



UAA Justice Center
UNIVERSITY of ALASKA ANCHORAGE

Scholarworks@UA — UAA Justice Center

October 1983

The Use of Research in Confronting Violence in Alaska: Final Report

Knowlton W. Johnson

Suggested citation

Johnson, Knowlton W. (1983). *The Use of Research in Confronting Violence in Alaska: Final Report*. Anchorage, AK: Justice Center, University of Alaska Anchorage.

Summary

This study of research diffusion and use in Alaska was a major effort to generate empirical information about the connection between research and policymaking relating to the critical problem of violence, a problem which threatens the quality of life for Alaskans. Policy questions of interest centered on: (1) describing the research diffusion process in connection with human service agencies that deal with problems of violent behavior; (2) determining how research influences decisions about violence reduction policy and programming; and (3) discovering what facilitates or inhibits the use of research in making decisions about combating violence.

THE USE OF RESEARCH IN CONFRONTING
VIOLENCE IN ALASKA:
FINAL REPORT



JUSTICE CENTER

**University of Alaska, Anchorage
Anchorage, Alaska**

THE USE OF RESEARCH IN CONFRONTING
VIOLENCE IN ALASKA:
FINAL REPORT



by

Knowlton Johnson, Ph.D.

October 1983

JC 8209.02

TABLE OF CONTENTS

	<u>Page</u>
PREFACE	
SECTION I. A RESEARCH UTILIZATION STUDY IN ALASKA	1
Introduction	1
Data Collection and Sample Description	2
Description of Violence-Related Services	7
Notes	12
SECTION II. DYNAMICS OF RESEARCH DIFFUSION IN ALASKA	14
Introduction	14
Violence-Related Research and the Diffusion Process	15
Research Producers and Their Base of Operation	22
Summary	28
Notes	31
SECTION III. USE OF RESEARCH IN IMPROVING VIOLENCE-FOCUSED SERVICES IN ALASKA	33
Organizational Action to Combat Violence	33
Use of Research in Decisions to Combat Violence	36
Summary	43
Note	45
SECTION IV. IMPORTANT FACTORS IN STIMULATING RESEARCH USE	46
Introduction	46
Structural and Process Determinants	49
Program/Policy Action	49
Preparatory Action	55
Organizational Readiness Determinants	59
Summary	65
Notes	71
SECTION V. CONCLUSIONS AND POLICY IMPLICATIONS	72
Note	76
REFERENCES	77
APPENDIX A Sampling Design	
B Telephone and Face-to-Face Interview Schedule	
C Organizational Readiness Questionnaire	
D Factor Analysis Results Relating to Research Attributes	
E Organizational Readiness Items by A VICTORY Dimensions	
F Factor Analysis Results Relating to Organizational Readiness	

PREFACE

This study of research use involved justice agencies as well as other service agencies that handle problems of violence in Alaska. It is the first of its kind in the state. The primary focus of the research was on how research filters into the decision-making process. Moreover, we examined conditions which may stimulate more effective use of research information in combating violence. This inquiry has led to recommendations that state and local governments establish a research production and diffusion agenda for the 1980's.

Several products highlight the significance of the study. During the time in which the data were being analyzed, the Justice Center of the School of Justice at the University of Alaska, Anchorage produced two major interim products. In October of 1982, a statewide conference on violence was held and in June, 1983, proceedings for the conference were published. One of the central themes of the conference, which some 300 participants attended, was the connection between research and public policy. At this conference, preliminary results from the research use study were presented. This paper was finalized and included as one of the 25 articles published in the proceedings. The published proceedings have been disseminated to all conference participants. Two papers have also been presented in the Lower 48 which drew upon preliminary results of this study; one was presented at the 1981 American Society of Criminology meeting in Washington, D.C. and the other at the 1982 Evaluation Society annual meeting in Baltimore, Maryland.

Two additional products of the study are this final report and the executive summary. The executive summary highlights the study findings while the final report presents the details. Because of the complexity of the study, rigorous statistical procedures were employed to ensure that the findings were scientifically valid. We have reported many of these procedures in footnotes or appendices of the final report.

Readers who are interested in less technical discussions of the final report may find Sections I and IV and the summaries of Sections II through IV sufficient. Readers who are only interested in the results will find that the Executive Summary will suffice.

There are a number of individuals who deserve special recognition for their contribution to this research. The key to the success of the study was Sharon Rafferty who managed the data collection and processing stages. She was truly outstanding in organizing the project and in supervising the interviewers and coders. The team who assumed responsibility for collecting and coding the data is also commended for their efforts. The principal members included Denise Wike, Beth Crow, Stephanie Nichols, and Mike Irwin. Deirdre Ford and Darline Creen of the Justice Center staff assisted in interviewing outside of Anchorage. We also appreciate the cooperation of Russ Meekins, former Chairperson of the Alaska House of Representative's Task Force on Violence. As in the case of all final productions of this author, a special thank you is extended to Phyl Booth who is responsible for research production in the School of Justice. In

addition to demanding perfection, she was extremely patient during the stages of the project when many revisions had to be made in the research instruments. She also participated as an interviewer.

This study could not have been made possible without the financial support from the School of Justice and computer support from the University of Alaska's computer network. An acknowledgment is also in order for the editorial assistance provided by Jill McKelvy, Acting Director, Center for Alcohol and Addiction Studies; Michelle Bell, Seattle consultant; John Angell, Dean, School of Justice; and Steve Edwards, Assistant Professor, School of Justice. Finally, appreciation is extended to the administrators of the 268 human service agencies who who made this study possible. I hope that the results will significantly stimulate the production, dissemination and use of violence-related research in the 1980's.

Knowlton Johnson, Ph.D.

October 1983

SECTION I

A Research Utilization Study in Alaska

Introduction

In recent years there have been frequent reports of policymakers' lack of responsiveness to research knowledge (National Advisory Commission on Criminal Justice Standards and Goals, 1976; Salasin and Davis, 1977). A common complaint has been that decision-makers do not read, discuss or use research products. This may be the case, but perhaps the problem is being overstated. Some authorities on the subject propose that research information is far more influential than is thought, but that producers tend not to recognize this influence (Weiss, 1977). The extent and kind of knowledge used and its impact on citizens, organizations and organizational networks is not really well documented (e.g., van de Vall and Bolas, 1982).

The latter explanation applies to the state of research production, dissemination and use in Alaska. In general, the primary emphasis in the state has been on producing research products on a need basis for agencies in the public sector. Little attention has been given to the kind and quality of research being conducted for these agencies, how research information is used or its impact on the quality of life of Alaskans. Additionally, there is limited information on the why's and wherefore's of research use; the readiness of these agencies to sponsor and use research information, and their priorities for the future.

In an effort to address these knowledge voids, the Justice Center of the School of Justice, University of Alaska conducted a research dissemination and utilization study involving human service agencies that deal with violence-related problems. The scope of this study focused on the extent and nature of planned actions to prevent and control violence, and on the use of research in making decisions to take these actions to confront violence.

Three policy questions directed the focus of this study. These questions were:

- how is the violence-related research production and diffusion process characterized in Alaska?
- how does research influence decisions about violence reduction policy and programming?
- what facilitates or inhibits the use of research in making decisions about combating violence?

Before answering each of these questions in Sections II - IV, we discuss the research methods of the study, the sample and the research setting that characterize the type of action being taken in the prevention and control of violence in Alaska.

Data Collection and Sample Description

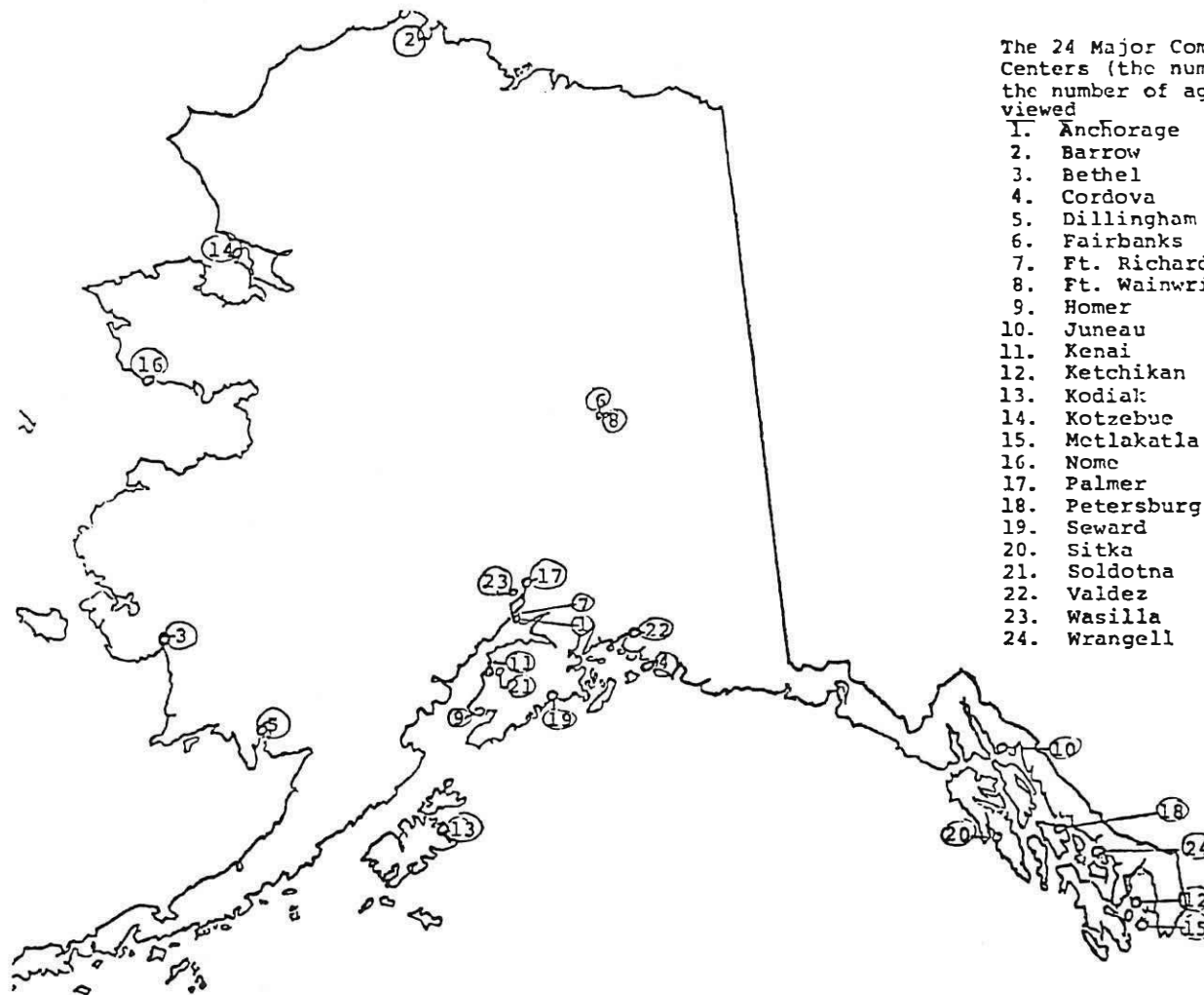
Alaska is unique in that it is some 2 1/2 times the size of Texas, but is inhabited by only 417,000 people. Approximately 45% of the population lives in Anchorage. While the state is vast geographically, but sparsely populated, its human service delivery systems, criminal justice, mental health, etc., are highly centralized. These services are mostly state-funded with

the exception of some services provided by the federal government, boroughs, municipalities and Native corporations.

Data for the study were collected from administrators working in 268 human service agencies of the public and private sectors. In cases of statewide operations, regional and local level offices were considered units equivalent to central headquarters. Figure 1 presents the number of agencies that participated in the study within 24 major cities across the state.¹ These cities, which constitute most of the major communication centers in the state, range in size from Anchorage with over 200,000 residents to Dillingham with less than 1000 residents. We also included two federal military bases, Ft. Richardson and Ft. Wainwright, and one federal Indian reservation, Metlakatla.

Eight trained interviewers conducted face-to-face interviews with agency personnel during June, July and August, 1981.² Prior to the site visit, a telephone interview was conducted in most cases to determine what agencies were doing to control and prevent violence and to schedule the personal interview. When telephone contact could not be made, this information was obtained in the personal interview (see Appendix B). On-site interviews generally took 30 to 40 minutes, had minimal interruptions, and were conducted in a way that the interviewee felt comfortable.³ In total, administrators from 268 agencies or agency components were interviewed.⁴

In addition, administrators being interviewed were asked to complete a questionnaire designed to assess the agency's capacity to program for the control and prevention of violence. If other



The 24 Major Communication Centers (the number indicate the number of agencies interviewed)

1.	Anchorage	(57)
2.	Barrow	(6)
3.	Bethel	(16)
4.	Cordova	(2)
5.	Dillingham	(3)
6.	Fairbanks	(38)
7.	Ft. Richardson	(2)
8.	Ft. Wainwright	(3)
9.	Homer	(3)
10.	Juneau	(37)
11.	Kenai	(4)
12.	Ketchikan	(8)
13.	Kodiak	(13)
14.	Kotzebue	(6)
15.	Metlakatla	(6)
16.	Nome	(7)
17.	Palmer	(4)
18.	Petersburg	(4)
19.	Seward	(2)
20.	Sitka	(16)
21.	Soldotna	(3)
22.	Valdez	(4)
23.	Wasilla	(2)
24.	Wrangell	(5)

Figure 1

personnel were involved in making decisions about violence-related programming or policymaking, the administrator was asked to have them also complete the questionnaire portion of the study.⁵ A total of 520 personnel responded to the questionnaire who worked in 189 of the 268 agencies that were involved in the study.

Table 1.1 describes the agencies and administrators who participated in the interview phase of the study. It is apparent that an array of service agencies have to deal with various problems concerning violence or the potential for violence. We sampled not only agencies within the traditional criminal justice and legal systems, but also many agencies designed specifically to handle violent behavior or victims of violence. We also included in the study various social and health-related agencies that were involved in violence reduction action. Unfortunately, this study did not include a sufficient number of schools since the data were collected during the summer months.

Most of the administrators interviewed were heads of their agency office (81%) and one-third of the organizational units that were sampled had female administrators (32%). A large majority of the participating policymakers also had at least a four year college degree (72%) and had been in their present position for four or less years (78%). In regard to management styles, the administrators under study indicated involving, to various degrees, their subordinates in decision making.

TABLE 1.1

ORGANIZATION AND ADMINISTRATOR PROFILES
OF THE VIOLENCE STUDY PARTICIPANTS

ORGANIZATION CHARACTERISTICS					
<u>Function of the Organization</u>	<u>No.</u>	<u>%</u>	<u>Primary Type of Violence Confronted</u>	<u>No.</u>	<u>%</u>
Enforcement Administration	9	3	Sexual related violence	5	2
Enforcement Operation	49	18	Child abuse, neglect and assault	17	6
Regulatory Organization	3	1	Spouse abuse	6	2
Court (Juvenile, Adult)	21	8	Domestic violence	52	20
Prosecution	11	4	Suicide and attempts	1	-
Defense	9	3	Assaults among citizens	6	2
Juvenile Corrections	16	6	Assaults on authority	18	7
Adult Correctional Operations	14	5	Violent crime (Part I)	7	3
Adult Correctional Administration	4	2	Drug/alcohol related violence	24	9
Social Services	30	11	Various combinations of above	15	6
Mental Health	21	8	All of above	116	43
Health	21	8	No data	1	-
Victim Support	19	6		268	100
Alcohol/Drug Treatment	19	7			
Advocacy	12	5			
Crisis Intervention	5	2			
Coroner	4	2			
Diversion	2	1			
Education	1	-			
	268	100			
<u>Type of Jurisdiction</u>			<u>Organizational Level</u>		
Private	74	28	Single organization	119	45
Municipal	52	20	Headquarters of multilevel organization	25	9
State	110	42	Second level of multilevel organization	103	39
Federal	25	10	Third level of multilevel organization	20	7
No Data	1	-	No data	1	-
	268	100		268	100
ADMINISTRATOR CHARACTERISTICS					
<u>Administrator Position</u>	<u>No.</u>	<u>%</u>	<u>Gender</u>	<u>No.</u>	<u>%</u>
Head	214	81	Male	178	68
One below head	49	19	Female	83	32
Two below head	1	-	No data	7	-
No data	4	-		268	100
	268	100			
<u>Years in Position</u>			<u>Years in Organization</u>		
Less than one year	66	25	Less than one year	30	12
One to two years	81	31	One to two years	54	20
Three to four years	57	22	Three to four years	47	18
Five to six years	30	11	Five to six years	38	15
Seven to nine years	16	6	Seven to nine years	29	11
Ten to fourteen years	9	3	Ten to fourteen years	28	11
Fifteen to 21 years	5	2	Fifteen to twenty-one years	27	10
No data	4	-	Twenty-two to twenty-five years	9	3
	268	100	No data	6	-
<u>Management Style</u>			<u>Educational Level</u>		
Admin. head makes most decisions	27	10	Less than high school degree	1	-
Admin. head makes most decisions, but solicits input on certain matters	49	19	High school degree	20	7
Admin. head makes most decisions, but solicits input on most matters	90	37	Less than two years college	34	13
Admin. head makes some decisions and allows personnel as a group to decide on some matters	70	27	A.A. degree	12	5
Personnel as a group make decisions on most matters	19	7	A.A. degree plus additional courses	7	3
No data	13	-	B.A. or B.S. degree	52	20
	268	100	B.A. or B.S. degree plus addit'l courses	19	7
			Masters degree	68	26
			Law degree	35	13
			Ph.D. or M.D. degree	16	6
			No data	4	-
				268	100

Description of Violence-Related Services

This study focused on research use in human service agencies that were involved in combating violence. Table 1.2 presents the number and percent of agencies operating in Alaska that are engaged in four types of violence reduction action: general, victim assistance, treatment and control of violent behavior, and prevention of violence. We found that 29% of the agencies surveyed (70) provided general services in connection with violence related problems. That is, agency services were designed to combat a variety of problems including violence. The remaining 71% of the sample (189) indicated engaging specifically in violence reduction action which focused on (a) treatment and support for victims, (b) treatment and control of violent behavior, and/or (c) prevention of violence.

There were some, but not large, differences in the types of action taken within particular service delivery centers.⁶ In regard to the primary service delivery centers of the state, there was more emphasis on victim assistance and prevention (59%, 61%) than on treatment and control of violent behavior (47%). In the secondary delivery centers, less emphasis was placed on prevention (20%) than on victims (30%) and abusers (31%). Within the tertiary center, victim services received less attention (11%) than treatment and control of violence (22%) and prevention of violence (19%).

