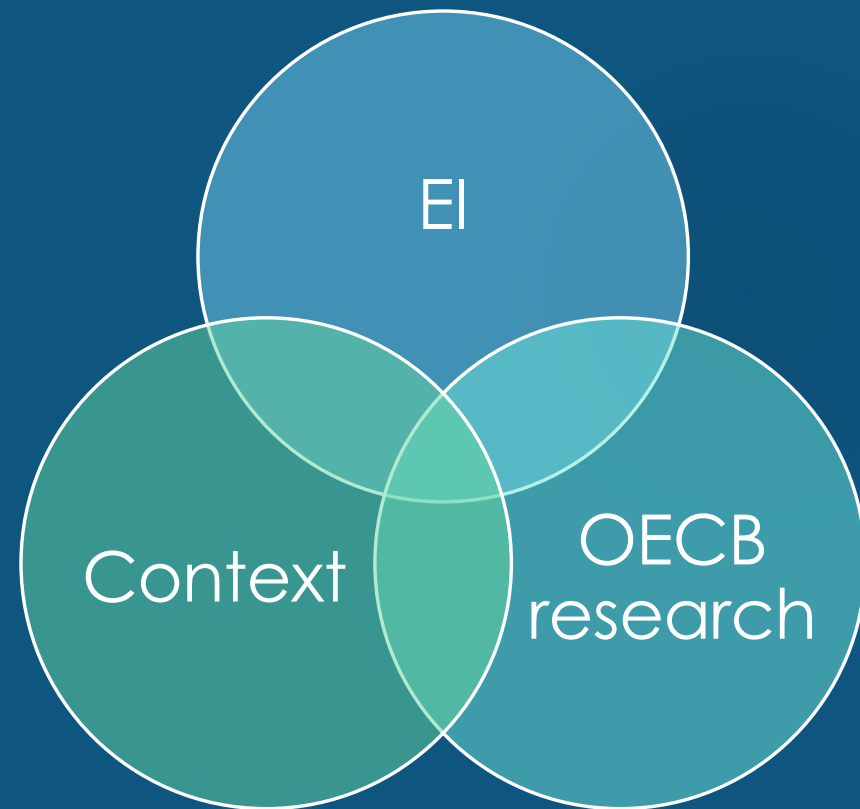


# What I'll cover

- ▶ Rationale for study
- ▶ Purpose
- ▶ Design & analysis
- ▶ Summary of findings
- ▶ Implications

