



KNOWLEDGE TRANSLATION COMPETENCY FRAMEWORK

PART 1

What is the KT Competency Framework?

The KT Competency Framework¹ is a tool presenting the knowledge and observable behaviours that are required to successfully fulfill the tasks and responsibilities related to the various activities associated with KT practice.

Who is it for?

- 1) Managers who wish to establish a specialized KT position in their team or other positions that include responsibilities related to KT.
- 2) Practitioners specialized in KT or professionals who are expected to fulfill responsibilities related to KT.

How can it be used?

The framework can serve many functions. Indeed, it can be used as an educational tool for clarifying what KT practice is, it can support efforts to advocate for resources or it can be used to plan and manage KT projects. It can also be useful in the context of developing team work plans, during the recruitment and performance management processes, for competency management and to support professional training and development. We invite you to refer to section 3 of this document for an overview of these different uses.

Where did the idea to create this tool come from, and what need does it address?

This KT Competency Framework emerged in response to a need expressed by KT experts belonging to the Québec KT in Public Health Community of Practice for support for the development of competencies in this field and for its demystification within organizations. Such a tool did not exist in French.

How was it developed?

Partly inspired by the document “Canadian Knowledge Brokering Core Competency Framework” developed by the Canadian Dementia KT Network in 2010, this framework was developed based on discussions among members of a working group, online survey results and exchanges between KT experts and members of the Québec KT in Public Health Community of Practice. It was also reviewed by a group of members constituted for this purpose.

Important Considerations

This KT Competency Framework is a tool that, while designed as generic, i.e., it was not developed for a specific context or for a particular organization, is sufficiently detailed and practical to be used by any organization and can be adapted to the particular needs of specific contexts.

SECTION 1: Proposed process for appropriating and adapting the framework

Knowledge transfer includes various functions and activities

The main KT activities can be grouped as follows:

- A) Knowledge adaptation and production of KT tools
- B) Knowledge dissemination and sharing
- C) Support for the implementation of practices and assimilation of knowledge
- D) Support for the evaluation of KT products, activities and strategies
- E) Support for the development of organisational KT capacity

While these activities may follow a logical sequence, they do not constitute steps as such and some of them can be implemented separately and independently (for example, supporting the development of organizational KT capacity).

These main activities can be broken down and combined according to the context and needs of a specific organization. It is important for each team, or organization, to clarify its roles and mandates related to KT and then to determine what is required to achieve them.

To this end, we invite you to:

- 1) Determine which of these main activities apply to your organization's mandate and roles;
- 2) Next, consider the personas presented in the following section, paying special attention to the one or ones whose situation most closely resembles your own;
- 3) Also, please attentively read the columns describing your KT-related activities in the framework table attached to this document and checkmark the behaviours and types of knowledge that are relevant to your organizational context or project;
- 4) As needed, prioritize those that you identify as particularly important;
- 5) Finally, adapt the vocabulary to reflect the terminology used in your organization (e.g., knowledge mobilization vs. knowledge transfer/translation). As needed, prioritize those that you identify as particularly important