Chart 1 presents an illustrative list of violence reduction action that was the result of a content analysis. The analysis uncovered several interesting facts. Foremost, unlike the

TABLE 1.2
NUMBER AND PERCENT OF AGENCIES
BY TYPE OF VIOLENCE REDUCTION ACTION
BY TYPE OF SERVICE DELIVERY CENTER

Type of Service Delivery Center	Type of Violence Reduction Action							
	General		Victim Assistance		Treatment & Control		Prevention	
	No.	%	No.	%	No.	%	No.	%
Primary ^a	44	56	26	59	38	47	39	61
Secondary ^b	18	23	13	30	25	31	13	20
Tertiary ^c	<u>17</u>	<u>22</u>	<u>5</u>	<u>11</u>	<u>18</u>	<u>22</u>	<u>12</u>	<u>19</u>
	79	100	44	100	81	100	64	100

a. Anchorage, Fairbanks, Juneau

b. Barrow, Bethel, Dillingham, Kenai, Ketchikan, Kodiak, Kotzebue
Nome, Palmer

c. Cordova, Elmendorf Air Force Base, Fort Richardson, Fort Wainwright,
Homer, Metlakatla, Petersburg, Seward, Sitka, Soldotna, Valdez,
Wasilla, Wrangell

**Chart 1: Illustrative Violence Reduction Action of
Human Service Agencies in Alaska**

I. Treatment and Support for Victims of Violence

- shelter service for battered women and children
- protective custody service
- therapy and counseling for victims of domestic violence and sexual assault
- advocacy services for victims
- support group services
- crisis intervention programming
- hotlines
- victim compensation services
- referral programming
- policy for providing assistance to victims of violence
- special staff assigned to work with victims of violence

II. Treatment and Control of Violent Behavior

- therapy and counseling for violent offenders and sexual abusers
- treatment of problems of alcohol among violent offenders
- policy for investigating and prosecuting sexual abusers
- contingency planning for handling organized violence
- close surveillance and supervision of defendants and violent offenders
- special staff assigned to cases involving domestic violence or sexual assault
- parent skill training
- special training and workshops for personnel who have to handle problems of violence
- interagency team approach to responding to crisis situations involving violent behavior

III. Prevention of Violence

- community awareness presentations in high schools and in the community
 - media campaign, e.g., movies on rape prevention, radio and TV shows
 - special workshops for identifying potential abusers
 - booklet on child abuse and neglect
 - security services
-

national emphasis on violent crime, murder, robbery, etc., we found Alaskan agencies emphasizing action to combat domestic violence and sexual assault. For example, sheltered services were available in many of the communities. A number of police agencies indicated establishing special procedures for handling domestic violence cases. State and municipal prosecutor offices were found giving increasing attention to sexual assault cases. Hospitals were concentrating on setting procedures for handling rape cases. Further, a number of agencies were establishing new services for combating incest.

One of the driving forces behind the amount of action being taken to combat these types of violence in Alaska appears to be the Council on Domestic Violence and Sexual Assault. Agencies receiving Council funds were found providing an array of services in the areas of treatment of victims, treatment of abusers, and prevention of violence. The 1979 Alaska Domestic Violence Act seems to be another reason why family violence and sexual assault has received attention. We found in most communities that criminal justice agencies mentioned the Act in connection with particular violence reduction action being taken.

The content analysis also revealed that the most common actions to combat violence are crisis intervention, shelter services for battered women, procedures for processing violence-related cases, and community awareness presentations. Additionally, we found a number of agencies emphasizing training of personnel to handle violent situations. Some agencies were providing an advocate service for assisting the victim in the legal

and criminal justice system.

In regard to treatment services for victims and abusers, the most common treatment modality was counseling. Agencies indicated using group counseling more than individual or family counseling, but a number of agencies were increasingly placing more emphasis on family involvement in the treatment process. We also found support groups (i.e., self-help modality) being emphasized by a few agencies.

Finally, we found in several communities that some agencies were collaborating to combat violence. For example, in one community the police and a support agency were experimenting with a team approach where an officer and support agency staff member would respond together to domestic violence calls. In other communities, interagency referral programs were formalized and several interagency planning groups had been established.

How and why research impacted decisions regarding these violence reduction activities is the focus of this study. In Sections II and III, the specifics of the research diffusion process are discussed as well as research use, and the consequences of policymakers being exposed to research. Most importantly, findings regarding the why's and wherefore's of research use are presented in Section IV. These results lead to policy implications that concern improving violence-related programs and policies; this is the topic of Section V.

NOTES

1 Participating agencies were selected if they dealt with some form of violence or potential for violence. Figure 1 in Appendix A presents the sampling design for identifying the network of human service agencies for the study. Using this design we centered on Anchorage to identify types of agencies that deal with the control and/or prevention of violence. This entailed a review of the state agency directory, phone book, Anchorage Information and Referral Resource Manual, and discussions with knowledgeable agency personnel. These efforts produced approximately 150 possible agencies for study in the Anchorage area.

In order to ensure the appropriateness of these agencies, a five minute phone questionnaire was developed along with a systematic procedure for recording the responses on a 3" x 5" card. The contact person in each agency was asked questions designed to provide information on: (1) the purpose of the organization, (2) the type of organization, and (3) the size of the organization. This condensed the sample size population to approximately 90 agencies in the Anchorage area.

The next step entailed identifying major communication centers in Alaska which was based on the information obtained in Anchorage interviews as well as from researching state and federal directories and phone books. There were a possible 48 cities that could have been surveyed with a number of variables being considered in the final selection process. They included: (1) costs/resources, (2) manpower, (3) time constraints, (4) area/location, and (5) the uniqueness of the community.

The resources for the study were not sufficient for a study of the entire population; therefore, the final selection was based on the communication centers that had a minimum network of agencies that are responsible for judiciary, enforcement, and treatment.

2 Given the complexity of the data being collected, interviewers were involved in a four day training program with the following objectives: (1) to develop an interest in and a commitment to the project, (2) to communicate factual information, (3) to develop basic interviewing skills, (4) to familiarize the interviewers with the questionnaires in general and the specific objectives of each questions, and (5) to agree on the administrative procedures to be used.

In order to achieve these objectives, a series of training sessions were held which included the following: (1) introduction to survey research and the establishment of the importance of following established procedures in sampling and interviewing; presentation of oral and written guidelines that provided techniques to motivate decision-makers to participate in all phases; guidelines for handling field problems; methods for probing and recording answers and techniques for concluding interviews; and, participation in role playing with persons pairing up to act as

interviewer and interviewee. The execution of each member's performance was critiqued by the team and the project director. Additional skill development stemmed from involving interviewers in making the final changes in the interview schedules.

3 In an effort to facilitate the interview, introductory letters were sent to state agencies which were identified for involvement in the study prior to interviewers traveling to particular communities. The on-site interviewing occurred simultaneously in communities throughout the state. Ms. Sharon Rafferty, who served as project manager, supervised and coordinated the data collection phase of the project.

4 Given the number of open-ended questions in the face-to-face interview, interviewers coded their own interviews. To ensure code reliability, interviewers were involved in constructing a detailed code book which was based on a content analysis of each open-ended question. Revisions were made in the codebook until 98% consistency could be established within the interview team. Additionally, each interviewer reviewed with the project director coded interviews until a satisfactory level of consistency was obtained. Finally, 44% of the coded interviews were rechecked. In cases where there was more than 2% error on a given question of a particular interviewer, all interviews were rechecked for that interviewer.

It should be noted that in the preliminary analysis stage of the study, the project director checked for inconsistency between questions asked in different sections of the interview. For example, if a respondent reported that statistics influenced them to modify a program, an examination was conducted to ensure that the respondent had in fact modified a particular program and had been exposed to some type of statistics on violence.

5 The completed organizational readiness questionnaire was either picked up by the interviewer or mailed in by an agency representative or the individual respondent. In all cases, respondents were asked to place their completed surveys in a sealed envelope. (See Appendix C for the organization readiness questionnaire.)

6 The primary service centers of the state are the three urban areas which constitute the central network hubs. The secondary centers are smaller regional hubs for various service and communication networks; tertiary centers are the third level of the human service network and are mostly users of services not service deliverers.

Section II

Dynamics of Research Diffusion in Alaska

Introduction

Research diffusion has been the subject of an extensive body of literature (Havelock, 1969; Rogers, 1971; Human Interaction Research Institute, 1976). More recently, Havelock (1979) has presented a vivid description of knowledge diffusion including research in a developing Third World country. A research diffusion use study in Alaska is unique in that this state, which is larger geographically than many countries, has established bureaucracies similar to mainland U.S.A., but, because of its vastness, the state human services delivery system is similar to many of the developing countries. While not every facet of research diffusion is addressed in our study, we have generated descriptive facts about selected areas that have been posited in the literature as important in creating conditions for research to be utilized.

In particular, we discuss the extent and nature of research exposure, dissemination media, and structural mechanisms associated with research diffusion. Following this discussion, we present a description of key producer-related factors, i.e., research producer-user proximity, agency capacity to produce research, interagency linkages with other research services and bad research experiences. In total, these findings provide a detailed view of the dynamics of violence-related research diffusion in human service agencies of Alaska.

Violence-Related Research and the Diffusion Process

In studying the diffusion and use of research, it is important to first establish exactly what research has filtered into the decision making process. To this end, we asked policymakers to indicate general and specific recall in regard to statistics, public opinion surveys, evaluations and explanatory research¹ that they remembered reviewing during the past year and one-half.² Table 2.1 presents the extent and type of this research exposure.

An inspection of these results in Table 2.1 reveals that administrators reported having the most exposure to crime statistics (87%) and the least exposure to evaluation research (46%). Further, among those policymakers who had been exposed to violence-related research, a substantial percentage indicated general recall, but no specifics about the particular research mentioned. This was particularly apparent in regard to general recall of descriptive and explanatory research (34%). Nevertheless, when administrators' total exposure to violence-related research was computed, most respondents reported one or more specifics about the research reviewed during the last one and one-half years (85%), with an average of three specifics (not reported in table form). Of course, a substantial number of these administrators who remembered specifics had only been exposed to crime statistics and not other types of research. The series of questions concerning research exposure established the basis for examining the quality of the research to which policymakers were being exposed.

The most noted work on research quality has been Weiss and

TABLE 2.1

NUMBER AND PERCENT OF ADMINISTRATORS
BY EXTENT AND TYPE OF RESEARCH EXPOSURE

<u>Exposure to Crime Statistics</u>			<u>Exposure to Evaluation Research</u>		
	No.	%		No.	%
None	35	13	None	144	54
General recall, no specifics	61	23	General recall, no specifics	42	16
One statistic recalled	72	27	One specific study recalled	50	19
Two statistics recalled	52	19	Two specific study recalled	19	7
Three statistics recalled	29	11	Three specific studies recalled	4	1
Four or more statistics recalled	<u>19</u>	<u>7</u>	Four or more specific studies recalled	<u>9</u>	<u>3</u>
	<u>268</u>	<u>100</u>		<u>268</u>	<u>100</u>
<u>Exposure to Descriptive Research</u>			<u>Exposure to Explanatory Studies</u>		
None	80	30	None	80	30
General recall, no specifics	89	34	General recall, no specifics	91	34
One descriptive study recalled	62	23	One explanatory study recalled	56	21
Two descriptive studies recalled	19	7	Two explanatory studies recalled	21	8
Three descriptive studies recalled	12	4	Three explanatory studies recalled	14	5
Four or more descriptive studies recalled	<u>6</u>	<u>2</u>	Four or more explanatory studies recalled	<u>5</u>	<u>2</u>
	<u>268</u>	<u>100</u>		<u>268</u>	<u>100</u>
			Note: Adds to -----	267	

Bucuvalas (1978; 1980a; 1980b). These researchers have found that federal level policymakers in the mental health area use two tests to screen incoming social science research, a "truth test" and a "utility test." They are concerned with scientific validity of the research findings along with the direction that the research provides for future action. In regard to surprising conclusions, Weiss and Bucuvalas found that decision-makers value research that challenges the status quo more than research that reinforces their points of view.

We were interested in examining research quality which is defined as utility attributes of violence-related research.³ That is, are there any distinguishable attributes which characterize the usefulness of research from a policymaker's perspective? Policymakers were asked to evaluate the mentioned research according to 13 utility attributes.⁴ These responses were factor analyzed to determine the validity of the responses and to uncover any similarities among the attributes (see Appendix D). Table 2.2 presents the administrators' response distributions to three attribute clusters - conflict, collaborative and policy-focused research attributes - that were uncovered in factor analysis.

As in the case of Weiss and Bucuvalas's work, conflict-focused attributes (e.g., research which challenged the status quo) appear to be real to policymakers, regardless of their appraisal of the mentioned research. Table 2.2 shows that attributes associated with raising new issues and being surprised at findings correlated with challenging the status quo. As

TABLE 2.2

UTILITY ATTRIBUTES OF THE
VIOLENCE-RELATED RESEARCH REVIEWED BY POLICYMAKERS

	Little or no extent	Some extent	Great extent	No data	Total
<u>Conflict-Focused Research Attributes</u>					
Challenged the status quo:					
Number	53	83	38	94	268
Percent	31	48	21	-	100
Raised new issues:					
Number	33	94	56	85	268
Percent	18	51	31	-	100
Surprising findings:					
Number	123	46	13	86	268
Percent	68	25	7	-	100
<u>Collaborative-Focused Research Attributes</u>					
Compatible with policymaker's thinking:					
Number	20	82	70	96	268
Percent	11	48	41	-	100
Support for policymaker's perspective					
Number	16	93	65	94	268
Percent	9	53	38	-	100
Findings not contradictory:					
Number	39	89	40	100	268
Percent	23	53	24	-	100
Findings consistent with other research:					
Number	9	99	68	92	268
Percent	5	56	39	-	100
<u>Policy-Focused Research Attributes</u>					
Findings led to plausible recommendation:					
Number	37	108	33	90	268
Percent	21	61	18	-	100
Findings were clear:					
Number	38	112	27	91	268
Percent	22	63	15	-	100

expected, collaborative-related attributes included compatibility and consistency concerns. Finally, administrators differentiated between research with findings that were clear and lead to plausible recommendations and research that simply supported their point of view. Later in the analysis, summated scores across attributes within each of the three clusters of attributes are considered as determinants of research use.

In what ways are violence-related research disseminated in Alaska? Alaska is large geographically, and is isolated from major communication centers in the world; therefore, as expected, printed media was the most frequently mentioned way of disseminating research (Table 2.3). Seventy percent of the administrators indicated being exposed to violence-related research through reports, manuals, court opinions, pamphlets and newsletters and 56% stated that they were exposed through mass media, e.g., newspapers. Thirty-four percent reported exposure through professional journals and/or books. In contrast, research dissemination by formal verbal communication, e.g., conferences, was the least reported transmission medium (11%).

One particularly interesting dissemination media-related result is that a substantial percentage of the administrators (44%) do utilize raw statistics, sometimes in the form of computer printouts. While this informal transmission medium is frequently utilized, informal verbal transmission, e.g., briefings, is not used to a great extent (14%). This lack of discussion of research within agencies may be a function of the way information is processed. That is, Table 2.4 shows only 22% had a specific

TABLE 2.3

TYPE OF MEDIA USED IN TRANSMITTING VIOLENCE RELATED RESEARCH
TO WHICH ADMINISTRATORS WERE EXPOSED

<u>Reports, Manuals, Court Opinions, Pamphlets Newsletters</u>			<u>Professional Journals/Books</u>		
	No.	%		No.	%
No	78	30	No	168	66
Yes	178	70	Yes	85	34
No data	12	-	No data	15	-
	<u>268</u>	<u>100</u>		<u>268</u>	<u>100</u>
<u>Printed Mass Media (e.g., Newspaper)</u>			<u>Verbal Mass Media (e.g., TV)</u>		
No	104	41	No	207	83
Yes	151	56	Yes	41	17
No data	13	-	No data	20	-
	<u>268</u>	<u>97</u>		<u>268</u>	<u>100</u>
<u>Note:</u> % adds to 97.			<u>Informal Verbal Communication (e.g., Briefings)</u>		
			No	212	86
			Yes	35	14
			No data	21	-
				<u>268</u>	<u>100</u>
<u>Official Records/Raw Statistics</u>			<u>Formal Verbal Communication (e.g., Conferences)</u>		
No	148	56	No	219	89
Yes	107	44	Yes	28	11
No data	13	-	No data	21	-
	<u>268</u>	<u>100</u>		<u>268</u>	<u>100</u>

TABLE 2.4

CAPACITY TO SCREEN RESEARCH INFORMATION

<u>Information Screening Pattern</u>	<u>No.</u>	<u>%</u>
No one	191	72
Received research information from various staff members	18	7
One person responsible for screening research information	51	19
Two persons responsible for screening research information	5	2
No data	<u>3</u>	<u>-</u>
	<u>268</u>	<u>100</u>
<u>Position of Specific Information Screeners (No. = 56)</u>		
Lower level administrators or program coordinator	33	60
Planners or researchers	5	9
Operations	17	31
No data	<u>1</u>	<u>-</u>
	<u>56</u>	<u>100</u>
<u>Research Background of Specific Information Screeners (No. = 56)</u>		
None	17	44
On-the-job research trainers	1	2
Formal research courses	12	31
Formal research courses and work-related research training	9	23
No data	<u>17</u>	<u>-</u>
	<u>56</u>	<u>100</u>

person(s) who was responsible for screening information, i.e., an information broker. Another seven percent received information from a variety of lower level staff members. This means that a large majority of personnel in administrative positions (72%) assumed sole responsibility for screening research on violence.

In this table additional data are provided on the specific person(s) assuming the information broker role. A majority are in lower level administrative or program coordinator positions (60%). While these individuals may be trained in their respective primary function, a substantial proportion had no research training (44%) or only formal research courses in college (31%). In all, the internal mechanisms for the diffusion of research information in human services agencies of Alaska is rather limited.