# Rationale for study



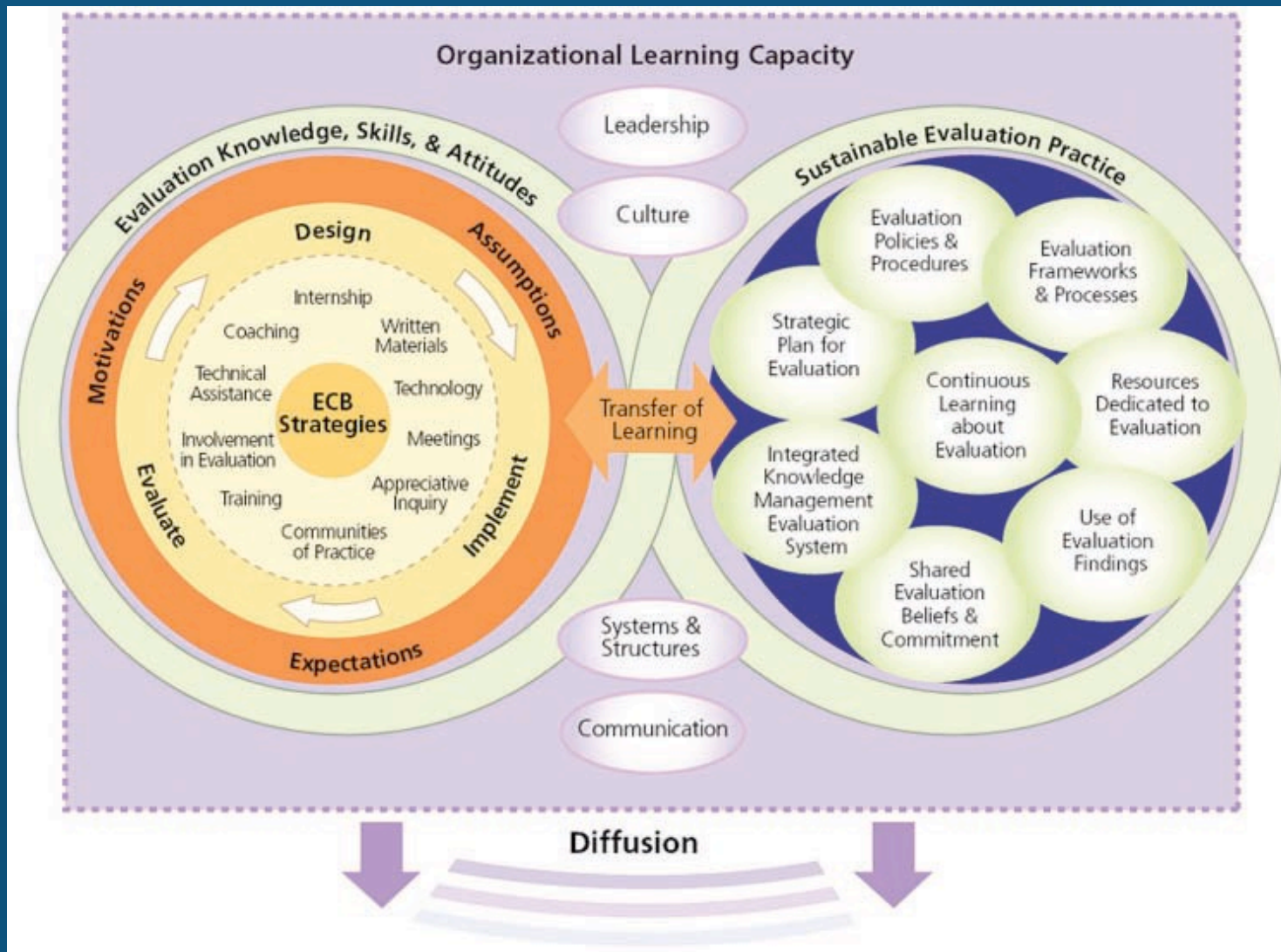


# Context



**Evaluative inquiry:  
a solution for this  
sector?**

# OECB literature

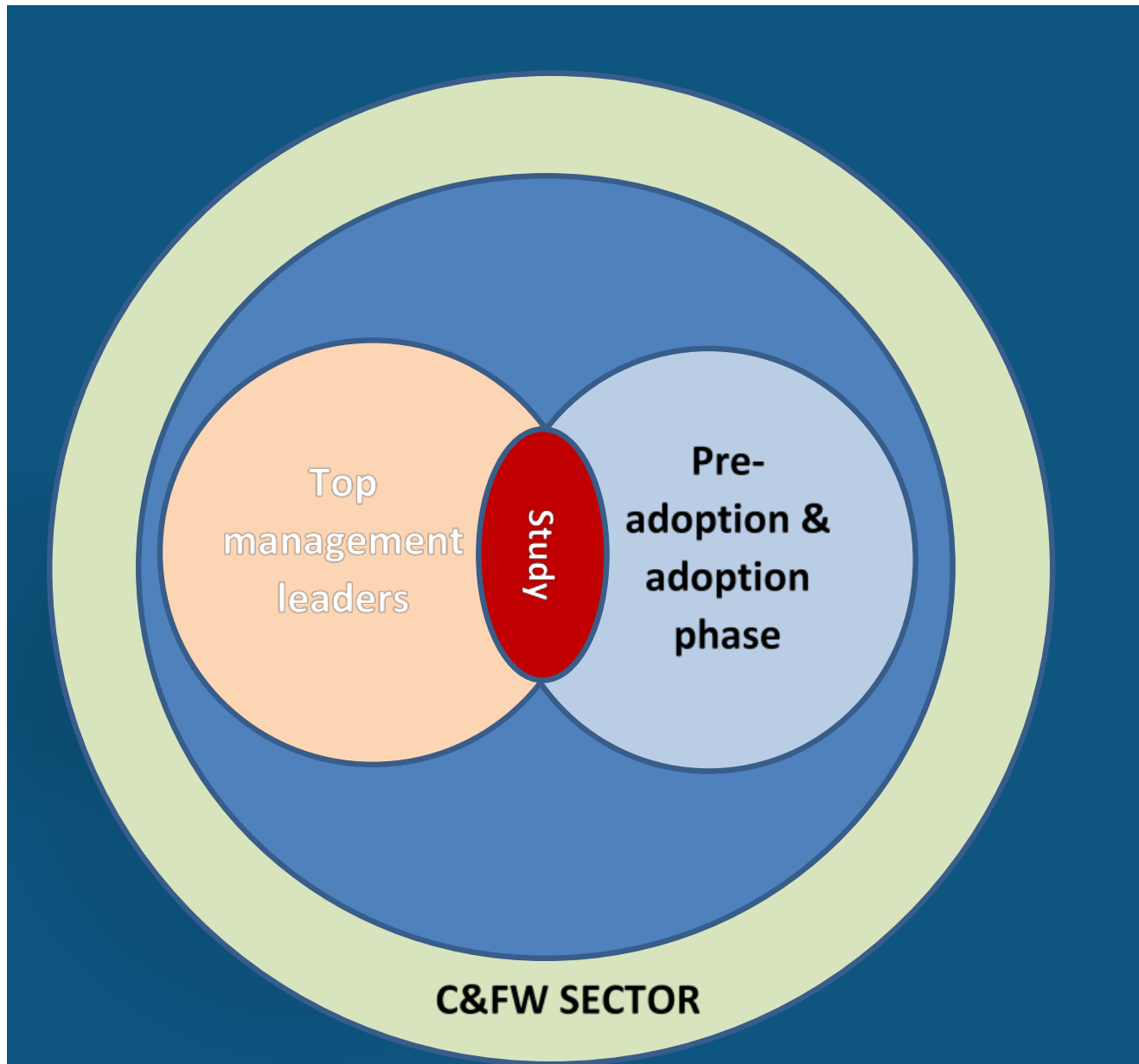


# ECB readiness tools & ECB checklists

- accent on perceived *current* evaluation capacity