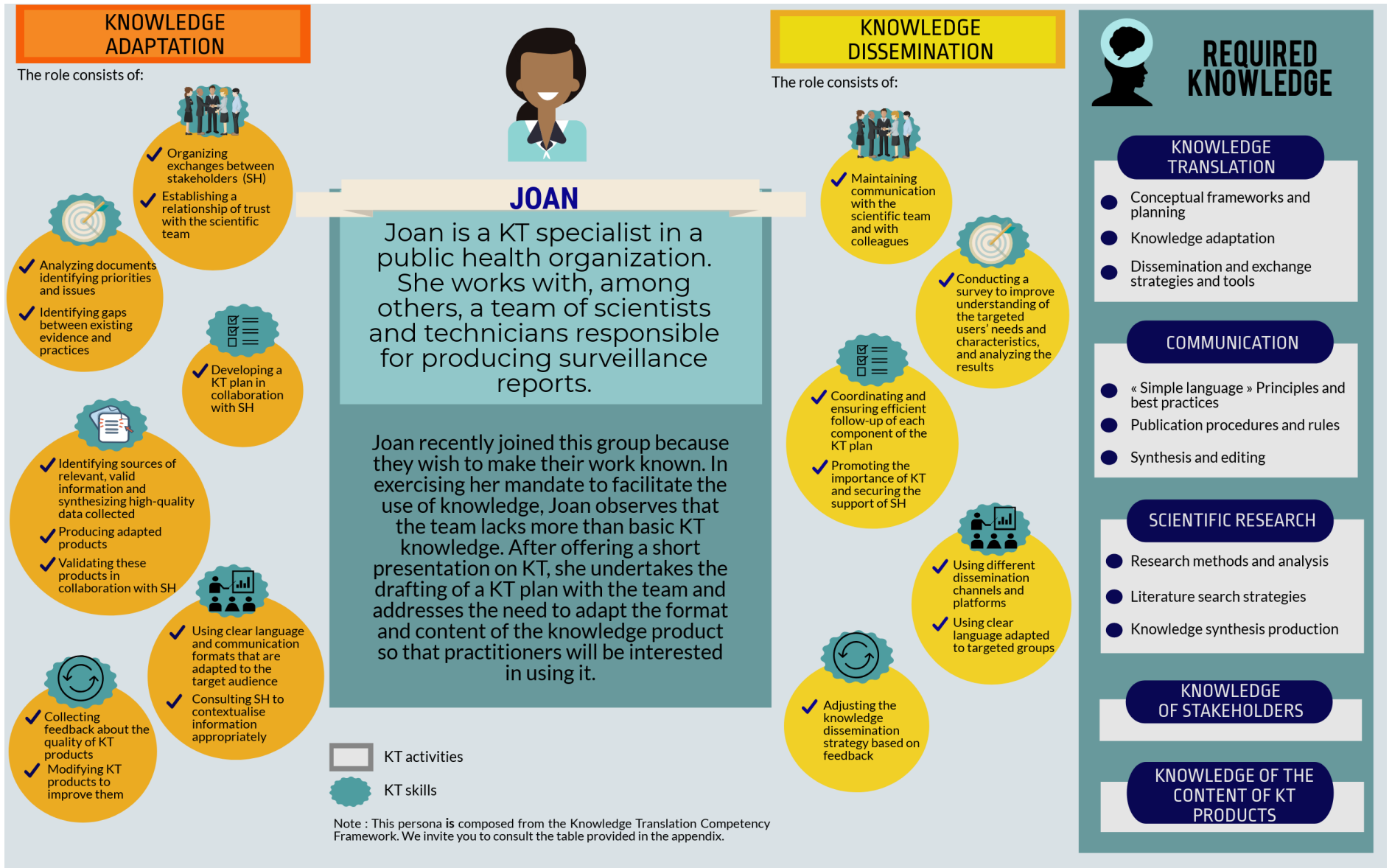
SECTION 2: KT practitioner personas (typical examples)

A KT expert may be required to perform one or many main KT activities. We cannot expect, however, that the expert will perform all these activities and possess all the behavioural abilities in addition to all the knowledge related to KT practice. This section describes different personas each representing a typical example of a KT expert responsible for specific activities that are commonly grouped together within organizations.

