

Insights and Evaluation Approach Maturity Model

Insights Approach

The Insights Approach is one of the Three Approaches promoted by Sport New Zealand. It involves using multiple sources of information to enhance practice through making evidence-based decisions and demonstrating impact.

Effective use of evidence increases an organisation's positive impact and helps us to:

- make better decisions through learning (positive and negative)
- be better equipped to influence complex issues
- improve our day-to-day practice, be more efficient, and maximise resources
- be more accountable to our work and stakeholders.

Insights and Evaluation Maturity Model

Sport NZ has prepared a maturity model for each of the Three Approaches. The Insights and Evaluation Maturity Model is a self-assessment tool that aims to support organisations to understand insights and evaluation maturity across their organisation. Using the model can help you to identify where you might focus your time to further embed this approach and enable continuous improvement.

How to use the Insights and Evaluation Approach Maturity Model

The process of conducting an assessment should be completed at an organisational level and span across many or all teams in order to accurately reflect the entire organisation's level of maturity.

The value of the model is in the conversation within your organisation to determine where you are at currently, and, more importantly what should happen next to further embed the Insights Approach.

To complete the maturity model, the individual leading the process should:

- Consult with all relevant staff (e.g. individual and team reflections).
- Facilitate a discussion on the current practice within your organisation to reach a consensus on the current level of maturity under each theme. This should include considering examples of work that might demonstrate the level you are currently operating at. The examples and questions can help to guide these discussions.
- Record the lower level of maturity if there is a disagreement and if only one part of the level is reached.
- Identify priority areas and actions to support progression to the next level of maturity.
- Complete the tool across the organisation annually to inform future activity.

Content of the maturity model

The model is broken into four sections relating to key themes that are essential for achieving continuous improvement and embedding good practice:

- Competency (of the organisation) in intelligence - research, evaluation and insights.
- Intelligence climate provided by leadership.
- Communication with internal, local, regional and national stakeholders.
- Systems to support use of evidence.

Note: These themes are outcomes on the Sport NZ insights and evaluation investment logic.

Each theme is broken down into four domains: knowledge, attitudes, behaviours and process, to help understand the components of success within each domain.

Each domain is then described at four levels of maturity: emerging, developing, consolidating and highly developed, to help you explore where your organisation might currently be operating.

Embedding an Insights and Evaluation Approach

Competency (of the organisation) in intelligence – research, evaluation and insights

LEVEL OF MATURITY			
Emerging - 1	Developing - 2	Consolidating - 3	Highly developed - 4
Knowledge			
<input type="checkbox"/> We have limited knowledge of how to define our information needs and optimise our information sources to better understand a problem enabling us to act.	<input type="checkbox"/> We have basic knowledge of how to define our information needs and optimise our information sources to better understand a problem enabling us to act.	<input type="checkbox"/> We have good knowledge of how to define our information needs and optimise our information sources to better understand a problem enabling us to act.	<input type="checkbox"/> We have excellent knowledge of how to define our information needs and optimise our information sources to better understand a problem enabling us to act.
Attitudes			
<input type="checkbox"/> We believe that it is important to continuously use evidence to review and adapt some of our programmes and projects.	<input type="checkbox"/> We believe that it is important to continuously use evidence to review and adapt many of our programmes and projects.	<input type="checkbox"/> We believe that it is important to continuously use evidence to review and adapt most of our programmes and projects.	<input type="checkbox"/> We believe that it is important to continuously use evidence to review and adapt almost all our programmes and projects.
Behaviour			
<input type="checkbox"/> We actively work with evidence to address a very narrow range of issues as they arise and rarely critically reflect on our practice.	<input type="checkbox"/> We actively work with evidence to address a narrow range of issues as they arise and occasionally critically reflect on our practice.	<input type="checkbox"/> We actively work with evidence to address a diverse range of issues as they arise and often critically reflect on our practice.	<input type="checkbox"/> We actively work with evidence to address a very diverse range of issues as they arise and always critically reflect on our practice.
Processes			
<input type="checkbox"/> We have started thinking about procedures and tools to reflect on and track the change to know what is/is not working for whom and why.	<input type="checkbox"/> We have rudimentary procedures and tools that are sometimes applied to reflect on and track the change to know what is working, how well, for whom, and why.	<input type="checkbox"/> We have established procedures and tools that are often applied to reflect on and track the change to know what is working, how well, for whom, and why.	<input type="checkbox"/> We have advanced procedures and tools that are always applied to reflect on and track the change to know what is working, how well, for whom, and why.

