We Get It Right?

- ▶ Where's Waldo?
- ▶ Cadillac or Chevrolet?
- ▶ Why Won't Round Pegs Fit into Square Holes?
- ▶ Why Won't Professionals and Probationers Take Their Medicine?
- ▶ **Why Do Good Managers Make Bad Decisions?**

A Reminder Disruption Is a Positive Force

“It is the process by which an innovation transforms a market whose services or products are complicated and expensive into one where simplicity, convenience, accessibility, and affordability characterize the industry.”

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*, p. 11

What Makes EBP Implementation So Difficult?

- ▶ Not because employees are eager to improve and solve problems in one organization and not another
- ▶ Relates to willingness or ability of managers to create organizational structures that enable new solutions to be formulated and implemented successfully
- ▶ A crucial skill of managers is to change the organization's structures in ways to fit the problems to be solved and the jobs to be done

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*

Products and Process Architecture Drives Organizational Structure

- ▶ The architecture of its products and processes drives the way an organization's organizational chart came to be
 - > What the groups were
 - > What the responsibilities would be
 - > How they would interact
- When the task is to improve the existing products and processes, the organizational structure facilitates these improvements
- When an organization's products and processes must be fundamentally reconfigured (i.e. doing EBP), the organization's structure must be reconfigured to facilitate new patterns of groups working together

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*

Innovation Four Categories of Problems

- ▶ Functional
- ▶ Cross-functional
- ▶ Breakthrough
- ▶ Disruptive Innovation

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns](#)

Innovation Functional Problems

- ▶ Occurs within components of a product or individual steps of a process
- ▶ Work can be self-contained in each department
- ▶ Way product or process must interface with other department's components and processes does not change
- ▶ Requires a functional team and a functional manager
- ▶ Detailed specifications define what team is to do and how its work must fit with other groups

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns](#)

Innovation Cross-Functional Problems

- ▶ Improvements will affect how another group will do its job
- ▶ Interdependencies between the groups are predictable
- ▶ Requires a lightweight team
- ▶ Mindset of team members is to represent the abilities and interests of their departments on the team
- ▶ Functional managers retain primary responsibility for work
- ▶ Lightweight managers coordinate team members to ensure that their work fits together temporally and functionally

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns](#)

Innovation Breakthrough Problems

- ▶ A breakthrough innovation requires rethinking the basic architecture of the product
- ▶ Components of product and people responsible for them must interact in new ways that cannot be anticipated or specified in advance
- ▶ Organizations must create heavyweight teams
- ▶ Enables members to transcend boundaries of their functional organizations and interact in new ways
- ▶ Significant (heavyweight) manager with clout must lead team
- ▶ Mindset must not be to "represent" interests of their departments
- ▶ Must figure out a better way to knit things together meet overall project goals

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns

Innovation Disruptive Innovation

- ▶ A project is disruptive if the new mechanism for making money is incompatible with the existing one
- ▶ Requires an autonomous business unit to create a new economic model to serve a new market (low-end and nonconsumers)
- ▶ Team is totally independent of mainstream department structure of company

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns

Silos and Innovation

- ▶ Employees do not complain about silos so long as problem can be solved within department
- ▶ When managers mandate creation of new architecture for a product or process and expect it to be done within departments results are
 - Turf wars
 - Coordinative headaches
 - Functional detail focus
 - Painful compromises frustrating employees
- ▶ Managers must match organizational problem to organizational structure

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns

Categories and Probationers Diversity and Learning

- For schools dominant school categorization scheme is geographical
 - ✓ Assumption is that all children in a district are best served by one type of school architecture
- For traditional probation dominant categorization was felon/misdemeanor
 - ✓ Assumption is that felons can best served by close supervision and intensive treatment
- For EBP probation dominant categorization is risk/need
 - ✓ Assumption is that medium and high risk offenders can best be served by behavioral and cognitive-behavioral interventions
- Are these the best categories to define the different circumstances in which probationers learn?