Research Producers and Their Base of Operation

While there are many important producer-related variables discussed in the literature, we focused on only four factors which could potentially inhibit or facilitate research diffusion and use. These were (1) proximity of research producers to the user(s), (2) capacity of service agencies to conduct research, (3) interagency linkages with outside research services, and (4) extent and nature of bad experiences with research producers.⁵

Research producer-user proximity was measured by establishing the jurisdiction in which violence-related research was produced. Table 2.5 presents these results as related to exposure to statistics, evaluation and social science research. Most apparent

TABLE 2.5

PROXIMITY OF VIOLENCE-RELATED RESEARCH BY TYPE OF RESEARCH

<u>Proximity of Violence-Related Statistics Sources</u>	<u>No.</u>	<u>%</u>
Produced:		
Outside of Alaska	34	16
Inside Alaska, but outside of Agency's jurisdiction	59	27
Outside of Agency's jurisdiction, but included Agency's data	56	26
Inside Agency	69	31
No exposure to statistics	45	1
No data	5	1
	<u>268</u>	<u>100</u>
<u>Proximity of Violence-Related Evaluation Sources</u>		
Produced:		
Outside of Alaska	44	36
Inside Alaska, but outside of Agency's jurisdiction	51	42
Outside of Agency's jurisdiction, but included Agency's data	13	11
Inside Agency	13	11
No exposure to evaluation studies	142	-
No data	5	-
	<u>268</u>	<u>100</u>
<u>Proximity of Violence-Related Social Science Research Sources</u>		
Produced:		
Outside of Alaska	63	37
Inside Alaska, but outside of Agency's jurisdiction	56	33
Outside of Agency's jurisdiction, but included Agency's data	40	24
Inside Agency	12	6
No exposure to social science research	86	-
No data	11	-
	<u>268</u>	<u>100</u>

is that the proximity production pattern of violence-related statistics is different from the other two types of research. That is, there were substantially more administrators reporting that statistics which they had seen had been produced inside of their agency than produced outside (31% as compared to 16%). In contrast, a substantially higher percentage of the administrators reported that the mentioned evaluation and social science research had been produced outside of Alaska as opposed to in other jurisdictions in Alaska or in their own agency (36% and 37% compared to 11% and 6%). It is also apparent from these table results that Alaskan agencies are producing statistics, but that they sponsor few evaluation or social science research studies (31% as compared to 11% and 6% respectively).

We also assumed that an agency's capacity to produce research was important to the diffusion of research knowledge. These results are presented in Table 2.6. An inspection shows that human service agencies in Alaska have limited in-house research capacity. Seventy-one percent of the study agencies reported no research, and an additional 13% indicated having only a part-time person involved in research.

If agencies are not producing much research, what is the extent and nature of the interagency linkage with research services outside of their agency? As shown in Table 2.6, less than half of the administrators reported requesting no research services from other agencies. Since most administrators of the study reported having seen violence-related research, it is apparent that such research was often not requested. Furthermore, the

TABLE 2.6

RESEARCH PRODUCTION AND INFORMATION RETRIEVAL CAPACITY
OF HUMAN SERVICE AGENCIES

	<u>No.</u>	<u>%</u>
<u>Research Staff</u>		
None	188	71
One part-time person	35	13
One full-time person	26	10
Two or more persons	15	6
No data	<u>4</u>	<u>-</u>
	<u>268</u>	<u>100</u>
<u>Extent of Use of Interagency Research Services</u>		
No use	149	56
One type of research service used ^a	55	21
Two types of research services used	34	13
Three types of research services used	27	10
No data	<u>3</u>	<u>-</u>
	<u>268</u>	<u>100</u>
<u>Types of Agency Most Frequently Providing Research Services</u>		
Direct Service Agency	36	44
Research Dissemination Agency	31	38
Research Producing Agency	15	18
Did not know	28	-
No data	<u>6</u>	<u>-</u>
	<u>116</u>	<u>100</u>

^a Research sources included: Direct Service Agency, Research Dissemination Agency, Research Producing Agency

result shows that a majority of the agencies have not established any kind of interagency linkage in connection with research services.

An examination of those agencies reporting interagency contact for research services reveals that such services were requested more from direct service agencies (44%) than from research dissemination or research producing agencies (38% and 18%, respectively). This may be because of so few research dissemination or research producing agencies operating in Alaska. There also may be a lack of knowledge of clearinghouses and research centers that can provide research information.⁶

A final factor considered to be important was the extent and nature of negative research experiences. We assumed that if administrators had negative research experiences with researchers, these experiences may inhibit the diffusion of violence-related research information. Table 2.7 reports results on the number and type of negative research experiences of Alaskan human services administrators. Approximately one-third of the study administrators indicated having one or more negative experiences with researchers. Interestingly, more decision-makers reported having trouble with the research methods (25%) than with the policy relevance of the results (22%), or of the researcher(s) (18%).

In regard to examples of negative experiences with research methods, respondents reported concerns like no confidence in how data were collected, or the wrong data sources were used. . . .

TABLE 2.7

EXTENT AND TYPE OF BAD RESEARCH EXPERIENCES

	<u>No.</u>	<u>%</u>
<u>Frequency of Bad Research Experiences</u>		
No bad experiences	166	63
One bad experience	74	28
Two bad experiences	12	5
Three bad experiences	13	5
No data	<u>3</u>	<u>-</u>
	<u>268</u>	<u>100</u>
<u>Type of Bad Research Experiences</u>		
Researcher(s):		
Yes	48	18
No	212	82
No data	<u>8</u>	<u>-</u>
	268	100
Research Methods:		
Yes	64	25
No	196	75
No data	<u>8</u>	<u>-</u>
	<u>268</u>	<u>100</u>
Policy Relevance of Results:		
Yes	58	22
No	202	78
No data	<u>8</u>	<u>-</u>
	<u>268</u>	<u>100</u>
<u>Location of Producer Responsible for Bad Research Experiences</u>		
Alaska	46	55
Outside	31	37
Both	6	8
No data	<u>18</u>	<u>-</u>
	<u>101</u>	<u>100</u>

It was also reported that attempts had been made to violate subject confidentiality and that researchers had admitted errors in the analysis of the data, but never corrected the errors. One administrator expressed concern about a study in which an eighty-page report was based on data collected in one day. Examples of responses denoting a lack of policy relevance included concerns about the research results being far from reality, not being relevant to Alaska, or never having seen the results. Reports of bad experiences with researchers were, for example, "no professional courtesy," "didn't fulfill obligations," "researcher was disgusting," "researchers were presumptuous," and "enamored with themselves."

Possibly the most important result in Table 2.7 is that 55% of the negative experiences were with Alaskan research producers and another 8% with research producers from both Alaska and the Lower 48 or Canada. This finding is consistent with the known limited policy research expertise present in the state.

Summary

This section has presented descriptive results relating to the research diffusion process of human service agencies which are involved in combating violence in Alaska. The results show that administrators are exposed to different types of violence-related research, crime statistics being most frequently mentioned. We found the nature of this mentioned research to be characterized by distinct attributes related to the utility of the research. Administrators made a distinction between research which created conflict, generated collaboration, and was policy

relevant. The various types of research were disseminated by a variety of media; printed media was most frequently utilized. In contrast, the least frequently used media was informal person-to-person contact within agencies. This limited sharing or diffusion of research information was attributed, in part, to the lack of specific persons in most agencies who were responsible for screening information for the chief administrator, i.e., an information broker.

In regard to research production, it was found that violence-related statistics were being produced internally while evaluation and social science research studies were produced externally. One reason for limited formal research studies being produced by direct service agencies was posited to be associated with the limited research capacity which was found in most agencies under study. It was also found that less than a majority of the agencies had established interagency contacts for research services; of those that had linkages, requests for research material was from other direct service agencies rather than from research dissemination or research producing agencies. Finally, we found that approximately one-third of the administrators had one or more negative experiences with researchers, primarily with the research methods employed and the policy relevance of the results rather than with the researchers themselves. Of critical importance is that a majority of the bad experiences reported were with Alaska-based researchers.

These results provide the basis for understanding how violence-related research has filtered into human service agen-

cies of Alaska. In the following section, attention will shift to what agencies are doing to improve service delivery concerning violence and how research has influenced decisions to take various actions in combating violence.

NOTES

¹ An example of a crime statistic specific is "rape increased last year in Anchorage." Descriptive research included studies or surveys that described something about violence, i.e., univariate results. For example, a study may have found that the fear of crime in Bethel is greater than in Anchorage. Evaluation research specifics referred to a program assessment of the program process or outcome. For example, an evaluation found that group counseling is a more effective method of treating abusers than individual counseling. Finally, exploratory studies included research that concerned bivariate or multivariate relationships among variables. There was no distinction made between causal-effects results and single descriptive results so long as the research focused on relationships or correlations. Interviewers did not have sufficient background to probe to great depths about this category of research.

² A one and one-half year reference period included the period from January 1980 through June 1981. Respondents were given a card with examples of the four types of research that we were interested in their recalling. In addition, we asked them to be specific about each piece of research mentioned. Interviewers were instructed to probe for major findings, specific results, trends, impressions, and conclusions reported in the research mentioned.

³ In our research we concerned ourselves with only the utility dimension of Weiss and Bucuvalus' work, utilizing their questions, with some sentence structure modification. This decision to address qualities of research from the policymakers perspective and not the scientists point of view was based on practical considerations.

⁴ Interviewers asked respondents to evaluate their research on a group basis using the categories: a great extent, some extent, little or no extent. If they felt more comfortable evaluating a particular research study, they were allowed to do so. Eighty-eight percent of the interviewees evaluated mentioned research on a group basis and nine percent used group for some criteria and specific studies for other criteria. The remaining four percent centered on the qualities of a particular study. It should be noted that only 69 percent (185 of 268) of administrators felt that they could evaluate mentioned research. Most of the respondents not responding to this set of questions had indicated only general recall of mentioned research or had not been exposed to violence-related research.

⁵ The basic reason for operationally defining so few production related variables was due to the length of the interview and administrators' potential limited contact with and lack of knowledge about producers of violence-related research to which they had been exposed.

⁶ As a part of our study we provided each agency involved with an application to the largest clearinghouse in the Justice area,

the National Criminal Justice Reference Services. In 1981, this dissemination agency had information on approximately 15,000 citations on violence. We found that a majority of the study agencies were unaware of NCJRS services.

SECTION III

Use of Research in Improving Violence-Focused Services in Alaska

Organizational Action to Combat Violence

In recent years there has been a strong push to improve control and prevention services in the USA (National Commission on the Causes and Prevention of Violence, 1969). In the 1960's and 1970's, change was called for in connection with collective violence, prison violence, and terrorism. In the 1980's the push has been to improve the control and prevention of violent crime, domestic violence and sexual assault (Wolfgang and Weiner, 1981).

In Alaska the problem of violence began receiving formal statewide attention with the passage of the 1979 Alaska Domestic Violence Act and the establishment of the 1981 State House of Representatives Task Force on Violence. The Domestic Violence Act has remained in the spotlight. Unfortunately, however, the work of the task force on violence was not continued in the 1982 and 1983 legislative sessions.

While these two actions illustrate legislative efforts to improve services for combating violence, what changes are human service agencies making to improve violence-related services? In answering this question we asked policymakers to indicate changes that had been made in their agency over the past year-and-a-half (January 1980 to June 1981). Two categories of changes are worth noting: changes reflecting policy action and those that depict preparatory action. The programmatic changes included service modification, new service development, training

modification, policy/regulation revisions and personnel increases. Preparatory action consisted of sending personnel to special schools, and engaging in planning, evaluation and research activities.

Table 3.1 shows that service modification was the most prevalent policy action (62%), followed by new developments (46%), training modification (38%), policy/regulation revisions (34%) and personnel increases (22%).

In regard to preparatory actions, 50% of the agencies indicated having sent personnel to one or more schools, 40% of the agencies also indicated that they engaged in planning activities. Forty percent of the agencies also indicated having conducted evaluations, but most were self-evaluations which centered on the generation of statistics rather than evaluation studies. While we found few evaluation studies actually being conducted, administrators did not seem to be adverse to having their violence reduction action evaluated; it was a question of funds to complete the evaluations. Twenty percent of the agencies indicated engaging in other research activities, but more of the research was only descriptive and therefore limited in its policy relevance.

When the prevalence of action to control and prevent violence was computed by adding across agencies, 70% indicated having engaged in one to five changes in policy actions and 71% stated that their agency had taken preparatory action to control and/or prevent violence (Table 3.2). These findings strongly suggest

TABLE 3.1

NUMBER AND PERCENT OF AGENCIES
BY TYPE OF ACTION TAKEN TO CONTROL AND PREVENT VIOLENCE

<u>Program and Policy Action</u>	No.	%	<u>Preparatory Action</u>	No.	%
<u>Program/Service Modification</u>			<u>Special School Participation</u>		
None	101	38	None	133	50
One	138	52	One school	65	25
Two or more	27	10	Two or more	66	25
No Data	2	-	No Data	4	-
	<u>268</u>	<u>100</u>		<u>268</u>	<u>100</u>
<u>Program/Service Development</u>			<u>Planning Activity</u>		
None	144	54	No	159	60
One	103	39	Yes	108	40
Two or more	20	7	No Data	1	-
No Data	1	-		<u>268</u>	<u>100</u>
	<u>268</u>	<u>100</u>	<u>Evaluation Activity</u>		
<u>Training Modifications</u>			None	161	60
None	163	62	Yes, self-evaluation	93	36
One	89	33	Yes, evaluation by outsider (non-paid)	7	3
Two or more	14	5	Yes, evaluation by outside consultant	2	1
No Data	2	-	No Data	5	-
	<u>268</u>	<u>100</u>		<u>263</u>	<u>100</u>
<u>Policy/Regulation Revisions</u>			<u>Research Activity</u>		
None	176	66	No research	212	80
One	83	31	Descriptive study	45	17
Two or more	7	3	Exploratory study	2	1
No Data	2	-	Combination	6	2
	<u>268</u>	<u>100</u>	No Data	3	-
				<u>268</u>	<u>100</u>
<u>Personnel Increases</u>					
No increases	207	78			
Yes, increases	58	22			
No Data	3	-			
	<u>268</u>	<u>100</u>			

that administrators are making a concerted effort to combat violence in Alaska.

TABLE 3.2
NUMBER AND PERCENT OF AGENCIES
BY PREVALENCE OF ACTION TAKEN TO CONTROL AND PREVENT VIOLENCE

Type of Action	Extent of Action					
	0 Change	1	2	3	4	5 Changes
Program/Policy Action	% 30	24	22	16	7	1
	# 79	62	57	44	18	3
Preparatory Action	% 29	26	30	13	2	-
	# 76	69	77	33	5	-

Use of Research in Decisions to Combat Violence

To what extent does research influence administrative decisions to take action against violence? This question of research utilization has been the subject of dialectic rhetoric during the past decade. On the one hand, the scientific community frequently expresses its frustration with policymakers' lack of responsiveness to research findings (National Advisory Commission on Criminal Justice Standards and Goals, 1976; Salasin and Davis, 1977). Studies have shown, for example (Caplan et al., 1975), that reports of extensive nonuse of research tends to define use in an instrumental context. That is, instrumental use is viewed as occurring when research is applied to a specific problem in an isolated decision.

Such nonutilization of scientific knowledge appears real, but, on the other hand, "perhaps the problem is being overstated," as suggested by Adams (1975:34). More specifically, Patton (1978) and Weiss (1980) contend that use does, in fact, occur far more extensively than the literature indicates, but that researchers tend not to recognize the use because their expectations are too high and their time frame too short. These authors have discussed this "more than expected use" in the context of research serving an enlightenment function where it influences decision-makers thinking about issues, rather than having direct influence on a specific problem in an isolated decision. This type of use has been referred to as "conceptual use."

More recently, Deshpande and Zaltman (1983) have presented findings of research use that show high instrumental use among decision-makers in the private sector. This finding is in contrast to the many reports of low instrumental use in the public sector.

Our study attempted to build on previous studies of research use, but there are several important distinctions that should be noted. First, as in the case of many studies, we measured instrumental uses of research retrospectively; however, we began the series of questions concerning use with what specific type of action had been taken to combat violence during an eighteen month period rather than beginning with a specific type of research and tracing it to specific decisions. After probing for specifics about the actions, the administrator was then asked whether or

not specific types of research which were mentioned earlier in the interview had influenced their decision to take action. Regardless of their response, we followed with questions about other nonresearch information that may have played a part in the decision to act, for example, legal policies, and discussions of issues.

A second distinction is that we conceptualized instrumental use as relating to policy action and to preparatory action which may eventually impact program or policy. For example, program modifications illustrate the former type of use and initiation of a monitoring system illustrates the latter. In the case of each of the two types of decisions, specific decisions can be linked to specific types of research defining instrumental use; however, in the former a link can be established while only an indirect linkage exists in the case of the latter. A description of the results that pertain to research and nonresearch influences of violence-related decisions are presented below.

Table 3.3 presents the type of research influence as well as other sources of influence when taking policy action to reduce violence.¹ We found that approximately 40% of the administrators indicated that research influenced them to modify or develop new programs, to revise the training program and to hire additional personnel to combat violence. Decisions about revising regulations were influenced less by research; only 25% of those interviewed reported this source of influence.