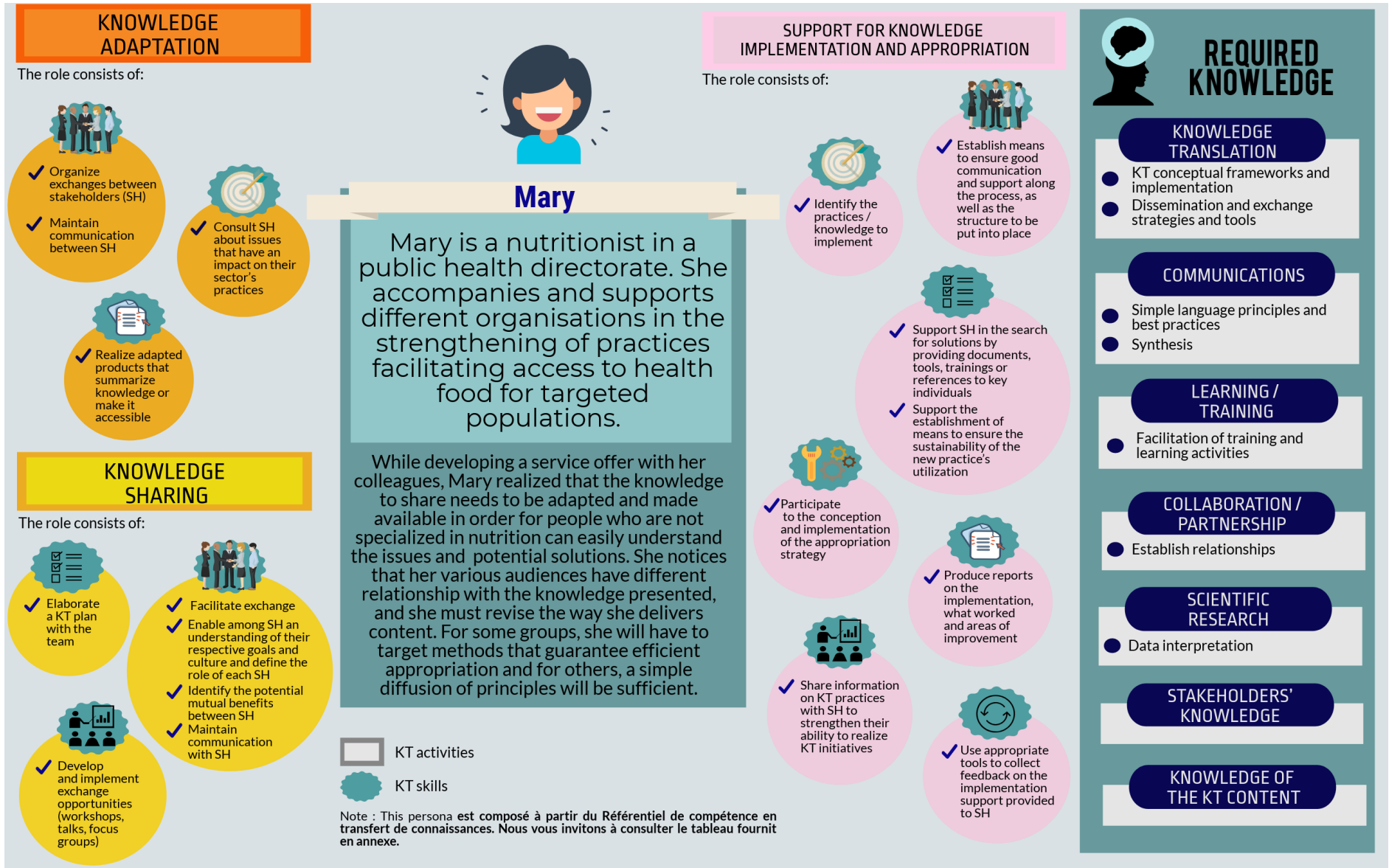
Credits: Steven Poulin, Michèle Boileau-Falardeau, Lucie Lapierre, Charle Gagné

Acknowledgements: *Thanks to all members of the Community of Practice for their contribution to discussions and particularly to the following members: Anabelle Brière, Luc Dancause, Carole-Line Nadeau, Karine Souffez and Stéphanie Taillon for their contribution to the development of the framework. Brigitte Ho Mi Fane for her help with the graphic. Translation: Marie-Hélène Chastenay. Revision: Marianne Jacques. Layout: Kim Tardif. Infographics: Gabrielle Legendre, Jérôme Elissalde & Frédérique Dubé*