What this might look like in practice

Knowledge

Staff know how to define clear research questions, objectives and outcomes for initiatives (e.g. how to create a programme logic model). Staff know how to collect high-quality data that address specific information needs in an efficient way (e.g. data relate to a specific research question).

Attitudes

Staff value the use of insights and evaluation to better understand and improve practice.

Behaviour

Staff critique and use evidence to develop, implement and refine programmes and initiatives (e.g. staff chose different data sources for different questions). Staff make use of multiple data sources to answer questions and develop solutions (e.g. use Active NZ, Voice of the Participant and community consultation information).

Processes

All relevant planning processes incorporate and prioritise self-reflective and critical thinking (e.g. new initiatives must have a business case that incorporates past learning and considers evaluation). Processes are in place that enable monitoring outcomes throughout an initiative or programme (e.g. routine data collection points).

Questions we might ask to improve

- What do we do to reflect on how well an initiative or our day-to-day practice has gone?
- How do we know that what we are doing is achieving what we want to achieve, and in the best way?
- What systems do we have in place to ensure that we consistently use evidence to guide our practice?
- What competency (knowledge, skills, experience) do we have in insights and evaluation across our organisation? Is it spread widely, or does it sit with one or two people?
- Are we clear on what are the most important questions we need answers to and what information we need to answer these questions?

Add you answers:

Embedding an Insights and Evaluation Approach

Intelligence climate provided by leadership

LEVEL OF MATURITY			
Emerging - 1	Developing - 2	Consolidating - 3	Highly developed - 4
Knowledge			
<input type="checkbox"/> We have limited knowledge of how to develop a culture in which we seek, share and apply new knowledge and skills to improve performance.	<input type="checkbox"/> We have basic knowledge of how to develop a culture in which we seek, share and apply new knowledge and skills to improve performance.	<input type="checkbox"/> We have good knowledge of how to develop a culture in which we seek, share and apply new knowledge and skills to improve performance.	<input type="checkbox"/> We have excellent knowledge of how to develop a culture in which we seek, share and apply new knowledge and skills to improve performance.
Attitudes			
<input type="checkbox"/> We believe it is important that some decisions are based on best available evidence and insights rather than prior beliefs.	<input type="checkbox"/> We believe it is important that many decisions are based on best available evidence and insights rather than prior beliefs.	<input type="checkbox"/> We believe it is important that most decisions are based on best available evidence and insights rather than prior beliefs.	<input type="checkbox"/> We believe it is important that almost all decisions are based on best available evidence and insights rather than prior beliefs.
Behaviour			
<input type="checkbox"/> Our leaders rarely advocate for and enable the use of intelligence throughout the organisation allocating time and resource accordingly.	<input type="checkbox"/> Our leaders sometimes advocate for and enable the use of intelligence throughout the organisation allocating time and resource accordingly.	<input type="checkbox"/> Our leaders often advocate for and enable the use of intelligence throughout the organisation allocating time and resource accordingly.	<input type="checkbox"/> Our leaders always advocate for and enable the use of intelligence throughout the organisation allocating time and resource accordingly.
Processes			
<input type="checkbox"/> We have started to think about developing procedures and tools that enable us to reflect, respond and adapt to improve performance.	<input type="checkbox"/> We have rudimentary procedures and tools that are occasionally applied throughout the organisation that enable us to reflect, respond and adapt to improve performance.	<input type="checkbox"/> We have established procedures and tools that are often applied throughout the organisation that enable us to reflect, respond and adapt to improve performance.	<input type="checkbox"/> We have advanced procedures and tools that are always applied throughout the organisation that enable us to reflect, respond and adapt to improve performance.