We totaled up the number and percent of administrators who

TABLE 3.3

**TYPE OF RESEARCH AND NONRESEARCH INFLUENCE
TO INITIATE VIOLENCE REDUCTION ACTION**

<u>Program/Service Modification (N=164)</u>					
<u>Research Influence</u>	<u>No.</u>	<u>%</u>	<u>Nonresearch Influence</u>	<u>No.</u>	<u>%</u>
No research influence	98	60	No nonresearch influence	30	18
Influenced by statistics	30	18	Legal administrative requirement	39	24
Influenced by evaluations	8	5	Personal assessment	38	23
Influenced by social science research	14	9	Interpersonal contacts	17	10
Influenced by combination of above	14	9	Exposure to issues/programs	19	12
	<u>164</u>	<u>100</u>	Public pressure	7	4
			Philosophical/organizational changes	10	6
			Resource availability	4	2
				<u>164</u>	<u>100</u>
<u>Program/Service Development (N=121)</u>					
No research influence	73	60	No nonresearch influence	21	17
Influenced by statistics	18	15	Legal administrative requirement	23	19
Influenced by evaluations	6	5	Personal assessment	25	21
Influenced by social science research	12	10	Interpersonal contacts	16	13
Influenced by combination of the above	12	10	Exposure to issues/programs	16	13
	<u>121</u>	<u>100</u>	Public pressure		
			Philosophical/organizational changes	9	8
			Resource availability	7	6
				<u>121</u>	<u>100</u>
<u>Policy/Regulation Revisions (N=89)</u>					
No research influence	67	75	No nonresearch influence	13	15
Influenced by statistics	9	10	Legal administrative requirement	40	46
Influenced by evaluations	3	3	Personal assessment	11	12
Influenced by social science research	4	5	Interpersonal contacts	12	14
Influenced by combination of the above	6	7	Exposure to issues/programs	6	7
	<u>89</u>	<u>100</u>	Public pressure	3	3
			Philosophical/organizational changes	3	3
			Resource availability	0	0
				<u>89</u>	<u>100</u>
<u>Training Modifications (N=100)</u>					
No research influence	61	61	No nonresearch influence	24	24
Influenced by statistics	15	15	Legal administrative requirement	25	25
Influenced by evaluations	5	5	Personal assessment	22	22
Influenced by social science research	9	9	Interpersonal contacts	11	11
Influenced by combination of above	10	10	Exposure to issues/programs	7	7
	<u>100</u>	<u>100</u>	Public pressure	1	1
			Philosophical/organizational changes	3	3
			Resource availability	6	6
			No Data	1	-
				<u>100</u>	<u>100</u>
<u>Personnel Increases (N=58)</u>					
No research influence	33	60	No nonresearch influence	16	28
Influenced by statistics	12	21	Legal Administrative requirement	11	19
Influenced by evaluations	2	4	Personal assessment	14	24
Influenced by social science research	2	4	Interpersonal contacts	4	7
Influenced by combination of above	6	11	Exposure to issues/programs	4	7
	<u>58</u>	<u>100</u>	Public pressure	3	5
			Philosophical/organizational changes	2	3
			Resource availability	4	7
				<u>58</u>	<u>100</u>

reported that they had been influenced by research to take at least one direct violence reduction action and found that research played a role in the decisions of 47% of the 268 administrators surveyed. When only considering the 196 administrators who initiated some type of policy action, research played a role in decisions to act in 63% of the administrators in this group. This level of research influence is higher than what has been reported in other studies conducted in the lower 48 states.

Statistics (e.g., rape up by 50%) were found to be the most frequent type of research influence. While statistics are policy relevant, this type of research has limited utility. That is, statistics can help define the parameters of violence-related problems, but cannot provide guidance in dealing with the problem. Explanatory (e.g., correlation studies) and evaluative research are needed to direct decision-making about effective ways of alleviating the problem. Unfortunately, few administrators used evaluation studies or other social science research studies when deciding changes in violence-focused services.

We were also interested in nonresearch sources which had influenced decisions about combating violence. Table 3.3 shows that the two most frequently mentioned sources of nonresearch influence in connection with policy actions were legal or administrative requirements and the personal assessment of the administrator. Interpersonal contacts (e.g., discussion with other agency personnel) and exposure to issues or programs (e.g., mass media exposure or written descriptions of programs) were the next most frequently reported nonresearch influence. Resource availa-

bility appeared to be an important source of influence among a few administrators who made decisions about developing new services, modifying the training program or increasing personnel. Changes in the operating philosophy or structure of the agency influenced some decisions to modify or develop new programs. Public pressure was the least reported source of influence to engage in change.

In Table 3.4 we compare research influence and nonresearch influence according to preparatory action to combating violence. In general, there was less research influence regarding special violence-related training, research and planning than there was research influence on policy decisions; an exception was research influence in planning activities. Seventy-seven percent of those administrators engaging in planning were influenced by research. Research was least influential in taking actions to engage in monitoring/evaluation activities; 80% were not influenced.

When totaling the number of administrators who indicated that they had been influenced by research to initiate at least one type of preparatory action during the 18-month period under study, we found that 41% of the administrators used research. While this level of research use in preparatory action is slightly lower than reported earlier in connection with policy action, it still represents high research use when compared with other published work in the area of research utilization.

Also reported in Table 3.4 is the specific type of research which influenced decisions to initiate preparatory actions to

TABLE 3.4

TYPE OF RESEARCH AND NONRESEARCH INFLUENCE
BY PREPARATORY ACTION TO COMBATING VIOLENCE

<u>Special School Participation (No. = 132)</u>		No.	%	<u>Monitoring/Evaluating Activities (No. = 98)</u>		No.	%
Research influence:				Research influence:			
No research influence	96	73		No research influence	78	80	
Influenced by statistics	11	8		Influenced by statistics	9	9	
Influenced by evaluations	1	1		Influenced by evaluations	2	2	
Influenced by social science research	13	10		Influenced by social science research	3	3	
Influenced by combination of the above	11	8		Influenced by combination of the above	6	6	
	<u>132</u>	<u>100</u>			<u>98</u>	<u>100</u>	
Nonresearch influence:				Nonresearch influence:			
No nonresearch influence	17	13		No nonresearch influence	19	19	
Legal/administrative requirement	14	11		Legal/administrative requirement	17	17	
Personal assessment	22	17		Personal assessment	40	41	
Interpersonal contact	8	6		Interpersonal contact	15	15	
Exposure to issues/programs	20	15		Exposure to issues/programs	3	3	
Public pressure	2	1		Public pressure	1	1	
Philosophical/organizational changes	1	1		Philosophical/organizational changes	3	3	
Availability of resources	48	36					
	<u>132</u>	<u>100</u>		Note: % adds to 99.	<u>98</u>	<u>99</u>	
<u>Planning Activity (No. = 108)</u>				<u>Internal Research Activity (No. = 54)</u>			
Research influence:				Research influence:			
No research influence	25	23		No research influence	38	70	
Influenced by statistics	28	26		Influenced by statistics	10	19	
Influenced by evaluations	4	4		Influenced by evaluations	0	-	
Influenced by social science research	13	12		Influenced by social science research	2	4	
Influenced by combination of the above	38	35		Influenced by combination of the above	4	7	
	<u>108</u>	<u>100</u>			<u>54</u>	<u>100</u>	
Nonresearch influence:				Nonresearch influence:			
No nonresearch influence	31	29		No nonresearch influence	10	18	
Legal/administrative requirement	4	4		Legal/administrative requirement	13	24	
Personal assessment	31	29		Personal assessment	20	37	
Interpersonal contact	16	15		Interpersonal contact	8	15	
Exposure to issues/programs	14	13		Exposure to issues/programs	2	4	
Public pressure	4	4		Public pressure	1	2	
Philosophical/organizational changes	5	4					
Availability of resources	2	2			54	100	
No data	1	-					
	<u>108</u>	<u>100</u>					

combat violence. The most apparent result is that statistics, in combination with other types of research, played a significant role in preparatory actions. This finding is in contrast to a more significant role played by statistics in making decisions to initiate policy actions.

Shifting the attention to nonresearch influence on decisions to engage in preparatory action, we find different sources of influences than reported in connection with program/policy actions. That is, fewer administrators indicated legal/administrative requirements being the key consideration in preparatory action as compared to program/policy actions. Personal assessment was the most apparent nonresearch influence, the exception being decisions to send personnel to special schools concerning violence. As expected, availability of resources was an important consideration in regard to this type of action. It should be noted that interpersonal contact and exposure to issues/programs were also influential in decisions regarding whether or not to engage in preparatory actions.

Summary

It is clear from the results reported in this section that human service administrators in Alaska are initiating changes which can potentially improve services designed to combat violence. Two types of actions appear to be occurring, policy actions and preparatory actions. In regard to policy actions, program modification was the most prevalent, followed by development of new programs, modifying training, revising regulations and adding staff. The most prevalent preparatory action

was sending personnel to special schools on violence, followed by initiation of planning, monitoring/evaluation and research activities. Notably, evaluation activities consisted primarily of self-evaluation focusing on statistics rather than structured evaluation studies.

It was found that research played a significant role in administrative decisions to take policy action as well as preparatory action. Program modification and planning respectively were most influenced by research. In regard to the most useful type of research, statistics tended to be most influential in making policy decisions and statistics in combination with other types of research seemed to influence preparatory decisions.

In regard to nonresearch influences, legal/administrative requirements and personal assessment were the most consistent influences among the different types of program/policy actions. Preparatory actions, however, were influenced more by personal assessment and interpersonal contacts. A noticeable exception was that the availability of funds influenced sending personnel to special schools concerning violence.

In total, research appears to be used in decisions concerning policy decisions as well as decisions relating to preparatory actions to combat violence. Nonresearch influence was more prevalent than research influence, but the latter was significantly higher than reported in the literature.

NOTE

1 When computing research influence, we included all administrators who indicated being influenced by research, irrespective of other sources of influence. As such, some decision-makers were only influenced by research while others were influenced by research and other sources. Nonresearch influence classification included administrators who only mentioned being influenced by sources other than research which are listed in Table 3.3.

SECTION IV

Important Factors in Stimulating Research Use

Introduction

The literature points to a variety of categories of variables that are posited to explain why administrators engage in planned change and more specifically why they use research in making decisions about change. First, there are factors that are said to influence decision-making which are associated with the product and its dissemination. For example, (Weiss and Bucuvalas, 1977; 1980) discuss results that concern the nature of research. Further, attention has been given to the importance of reporting format, face-to-face presentation, and so forth (Glaser and Coffey, 1967; Roberts and Larson, 1971; Fairweather et al, 1974). Information or research brokers have also been said to be associated with research use (Rich, 1977; 1979).

Second, researchers and their base of operation have been found to play an important role in whether or not research products are used (Patton, 1978). It has been found that producer-user relationships and organizational structure and processes associated with research production often facilitate or inhibit research diffusion (Johnson, 1980).

Third, some authorities (e.g., Davis and Salasin, 1976) contend that the readiness of organizations to deal with critical problems is the most important determinant of organizational improvement. In this regard, Davis (1971; 1973) has proposed the acronym A VICTORY as a way for encompassing the eight factors he

considers necessary and sufficient to account for organizational behavior relating to policy decisions. These factors are Ability, Values, Information, Circumstances, Timing, Obligation, Resistance and Yield.

Which of these classes of variables - research production and dissemination; researchers and their base of operation; and organizational readiness - facilitate or inhibit research use in Alaska? In asking this question, we analyzed four classes of variables as to their importance in influencing agencies to use research in making violence reduction decisions or simply influencing agencies to engage in violence-related policy action regardless of the type of influence. These predictor variables included:

I. Research Products and Dissemination Variables

- extent and type of research exposure (number of studies and/or findings remembered);
- quality of research (scales measuring the validity, and policy relevance of research reviewed);
- type of media used to transmit the research (e.g., report, conference);
- acquisition, dissemination and diffusion arrangements (e.g., availability of personnel to screen or to serve as brokers of written information);

II. Variables Associated with Researchers and Their Base of Operation

- research capacity within the operational agency (e.g., number of research staff);

- source of research (i.e., jurisdiction in which the research was produced;
- quality of the relationship between researchers and administrators and negative experiences with researchers;
- extent and type of interagency research sources;

III. Variables Associated with the Agency Setting

- organization characteristics (see Table 1); and
- administrator characteristics (see Table 1).

IV. Organizational Readiness to Combat Violence

- Ability, the resources and capabilities of the organization to implement and subsequently evaluate the innovation; sanctions of decision-makers to adopt the innovation;
- Values, the degree of accord with the organization's philosophy and operation style;
- Information, quality and credibility of the innovation and availability of information sufficient to implement (Kiresuk and Lund, 1981);
- Circumstances, features of the organization environment relevant to successful adoption or adaptation of the innovation;
- Timing, readiness to consider the innovation; the particular combination of events at a given time that might affect the likelihood of implementation;
- Obligation, the felt need to change from existing modus operandi - or at least to try the proposed change;
- Resistances, inhibiting factors, the organizational or individual disinclination to change, for whatever reasons;

and

- Yield, the benefits or payoff from the innovation as perceived by potential adopters and by those who would be involved with implementation at the operating level.

The analysis centered on these variables in relation to decisions to engage in violence-related policy action concerning program modification, development, etc., and preparatory action, special training, research and planning in connection with combating violence. First, results relating to the influence of the first three classes are presented and second, the findings concerning the influence of organizational readiness are reported.

Structural and Process Determinants

Program/Policy Action

Using a multivariate statistical technique referred to as discriminant function analysis, we focused on uncovering the importance of variables associated with research products and dissemination and those that describe the agency setting. In particular, this analysis identified variables discriminating between those three groups of agencies: agencies that reported no voluntary policy action in combating violence; those that had taken action but were influenced only by nonresearch sources; and those that took actions which were influenced by research.

In regard to explaining what influences program and policy decisions, Table 4.1 presents the group mean differences of those variables that create necessary conditions for program/policy action and Table 4.2 displays the more technical results of the

TABLE 4.1

MEANS OF THE SIGNIFICANT FACTORS
 THAT ARE ASSOCIATED WITH INFLUENCE TO ENGAGE
 VOLUNTARILY IN VIOLENCE-RELATED POLICY ACTION

<u>Factors</u>	<u>Type of Influence</u> (subcategory means)				Range of Scores	Grand Mean
	Research Influence	Non Research Influence	No Voluntary Action			
Research exposure	7.91	5.23	4.49		0-21	6.33
Interagency research sources linkages	1.07	.43	.58		0-3	.77
Information brokers	.26	.17	.14		0-1	.21
State agency	.26	.54	.56		0-1	.41
Alaska research sources	.13	.32	.27		0-1	.21
Autocratic management style	.20	.32	.42		0-1	.29
Tenure in director's position	2.58	2.19	4.54		>1-21	2.93
No specific violence reduction services	.22	.14	.47		0-1	.26
Negative research experiences	.62	.55	.35		0-2	.54
Domestic violence treatment agency	.35	.38	.21		0-1	.33

TABLE 4.2

DISCRIMINANT COEFFICIENTS AND LOADINGS FOR
EXPLAINING RESEARCH INFLUENCE AND
NO VOLUNTARY ACTION TO ENGAGE IN POLICY DECISIONS^a

Variable	Discriminant Function Coefficients		Discriminant Function Loadings	
	Research ^b Influence Function	No Policy Action ^c Function	Research Influence Function	No Policy Action Function
Research exposure	.50	-.18	.57	-.19
Alaska research sources	-.36	-.24	-.36	-.19
Interagency research sources linkages	.34	.14	.52	.11
Information brokers	.29	.16	.20	-.08
State agency	-.56	-.02	-.49	.07
Autocratic manage- ment style	-.22	.03	-.26	.22
Tenure in director's position	.07	.54	-.01	.68
No specific violence reduction services	.04	.54	.03	.70
Negative research experiences	.17	-.29	.11	-.23
Domestic violence treat- ment agency	-.21	-.23	.01	-.32

a. Rotated Standardized Discriminant Function Coefficients and Loadings

b. Function 1 - Canonical correlation .52 accounting for 27.5% of the variance

c. Function 2 - Canonical correlation .36 accounting for 13.1% of the variance

discriminant function analysis.

What these results actually mean is that we found a set of predictor variables which could be used to classify agencies along two dimensions - prevalence of research use and policy action. First, a set of six variables discriminated between administrators who had been influenced by research to engage in program/policy action to combat violence and those who either had taken no voluntary action or had voluntarily initiated action which had only been influenced by sources other than research.

An inspection of Table 4.1 shows that the average scores for these variables were either significantly higher or lower within the research influenced group than within the other two groups. More specifically, research users reported more exposure to research (mean=7.91 studies); more linkage with outside research sources (mean=1.07 sources); more likely to have information screeners or brokers (26%); less likely to be a state agency (26%); less likely to be exposed to research produced in Alaska (13%); and less likely to have a chief administrator with an autocratic management style (20%). While these variables are not causes of research use, they do reveal conditions which may facilitate or inhibit research use.

In Table 4.2 the coefficients under the research influence function show the relative strength of each statistically significant variable, the larger the coefficient (disregard the sign) the stronger the variable is associated with research use.² Variables with the strongest associations were research exposure

(.50) and whether or not the administrator worked in a state agency (.56). We cannot say maximum exposure to research studies will produce maximum research use; however, it can be said maximum research exposure may create conditions that facilitate research use. Furthermore, knowing that state agencies use research less than private, municipal or federal agencies, suggests that governmental policy, not administrators working in this structure, may be responsible for limited use of research.

A surprising finding was that Alaskan-produced research influenced decision-making less than research produced outside of Alaska (-.36). This result takes into consideration variations in the amount and quality of research which was reviewed by administrators; however, we could not take into account the fact that the production of the most useful types of research, evaluation and correctional studies, was low in Alaska. Possibly, Alaskan-produced research influenced decisions concerning programmatic action less than other research because of the limited availability of Alaska-based evaluation and correlation research results.

Other results in regard to research use were as expected: information brokers and linkages with interagency research sources facilitated research use, and autocratic management inhibited use.

A second set of four variables discriminated between the group of agencies with administrators who had taken no voluntary action during the past 18 months to combat violence and those who

had initiated action regardless of the source of influence. Returning to Table 4.1 shows agencies in the no action group having less negative research experiences (mean=.35 experiences); more likely to engage in general violence reduction activity (47%); less likely to offer domestic violence services (21%); and, having administrators with more years in their current position (mean=4.54 years).

Table 4.2 reveals that the variables with the strongest association to the no policy action function are the length of tenure of the head administrator (.54) and whether only general violence reduction services were being offered (.54). Surprisingly, agencies that had taken action, regardless of the source of influence, reported more negative research experiences (-.29). This finding suggests that bad experiences do not inhibit administrators who are inclined to use research in making decisions about combating violence.

It may be that this variable is actually a proxy measure of research involvement. If this is the case, then we may wonder why research involvement's proxy did not discriminate between research users and research nonusers, but instead, discriminated between those agencies taking some policy action and those taking no action. It is possible that agencies become involved in research projects in Alaska because of an intrinsic receptivity to change, rather than because of the usefulness of research products.

A final finding which was also somewhat surprising, was that

agencies offering domestic violence treatment services emerged being more receptive to change than agencies offering victim, prevention in general services (-.23).

Preparatory Action

When we examined what influences preparatory action, i.e., special training, research and planning, eleven statistically significant variables were found; some were the same variables that influence direct policy action and some were different. Tables 4.3 and 4.4 present these results.

An inspection of Table 4.3 shows that administrators of agencies who were influenced by research to engage in violence-related preparatory action had been exposed to more research (mean=4.4 specific study results),³ had established more types of interagency research source linkages (1.06), had less years with the agency (4.71 years), were less likely to be an autocratic administrator (21%), were less likely to have a law degree (5%), and were more likely to offer prevention services (39%) than those administrators who had taken no voluntary preparatory action; or if action was taken, had not been influenced by research.

Table 4.4 presents the statistical strength of these six variables. Tenure in the agency (-.64) emerged being the most important factor related to research use in preparatory actions.