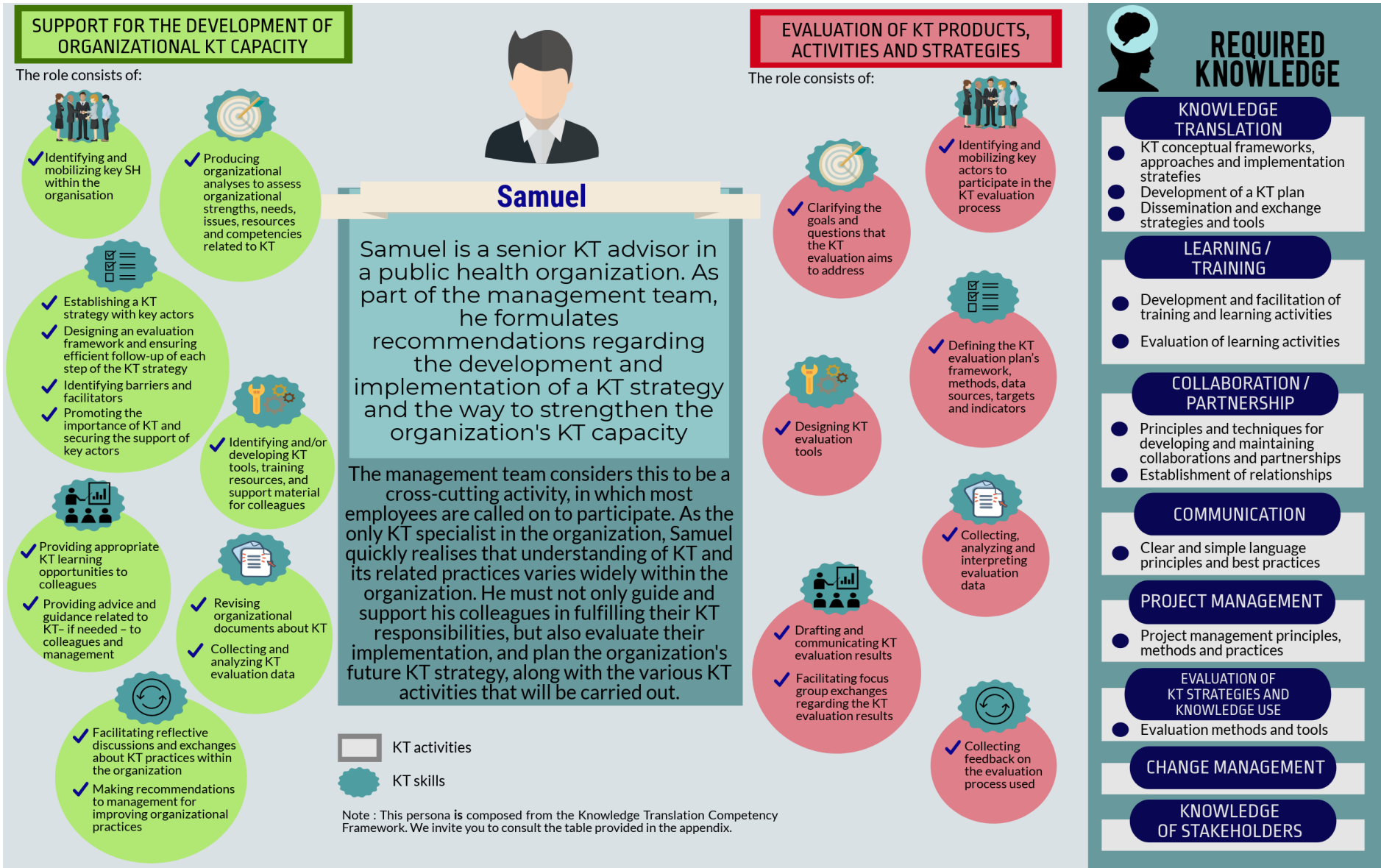
Persona 1



Persona 2



Persona 3



SECTIONS 3: Possible utilizations of the KTC Framework

As mentioned, this framework can be used for different purposes. Here are some examples:

Education and Communication about what practicing KT means



During a meeting with colleagues, Tony realises that those seated around the table have different and sometimes divergent understandings of what KT means. For some, KT can be reduced to the simple dissemination of information, while for others, KT requires more active forms of interaction and appropriation. To clarify the concept of KT and promote a common understanding of what KT is and what it implies in terms of behaviours, Tony invites his colleagues to read the KTC Framework and facilitates a reflective discussion regarding the behaviours described in it.

Advocating for the resources required to efficiently carry out knowledge translation



After having participated in a conference on knowledge mobilization and exchanged with partners in other organizations, William is convinced of the need for his organization to invest more resources in KT and to create a new KT specialist position. The incumbent of this position could, notably, support colleagues who have particular KT-related tasks associated with their many projects. William needs to convince the organization's management, for whom KT can be reduced to simply disseminating documents on the website and doing a few presentations during events. To do this, he presents to management an argument based on some elements included in the KTC Framework while indicating that this reference tool was developed by KT practitioners and experts.

Definition of KT role and Recruitment



As a manager, Naïma must create a KT specialist position within her unit and recruit the right person to fill this position. Since it is a brand new position for which there exists no task description or material for the selection process, she uses the KTC Framework to clarify the roles and responsibilities and develop the task description for this position. By identifying the required knowledge and targeted behaviours, she not only develops the position description, but also the selection tools as well as the interview questions and situation scenarios that focus on targeted behaviours.