- ECB often initiative-based, rather than whole organisation based
- no instruments re readiness to adopt & commit to leading a significant EI change/innovation agenda

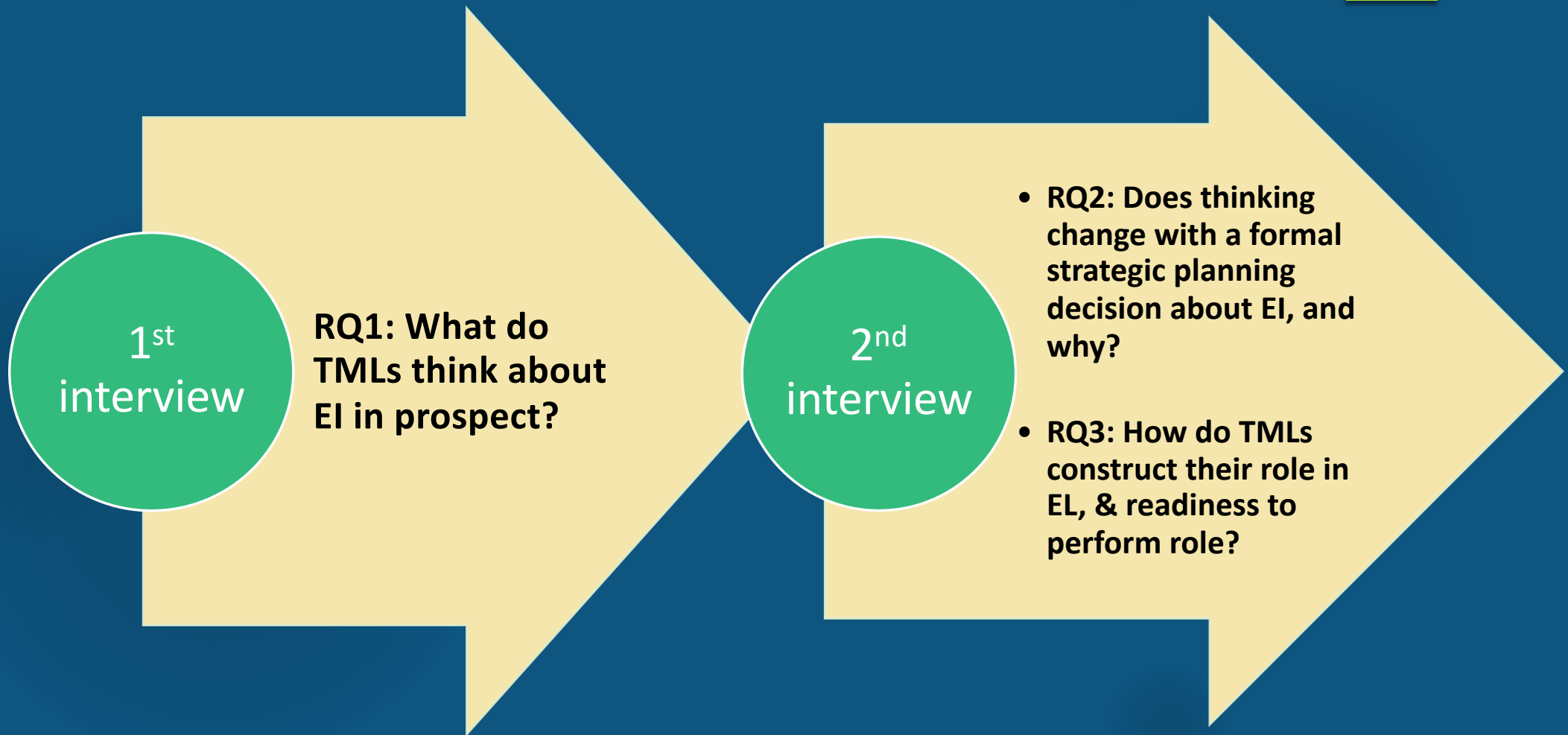
➡ OECB field's understanding underdeveloped:

- ▶ what TMLs might think about EI
- ▶ features of TML thinking that might distinguish readiness/non-readiness
- ▶ factors that might predispose them attitudinally towards/against EI
- ▶ how this disposition might be favourably influenced



## Purpose of study

# Research questions

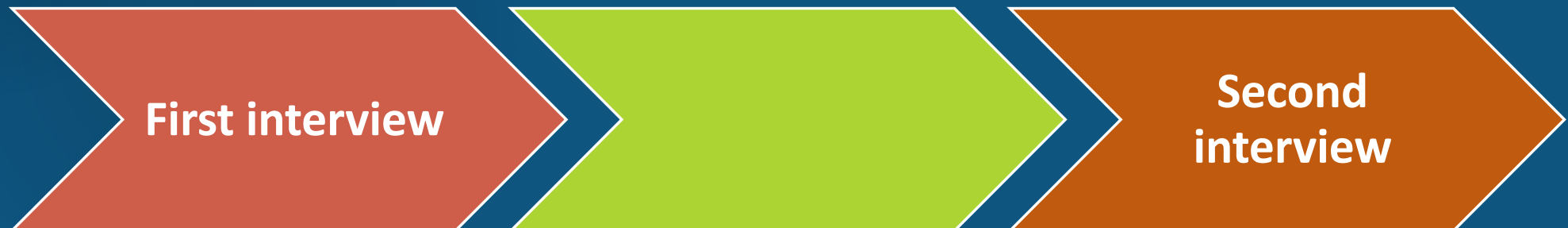


# Study design

## SENIOR MANAGER - EVALUATION



## ‘INSIDER RESEARCHER’



# Study design



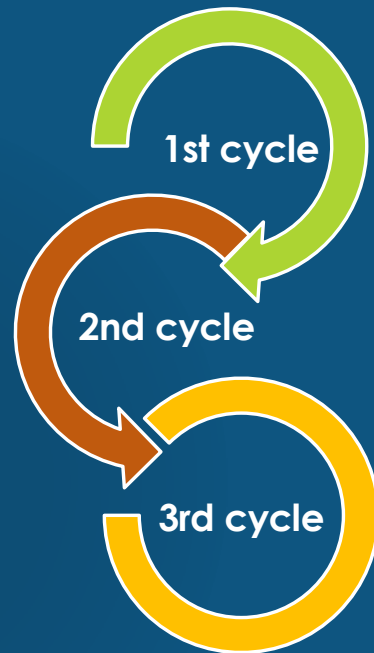
Change promotion phase

Research question	Interview topics
RQ1: What do executives think about EI in prospect?	Initial thoughts about concept of EI
	Attractions of EI
	Challenges/ problems with EI
	Value propositions for EI
	Language to describe EI
	Facilitators/key enablers of EI in this context
	Hallmarks of current EI in organisation
	Hallmarks of future mature EI in organisation
	Assumptions underpinning EI
	Opportunity costs of doing or not doing EI
	Gaining executive endorsement and support for EI

Research question	Interview topics
RQ2: Does that thinking change with a formal strategic planning decision about EI, and why?	Current understanding of EI
	Change in understanding and why
	Comparing strategic plan content – ‘outcome measurement’ versus ‘EI’
	Attitude toward EI now
	Attitude toward EI then
	Explanation of attitude ratings
	Perception of peer attitude toward EI now
	Perception of peer attitude toward EI then
	Explanation of peer attitude ratings
	Final reaction to EI now that EI is adopted/adapted/rejected