Five different variables discriminated between administrators of agencies who took preparatory action, regardless of the type of influence, and those who took no such action. An inspection

TABLE 4.3

MEANS OF THE SIGNIFICANT FACTORS THAT ARE ASSOCIATED WITH
INFLUENCE TO ENGAGE IN VIOLENCE-RELATED PREPARATORY ACTION

Factors	Type of Influence (subcategory means)			Range of Scores	Grand Mean
	Research Influence	Non Research Influence	No Voluntary Action		
Research exposure (#) ^a	4.41	2.59	2.63	0-19	3.36
Interagency research and source linkages (# of types)	1.06	.47	.55	0-3	.74
Tenure in agency (years)	4.71	8.25	7.00	0-25	6.36
Autocratic management (N/Y) ^b	.21	.39	.37	0-1	.31
Law degree (N/Y)	.05	.17	.18	0-1	.12
Prevention services (N/Y)	.39	.20	.11	0-1	.25
Tenure in present admin- istrative position (years)	2.23	3.04	4.18	1-21	3.04
Victim services (N/Y)	.51	.53	.27	0-1	.45
Negative research experiences (#)	.65	.55	.31	0-2	.52
Information Brokers (#)	.27	.20	.11	0-1	.20
Agencies involved with violent crime (N/Y)	.08	.12	.25	0-1	.14

^a # = Number

^b (N/Y) = No/Yes

of Table 4.3 shows that those agencies having taken no action have administrators with longer tenure in their present position, are less likely to provide victim assistance (27%), have less bad research experiences (.31), are less likely to have information brokers and are more likely to be in an agency that deals with assaults and violent crimes (25%). Table 4.4 reveals that each of these variables has a moderate to strong relationship with decisions to engage in violence-related preparatory action regardless of the type of influence.

Surprisingly, the presence of information brokers facilitated decisions to take preparatory action, regardless of the type of influence; whereas, as discussed earlier, the presence of brokers was related to the use of research in taking direct policy actions to combat violence. One interpretation of this finding is that a third variable which describes the background of the information brokers may determine how brokers differentially influence the two types of decisions. That is, the presence of information brokers may facilitate taking action, but his/her background experiences relating to education and research training, may determine whether or not research is used to influence decisions. The education and research background of information brokers may be important in decisions concerning special training, research, and planning; whereas in the case of direct policy actions, research experience is not a requisite for information brokers. It is interesting to note that in Section II we discussed the limited research backgrounds of the information brokers identified in this study.

TABLE 4.4

DISCRIMINANT COEFFICIENTS AND LOADINGS FOR
EXPLAINING RESEARCH INFLUENCE AND
NO VOLUNTARY ACTION TO ENGAGE IN VIOLENCE-RELATED PREPARATORY DECISIONS^a

Variable	Discriminatory Function Coefficients		Discriminatory Function Loadings	
	Research ^b Influence Function	No ^c Action Function	Research Influence Function	No Action Function
Research exposure (#)	.32	-.01	.51	.14
Interagency research and source linkages (# of types)	.40	.02	.50	.07
Tenure in agency (years)	-.64	.36	.55	.07
Autocratic management (N/Y)*	-.36	.16	-.32	-.06
Law degree (N/Y)	-.25	-.22	-.30	-.13
Prevention services (N/Y)	.24	.22	.34	.33
Tenure in present admin- istrative position (years)	.14	-.52	-.15	-.42
Victim services (N/Y)	-.25	.50	-.10	.55
Negative research experiences (#)	.10	.43	.06	.36
Information Brokers (#)	.05	.35	.07	.30
Agencies involved with violent crime (N/Y)	.05	-.32	-.07	-.41

a. Rotated Standardized Discriminant Function Coefficient and Loadings

b. Function 1 - canonical correlation .52 accounting for 28.6% of the variance

c. Function 2 - canonical correlation .33 accounting for 11% of the variance

Organizational Readiness Determinants

In an effort to examine the importance of organizational readiness in combating violence, i.e., A VICTORY factors, we utilized the same discriminant analysis technique as in uncovering the importance of structure and processes. This analysis not only included A VICTORY factors but also the statistically significant organizational determinant discussed earlier.

In our study, we operationally defined these factors by constructing a short, 76-item questionnaire that included questions about each of the factors. Table 4.5 presents the A VICTORY dimensions for assessing organizational readiness to combat violence. The idea to create multiple categories of questions for the more global factors, i.e., ability, values and circumstances, was taken from earlier work conducted by the Program Evaluation Resource Center in Minneapolis, MI (Kiresuk and Lura, 1981). (See Appendix E for the questions grouped by the 13 dimensions.)

In total, 521 decision-makers from 189 agencies of our study returned the questionnaire. The agency administrators participating in the face-to-face interview portion of the study were asked to identify persons to complete the questionnaire who were involved in the decision-making process. In agencies that had more than one respondent, average scores for each of the questions were constructed; therefore, we measured agency readiness, not individual readiness.

The 76 questions were factor analyzed to determine the

TABLE 4.5: A VICTORY Dimensions for Assessment of
Organizational Readiness to Combat Violence

ABILITY

- Category 1: Willingness and ability to commit resources to violence-related matters.
- Category 2: Present availability, knowledge and skill level of manpower to handle violence-related matters.

VALUES

- Category 3: Attitudes and beliefs of those involved toward accepting violence as a priority problem.
- Category 4: Organization's history of change and history of support of change.
- Category 5: Work relations; supervisory relations; interpersonal relations.

INFORMATION

- Category 6: Availability of information bearing on violence. Availability and use of procedures and channels for recording and communicating information.

CIRCUMSTANCES

- Category 7: Aspects of the organization relating to procedures, job duties, job requirements and job expectations.
- Category 8: Quality of interagency relations in connection with violence-related matters.
- Category 9: Quality of relationships between citizens and agencies that deal with violence.

TIMING

- Category 10: Timing in connection with organizational involvement in additional violence-related activities.

OBLIGATION

- Category 11: Felt need to "do something," to take action in regard to violence-related matters.

RESISTANCE

- Category 12: Expected or feared negative consequences resulting from increasing attention on violence.

YIELD

- Category 13: Payoff or rewards thought to result from responses to violence.
-

groupings for the 13 categories presented in Table 4.5. This analysis also detected poorly worded questions that meant different things to different people. We found that each of the conceptualized groupings had three to six questions which measured the intended factor, totalling 58 of the original 76 questions (see Appendix F for the factor analysis results). Responses to each group of questions were summed to form a single standardized scale score. Standardized score allows for comparisons to be made across the 13 scales.⁵

These results are important in that we were able to measure the readiness of human service agencies to combat violence in Alaska. There were significant variations in how agencies responded to the questions concerning unwillingness to commit resources to violence, resistance to policy action to reduce violence and so forth. More importantly, this study addresses whether or not organizational readiness can increase our understanding of why agencies use research in deciding to combat violence or in deciding to combat violence regardless of research influence.

Table 4.6 presents the means of the 13 A VICTORY scales by type of action to combat violence. An inspection of the subcategory mean values reveals that several of the A VICTORY factors appear to vary significantly across the policy and preparatory action subgroups, but that the discriminant analysis showed only four variables to be statistically significant (not reported in table form).⁶

TABLE 4.6: MEANS OF THE EMPIRICALLY DERIVED
A VICTORY FACTORS BY TYPE OF VIOLENCE REDUCTION ACTION

A VICTORY Factors ^a	Type of Action (subcategory means)					
	Policy Action			Preparatory Action		
	No Action	Non-Research Influence	Research Influence	No Action	Non-Research Influence	Research Influence
Willingness to Commit Resources	<u>-.30</u>	.07	.01	.02	-.05	-.03
Personnel Knowledge and Skills	-.23	.06	.05	-.32	.05	.06
Perceptions of Violence as a Low Priority Problem	<u>.33</u>	.01	-.12	<u>.46</u>	-.10	-.22
History of Change in Agency	-.11	.00	.01	-.19	.00	.04
Poor Work Relation	.21	+.11	<u>-.10</u>	.13	.05	.01
Availability of Violence- Related Information	.28	.13	-.05	.28	.02	-.01
Effective Communication and Personal Systems	-.16	-.16	.04	-.18	-.19	<u>.13</u>
Poor Interagency Relations	.07	-.02	.06	-.07	.14	.06
Poor Citizenry Relations	-.13	.22	-.06	.02	.01	.00
Poor Timing of Actions	.14	.11	-.11	.39	-.05	-.16
Obligation to do Something	-.02	.10	-.01	-.09	.01	.11
Resistance to Increased Attention on Violence	-.02	.03	.00	.06	-.05	-.06
Yield from Increasing Attention on Violence	.17	.06	.03	.01	.01	.18

^a see Table 4.5 for descriptions

Tables 4.7 and 4.8 present the results of a discriminant analysis where these statistically significant A VICTORY variables were analyzed concurrently with those significant variables reported earlier. In regard to policy action decisions, we found three factors that were statistically significant when applying a discriminant function analysis (Table 4.7). These were (1) unwillingness to commit resources, (2) perception of violence as a low priority and (3) poor work relations within the agency.

Factors 1 and 2 were found to be inhibitors of policy action, regardless of the type of influence and perception of poor work relations tended to inhibit action which was influenced by research. That is, more administrators who took no action to combat violence indicated an unwillingness to commit resources and perceived violence as a low priority of their agency than those administrators who took some type of policy action. These are common sense findings. The unanswered question, however, is why aren't the other factors significant as well?

More administrators who had not used research indicated that poor work relations existed in their agency than those who indicated research use. One explanation of the latter finding is that poor work relations negatively affects the diffusion of research information in agencies, therefore creating a barrier for research use. Conversely, perception of work relations does not appear to make a difference in decisions regarding whether or not to take action.

Only two factors were found to statistically discriminate

TABLE 4.7

DISCRIMINANT FUNCTION COEFFICIENTS AND LOADINGS INCLUDING
A VICTORY FACTORS BY TYPE OF INFLUENCE TO TAKE
 VOLUNTARY POLICY ACTION TO COMBAT VIOLENCE

Variable	Discriminant Function Coefficients		Discriminant Function Loadings	
	Research Influence Function (1)	No Action Function (2)	Research Influence Function (1)	No Policy Action Function (2)
Poor work relations	.15	.11	.29	.06
Research exposure	.37	.04	.49	.04
Interagency research sources linkages	.37	.10	.51	.12
Information brokers	.35	.03	.23	.03
State agency	.52	.02	.49	.05
Alaska research sources	.34	.36	.33	.33
Autocratic management style	.29	.05	.33	.19
Bad experiences	.23	.11	.14	.08
Willingness to commit resources	.06	.29	.01	.21
Perceptions of violence as a low priority problem	.00	.32	.15	.36
Tenure in director's position	.03	.59	.12	.70
No specific violence reduction services	.18	.32	.13	.58
Domestic violence agency	.22	.26	.01	.34

a. Function 1 - Canonical correlation .53 accounting for 29% of the variance

b. Function 2 - Canonical correlation .43 accounting for 19% of the variance

between the subgroups associated with preparatory action regarding special training, research and planning (see Table 4.8). These were (1) perception of violence as a low priority and (2) effective communication and personnel system. More decision-makers who viewed violence as a low priority also reported no preparatory action to combat violence, while perceptions of an effective communication and personnel system was more characteristic of research users than others.

It should be noted that perceptions of work relations and communication and personnel systems were found to be highly correlated. Interestingly, poor work relations emerged as being important in connection with use of research in making policy action decisions, while effective communication and personnel system appear to facilitate the use of research in decisions to take preparatory action. These findings suggest that research which may be used to make the former type of decisions tend to filter through informal channels, i.e., workers; whereas, the diffusion of research which can impact the latter decisions is facilitated by the structure of the communication and personnel system.

Summary

In an effort to gain more knowledge about organizational arrangements and impact on decision-making regarding combating violence, we first conducted an analysis which examined organizational and administrative characteristics, some of which were directly connected with information diffusion in human service agencies and others which were descriptive of the general agency

TABLE 4.8

DISCRIMINANT FUNCTION COEFFICIENTS AND LOADINGS INCLUDING
A VICTORY FACTORS BY TYPE OF INFLUENCE TO TAKE
VOLUNTARY PREPARATORY ACTION TO COMBAT VIOLENCE^a

Variable	<u>Policy Action</u>			
	<u>Discriminant Coefficients</u>		<u>Discriminant Loadings</u>	
	No Action Function (1)	Research Influence Function (2)	No Action Function	Research Influence Function
Perceptions of violence as a low priority problem	.50	.01	.62	.06
Tenure in present position	.35	.09	.33	.11
Victim services	.50	.20	.60	.14
Bad experiences	.46	.15	.38	.05
Information brokers	.26	.20	.24	.15
Effective communication and personnel systems	.09	.36	.02	.34
Research exposure	.03	.44	.09	.58
Interagency research sources linkages	.12	.31	.12	.51
Tenure in agency	.27	.54	.07	.49
Law degree	.11	.46	.05	.35

^a Rotated Standardized Discriminant Function Coefficients and Loadings

Function 1 - Canonical correlation .55 accounting for 30% of the variance

Function 2 - Canonical correlation .36 accounting for 13% of the variance

arrangements. In this analysis, particular attention was given to why decision-makers may or may not use research in the policy-making process. Second, we turned our attention to the importance of the readiness of organizations in decisions about whether or not to engage in research use. This analysis examined the significance of A VICTORY factors both separately and simultaneously with characteristics of agencies' structure, processes and personnel.

In regard to the importance of organizational and individual characteristics, three variables were found to be common to agencies that used research in decisions regarding violence-related policy actions, i.e., program and service modifications, and in decisions regarding special training, research and planning. Research exposure and interagency research source linkages were facilitators, and autocratic management style was an inhibitor of research use. The presence of information brokers appears to influence the use of research in making decisions to take direct policy action; however, in the case of decisions to take preparatory action, brokers facilitated policy action regardless of the use of research.

It is interesting that research use in violence-related policy action decisions appears to be inhibited within state agencies and by research produced in Alaska. In contrast, research use relating to preparatory action was inhibited by longer tenure of the chief administrator in the agency and by administrators who are lawyers. Agencies providing prevention services were found to use research more in connection with spe-

cial training, research and planning than other types of agencies.

We found two factors that appear to inhibit both policy and preparatory action, regardless of the type of influence. These were increased tenure in current administrative positions and minimal bad research experiences. The literature is relatively clear about the trappings of organizational roles and the more extended the tenure, the less likely change will occur. It is not clear, however, why bad research experiences are more common to administrators who reported engaging in policy action to combat violence than those who did not act. As discussed earlier, possibly bad research experience is nothing more than a proxy measure for involvement in research. Regardless of whether we measured what was intended, it is significant that bad research experiences did not seem to deter administrators from deciding to take policy action to combat violence.

Another difficult finding to interpret was that the presence of information brokers, unlike its connection with research use in policy actions, facilitated preparatory action, regardless of the type of influence to act. As in the case of bad experiences, it is possible that a third variable, e.g., education and research training of information brokers, could provide clarity to the relationship between presence of brokers and decisions to take policy actions. It seems reasonable that while prior research experience of information brokers may not be a requisite for research use in policy action, those with strong research and planning backgrounds would be more likely to filter research into

the decision-making process concerning special training, research production and planning.

As in the case of influences on research use, we found several statistically significant factors that appear to be unique to whether or not agencies engaged in any action, regardless of the type of influence. In regard to unique influence on policy actions, agencies with no specific violence reduction services were more likely not to have taken any action. Further distinctions were found among agencies offering specific violence services. Agencies providing domestic violence treatment services were more likely to engage in policy action than other agencies. Interestingly, when we focused on decision-making in reference to special training and research planning, we found that agencies providing victim services, not treatment services, were more likely to take this type of action. Moreover, agencies that had to handle primarily assaultive behavior and violent crime or had administrators who were lawyers tended not to be as interested in taking actions concerning special violence training, research and planning as other agencies.

The second part of our analysis, which centered on the importance of organizational readiness in policy decisions about violence, added to our knowledge of why some agencies engaged in research use or in policy action regardless of research and others did not. In summarizing these findings, the most significant result was that there are specific perceptions about the organizational environment that are important only to research use and other perceptions that facilitate or inhibit action of

any sort. While the A VICTORY model did not provide necessary and sufficient explanations, there were four of thirteen variables which were found to be statistically significant even when analyzed in conjunction with the significant organizational characteristics.

Organizational readiness was found to be more important in regard to decisions to take action, regardless of the type of influence, than in decisions to use research. We found that administrators who tended to be unwilling to commit resources and those who perceived violence as a low priority problem were less likely to take policy action. The perception of violence as a low priority was also common among administrators who reported having taken no preparatory actions.

Administrators who used research in deciding to engage in policy actions were less likely than others to characterize their agency as having poor work relations. Those who were influenced by research to take preparatory action were more likely to work in agencies which they perceive as having good communication and personnel systems. We surmised that research which was useful for policy action tended to be facilitated by informal, people-related aspects of the organization, while research which was useful in deciding about special training, research and planning was facilitated by structural arrangements.

NOTES

1. The discriminant function coefficients are similar to Betas in multiple regression analysis except, discriminant coefficients for a given variable measure the magnitude of the relation with the function (a control for the effect of other variables) only in relation to the total amount of variance explained by that function. For example, if you square the coefficient .50 which characterizes the strength of the correlation of research exposure and research influence, the result is .25 or 25% of the total amount of variation that can be explained by function one.

2. The Justice Center within the School of Justice of the University of Alaska, Anchorage recently completed a research needs survey of 236 human service agencies across the state and has also found the agencies are eager to collaborate with the Center in conducting research or in searching for research funds. Approximately 30% of these agencies have allocated money specifically for research, but few of these agencies with money indicated that combating violence was a priority problem in need of research.

3. In the discriminant analysis of preparatory action we found the reports of specific findings remembered was a more reliable and valid indicator of research exposure than reports of research in general.

4. We also examined the importance of other educational degrees. These were grouped into criminal justice, social service, and hard science degrees. None of these discriminated between research users and nonusers.

5. Since each scale was standardized to a mean of approximately 0 and a standard deviation of 1, comparisons can be made across scales. That is, a mean value of 0 indicates that approximately 50% of the respondents were below the mean score for a particular scale and 50% were above. If a subcategory mean value, for example, for the group of administrators who reported no policy action is $-.50$, this would indicate that the average score on that particular scale for these responses would be $1/2$ standard deviation away from the grand mean of the total sample. In other words, 67% (50% plus 17%) of the no policy action group scored below the total sample.