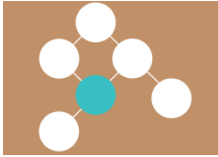
Knowledge management



Each year, Kim invites her unit's employees to complete a self-evaluation based on the knowledge and behaviours identified in the KTC Framework and to discuss it with her. This allows her to identify the strengths of some people in her team who could act as coaches for their colleagues and monitor their progress, and to identify knowledge and behaviours that some individuals could improve in order to better carry out their KT responsibilities. In such cases, Kim discusses with the employee ways to improve and prepares a professional development plan.

Professional training and development

Sophie is starting a new job that includes an important number of tasks related to knowledge translation. As she wants to ensure that she has everything required to fulfill her mandate well, she attentively reads the KTC Framework and identifies the additional knowledge/skills that she wishes to acquire and the behaviours that she could improve. She discusses this with her manager, who is knowledgeable about some of the KT training and professional development activities, as well as about concrete projects in which Sophie will implement the behaviours that she wants to develop. In executing these projects, she benefits from the support and constructive feedback of a colleague who has a lot of experience in KT. Having heard of the Québec KT in Public Health Community of Practice, she joins the group and, in addition to learning from her exchanges with other experts in this field, she develops her professional network.



Organization of work within a team and Project management

Chantal is the team leader of an important project aimed at modifying intervention practices in specific contexts, on the basis of evidence. It is a complex project comprising many steps and calls for several KT activities. As it is impossible for only one person to carry out this project and to possess all the required skills, a team is put in place. Chantal uses the KTC Framework not only to identify the different steps and actions to be carried out in the context of this project, but also to identify the required profiles of team members. In selecting the members of her team, she ensures that there is complementarity of strengths and that all KT needs are covered. Once the team is formed, she presents the project plan and the framework to foster a common vision and understanding of all the complementary elements of this KT project.



In section 2 of this document, you will find the complete table of the KTC Framework, which presents the knowledge required and the targeted skills and behaviours for each of the main KT activities. These are associated with transversal KT competencies.

We hope this tool will be useful to you, and we wish you success in your KT projects!

From the members of the Québec Knowledge Translation in Public Health Community of Practice



KNOWLEDGE TRANSLATION COMPETENCY FRAMEWORK

Credits: Steve Poulin, Michèle Boileau-Falardeau, Lucie Lapierre, Charles Gagné
with the contribution of Anabelle Brière, Luc Dancause, Carole-Line Nadeau, Karine Souffez and Stéphanie Taillon

PART 2

SECTION 1 – KNOWLEDGE REQUIREMENTS (R) AND ASSETS (A) FOR KNOWLEDGE TRANSLATION

KNOWLEDGE TRANSLATION (KT)

- KT frameworks/conceptual models/ approaches/ implementation (R)
- Development of a KT plan (R)
- Knowledge brokering (A)
- Knowledge adaptation (R)
- Knowledge dissemination strategies / tools (R)
- Knowledge exchange strategies / tools (R)
- Knowledge exchange enabling technologies (collaborative platforms, social media, etc.) (A)

COMMUNICATION

- Communication theories and strategies (A)
- Plain language principles and best practices (writing, vulgarization-simplification) (R)
- Publication procedures and rules of the organization (if applicable) (A)
- Synthesizing (R)
- Formatting (A)
- Relations with the media, the community (A)

LEARNING /TRAINING (A)

- Adult learning theories, principles and techniques
- Learning styles
- Learning modalities
- Design of training and learning activities
- Facilitation of training and learning activities
- Evaluation of learning activities

PROJECT MANAGEMENT

- Project management principles / methods / practices (R)

CHANGE MANAGEMENT (A)

GROUP FACILITATION (A)

Group facilitation techniques and principles

COLLABORATION / PARTNERSHIP

- Principles and techniques for developing and maintaining collaborative relationships and partnerships (R)
- Networking

EVENT ORGANISATION (A)

- Calls for papers
- Speakers and program development
- Logistics

SCIENTIFIC RESEARCH: (R)

- Quantitative and qualitative methods of research and analysis
- Literature search strategies
- Evaluation of data quality
- Interpretation of data
- Knowledge synthesis
- Ethical issues linked to scientific research
- Intellectual property and copyrights

EVALUATION OF KT STRATEGIES AND KNOWLEDGE USE

- Evaluation methods and tools (R)
- Types of evaluations (R)
- Logic models (A)

KNOWLEDGE OF STAKEHOLDERS (R)