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*

Mustering the Political Clout Tools of Governance

- ▶ Leaders can use a variety of tools to get people to cooperate in change and innovation
- ▶ Efficacy of any too in eliciting cooperation to march in new direction depends on two variables
 - The extent to which concerned parties agree on what they want
 - The extent of their agreement on how to get it

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*

Tools of Governance Two Variables

Agreement on results depends on

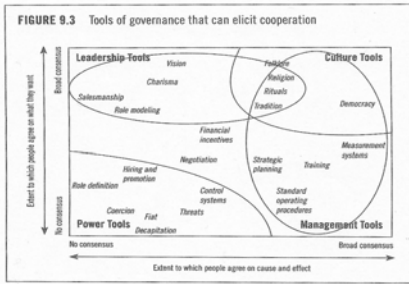
- ✓ What participants seek in enterprise
- ✓ What their values and priorities are
- ✓ Which trade-offs are they willing to make to achieve results

Agreement on how to get it pertains to

- ✓ Cause and effect
- ✓ Which actions will lead to a certain result

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*

Tools of Governance



Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*, p. 230

Power Tools Low Result/Low Cause

- ▶ Role definition
- ▶ Hiring and promotion
- ▶ Control systems
- ▶ Fiat
- ▶ Coercion
- ▶ Decapitation

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*

Management Tools Low Result/High Cause

- ▶ Strategic planning
- ▶ Training
 - Without agreement on cause and effect training is fruitless
 - People will not voluntarily do what they are being trained to do unless they believe those things will yield the needed results
- ▶ Measurement systems
- ▶ Standard operation procedures

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*

Leadership Tools High Result/Low Cause

- ▶ Vision
 - People will follow visionary leader on when they want what leader wants
 - If people want something different, they will treat leader with indifference, defiance and disdain
- ▶ Charisma
- ▶ Salesmanship
- ▶ Role modeling

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns](#)

Culture Tools High Result/High Cause

- ▶ Democracy
- ▶ Folklore
- ▶ Religion
- ▶ Rituals
- ▶ Tradition
 - Once there is widespread agreement on how to be successful and it becomes culturally embedded, subsequent change is very hard

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, [Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns](#)

EBP Tools of Governance

EBP research has generally a description of our destination, but has not provided a road map about how we get there

- ✓ Risk
- ✓ Need
- ✓ Responsivity

EBP managers have focused on two tools of governance

- ✓ Power tools
- ✓ Management tools

EBP managers have neglected leadership tools and cultural tools, or have tried them in wrong situation producing pain, frustration and despair

Capabilities Disabilities

- ▶ Organizations have capabilities that exist beyond the people who work there
- ▶ Processes: the methods by which people transform inputs into outputs of higher values
- ▶ Values: the criteria that managers and employees use when making prioritization decisions
- ▶ The processes and values that constitute capabilities in one context can define disabilities in another

Clayton M. Christensen, *The Innovator's Dilemma*. New York: Collins Business Essentials, 2006 (c. 1997)

Good Managers Bad Decisions

"Good managers do what makes sense, and what makes sense is primarily shaped by their value network."

"The context, or value network, in which a firm competes has a profound influence on its ability to marshal and focus the necessary resources and capabilities to overcome the technological and organizational hurdles that impede innovation."

Clayton M. Christensen, *The Innovator's Dilemma*. New York: Collins Business Essentials, 2006 (c. 1997), pp. 48, 61

Middle Managers and Innovation

"Midlevel managers play a crucial role in every company's innovation process, as they shepherd partially formed ideas into fully fledged business plans in an effort to win funding from senior management. It is the middle managers who must decide which of the ideas that come bubbling in or up to them they will support and carry to upper management for approval, and which ideas they will simply allow to languish. This is a key reason why companies employ middle managers in the first place."

Clayton M. Christensen and Michael E. Raynor, *The Innovator's Solution, Creating and Sustaining Successful Growth*. Boston: Harvard University Press, p. 10.