6. In conducting the discriminant analysis of organizational factors, we first entered only the A VICTORY subscales into the analysis. Because of high intercorrelation among the A VICTORY subscales a number of computer runs were made to avoid problems created by multicollinearity.

SECTION V

Conclusions and Policy Implications

This study of research diffusion and use in Alaska was intended to: (1) describe the research diffusion process in connection with human service agencies that deal with problems of violent behavior; (2) determine how research influences decisions about violence reduction policy and programming; and (3) discover what facilitates or inhibits the use of research in making decisions about combating violence. These questions were answered by collecting interview and questionnaire data from administrators of 268 human service agencies in 24 Alaska population centers.

Most apparent in the survey was that administrators in the human services are taking action to combat violence. Also apparent was that research is filtering into the decision-making process. What is unclear, however, is whether or not the most useful research is influencing decisions.

This study also uncovered several important voids relating to research diffusion. First, we found that administrators were exposed to research, but that very little of the most useful types of research, evaluation and correlation studies, had been produced in Alaska. Second, we found that research was being disseminated by various media, but that few agencies had given attention to structural arrangements and interagency linkage with research sources. These and other results presented in this report demonstrate a particular need for a violence-focused research and development policy which focuses on the dissemina-

tion and use of Alaska produced research at two levels. First, there is a need to develop agency-specific research, development and diffusion programs (R,D & D) and second, municipal and state governments should design R,D & D support programs.

Within justice as well as other service agencies, a dissemination (R,D & D) program should be developed which is intended to produce data for combating violence. Research might be produced in connection with the agency's primary service population, management operation, personnel and training, policy analysis and the like. Attention should also focus on developing and validating a viable evaluation system which can provide current data for decision-making. We found some agencies conducting self-evaluations, but there were few instances where formal systems were in operation. Because of the expense of developing an evaluation system, agencies could develop a multifunctional system that considers the control and prevention of violence as a major function.

An additional facet of the proposed agency based R,D & D should include formal linkages with other agencies that can provide additional information about the control and prevention of violence. Also, chief administrators need assistance in screening the voluminous amounts of information which are produced and retrieved; therefore, information brokers are imperative. Both interagency linkages with a variety of research sources and the presence of information brokers were found in our study to be correlated with research use.

Municipal and state government should provide a R,D & D program for smaller agencies that they fund and supplemental funds to larger agencies. The research needs of smaller agencies are similar to the needs of larger agencies; however, instead of a single research program for a large multi-level agency, this research program could be interagency focused for agencies with similar functions.

In addition to an agency based R,D & D program, a state operated R,D & D program should be created which would provide a variety of funds and services for producing, disseminating and utilizing research to combat violence. First and foremost, funds should be appropriated for research grants. We found that most agency administrators were receptive to research being conducted in their agency; however, in most cases there were no funds available for hiring an outside consultant to do research.¹ In order to effectively administer these funds, a rigorous review process should be implemented with the intent of generating reliable and valid study results for use in controlling and preventing violence.

A third service that this state operated R,D & D program could provide is training for administering local agency research programs or for using research results. It is common knowledge that producing valid research results or putting research to effective use is no easy accomplishment. Overcoming misuse of research is particularly important. We found evidence that research was being misused in a variety of ways. For example, it was reported that some programmatic changes had been influenced

by research that was later found to have serious methodological flaws. Misuse of agency based research could be minimized by training personnel to conduct reliability and validity checks. Additionally, agency staff can be trained to identify reliable and valid results that are produced by other researchers.

In conclusion, there is no question about the willingness of human services components of Alaskan agencies to improve services targeted to combat violence. This study revealed frequent and pervasive changes in many agencies, particularly agencies providing domestic violence services. Moreover, we found human service administrators in Alaska make use of available research more often than agencies in many other states. The question may not be how to stimulate change or research use, but rather how to slow change so that research can be more effectively used. It is hoped that the results of this study provide the impetus for the development of a systematic and rational approach to the use of research in improving violence-related services at the state level.

NOTE

1. The Justice Center recently completed a research needs survey of 236 human service agencies across the state and has also found the agencies are eager to collaborate with the Center in conducting research or in searching for research funds. Few of these agencies, however, have allocated money specifically for research.

REFERENCES

- ADAMS, S. (1975) Evaluative Research in Corrections: A Practical Guide. Washington, DC: Law Enforcement Assistance Administration.
- CAPLAN, N., A. MORRISON, and R. STAMBAUGH (1976) The Use of Social Science Research at the National Level. Ann Arbor: University of Michigan, Institute for Social Research.
- DAVIS, H.R. (1971) "A checklist for change." A Manual for Research Utilization. National Institute of Mental Health, Washington, DC: Government Printing Office.
- _____ (1973) "Change and innovation" in Feldman, S., Administration and Mental Health. Springfield, IL: Charles C. Thomas.
- DAVIS, H.R. and S.E. SALASIN (1976) "The utilization of evaluation" in Struening, E. and Guttentag, M., Handbook of Evaluation Research, Vol 1. Beverly Hills, CA: Sage.
- DESHPANDE, R. and G. ZALTMAN (1983) "Patterns of research use in private and public sectors." Knowledge: Creation, Diffusion, Utilization 4 (4):561-75.
- FAIRWEATHER, G.W., D.H. SANDLER, and L.G. TORNATZKY (1974) Creating Change in Mental Health Organization. Elmsford, NY: Pergamon.
- GLASER, E.M. and H.S. COFFEY (1967) Utilization of Applicable Research and Demonstration Results. Los Angeles: Human Interaction Research Institute.
- HAVELOCK, R.G. (1969) Planning for Innovation Through Dissemination and Utilization of Knowledge. Ann Arbor: University of Michigan, Institute for Social Research.
- Human Interaction Research Institute (1976) Putting Knowledge to Use: A Distillation of the Literature Regarding Knowledge Transfer and Change. Los Angeles: HIRI.
- JOHNSON, K.W. (1980) "Stimulating evaluation use by integrating academia and practice," Knowledge: Creation, Diffusion, Utilization 2 (2):237-62.
- MAYER, S.E. (1975) "Announcing. . . A new way to assess your program's readiness for program evaluation," PERC Newsletter, May-June, p. 4.
- NATIONAL ADVISORY COMMISSION ON CRIMINAL JUSTICE STANDARDS AND GOALS (1976) Criminal Justice Research and Development. Washington, D.C.: Government Printing Office.

NATIONAL COMMISSION ON THE CAUSES AND PREVENTION OF VIOLENCE
(1969) To Establish Justice and to Ensure Domestic
Tranquility. Washington, DC: U.S. Government Printing
Office.

PATTON, M.O. (1978) Utilization-Focused Evaluation. Beverly
Hills, CA: Sage.

RICH, R.F. (1977) "Uses of social science information by federal
bureaucrats: knowledge for action versus knowledge for
understanding," pp. 189-211 in C.Weiss (ed.) Using Social
Research in Public Policy-Making. Lexington, MA: D.C. Heath.

_____ (1979) The Power of Social Science Information and
Public Policy-Making. San Francisco: Jossey-Bass.

ROBERTS, A.O.H. and J.K. LARSON (1971) "Effective use of mental
health research information." Final Report for the National
Institute of Mental Health. Palo Alto, CA: American
Institutes for Research.

ROGERS, E.M. (1962) Diffusion of Innovations. New York: The
Free Press.

SALASIN, S.E. and H.R. DAVIS (1977) "Facilitating the utilization
of evaluation, . . . A Rocky Road," in I. Davidoff, M.
Guttentag, and J. Offutt (eds.) Evaluating Community Mental
Health Services. Washington, D.C.: Department of Health,
Education and Welfare.

VAN DE VALL, M. and C. BOLAS (1982) "Using social policy research
for reducing social problems: an empirical analysis of
structure and functions." Journal of Applied Behavioral
Science 18 (1):49-67.

WEISS, C.H. (1977) "Research for policy's sake: the enlighten-
ment function of social science research." Policy Analysis
3:531-45.

_____ (1980) "Knowledge creep and decision accretion."
Knowledge: Creation, Diffusion, Utilization 1 (3):381-404.

WEISS, C.H. and M.J. BUCUVALLAS (1977) "The challenge of social
research to decision making," pp. 213-33 in C.H. Weiss (ed.)
Using Social Research in Public Policy-Making. Lexington,
MA: D.C. Heath.

_____ (1980a) Social Science Research and Decision
Making. New York: Columbia University Press.

_____ (1980b) "Truth tests and utility tests: decision-
makers' frames of refrence for social science research,"
American Soc. Rev. 45(2):302-313.

WOLFGANG, M., N. WEINER and W. POINTER (1981) (eds.) Criminal Violence: Biological Correlates and Determinants. Washington, DC: National Institute of Justice, U.S. Department of Justice.

APPENDIX A

SAMPLING DESIGN

FIGURE 1

TPOLOGY FOR DEFINING THE JUSTICE NETWORKS OF THE MAJOR COMMUNICATION CENTERS IN ALASKA

		Administrative			
		Civil			
		Juvenile			
		Criminal			
Private	No Alaska Agency	UAAPD	A.B.A.	CLITHROE	CTR FOR DRUG PROB.
Municipal	ASSEM- BLY	A.P.D.	LEGAL DEPT.	AKEETA HOUSE	ANCH. CHIL D ABUSE
State	LEGIS- LATURE	A.S.T.	SUPREME COURT	DOC/ EAGLE RIVER	DOC/ PAROLE
Federal	B.L.M.	F.B.I.	U.S. DIST. CT.	No Alaska Agency	U.S.CT/ PAROLE
	Formu- lation	Enforce- ment	Judi- cial	Resi- dential Treat- ment	Non- Residen- tial Treat- ment

*Includes prosecution, public defenders, and private attorneys.

APPENDIX B

TELEPHONE AND FACE-TO-FACE
INTERVIEW SCHEDULES

PHONE INTERVIEW

APPENDIX VIII

```

*****
*
* A. Administrator I.D. _____ *
*
* B. Interviewer I.D. _____ *
*
* C. Date of Interview _____ *
*
* D. Time Started _____ *
*
* E. Time Finished _____ *
*
*****

```

Hello, Mr./Mrs./Miss _____, my name is _____.

I'm involved in a study concerning violence in Alaska. This study, which is being conducted by the Justice Center at the University of Alaska, is in collaboration with the Alaska House Task Force on Violence.

I would like to ask you a few preliminary questions today about organizational matters relating to violence. Later, I want to schedule an appointment to talk to you in person about the subject. In all cases, the responses we receive will be kept completely confidential. Is this a convenient time?

(IF THE RESPONDENT HESITATES OR GIVES VERBAL INDICATION THAT HE/SHE IS APPREHENSIVE ABOUT PARTICIPATING, READ THE FOLLOWING.)

If this is not a good time for you, I could call you back or I could have Dr. Johnson, the Director of Research for the Justice Center, call you.

TELEPHONE LOG

TELEPHONE # _____

	TIME 1	TIME 2	TIME 3	TIME 4	TIME 5	TIME 6	TIME 7
COMPLETED							
BUSY							
NO ANSWER							
CALL BACK							

NOTES:

1. Before we begin with questions on violence, what is your official title and how long have you held this position?

A. Title _____

B. Time in position _____

2. Okay, now I'd like you to think of the circumstances in which _____ (agency) _____ deals with different kinds of violence.

A. Keeping 1980 and 1981 in mind, in what circumstances has _____ (agency) _____ been confronted with problems involving violence or potential for violence?*

B. What about circumstances that deal with other kinds of violence or potential for violence?*

*INTERVIEWER: PROBE WITH "CONFLICT SITUATIONS WHERE THERE IS A POTENTIAL FOR VIOLENCE."

Examples of violent crime:

- Family violence
- Spouse abuse
- Child abuse
- Dispute settlement involving violence
- assault on authority
- resisting arrest
- group disturbance

3. Now I'd like you to think about what action is being taken by (agency) to treat or provide support for persons who have engaged in violence.

A. Special Programs or Services

i. Does (agency) have any special programs or services which are designed to deal with violent crime or family violence? (Indicate whether special emphasis on violence.)

()no ()yes--What programs are you referring to?

When were they implemented? _____

ii. What about special programs or services which deal with other types of violence, e.g., assault?

()no ()yes--What programs are you referring to? (Indicate type of violence.)

When were they implemented? _____

3. B. Policies or Regulations

i. Shifting your attention to policies or regulations concerning violence, has (agency) implemented any policies or regulations during your administration which deal with violent crime, family violence, or conflict situations?

()no ()yes--What are these policies or regulations?

When were they implemented? _____

C. Training, Special Schools, Conferences

i. Okay, now has (agency) offered any special training, or sent staff to special schools or conferences which have dealt with methods for handling violent crime, family violence, or conflict situations?

()no ()yes--What was offered?

Who attended and when did they attend? _____

4. Now let's look at what action is being taken by (agency) which focuses on the victims of any type of violence.

A. Special Programs or Services, Policies, Training

i. Has (agency) implemented any programs, services, special training, policies, regulations or other actions for victims of violence?

()no ()yes--What are these programs, services, regulations, special training or policies?

When were they implemented? _____

5. Next I would like you to look at the area of citizen involvement.

A. Special Programs or Actions

i. Has (agency) implemented any special programs, or involved personnel in training which focuses on citizen involvement in preventing violence?

()no ()yes--What are these programs, actions or training?

When were they implemented? _____

Who was sent? _____

Where did they attend and when? _____

6. We are also interested in how agencies work together to deal with violence.

A. Special Programs

i. Have there been instances when (agency) has worked with other agencies on violence related matters?

()no ()yes--What agencies and what were the circumstances?

Did you accomplish your goal? _____

7. The final area of importance is ideas for action against violence which never materialized.

A. Special Programs, Policies, Regulations, Services

i. In the past in dealing with violence, has (agency) planned to implement any new policies, programs, regulations or services, but never did so?

()no ()yes--What were these plans?

Why do you feel that these plans were never implemented?

7. A. ii. Are there any plans to implement new programs or other actions to reduce violence?

()no ()yes--What are these plans?

When do you plan to implement them? _____

B. Future Programs

i. If additional funding were made available, what actions concerning violence would be initiated by your agency?

ii. Do you have any ideas on how the public can become more aware of violence and ways to prevent it without creating additional fears and tension in the community?

THE ROLE OF PUBLISHED INFORMATION IN REDUCING VIOLENCE

Telephone/Face-to-Face Combined

```
*****  
*   A.  Administrator I.D. _____ *  
*                                           *  
*   B.  Interviewer I.D. _____ *  
*                                           *  
*   C.  Date of Interview _____ *  
*                                           *  
*   D.  Time Started _____ *  
*                                           *  
*   E.  Time Finished _____ *  
*                                           *  
*****
```

I would like to thank you for seeing me. As indicated on the phone, this visit is in connection with a study about violence which is being conducted by the Justice Center of the University of Alaska, Anchorage. We are collaborating with the Alaska House of Representatives Task Force on Violence.

Today, I would like to discuss a number of issues concerning violence and related problems. We are particularly interested in exploring how research or other information has provided you with guidance when making decisions about such matters.

I also would like to leave a short questionnaire for you and some of your staff to complete. We can talk about this questionnaire after completing the interview. Again, I emphasize that any information provided is strictly confidential and that the results of the study will be made available to you.

1. Before we begin with questions on violence, what is your official title and how long have you held this position?

A. Title _____

B. Time in position _____

2. Okay, now I'd like you to think of the circumstances in which _____ (agency) deals with different kinds of violence.

Keeping 1980 and 1981 in mind, in what circumstances has _____ (agency) been confronted with problems involving violence or potential for violence?*

*INTERVIEWER: PROBE FOR DIFFERENT TYPES OF VIOLENCE:

- Violent crime
- Family violence
- Spouse abuse
- Child abuse
- Dispute settlement involving violence
- Assault on authority
- Resisting arrest
- Group disturbance

3. Now could you indicate any special actions being taken by _____ (agency) _____:

ENFORCEMENT-----to detect, investigate, apprehend or prevent people from becoming involved with violence related incidents? (INDICATE WHETHER SPECIAL EMPHASIS ON VIOLENCE.)

COURT/LAW-----which focuses on the accused or defendant who has been involved in violence related matters? (INDICATE WHETHER SPECIAL EMPHASIS ON VIOLENCE.)

TREATMENT/SUPPORT--to treat or provide support for persons who have engaged in violence? (INDICATE WHETHER SPECIAL EMPHASIS ON VIOLENCE.)

This action could be in the form of developing special programs concerning violence or related problems, changing regulations, designing special training, or having personnel attend special schools or conferences dealing with violence.

4. We are also interested in how agencies work together to deal with violence.

A. Special Programs

i. Have there been instances when _____ (agency) _____ has worked with other agencies on violence related matters?

() no () yes--What agencies and what were the circumstances?

Did you accomplish your goal? _____

Now can we shift our attention to Published Information on the subject of violence as well as information on social problems where violence is a by-product?

THE ROLE OF PUBLISHED INFORMATION IN REDUCING VIOLENCE

```
*****  
**  
**      A. Administrator I.D. _____**  
**  
**      B. Interviewer I.D. _____**  
**  
**      C. Date of Interview _____**  
**  
**      D. Time Started _____**  
**  
**      E. Time finished _____**  
**  
*****
```

I would like to thank you for seeing me today. In our telephone conversation on _____ we discussed types of violence your organization handles. These included

We also talked about various actions that your agency has taken in dealing with these problems. Today, I would like to continue the discussion on actions that have a bearing on violence. I am interested in exploring how research has provided you with guidance when making decisions about such matters. In addition, input is needed to determine ways in which the University can assist in producing research information on violence or related problems.

I also would like to leave a short questionnaire for you and some of your staff to complete. We can talk about this questionnaire after completing the interview. Again, I emphasize that any information provided is strictly confidential and that the results of the study will be made available to you.

I. Okay, I would like to begin by having you think about published information on the subject of violence and published information on social problems where violence is a by-product. We are particularly interested in social research information, that is; statistics, survey results, evaluation findings and other studies concerning causes of violence. Here is a list of examples which may help you remember. (HAND LIST #1 TO RESPONDENT AND PAUSE FOR HIM/HER TO REVIEW THE LIST.)

a. Looking at the examples on number 1 on your list, do you remember any of these or other statistics during the last year and one-half concerning violent crime, family violence or other types of violence that your agency handles?

{ } No → GO TO I b
{ } Yes
↓

i. Do you recall the specific statistics you saw and about when and how they first came to your attention? (IF NO, GO TO I b).