What this might look like in practice

Knowledge

Leaders know how to support staff to innovate, question assumed knowledge, learn by making mistakes, and collaborate well. Leaders have a shared understanding of what a culture of insights and evaluation looks like.

Attitudes

Leaders value the use of insights and evaluation to support decision making and this is clear to the wider organisation.

Behaviour

Leaders are role models for the use of intelligence and self-reflection (e.g. Senior Leadership Team analyses performance management information and reflects on how the organisation can improve). Leaders provide the time, space and resource for staff to explore and share their learning (e.g. budget always set aside for evaluation of projects, staff provided PLD opportunities on the use of evidence).

Processes

Information sharing tools and processes are in place and used organisation-wide (e.g. monthly newsletters, workshops on learning, all-staff meetings focus on learning). There is regular and widespread peer review of approaches to problems.

Questions we might ask to improve

- What does a culture of insights and evaluation look like for us? Is our practice reflective of this?
- How can we encourage more people to use evidence to make decisions?
- What do we do to support the use of insights, evaluation and research throughout our organisation? Could we do more to support this?
- Do we provide the opportunity for people to stop, think, and reflect?
- Do staff believe leadership value the use of insights and evaluation? Why? Why not?

Add you answers:

Embedding an Insights and Evaluation Approach

Communication with internal, local, regional and national stakeholders

LEVEL OF MATURITY			
Emerging - 1	Developing - 2	Consolidating - 3	Highly developed - 4
Knowledge			
<input type="checkbox"/> We have a limited knowledge of how to identify our important stakeholders and we know how to effectively communicate evidence with some of them.	<input type="checkbox"/> We have a basic knowledge of how to identify our important stakeholders and we know how to effectively communicate evidence with many of them.	<input type="checkbox"/> We have a good knowledge of how to identify our important stakeholders and we know how to effectively communicate evidence with most of them.	<input type="checkbox"/> We have excellent knowledge of how to identify our important stakeholders and we know how to effectively communicate evidence with almost all of them.
Attitudes			
<input type="checkbox"/> We believe that is important to seek out opportunities to share our learning with some partners and communities in ways that they understand and can action.	<input type="checkbox"/> We believe that is important to seek out opportunities to share our learning with many partners and communities in ways that they understand and can action.	<input type="checkbox"/> We believe that is important to seek out opportunities to share our learning with most partners and communities in ways that they understand and can action.	<input type="checkbox"/> We believe that is important to seek out opportunities to share our learning with almost all partners and communities in ways that they understand and can action.
Behaviour			
<input type="checkbox"/> We seek a very narrow range of opportunities to communicate our learning with others, and rarely tailor our messages.	<input type="checkbox"/> We seek a narrow range of opportunities to communicate our learning with others and occasionally tailor our messages.	<input type="checkbox"/> We seek a diverse range of opportunities to communicate our learning with others and often tailor our messages.	<input type="checkbox"/> We seek a very diverse range of opportunities to communicate our learning with others and always tailor our messages.
Processes			
<input type="checkbox"/> We have started thinking about putting procedures and tools in place to enable us to communicate effectively our learning with our stakeholders.	<input type="checkbox"/> We have rudimentary procedures and tools in place that are sometimes applied in a sporadic way to enable us to communicate our learning effectively with our stakeholders.	<input type="checkbox"/> We have established procedures and tools in place that are often applied in a targeted way to enable us to communicate our learning effectively with our stakeholders.	<input type="checkbox"/> We have advanced procedures and tools in place that are always applied in a flexible way that enable us to communicate our learning effectively with our stakeholders.

What this might look like in practice

Knowledge

Staff know how to build and maintain an up-to-date stakeholder network. Staff know how to communicate information with a wide range of audiences.

Attitudes

Staff understand the importance of effectively communicating information gathered with stakeholders.

Behaviour

Staff clearly communicate complex information using a broad array of different media that are adapted to suit the audience (e.g. make use of workshops, presentations, and social media to share information). Staff contribute to external information and evidence sharing networks (e.g. write for blogs or reports, are members of communities of practice).