UNPACKING ASSUMPTIONS



Source: Jeffrey Pfeffer and Robert I. Sutton, *Hard Facts, Dangerous Half-Truths, and Total Nonsense: Profiting from Evidence-Based Management*. Boston: Harvard Business School Press, 2006

Exercise The Police Line-Up The Assumptions



The Police Line-up The Evidence



For over 20 years, psychologist Gary Wells has repeatedly demonstrated that

- 1) Eyewitnesses make numerous errors in traditional line-ups
- 2) Identify a look-alike even when real suspect not there
- 3) Three-quarters of persons exonerated by DNA falsely identified in line-up
- 4) Eyewitnesses make far fewer errors when presented one suspect at a time
- 5) Only 4 of 19,000 jurisdictions have adopted this EBP

Source: Jeffrey Pfeffer and Robert I. Sutton, *Hard Facts, Dangerous Half-Truths, and Total Nonsense: Profiting from Evidence-Based Management*. Boston: Harvard Business School Press, 2006

Wrongful Convictions



In a study of 200 cases of wrongful convictions, Virginia Law School Professor Brandon L. Garrett found

- Innocent people spent an average of 12 years in prison
- The evidence used to convict them was flawed or false
- Leading cause of wrongful conviction (79% of the time) was erroneous identification by eyewitnesses

Putting It All Together

- ▶ Something Old–Something New
 - Going “up-market” with low-risk offender reporting kiosk
- ▶ Up the Down Staircase
 - Disputing case plan for nonconsuming probation officers

Something Old–Something New NYC Automated Reporting Kiosks



Source: http://www.nyc.gov/html/prob/downloads/pdf/cms_kiosk_factsheet_032010.pdf

NYC Kiosks Old Low-Risk Reporting System

- › Monthly questionnaire
- › Unable to verify who handed in questionnaire
- › Cut down tons of trees for paper
- › Forms filed without being read
- › Probationer compliance rate 40%
- › Created technical violation situations
- › Created work for case manager

NYC Kiosks Disrupted Low-Risk Reporting

- › Biometric scan
- › Asked five questions of probationer
- › Alerted administrative officer of outstanding warrant
- › 20,000 low-risk probationers managed by less than 70 staff, including clerical staff
- › Saved trees
- › Probationer compliance rate 90%
- › Computer-generated FTR letter mailed to probationer
- › Reusable code makes it easy to add functionalities
- › Saved work for case managers, allowing them to focus on medium and high-risk offenders

Exercise Going Up-Market with Reporting Kiosk



Up the Down Staircase



"But the problem established firms seem unable to confront successfully is that of downward vision and mobility, in terms of the [disruptive innovation] trajectory map."

"The organization's structure and the way its groups learn to work together can then affect the way it can and cannot design new products."

Clayton M. Christensen, *The Innovator's Dilemma*, New York: Collins Business Essentials, 2006 (c. 1997), p. 26, 34

Up the Down Staircase Intuit's Quicken



- ▶ Quicken is financial management software that dominates the market because it is easy and simple to use
- ▶ Its developers made it (and continue to make it) convenient to use by watching how customers use it, not by listening to what they say or what "experts" say they need
- ▶ They watch for small hints where the product might be difficult or confusing to use so they can make it simpler
- ▶ It provides adequate, rather than superior, functionality.



Up the Down Staircase Cramming and the Case Plan



- ▶ Case plans should be simple, convenient and accessible tools to facilitate case management
- ▶ Probation officers hate case plans
 - ▶ Complicated forms
 - ▶ More paperwork
 - ▶ Done to satisfy auditors
 - ▶ Make my job harder
 - ▶ Don't do them or do "cookie cutter" versions
- ▶ Cramming through sustaining innovation
 - ▶ Computerize the case plan
 - ▶ Add more bells and whistles to the computerized case plan (drop down menus, decision-making trees)

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*



Up the Down Staircase A Disruptive Case Plan



- › A disruptive case plan must help officers do more efficiently something they are already trying to do
- › It must improve and simplify their professional lives, not make it more complicated
- › If it does not do this, it will seem like “just one more thing” being layered on top of an already busy workday

Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson,
Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns

Exercise Building a Disruptive Case Plan

- › What is the job to be done in terms of case management?
- › Who are the nonconsumers in terms of case management?
- › What would a disruptive case plan look like that would facilitate the job of case management?