1. _____	2. _____
_____	_____
3. _____	4. _____
_____	_____

ii. Do you remember anything about the statistics?*

1. _____	2. _____
_____	_____
3. _____	4. _____
_____	_____

iii. Were these _____ (statistics) _____ generated in your agency or by another agency in Alaska?

1. _____	2. _____
3. _____	4. _____

*INTERVIEWER: PROBE FOR MAJOR FINDINGS, SPECIFIC RESULTS, TRENDS, IMPRESSIONS, CONCLUSIONS, ETC. BY THE RESEARCHER.

b. What about number 2 on this list? Have you seen results of any public opinion surveys which produced information on violence or its victims?

- () No → GO TO I c
- () Yes



i. Do you recall the public opinion surveys you saw and when and how they came to your attention? (IF NO, GO TO I c.)

1. _____	2. _____
_____	_____
3. _____	4. _____
_____	_____

ii. Do you remember anything about the _____ (survey) ?*

1. _____	2. _____
_____	_____
3. _____	4. _____
_____	_____

iii. Were these _____ (surveys) _____ generated in your agency or by another organization in Alaska?

1. _____	2. _____
3. _____	4. _____

*INTERVIEWER: PROBE FOR MAJOR FINDINGS, SPECIFIC RESULTS, TRENDS, IMPRESSIONS, CONCLUSIONS, ETC., BY THE RESEARCHER

c. Looking at number 3, have you seen any results of evaluation studies of programs or services dealing with violence or related problems? (INTERVIEWER: PERFORMANCE APPRAISALS ARE ACCEPTABLE.)

() No → GO TO I d
() Yes
↓

i. Do you recall the evaluation studies and when and how they came to your attention? (IF NO, GO TO QUESTION I d)

1. _____	2. _____
_____	_____
3. _____	4. _____
_____	_____

ii. Do you remember anything about _____ (the study) ?*

1. _____	2. _____
_____	_____
3. _____	4. _____
_____	_____

iii. Were these _____ (studies) generated in your agency or by another organization in Alaska?

1. _____	2. _____
3. _____	4. _____

*INTERVIEWER: PROBE FOR MAJOR FINDINGS, SPECIFIC RESULTS, TRENDS, IMPRESSIONS, CONCLUSIONS, ETC., BY THE RESEARCHER

d. Looking at number 4 on your list, do you recall any social research studies concerning explanations for violence?

() No -----> GO TO II

() Yes

↓

i. What were these studies and when and how did they come to your attention?

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| _____ | _____ |
| 3. _____ | 4. _____ |
| _____ | _____ |

ii. Do you remember anything about the study?*

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| _____ | _____ |
| 3. _____ | 4. _____ |
| _____ | _____ |

iii. Were these _____ (studies) _____ generated in your agency or by another organization in Alaska?

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

*INTERVIEWER: PROBE FOR MAJOR FINDINGS, SPECIFIC RESULTS, TRENDS, IMPRESSIONS, CONCLUSIONS, ETC., BY THE RESEARCHER

Before continuing, I would like to make sure that I have all of the social research information that you have seen during the past year and one-half. (REPEAT RESPONSES TO I a, b, c, and d.) Did I miss anything? Great!

II. We are also interested in your thoughts on future research projects on violence. Do you have any ideas about new research projects that should be initiated here in Alaska?

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| _____ | _____ |
| 3. _____ | 4. _____ |
| _____ | _____ |

INTERVIEWER: IF THE RESPONDENT ANSWERED "NO" TO I a, b, c, and d (HAD NOT SEEN ANY RESEARCH), GO TO QUESTION IV.

III. Next, I would like for you to evaluate the quality of the mentioned research information using the criteria on this second list. (HAND RESPONDENT LIST #2.) If one number is not applicable to your situation, simply indicate so. Evaluate the research on a group basis; however, if you want to specify a particular research study, please do so. Let's begin with number 1. In general, was the research consistent with a body of previous knowledge to a great extent, to little extent, or to no extent? (REPEAT EACH CRITERION.)

	<u>a</u> To a great extent	<u>b</u> To some extent	<u>c</u> To little extent	<u>d</u> To no extent
1. Consistent with a body of previous knowledge	()	()	()	()
2. Raised new issues or offered new perspectives	()	()	()	()
3. Challenged existing assumptions and organizational arrangements	()	()	()	()
4. Compatible with your ideas and values	()	()	()	()
5. Findings did not contradict each other	()	()	()	()
6. Findings pointed to action that would be costly	()	()	()	()

	<u>a</u> To a great extent	<u>b</u> To some extent	<u>c</u> To little extent	<u>d</u> To no extent
7. Supported a position that you already held	()	()	()	()
8. Implications of the findings were politically acceptable	()	()	()	()
9. Relevant to the issues your office deals with	()	()	()	()
10. Implied the need for changes	()	()	()	()
11. Findings were surprising	()	()	()	()
12. The research related to factors that you could do something about	()	()	()	()
13. Results were clear and unambiguous	()	()	()	()

IV. Also of interest is the role that published information* played in deciding what action the organization should take concerning violence related matters. Again, here is a list of various ways in which you may have used research or published information on violence when making administrative decisions. (HAND RESPONDENT LIST #3, PAUSE FOR HIM/HER TO REVIEW, THEN READ LIST TO RESPONDENT.)

- a. Looking at number 1 on your list, have you made any modifications of practices, programs or services regarding violence over the past year and one-half? (IF NO, PROBE RESPONDENT OF ANY ACTION RELATING TO VIOLENCE THAT WAS MENTIONED IN THE TELEPHONE INTERVIEW.) (REPEAT 1-11)

*INTERVIEWER: IF THE RESPONDENT HASN'T SEEN ANY RESEARCH, ASK ABOUT OTHER INFORMATION.

IF RESPONDENT INDICATES "YES", ASK:

- i. What (type of action) are you specifically referring to?
- ii. What is your evaluation of what happened as a result of (type of action) ? (IF NECESSARY, PROBE FOR A BASIS OF EVALUATION.)
- iii. Did any of the mentioned research (SPECIFY TYPE OF RESEARCH) influence you to (type of action) ? If so, what research?
- iv. Did any other information besides research influence you? (e.g., theory, description of technique, discussion of issue, policy statements, etc.) If so, what other information?

IF RESPONDENT INDICATES "NO", ASK:

- v. Has any of the mentioned research (SPECIFY TYPES OF RESEARCH) influenced you not to (type of action) ? If so, what research?
- vi. Has any other information besides research influenced you not to (type of action) ? If so, what other information?

A
Influenced to Act

B
Influenced Not to Act

C
Not Influenced

R I

1. Modificiation of practices, programs or services. (NOTE: COULD BE A NEW PROGRAM THAT HAS ALSO BEEN MODIFIED.)

2. Implementation of new practices, programs, or services.

IF RESPONDENT INDICATES "YES", ASK:

- i. What (type of action) are you specifically referring to?
- ii. What is your evaluation of what happened as a result of (type of action) ? (IF NECESSARY, PROBE FOR A BASIS OF EVALUATION.)
- iii. Did any of the mentioned research (SPECIFY TYPE OF RESEARCH) influence you to (type of action) ? If so, what research?
- iv. Did any other information besides research influence you? (e.g., theory, description of technique, discussion of issue, policy statements, etc.) If so, what other information?

IF RESPONDENT INDICATES "NO", ASK:

- v. Has any of the mentioned research (SPECIFY TYPES OF RESEARCH) influenced you not to (type of action) ? If so, what research?
- vi. Has any other information besides research influenced you not to (type of action) ? If so, what other information?

 A
Influenced to Act

 B
Influenced Not to Act

 C
Not Influenced

R I

3. Changes in policies or regulations relating to violence.

4. Changes in the training requirements or curriculum.

5. Personnel being sent to special schools.

6. Increase/decrease of funds for violence related activities.

IF RESPONDENT INDICATES "YES", ASK:

- i. What (type of action) are you specifically referring to?
- ii. What is your evaluation of what happened as a result of (type of action) ? (IF NECESSARY, PROBE FOR A BASIS OF EVALUATION.)
- iii. Did any of the mentioned research (SPECIFY TYPE OF RESEARCH) influence you to (type of action) ? If so, what research?
- iv. Did any other information besides research influence you? (e.g., theory, description of technique, discussion of issue, policy statements, etc.) If so, what other information?

IF RESPONDENT INDICATES "NO", ASK:

- v. Has any of the mentioned research (SPECIFY TYPES OF RESEARCH) influenced you not to (type of action) ? If so, what research?
- vi. Has any other information besides research influenced you not to (type of action) ? If so, what other information?

A
Influenced to Act

B
Influenced ~~Not~~ to Act

C
Not Influenced

7. Increase/decrease of personnel for dealing with violence related activities.

8. Changing agency priorities regarding violence related matters.

9. Conducting an internal research study of violence related matters.

10. Conducting evaluations of current practices, programs or services.

IF RESPONDENT INDICATES "YES", ASK:

- i. What (type of action) are you specifically referring to?
- ii. What is your evaluation of what happened as a result of (type of action) ? (IF NECESSARY, PROBE FOR A BASIS OF EVALUATION.)
- iii. Did any of the mentioned research (SPECIFY TYPE OF RESEARCH) influence you to (type of action) ? If so, what research?
- iv. Did any other information besides research influence you? (e.g., theory, description of technique, discussion of issue, policy statements, etc.) If so, what other information?

IF RESPONDENT INDICATES "NO", ASK:

- v. Has any of the mentioned research (SPECIFY TYPES OF RESEARCH) influenced you not to (type of action) ? If so, what research?
- vi. Has any other information besides research influenced you not to (type of action) ? If so, what other information?

A

Influenced to Act

B

Influenced Not to Act

C

Not Influenced

11. Hiring an outside consultant or undertaking a research project.

- V. Okay, here is a list of less tangible ways in which social research/information might influence decision making. (HAND RESPONDENT LIST #4, PAUSE FOR HIM/HER TO REVIEW.) Let's begin with number one. Did any of the research/information that you mentioned in connection with violence: (READ OFF ALL QUESTIONS AND OBTAIN A YES OR NO ANSWER.)

IF RESPONDENT ANSWERS YES, ASK:

- i. What?

IF RESPONDENT ANSWERS NO, ASK:

- ii. Has any other information helped? (e.g. theory, description of technique, discussion of issues, policy statements, etc.)
- iii. What?

IF RESPONDENT ANSWERS YES, ASK:

i. What?

IF RESPONDENT ANSWERS NO, ASK:

ii. Has any other information helped? (e.g. theory, description of technique, discussion of issues, policy statements, etc.)

iii. What?

R I

- () () 1. reduced uncertainty about this agency's role in dealing with violence?
- i. _____
- ii. _____
- iii. _____
- () () 2. helped gain recognition for successful action in dealing with violence?
- i. _____
- ii. _____
- iii. _____
- () () 3. helped gain some political advantage?
- i. _____
- ii. _____
- iii. _____
- () () 4. helped counter a push for opposing priorities in your agency?
- i. _____
- ii. _____
- iii. _____
- () () 5. been used in oral or written presentations?
- i. _____
- ii. _____
- iii. _____
- () () 6. search for additional information on violence?
- i. _____
- ii. _____
- iii. _____

IF RESPONDENT ANSWERS YES, ASK:

i. What?

IF RESPONDENT ANSWERS NO, ASK:

ii. Has any other information helped? (e.g. theory, description of technique, discussion of issues, policy statements, etc.)

iii. What?

R I

() () 7. Stimulated planning to deal with violence related matters in the future?

i. _____

ii. _____

iii. _____

() () 8. been considered as background reading which may have some future use?

i. _____

ii. _____

iii. _____

VI. Now, let's shift our attention away from the subject of violence to research sources.

a. First, do you have any person(s) who are responsible for carrying out in-house research projects?

() No → GO TO VI b

() Yes



i. How many persons?

- b. Do you have one particular staff member who you rely on to keep you abreast of new information?

() No ———→ GO TO VI c
 () Yes



- i. Does that person screen and/or provide you with original documents or summarize materials? (Record screening techniques.)

- ii. What is the official title of this person?

- iii. Does that person(s) have any special training in methodology or statistics? Can you recall their training? (PROBE FOR ANY DEGREES.)

- iv. Has this person provided you with research information on violence or related problems?

() No
 () Yes

- c. Are there any organization(s) or researcher(s), outside your agency, that you have gone to during the past year and one-half for research assistance and information?

(INTERVIEWER: IF RESPONDENT INDICATES MORE THAN TWO ORGANIZATIONS, ASK ii-iv FOR THE TWO MOST USED ORGANIZATIONS OR THE TWO MOST RECENTLY USED ORGANIZATIONS.)

() No ———→ GO TO VI f
 () Yes



- i. Which organization(s) or researcher(s) are you referring to? (PROBE FOR DISTINCTION BETWEEN PRODUCERS AND DISSEMINATORS.)

ii. What type of research assistance has been provided by _____?

iii. How often have you had contact with _____? Once a week, twice a week, once a month?

iv. Has _____ provided you with research information on violence or related problems?

- () No
() Yes

IF MORE THAN ONE SOURCE, ASK:

d. Do you rely on any one of these more often than another?

- () No → GO TO VI e
() Yes



i. Why?

- e. Now I would like for you to evaluate these outside source(s). (HAND RESPONDENT LIST #5.) Evaluate the outside source(s) on a general basis; however, if you want to specify a particular source, please do so. If a criterion is not applicable, simply indicate so. Number one, outside resource(s): displayed dedication to their job very much so, moderately so, somewhat or not at all? (REPEAT ALTERNATIVES A SECOND TIME.)

	<u>a</u> Very Much So	<u>b</u> Moder- ately So	<u>c</u> Some- What	<u>d</u> Not At All
1. Displayed dedication to their job	()	()	()	()
2. Were able to work with your agency	()	()	()	()
3. Were free from personal biases	()	()	()	()
4. Displayed ability to make themselves understood	()	()	()	()
5. Were knowledgeable of the working of the agency	()	()	()	()
6. Were reliable in fulfilling commitments to your agency	()	()	()	()
7. Were honest in dealing with your agency	()	()	()	()
8. Took time to explain things	()	()	()	()
9. Showed adequate respect for your point of view	()	()	()	()
10. Displayed enthusiasm	()	()	()	()
11. Showed initiative	()	()	()	()
12. Provided assistance whenever asked	()	()	()	()
13. Informed of work accomplished	()	()	()	()
14. Completed things they set out to do	()	()	()	()

- f. Have you had any bad experiences with research operations or specific researchers outside your agency?

{ } No ———→ GO TO VII
{ } Yes



- i. What was this bad experience?

- VII. Okay, the final set of questions is intended to take into account variations in the backgrounds of the administrators being interviewed, and differences among agencies participating in this study.

- a. How long have you lived in Alaska?

- b. How long have you been with this agency?

- c. Have you attended any training or special schools which pertain to your job? If so, what?

d. What is your highest educational achievement? (CHECK ONE)

- _____ High school graduate
- _____ Some college courses
- _____ Four year college graduate
- _____ Some graduate or law courses
- _____ Masters degree
- _____ Law degree
- _____ Doctorate
- _____ Other

IF A COLLEGE DEGREE, ASK:

i. What was your degree?

e. In your educational program, how many social science research methods courses and statistics courses did you take? (IF ABOVE AVERAGE NUMBER OF COURSES, PROBE FOR SPECIFIC COURSES.)

f. Using the alternatives listed on this final list, to what extent are all personnel in _____ involved in decisions which affect the operation of the agency? (HAND LIST #6 TO RESPONDENT.) Select one of the responses.

1. _____ Administrative head makes most decisions.
2. _____ Administrative head makes most decisions but solicits input on certain matters.
3. _____ Administrative head makes most decisions but solicits input on most matters.
4. _____ Administrative head makes some decisions and allows personnel as a group to decide on some matters.
5. _____ Personnel as a group make decisions on most matters.

VIII. Finally, have you used any clearing house which provides information on justice related topics? (PROBE FOR NCJRS.)

- () No
 () Yes



i. What is it?

Well, that completes the interview. The only thing left to do is explain the questionnaire which I will leave for you and your staff to complete.

SITUATIONAL VARIABLES

1. Interviewer's receptivity
 - () cooperative and comfortable
 - () noncooperative but comfortable
 - () uncomfortable but cooperative
 - () both uncomfortable and noncooperative
2. Number of interruptions during interview _____
3. Interviewee late for appointment _____ minutes
4. Interviewer late for appointment _____ minutes
5. Interviewee wants to see the final results of the study
 - () No () Yes
6. Interviewee's perceived value of the study
 - () viewed the study as highly valuable
 - () viewed the study as somewhat valuable
 - () viewed the study as not valuable
7. Telephone and face-to-face interviews completed at the same time.
 - () No () Yes
8. Time between completion of telephone interview and face-to-face interview _____
9. Time between face-to-face interview and completion of all questionnaires _____
10. Number of call backs for questionnaires _____
11. Number of missing questionnaires _____

APPENDIX C
ORGANIZATIONAL READINESS QUESTIONNAIRE

ORGANIZATIONAL READINESS QUESTIONNAIRES

Number of full-time paid
staff (excluding clerical
personnel)

Number of surveys given out

Receipients of surveys

Comments

NOTE: INTERVIEWER, BE SURE TO ASSIGN A NUMBER TO INTERVIEWEE'S
QUESTIONNAIRE.

A SURVEY CONCERNING ORGANIZATIONAL CAPACITY
TO RESPOND TO PROBLEMS OF VIOLENCE

JUSTICE CENTER
UNIVERSITY OF ALASKA, ANCHORAGE

A SURVEY CONCERNING ORGANIZATIONAL CAPACITY
TO RESPOND TO PROBLEMS OF VIOLENCE

A WORD ABOUT THE ITEMS

This questionnaire consists of 76 statements which we call "items." Some items concern violence and others address issues relating to the atmosphere of an organization. When responding to the violence-focused items, think of the type(s) of violence which concerns your agency. Your agency may deal with issues relating to any of the following areas:

- Violent crime
- Family violence
- Interpersonal conflict situations in which violence may occur
- Social problems which may lead to violent behavior

Some items may not relate to your situation. They are included because of their importance to people with responsibilities that are different from yours. When they are not relevant to you or you do not feel comfortable in responding, answer: "Does not apply." We ask, however, that you use this response as seldom as possible. Your answers will be kept strictly confidential.

Please respond to each item below by placing the letter in the space provided that shows how much you agree. Use the response that occurs to you first. If you feel your answer depends on the situation, answer as is usually the case.