Processes

Communications plans are mandatory for all relevant insights and evaluation initiatives and programmes (e.g. communications are a core part of programme planning). Processes in place to ensure that external insights and evaluation communications are purposeful and co-ordinated (e.g. policies in place for when communicating externally).

Questions we might ask to improve

- Who should we share the information we gather with?
- What processes do we have to identify stakeholder information needs? How could we do it better?
- How do we identify opportunities to share the insights we gather and what we learn?
- What processes do we use for targeting communication to stakeholders?
- How do we know that the information we are sharing, and how we are sharing it, is effective and achieving the desired outcome?

Add you answers:

Embedding an Insights and Evaluation Approach

Systems to support use of evidence

LEVEL OF MATURITY			
Emerging - 1	Developing - 2	Consolidating - 3	Highly developed - 4
Knowledge			
<input type="checkbox"/> We have limited knowledge of the infrastructure and procedures required to appropriately collect, manage and extract information.	<input type="checkbox"/> We have basic knowledge of the infrastructure and procedures required to appropriately collect, manage and extract information.	<input type="checkbox"/> We have good knowledge of the infrastructure and procedures required to appropriately collect, manage and extract information.	<input type="checkbox"/> We have excellent knowledge of the infrastructure and procedures required to appropriately collect, manage and extract information.
Attitudes			
<input type="checkbox"/> We believe that it is important to have the appropriate infrastructure and procedures to collect, manage and extract minimal information to support the use of evidence.	<input type="checkbox"/> We believe that it is important to have the appropriate infrastructure and procedures to collect, manage and extract some information to support the use of evidence.	<input type="checkbox"/> We believe that it is important to have the appropriate infrastructure and procedures to collect, manage and extract most information to support the use of evidence.	<input type="checkbox"/> We believe that it is important to have the appropriate infrastructure and procedures to collect, manage and extract almost all information to support the use of evidence.
Behaviour			
<input type="checkbox"/> We rarely make use of our infrastructure and procedures to collect, manage and extract information to support the use of evidence.	<input type="checkbox"/> We sometimes make use of our infrastructure and procedures to collect, manage and extract information to support the use of evidence.	<input type="checkbox"/> We often make use of our infrastructure and procedures to collect, manage and extract information to support the use of evidence.	<input type="checkbox"/> We always make use of our infrastructure and procedures to collect, manage and extract information to support the use of evidence.
Processes			
<input type="checkbox"/> We have limited infrastructure and procedures in place to appropriately collect, manage and extract information to support the use of evidence.	<input type="checkbox"/> We have basic infrastructure and procedures in place to appropriately collect, manage and extract information to support the use of evidence.	<input type="checkbox"/> We have good infrastructure and procedures in place to appropriately collect, manage and extract information to support the use of evidence.	<input type="checkbox"/> We have advanced infrastructure and procedures in place to appropriately collect, manage and extract information to support the use of evidence.

What this might look like in practice

Knowledge

Staff know how to collect data that is internally consistent, reliable, validated and allows for linkage. Staff are aware of a diverse range of data collection methods and can determine what is most appropriate for each project. Staff know how to ensure that data can be easily found and extracted to meet information requests (e.g. store data in easily accessible places and appropriately named).

Attitudes

Staff value and understand the importance of appropriate collection and management of data and information.

Behaviour

Data collection methods and storage systems are regularly reviewed to ensure that they are fit for purpose and secure (e.g. conduct an annual data audit). Project planning processes are in place to support the use of insights and evaluation for every project.

Processes

Processes for ensuring proper consent, data protection, and information management procedures are in place (e.g. staff inductions and annual reviews cover information management). A strategy is in place to guide our approach to insights and evaluation.

Questions we might ask to improve

- What can we do to better understand our data infrastructure needs?
- Do staff have knowledge of a wide range of data collection methods and which one might be most appropriate for different scenarios? How might this be improved?
- How can we collect, collate, store and use information in an efficient and user-friendly way?
- What are our organisational policies on data protection and gathering consent? What standards do we need to comply with?
- What can we do to ensure that all staff follow our information management procedures?

Add you answers: