# Developing a knowledge mobilisation plan

Use the Knowledge archetypes on page 2 to reflect on your work, as a method to develop knowledge mobilisation planning. The knowledge mobilisation checklist on page 3 can then be used as a checklist to focus the knowledge mobilisation strategies within this system, if needed.

Your projects may not have something to document for all the archetypes. There is no right or wrong – the archetypes describe the breadth of knowledge mobilisation activities, not best methods for your context.

### Acknowledgement

This download from the CERI User Guide is one of many available from [The Australian Prevention Partnership Centre website](https://preventioncentre.org.au/work/collaboration-for-enhanced-research-impact-ceri/ceri-user-guide/).

It was prepared by members of the Coordinating Group to provide practical tips on knowledge mobilisation and science communication for researchers working in the prevention of chronic disease.

Key archetypes of practice in knowledge mobilisation adapted from Davies HT, Powell AE, Nutley SM. [Mobilising knowledge to improve UK health care: learning from other countries and other sectors – a multimethod mapping study](https://www.ncbi.nlm.nih.gov/books/NBK299400/). Health Services and Delivery Research. 2015;3(27).

Thank you to Dr Michelle Irving for development of this framework.

## Knowledge archetypes

Firstly, what is happening now under each archetype for your project? And secondly, what are the future plans?

1. **Producing knowledge**

Production of research-based knowledge and ‘products’: explicit knowledge, reviews, research summaries, web portals, collation and synthesis etc. Explicit, codified, theoretical, empirical knowledge production and dissemination. Knowledge driven problem solving, aimed at practitioners, managers and policy makers.

1. **Brokering own research**

Brokering own research to policy makers/practitioners. Interactive and relational models for research use, emphasised by how agencies seek to share research. Create interactive spaces where knowledge and expertise can interact. Focus on brokering new knowledge and flow of new research. Mostly push but includes some relationship models.

1. **Brokering wider research**

Brokering wider research to policy makers/practitioners. Interactive and relational models as in B, but focus is on brokering wider bodies of research on a given issue. Working with ‘stocks’ of existing research-based knowledge. Informed by ‘linkage and exchange’.

* Mechanisms: dissemination, training and education, interaction. Researchers and policy makers seen as central.
1. **Advocating for use of evidence** (proselytisers for an evidence-informed world)

Promote for a greater role for research-based knowledge and seek the necessary infrastructural, organisational and cultural change needed to make this happen in an effort to address the issue of knowledge application being heavily contextual, problem driven and socially situated. Interaction is central.

* Mechanisms: training, education, interaction, social influence, incentives, reinforcements.
1. **Research into practice** (implementation)

Facilitating implementation of instrumental evidence by helping organisations with the change management process. Improving practice through the application of research knowledge from outside the organisation where change is being sought.

* Mechanisms: dissemination, interaction, social influence, facilitation, incentives, reinforcements. Includes relationship models with some systems models.
1. **Researching in practice** (research and implementation combined)

Research and implementation done simultaneously. Support for local implementation, but a focus on local learning, absorptive capacity development, co-produced research knowledge and bringing together all stakeholders.

* Mechanisms: interaction, social influence, facilitation, incentives and reinforcements. Shaping a wide range of outcomes, includes relational and systems models.
1. **Fostering networks** (existing or new)

Create develop or mould collaborations and network that shape and share expertise, increase the role that research-based knowledge plays a role in these networks. Uses knowledge from within and externally to the organisation.

* Mechanisms: production, dissemination, training and education, interaction, social influence, facilitation. Uses relationship models.
1. **Advancing the field of knowledge mobilisation**

Knowledge mobilisation is not yet under-pinned by a coherent body of theorising or extensive empirical evaluation. This refines the field, building shared understanding and committing to further empirical study. Application of ‘knowledge about knowing’.

* Mechanisms: production, dissemination, incentive and reinforcements. For enlightenment and conceptual use. Researchers as central. Emphasis on external context.

## Knowledge mobilisation checklist

A useful undertaking at this time is stakeholder mapping. See how you are involving stakeholders in the research process and how you can target them with communications strategies.

Letters in brackets indicate which knowledge mobilisation archetype that the question checklist relates to.

|  |
| --- |
| Overall goal. What needs to change in the system? |
| What is your research/knowledge mobilisation goal or goals? * What knowledge are you producing? (A)
* Brokering own/wider research? (B&C)
* Advocating for use of evidence? (C)
 |
| Have you mapped the system you want to influence? What does this look like? (G) |
| What are the core beliefs that you want to target in this system? (A) |
| Have you mapped the stakeholders within your system? (G) Check for diversity, power/decision makers, power imbalances |
| List current and potential stakeholders, influencers, decision makers: |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prioritise stakeholders by level of influence and level of interest

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Level of influence / power* | **High** |  |  |  |
| **Some** |  |  |  |
| **Low** |  |   |  |
|  |  | **Low** | **Some** | **High** |
|  |  | *Level of interest* |

 |
| Strategise for level of engagement with each stakeholder.Look at coproduction, codesign and communication strategies

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Potential influence* | **High** | INVOLVE / ENGAGE | INVOLVE / ENGAGE | PARTNER |
| **Med** | INFORM | CONSULT | CONSULT |
| **Low** | INFORM | INFORM | CONSULT |
|  |  | **Low** | **Med** | **High** |
|  |  | *Potential interest* |

 |

|  |
| --- |
| At what level of co-production are you working? (E&F) |
| **Idea formulation** | **Research planning** | **Dissemination** | **Advocacy** |
|  |  |  |  |
| How are you maximising co-production/networking? (F&G) Use new row for each target group |
| **Target group** | **Key message** | **Strategy\*** | **Product#** | **When** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

\* Strategies: Small group meetings, education, collaboration, media, incentives, conferences etc.

# Product: Presentation, video, podcast, web, academic article, findings brief, summaries etc

|  |
| --- |
| Are other alliances needed? (G) |