KNOWLEDGE OF THE CONTENT TO BE TRANSFERRED (A)

SECTION 2 –OBSERVABLE BEHAVIOURS ASSOCIATED WITH THE DIFFERENT TASKS OR FUNCTIONS (ROLES) RELATED TO KNOWLEDGE TRANSLATION

NOTES:

- A KT professional may have to accomplish one or more tasks associated with the different types of KT activities.
- A KT professional cannot be expected to accomplish all of them, nor to master all the skills and competencies listed in this framework.
- It is therefore necessary to adapt this framework to the nature of the mandates given to the KT professional and to the organizational context.
- A KT professional may himself or herself design KT products, activities or strategies, or may provide advice to stakeholders in this regard.

LEXICON

Competencies: The concept of competency is synonymous with skill and is associated with the notion of ability; it refers to different types of knowledge: cognitive knowledge, procedural knowledge (know-how) and behavioural knowledge (soft skills), which can be put to use in one's work.

A competency is associated with many observable behaviours.

Competency framework: Evolving tool presenting the knowledge and skills required to accomplish tasks and activities linked to a position, fulfilling a function. These abilities are associated with observable behaviours.

Knowledge translation (KT): Knowledge translation refers to all of the activities and interaction mechanisms that foster the dissemination, adoption and assimilation of the most up-to-date knowledge available, to be used in public health professional and management practices.





These activities and interaction mechanisms are integral to a process that includes sharing, exchanging and transmitting knowledge among several groups of actors working in different organizational environments.




Source: INSPQ (2009, "Facilitating a KT process: Knowledge review and facilitation tool."

Stakeholders (SH): Stakeholders are all actors who have an interest in an issue being studied, who are affected by it, or who, due to their work function, influence or could influence the decision-making process. Stakeholders can include patients, associations, managers, health professionals, researchers, experts, decision-makers, organizations, groups of people within organizations, etc.

Definition inspired by the INESSS, from Varvasovsky & Brugha (2000).

Examples: a group of practitioners targeted by a KT product/activity/strategy, managers, unions, political decision-makers, policy-makers, etc.