(A)	(B)	(C)
Do not agree at all	Slightly agree	Moderately agree
(D)	(E)	
Strongly agree	Does not apply	

1. There are aspects of violence which need increased attention by our local agency.
2. Citizen input would probably suggest our agency should increase emphasis on issues of violence with which we deal.
3. Little extra time is available for personnel in our agency to deal with additional activities.
4. Currently, our agency has other priorities which may interfere with placing additional attention on violence.
5. Traditionally this agency has provided very effective leadership.
6. There is sufficient information available in our agency to help us deal with issues of violence that concern us.
7. I'm not convinced that our agency should single out violence as a priority.
8. Dealing with "burnout" in our agency should be given a high priority.

(A)	(B)	(C)
Do not agree at all	Slightly agree	Moderately agree
	(D)	(E)
	Strongly agree	Does not apply

9. Sufficient resource material about violence is made available to personnel of this agency.
10. Something has to be done soon to improve our services to victims of violence.
11. Our image with the legislature will be enhanced if we more effectively deal with situations involving violence.
12. If new programs dealing with problems of violence are implemented in this agency funds may be taken away from other activities.
13. A major responsibility of our agency is to actively pursue more effective ways of handling violence.
14. Sometimes we have a difficult time responding to citizen needs as well as we should.
15. We could find limited resources in our agency to hire a consultant to help plan for dealing with a new problem.
16. Presently, there is not time available to carefully plan for an increased emphasis on violence.
 There is limited knowledge among our staff as to how to deal with all of the issues of violence which we handle.
18. Our agency is capable of conducting research concerning the issues of violence with which we deal.
19. In this agency it is questionable whether more attention should be placed on problems related to violence.
20. The promotion system used in our agency should be changed.
21. In the past, this agency has had an excellent reputation for being innovative, progressive and forward looking.
22. A few personnel changes would improve our agency.
23. Effective handling of situations involving violence should lead to greater recognition and rewards.
24. Increased attention to violence may bring about above average job related stress to our personnel.
25. At times, it has been difficult to get personnel from other agencies to follow through on plans to work together on a common problem.

(A)	(B)	(C)
Do not agree at all	Slightly agree	Moderately agree
	(D)	(E)
	Strongly agree	Does not apply

26. ___ Citizen or client request for services nearly exceeds what the agency can deliver.
27. ___ My agency does not have extra money available to deal with additional activities.
28. ___ This may not be a good time to begin or intensify programming efforts dealing with violence related problems.
29. ___ Our personnel would work hard to implement new methods to deal with violent behavior.
30. ___ Personnel are adequately informed when there are changes in procedures in this agency.
31. ___ Our personnel presently have to do too much paperwork.
32. ___ Managers sometimes make decisions without consulting the individuals who are affected.
33. ___ This agency has consistently supported changes in the past.
34. ___ It would be difficult for our agency to respond rapidly to issues of violence which we have to handle.
35. ___ More research is needed regarding how our agency should deal with violence.
36. ___ It is important for decision makers in this agency to be committed to placing more attention on violence or related problems.
37. ___ We have found that many agencies are reluctant to work together to combat a common problem such as violence.
38. ___ In order to give more attention to situations involving violence, personnel who are needed elsewhere would probably be used.
39. ___ Presently, it would be difficult to concentrate on preparing our personnel to effectively deal with violence.
40. ___ Personnel in my agency are aware of the various methods for reducing violence which we handle.
41. ___ Increased action taken by this agency to reduce violence would probably increase the workload with minimal benefit.
42. ___ Most changes are implemented smoothly in this agency.
43. ___ Incompatibility in operating philosophies has often hindered our working relations with other agencies.

(A)	(B)	(C)
Do not agree at all	Slightly agree	Moderately agree
	(D)	(E)
	Strongly agree	Does not apply

44. ___ In the past, this agency has been a forerunner in accepting new ideas.
45. ___ If this agency more effectively deals with situations involving violence, time may be taken away from other activities.
46. ___ If more emphasis is placed on issues of violence, time may be taken away from other activities.
47. ___ The decision makers in my agency feel the need to better prepare our personnel for dealing with problems of violence.
48. ___ Our agency receives its share of complaints from the community about the lack of attention given to victims of violence.
49. ___ We would need additional personnel before we could increase involvement in violence related activities.
50. ___ Our agency has an obligation to give priority attention to violence or related problems.
51. ___ The skills of existing personnel related to planning and developing ways to reduce violence are sufficient to do the job.
52. ___ Sometimes, supervision is less than satisfactory in this agency.
53. ___ There are others in my agency who probably would not want to change our current way of dealing with violence.
54. ___ There is probably no better way to evaluate performance than the method used in this agency.
55. ___ Personnel in positions of authority in this agency are very understanding about any employee related complaint.
56. ___ It has been difficult at times in the past to bring about needed change in this agency.
57. ___ More effective handling of situations involving violence would mean better service for citizens.
58. ___ Supervisors are not adequately prepared to carry out their functions in this agency.
59. ___ Money could probably be made available to provide staff training concerning any priority problem.
60. ___ It is questionable whether more emphasis on involving citizens in dealing with violence related problems would be beneficial to our agency.

(A)	(B)	(C)
Do not agree at all	Slightly agree	Moderately agree
	(D)	(E)
	Strongly agree	Does not apply

61. ___ There are others in my agency who would object to increasing the amount of attention given to violence.
62. ___ It would be somewhat difficult to bring about constructive change in this agency because of bureaucratic red tape.
63. ___ It seems to me that some of our personnel in positions of authority should consider moving to another position.
64. ___ More effective handling of instances involving violence may enhance one's career opportunities in this agency.
65. ___ Our experience has been that poor communication hinders team work involving other agencies.
66. ___ My agency uses a good system of keeping us informed of new developments in the field.
67. ___ Violence should not be a priority problem for this agency.
68. ___ Limited resources allocated to my agency would make it difficult to deal with any activity that involves more work.
69. ___ Our agency may be able to get a budget increase next year if we more effectively deal with violence which we are responsible for handling.
70. ___ Increased emphasis on problems of violence would mean more work without added compensation for our personnel.
71. ___ More research is needed before our agency can increase attention on handling violence.
72. ___ In our agency, well thought out plans precede most decisions.
73. ___ This agency has the capacity to initiate action that would substantially reduce violence.
74. ___ We have limited resources available to conduct research concerning most priority problems.
75. ___ Our personnel are familiar with the current research on violence.
76. ___ There may be too many differences among agencies for them to work together effectively in dealing with violence related problems.

THANK YOU FOR YOUR ASSISTANCE

APPENDIX D

FACTOR ANALYSIS RESULTS
RELATING TO RESEARCH ATTRIBUTES

FACTOR STRUCTURE FOR UTILITY-RELATED ATTRIBUTES OF RESEARCH
RECALLED BY HUMAN SERVICE ADMINISTRATORS

Research Attributes by Items	Varimax Rotated Factor Matrix		
	Factor 1	Factor 2	Factor 3
Conflict-Focused Attributes			
Challenged the Status Quo	.67	.18	.03
Raised New Issues	.71	.10	.22
Surprising Findings	.44	-.09	.13
Collaborative-Focused Attributes			
Compatible with Policymaker's Ideas and Values	.25	.56	.25
Support for Policymaker's Position	.04	.55	.26
Findings not Contradictory	-.29	.47	-.06
Findings Consistent with Other Research	.09	.48	-.11
Policy-Focused Attributes			
Findings Related to Something that Could be Changed	.22	.17	.77
Findings were Clear	.22	.17	.45

Eigenvalues: Factor 1 = 1.90; Factor 2 = 1.00; and Factor 3 = .64

APPENDIX E

ORGANIZATIONAL READINESS ITEMS BY

A VICTORY DIMENSIONS

ABILITY

Category 1: Willingness and ability to commit resources to violence related matters

3. Little extra time is available for personnel in our agency to deal with additional activities.
15. We could find limited resources in our agency to hire a consultant to help plan for dealing with a new problem.
27. My agency does not have extra money available to deal with additional activities.
59. Money could probably be made available to provide staff training concerning any priority problem.
68. Limited resources allocated to my agency would make it difficult to deal with any activity that involves more work.
73. This agency has the capacity to initiate action that would substantially reduce violence.
74. We have limited resources available to conduct research concerning most priority problems.

ABILITY

Category 2: Present availability, knowledge and skill level of manpower to handle violence related matters.

17. There is limited knowledge among our staff as to how to deal with all of the issues of violence which we handle.
29. Our personnel would work hard to implement new methods to deal with violent behavior.
40. Personnel in my agency are aware of the various methods for reducing violence which we handle.
49. We would need additional personnel before we could increase involvement in violence related activities.
51. The skills of existing personnel related to planning and developing ways to reduce violence are sufficient to do the job.
75. Our personnel are familiar with the current research on violence.

VALUES

Category 3: Attitudes and beliefs of those involved toward accepting violence as a priority problem.

7. I'm not convinced that our agency should single out violence as a priority.
19. In this agency it is questionable whether more attention should be placed on problems related to violence.
34. It would be difficult for our agency to respond rapidly to issues of violence which we have to handle.
53. There are others in my agency who probably would not want to change our current way of dealing with violence.
67. Violence should not be a priority problem for this agency.
61. There are others in my agency who would object to increasing the amount of attention given to violence.

VALUES

Category 4: Organization's history of change and history of support of change.

5. Traditionally this agency has provided very effective leadership.
21. In the past, this agency has had an excellent reputation for being innovative, progressive and forward looking.
33. This agency has consistently supported changes in the past.
44. In the past, this agency has been a forerunner in accepting new ideas.
56. It has been difficult at times in the past to bring about needed change in this agency.

VALUES

Category 6: Work relations; supervisory relations; interpersonal relations.

22. A few personnel changes would improve our agency.
52. Sometimes, supervision is less than satisfactory in this agency.
55. Personnel in positions of authority in this agency are very understanding about any employee related complaint.
58. Supervisors are not adequately prepared to carry out their functions in this agency.
63. It seems to me that some of our personnel in positions of authority should consider moving to another position.

INFORMATION

Category 7: Availability of information bearing on violence. Availability and use of procedures and channels for recording and communicating information.

6. There is sufficient information available in our agency to help us deal with issues of violence that concern us.
9. Sufficient resource material about violence is made available to personnel of this agency.
18. Our agency is capable of conducting research concerning the issues of violence with which we deal.
30. Personnel are adequately informed when there are changes in procedures in this agency.
32. Managers sometimes make decisions without consulting the individuals who are affected.
35. More research is needed regarding how our agency should deal with violence.
66. My agency uses a good system of keeping us informed of new developments in the field.

CIRCUMSTANCES

Category 8: Aspects of the organization relating to procedures, job duties, job requirements and job expectations.

8. Dealing with "burnout" in our agency should be given a high priority.
20. The promotion system used in our agency should be changed.
31. Our personnel presently have to do too much paperwork.
42. Most changes are implemented smoothly in this agency.
54. There is probably no better way to evaluate performance than the method used in this agency.
62. It would be somewhat difficult to bring about constructive change in this agency because of bureaucratic red tape.
72. In our agency, well thought out plans precede most decisions.

CIRCUMSTANCES

Category 9: Quality of interagency relations in connection with violence related matters.

25. At times, it has been difficult to get personnel from other agencies to follow through on plans to work together on a common problem.
37. We have found that many agencies are reluctant to work together to combat a common problem such as violence.
43. Incompatibility in operating philosophies has often hindered our working relations with other agencies.
65. Our experience has been that poor communication hinders team work involving other agencies.
76. There may be too many differences among agencies for them to work together effectively in dealing with violence related problems.

CIRCUMSTANCES

Category 10: Quality of relationships between citizens and agencies that deal with violence.

2. Citizen input would probably suggest our agency should increase emphasis on issues of violence with which we deal.
14. Sometimes we have a difficult time responding to citizen needs as well as we should.
26. Citizen or client request for services nearly exceeds what the agency can deliver.
48. Our agency receives its share of complaints from the community about the lack of attention given to victims of violence.
60. It is questionable whether more emphasis on involving citizens in dealing with violence related problems would be beneficial to our agency.

TIMING

Category 11: Timing in connection with organizational involvement in additional violence-related activities.

4. Currently, our agency has other priorities which may interfere with placing additional attention on violence.
16. Presently, there is not time available to carefully plan for an increased emphasis on violence.
28. This may not be a good time to begin or intensify programming efforts dealing with violence related problems.
39. Presently, it would be difficult to concentrate on preparing our personnel to effectively deal with violence.
71. More research is needed before our agency can increase attention on handling violence.

OBLIGATION

Category 12: Felt need to "do something,"
to take action in regards to
violence related matters.

1. There are aspects of violence which need increased attention by our local agency.
10. Something has to be done soon to improve our services to victims of violence.
13. A major responsibility of our agency is to actively pursue more effective ways of handling violence.
36. It is important for decision makers in this agency to be committed to placing more attention on violence or related matters.
47. The decision makers in my agency feel the need to better prepare our personnel for dealing with problems of violence.
50. Our agency has an obligation to give priority attention to violence or related problems.

RESISTANCE

Category 13: Expected or feared negative consequences
resulting from increasing attention on
violence.

12. If new programs dealing with problems of violence are implemented in this agency funds may be taken away from other activities.
24. Increased attention to violence may bring about above average job related stress to our personnel.
38. In order to give more attention to situations involving violence, personnel who are needed elsewhere would probably be used.
41. Increased action taken by this agency to reduce violence would probably increase the workload with minimal benefit.
45. If this agency more effectively deals with situations involving violence, time may be taken away from other activities.
46. If more emphasis is placed on issues of violence, time may be taken away from other activities.
70. Increased emphasis on problems of violence would mean more work without added compensation for our personnel.

YIELD

Category 14: Payoff or rewards thought to result from responses to violence.

11. Our image with the legislature will be enhanced if we more effectively deal with situations involving violence.
23. Effective handling of situations involving violence should lead to greater recognition and rewards.
57. More effective handling of situations involving violence would mean better service for citizens.
64. More effective handling of instances involving violence may enhance one's career opportunities in this agency.
69. Our agency may be able to get a budget increase next year if we more effectively deal with violence which we are responsible for handling.

APPENDIX F

FACTOR ANALYSIS RESULTS RELATING TO
ORGANIZATIONAL READINESS

Principal Factor Matrix

Category by Items	A		V			I	C			T	O	R	Y
	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11	C-12	C-13
<u>History</u>													
Traditionally this agency has provided very effective leadership				.74									
In the past, this agency has had an excellent reputation for being innovative, progressive and forward looking				.82									
This agency has consistently supported changes in the past				.70									
In the past, this agency has been a fore-runner in accepting new ideas				.81									
<u>Poor Work Relations</u>													
There are others in my agency who probably would not want to change our current way of dealing with violence					.45								
A few personnel changes would improve our agency					.67								
Sometimes, supervision is less than satisfactory in this agency					.83								
Supervisors are not adequately prepared to carry out their functions in this agency					.77								
It seems to me that some of our personnel in positions of authority should consider moving to another position					.76								
<u>Information Availability</u>													
There is sufficient information available in our agency to help us deal with issues of violence that concern us						.81							
Sufficient resource material about violence is made available to personnel of this agency						.66							
More research is needed regarding how our agency should deal with violence						.56							
More research is needed before our agency can increase attention on handling violence						.50							
<u>Favorable Community & Personnel System</u>													
Personnel are adequately informed when there are changes in procedures in this agency							.63						
My agency uses a good system of keeping us informed of new developments in the field							.70						
There is probably no better way to evaluate performance than the method used in this agency							.50						
It would be somewhat difficult to bring about constructive change in this agency because of bureaucratic red tape							.59						

Principal Factor Matrix

Category by Items	A		V		I	C			T	O	R	Y	
	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11	C-12	C-13
<u>Favorable Community & Personnel System (cont.)</u>													
In our agency, well thought out plans precede most decisions							.73						
The promotion system used in our agency should be changed							.57						
<u>Poor Interagency Relations</u>													
At times, it has been difficult to get personnel from other agencies to follow through on plans to work together on a common problem								.67					
We have found that many agencies are reluctant to work together to combat a common problem such as violence								.85					
Incompatibility in operating philosophies has often hindered our working relations with other agencies								.59					
There may be too many differences among agencies for them to work together effectively in dealing with violence-related problems								.52					
<u>Poor Community Relations</u>													
Citizen input would probably suggest our agency should increase emphasis on issues of violence with which we deal									.58				
If new programs dealing with problems of violence are implemented in this agency funds may be taken away from other activities									.47				
Our agency receives its share of complaints from the community about the lack of attention given to victims of violence									.64				
<u>Poor Timing</u>													
Currently, our agency has other priorities which may interfere with placing additional attention on violence										.60			
Presently, there is not time available to carefully plan for an increased emphasis on violence										.68			
This may not be a good time to begin or intensify programming efforts dealing with violence-related problems										.39			
Presently, it would be difficult to concentrate on preparing our personnel to effectively deal with violence										.73			

Principal Factor Matrix

Category by Items	A		V			I	C			T	O	R	Y
	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11	C-12	C-13
<u>Organization</u>													
There are aspects of violence which need increased attention by our local agency											.65		
Something has to be done soon to improve our services to victims of violence											.61		
It is important for decision-makers in this agency to be committed to placing more attention on violence or related matters											.61		
The decision-makers in my agency feel the need to better prepare our personnel for dealing with problems of violence											.47		
<u>Resistance</u>													
If new programs dealing with problems of violence are implemented in this agency funds may be taken away from other activities												.53	
In order to give more attention to situations involving violence, personnel who are needed elsewhere would probably be used												.68	
If this agency more effectively deals with situations involving violence, time may be taken away from other activities												.81	
If more emphasis is placed on issues of violence, time may be taken away from other activities												.89	
Increased emphasis on problems of violence would mean more work without added compensation for our personnel												.47	
<u>Yield</u>													
Our image with the legislature will be enhanced if we more effectively deal with situations involving violence													.58
More effective handling of situations involving violence would mean better service for citizens													.52
More effective handling of instances involving violence may enhance one's career opportunities in this agency													.52
Our agency may be able to get a budget increase next year if we more effectively deal with violence which we are responsible for handling													.74

Eigenvalue:

C-1 = 2.11	C-5 = 2.52	C-8 = 1.79	C=11 = 1.38
C-2 = 1.82	C-6 = 1.66	C-9 = 0.98	C-12 = 2.41
C-3 = 2.40	C-7 = 2.34	C-10 = 1.49	C-13 = 1.42
C-4 = 2.36			