SECTION 2 Competencies	A) ADAPTING KNOWLEDGE AND PRODUCING KT TOOLS	B) DISSEMINATING AND SHARING KNOWLEDGE AND INFORMATION	C) SUPPORTING THE IMPLEMENTATION OF PRACTICES AND THE ASSIMILATION OF KNOWLEDGE	D) SUPPORTING THE EVALUATION OF KT PRODUCTS, ACTIVITIES OR STRATEGIES	E) SUPPORTING THE DEVELOPMENT OF ORGANIZATIONAL KT CAPACITY
OBSERVABLE BEHAVIOURS					
1. Establish and maintain links and collaborative relationships between stakeholders (SH) <ul style="list-style-type: none"> Foster mutual understanding of goals and culture among SH Enable partnerships and opportunities for exchanges between SHF 	<input type="checkbox"/> Identify and call upon SH who should be involved in the adaptation of knowledge and the production of KT tools <input type="checkbox"/> Organize exchanges between SH <input type="checkbox"/> Maintain communication with involved SH	<input type="checkbox"/> Facilitate discussions <input type="checkbox"/> Describe to the different SH their respective goals and cultures, specify roles and responsibilities of each SH <input type="checkbox"/> Identify potential mutual benefits which could interest SH <input type="checkbox"/> Maintain communications with SH	<input type="checkbox"/> Identify and call upon persons responsible for implementing knowledge/practices and champions of the type of process involved <input type="checkbox"/> Clarify SH roles in the support process <input type="checkbox"/> Establish means of ensuring good communication and support throughout the process, and determine the structure to be put into place (different committees, project manager, etc.), if applicable	<input type="checkbox"/> Identify SH and call on them to participate in the evaluation process <input type="checkbox"/> Organize discussions <input type="checkbox"/> Maintain communication	<input type="checkbox"/> Identify the SH within the organization who are (or who should be) involved in KT products /activities/strategies <input type="checkbox"/> Make connections with other KT professionals (e.g.: community of practice, KT forums, etc.)
2. Identify KT needs <ul style="list-style-type: none"> Identify needs related to knowledge and/or KT <p><i>Note: requires data gathering and analysis (see next point), but aimed at identifying needs and priorities</i></p> 	<input type="checkbox"/> Identify gaps between existing data and practices <input type="checkbox"/> Analyze documents to identify priorities, issues, trends, barriers and needs related to knowledge and KT <input type="checkbox"/> Consult SH about current issues or about priority concerns which have an impact on practices in their sector <input type="checkbox"/> Develop and implement consultation mechanisms	<input type="checkbox"/> Organise and facilitate exchanges between SH (in small or large groups) in order to define the targeted users' needs and characteristics, as well as the means of disseminating and exchanging knowledge <input type="checkbox"/> Develop and implement consultation mechanisms	<input type="checkbox"/> Measure the gap between the current practices of SH and the available evidence-based data <input type="checkbox"/> Identify the practice(s) to be implemented <input type="checkbox"/> Specify the expectations, needs and objectives of the support process <input type="checkbox"/> If needed, provide tools to SH to help them identify and assess the available practices/knowledge	<input type="checkbox"/> Identify (with SH) – the goal to be assessed as well as the questions which the evaluation of KT products/activities/strategies aims to answer	<input type="checkbox"/> Produce organizational analyses to assess organizational strengths, needs, issues, resources and competencies related to KT
3. Plan and ensure sound project management practices 	<input type="checkbox"/> Development (in collaboration with SH) of a KT or project plan that takes into account the following elements: 1) groups targeted; 2) issue; 3) KT objectives; 4) key messages; 5) appropriate messengers; 6) adequate communication formats; 7) appropriate dissemination and exchange mechanisms; 8) required resources and training; 9) adaptation strategies; 10) strategies for supporting implementation; and 11) evaluation process and tools. <input type="checkbox"/> Coordinate and ensure efficient follow-up of each phase / component of the KT plan, including follow-up with the involved SH and work teams (if applicable). <input type="checkbox"/> Identify barriers and facilitators associated with the selected approaches and/or the implemented practices, for example by offering online consultation and support sessions to answer questions on an ongoing basis. <input type="checkbox"/> Promote the importance of KT and secure the support of SH. <input type="checkbox"/> Carry out pilot implementation projects (if applicable).			<input type="checkbox"/> Support SH in searching for solutions to challenges met by engaging in reflective practices, including referring to documents, using tools, undergoing training or liaising with resource persons <input type="checkbox"/> Support the development of means of ensuring the sustainable use of the new practice	<input type="checkbox"/> Coordinate and ensure efficient follow-up of each phase/component of the KT plan, which includes following up with the SH and work teams involved (if applicable) <input type="checkbox"/> Identify the barriers and facilitators associated with the approaches selected and/or the practice implemented <input type="checkbox"/> Promote the importance of KT and secure the support of SH <input type="checkbox"/> Carry out pilot implementation projects (if applicable)
4. Develop tools 		<input type="checkbox"/> Make use of or establish an intelligence gathering and dissemination system	<input type="checkbox"/> Participate in the design and implementation of assimilation strategies (e.g.: training, mentoring systems/coaching, etc.)	<input type="checkbox"/> Choose or develop evaluation tools and measures	<input type="checkbox"/> Identify and/or develop KT tools, training resources, and support material for colleagues

SECTION 2 Competencies	A) ADAPTING KNOWLEDGE AND PRODUCING KT TOOLS	B) DISSEMINATING AND SHARING KNOWLEDGE AND INFORMATION	C) SUPPORTING THE IMPLEMENTATION OF PRACTICES AND THE ASSIMILATION OF KNOWLEDGE	D) SUPPORTING THE EVALUATION OF KT PRODUCTS, ACTIVITIES OR STRATEGIES	E) SUPPORTING THE DEVELOPMENT OF ORGANIZATIONAL KT CAPACITY
OBSERVABLE BEHAVIOURS					
5. Collect, analyze and synthesize complex information 	<input type="checkbox"/> Identify sources of relevant, valid and high-quality information <input type="checkbox"/> Identify or support the identification of quality data and synthesize the data <input type="checkbox"/> Create adapted products/activities/strategies which summarize, synthesize or simplify knowledge (information briefs, summaries of literature reviews, models, frameworks, plans, case scenarios, etc.) <input type="checkbox"/> Respect established norms related to intellectual property, copyrights and acknowledgement of collaborators involved <input type="checkbox"/> Consult SH and obtain validation	<input type="checkbox"/> Develop data directories and make them accessible (online databases, information exchange centres, resource centres, knowledge banks, libraries, conferences, workshops, discussion groups, communities of practice, social media, etc.)	<input type="checkbox"/> Carry out a literature scan to produce and update directories of best and promising practices, etc., linked to the gaps between current practices and previously identified evidence-based data <input type="checkbox"/> Consult experts in the field (professionals, practitioners, researchers, users, etc.) about the practices to be transferred <input type="checkbox"/> Prepare the material required (e.g.: templates) to analyse the barriers, facilitators and solutions, to support SH <input type="checkbox"/> Produce implementation evaluations, based on the follow-up with SH, in order to share successes, identify areas of possible improvement and enable adjustments	<input type="checkbox"/> Collect, analyze and interpret evaluation data <input type="checkbox"/> If needed, work in collaboration with researchers to analyze and interpret evaluation data	<input type="checkbox"/> Carry out a KT literature scan (approaches, tools, knowledge): search for and read KT peer-reviewed articles, reports, and newsletters <input type="checkbox"/> Revise organizational documents about KT <input type="checkbox"/> Collect and analyze data concerning the evaluation of KT at the organizational level, taking evaluations into account
6. Communicate knowledge and information in writing and orally in an accessible and understandable manner 	<input type="checkbox"/> Use clear language adapted to the targeted groups <input type="checkbox"/> Use communication formats adapted to the different targeted groups (e.g.: poster, summary, practical guide, blog, article, etc.) <input type="checkbox"/> Provide information to SH on an ongoing basis by using blogs, discussion forums, email, newsletters, etc. <input type="checkbox"/> Consult SH to contextualise information appropriately <input type="checkbox"/> Orient and adapt the presentation of concepts (visual mapping, graphics, etc.)	<input type="checkbox"/> Use different channels and platforms for dissemination <input type="checkbox"/> Develop and establish opportunities for sharing and learning (webinars, informal talks, cyber-learning, internal activities, reflection groups, conferences, etc.) <input type="checkbox"/> Use clear language adapted to the users targeted by the KT activity	<input type="checkbox"/> Offer advice and guidance regarding the best KT strategies to use, taking into account the practice to be implemented, the targeted groups and the context <input type="checkbox"/> Share information about KT practices with SH in order to strengthen their ability to carry out KT initiatives <input type="checkbox"/> Use adult learning and deliberative methods to support the interpretation of knowledge or practices in accordance with the context of SH	<input type="checkbox"/> Communicate the results of the evaluation of the KT products/activities/strategies in writing and orally using formats adapted to and appropriate for the targeted users <input type="checkbox"/> Facilitate exchanges in discussion groups about the evaluation of the KT products/activities/strategies	<input type="checkbox"/> Share information about KT practices with SH in order to strengthen their ability to make evidence-based decisions <input type="checkbox"/> Offer colleagues appropriate KT learning activities <input type="checkbox"/> Provide KT-related advice and guidance – if needed – to colleagues and management
7. Adopt a reflective approach throughout the KT process 	<input type="checkbox"/> Use adequate tools and mechanisms to collect feedback about the quality of communication and the format of KT products/activities/strategies <input type="checkbox"/> Modify KT products/activities/strategies if needed in light of the feedback received in order to improve them <input type="checkbox"/> Ensure each KT product/activity/strategy undergoes evaluation	<input type="checkbox"/> Use adequate tools and mechanisms to collect feedback about the means used to disseminate and exchange knowledge or to implement KT products/activities/strategies (relevance of the approach, evaluation of its quality, organization, etc.) <input type="checkbox"/> Modify the means of disseminating and exchanging knowledge if needed in light of the feedback received in order to improve them	<input type="checkbox"/> Use adequate tools and mechanisms to collect feedback about the support for implementation provided to SH <input type="checkbox"/> Adjust the level of support provided to SH according to: <ul style="list-style-type: none"> ▪ Their needs ▪ Feedback received from the groups targeted by the practice change ▪ The results of the implementation's evaluation (strategies, processes, level, quality/reliability and/or effects) 	<input type="checkbox"/> Use adequate tools and mechanisms to collect feedback about the evaluation processes used and the results of the evaluation	<input type="checkbox"/> Facilitate reflective discussions about the appropriation and sharing of KT practices within the organization <input type="checkbox"/> Make recommendations to management based on the results of the evaluation in order to improve KT practices within the organization <input type="checkbox"/> Support the integration of recommendations and ensure follow-up