Research question	Interview topics
<b>RQ3: How do executives construct their role in EI, and readiness to perform that role?</b>	<b>The role you envisage playing over the 5 year scenario described</b>
	<b>Whether this role represents a shift for you</b>
	<b>The role you envisage your peers will play over the 5 year scenario</b>
	<b>Whether you consider this role represents a shift for them</b>
	<b>Preparation or support you think would be helpful to you in performing your own anticipated role</b>
	<b>Preparation or support you think would be helpful to your peers in performing the role you ascribe to them</b>

# Data analysis



Challenges	Executive member													No
	E3	E5	E6	E7	E8	E2	E1	E4	E9	E10	E11	E12	E13	
Learning climate – compliance burden leaves no time for reflection/evaluative activities, especially in statutory programs	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	11
Capability – EI will be technically difficult for workforce	✓		✓	✓			✓	✓	✓	✓	✓		✓	9
Implementation climate – poor organisational track record of executing & sustaining practice change & consequent disengagement			✓	✓	✓				✓	✓	✓		✓	7
Resourcing – lack of good data collection system	✓	✓				✓		✓	✓				✓	6
Compatibility – relationship-centred practice valued, not data-informed practice		✓	✓			✓						✓	✓	5
Internal accountability – central versus regional office tension/disconnect will lead to poor leadership accountability for EI			✓		✓	✓	✓							4
Resourcing – significant cost of EI in context of tight program funding				✓	✓			✓					✓	4
Complexity – ambivalence & uncertainty about measuring outcomes given ‘wicked’ problems/complex needs			✓			✓						✓		3
Practitioner cultural norm – belief our work inherently ‘good’						✓				✓			✓	3
Practitioner cultural norm – ‘story-run’/oral-based culture						✓			✓			✓		3

# Summary of RQ1 findings

## Desirability 👍

- ▶ Overall, unanimously in favour of EI as a hypothetical proposition
- ▶ Extrinsic driver of increasing government reform focus on evidence
- ▶ Other attractions:
  - ▶ foster a learning organisation
  - ▶ support need to evidence progress and outcomes

# Summary of RQ1 findings

## Desirability 👍

- ▶ Executives, projecting themselves into an EI-mature future, imagined :
  - ▶ use of data for decision making at every leadership level
  - ▶ capacity to evidence outcomes
  - ▶ team self-evaluation as a cultural norm
  - ▶ development of the organisation as a leader/mentor in EI in the field
- ▶ Most EDs regarded the opportunity costs of not doing EI as significantly greater than doing it

# Summary of RQ1 findings

## Feasibility ??

- ▶ Most expressed strong reservations about feasibility: 'utopian', 'massive' culture change
- Dominant challenges:
  - compliance burden of statutory programs
  - technical complexity of EM given workforce
  - organisation's poor implementation track record
  - lack of good data collection system
  - privileging of relationship-centred practice over data-oriented practice
  - organisational tension between 'head office' & regional operations
  - cost of EI in the context of resource scarcity

# Summary of RQ1 findings

## Buy-in?

- ▶ To increase buy-in, EDs wanted:
  - ▶ more info on which to judge implementation cost
  - ▶ More info on pros and cons of EI compared to other possible options for OECB
  - ▶ evidence of other CSO's that had pursued EI or other like approaches successfully
- ▶ Thus, three 'intervention characteristics' of EI not yet sufficiently obvious or convincing

# Summary of RQ2 findings



# Summary of RQ2 findings





‘There’s a lot of rhetoric about an organisational evaluative stance but there’s mixed genuine prioritisation. So some people on the executive would probably put a lot more effort into achieving it than others would, whereas others, I think, would say it’s a good thing, a bit like peace on earth, but it’s not actually what they’re going to spend their time and effort on today, tomorrow or next week’. (E7)

# Summary of RQ3 findings

## ▶ Imagined leadership roles

### ▶ Role shift?

▶ for me ☐

▶ For my peers ☒

# Summary of RQ3 findings

## ▶ Support & preparation

- ▶ for self

- ▶ for peers



**Big themes?**

# Particularity of C&FW

Complexity/wicked problems

Ambivalence  
about  
'evidence'

Limited  
practitioner  
time/compliance  
burden

Digital  
infrastructure  
lag

Resource-  
constrained

Relationship-centred & oral-based  
knowledge over data-informed

**Day to day crisis-  
driven nature of  
statutory practice**

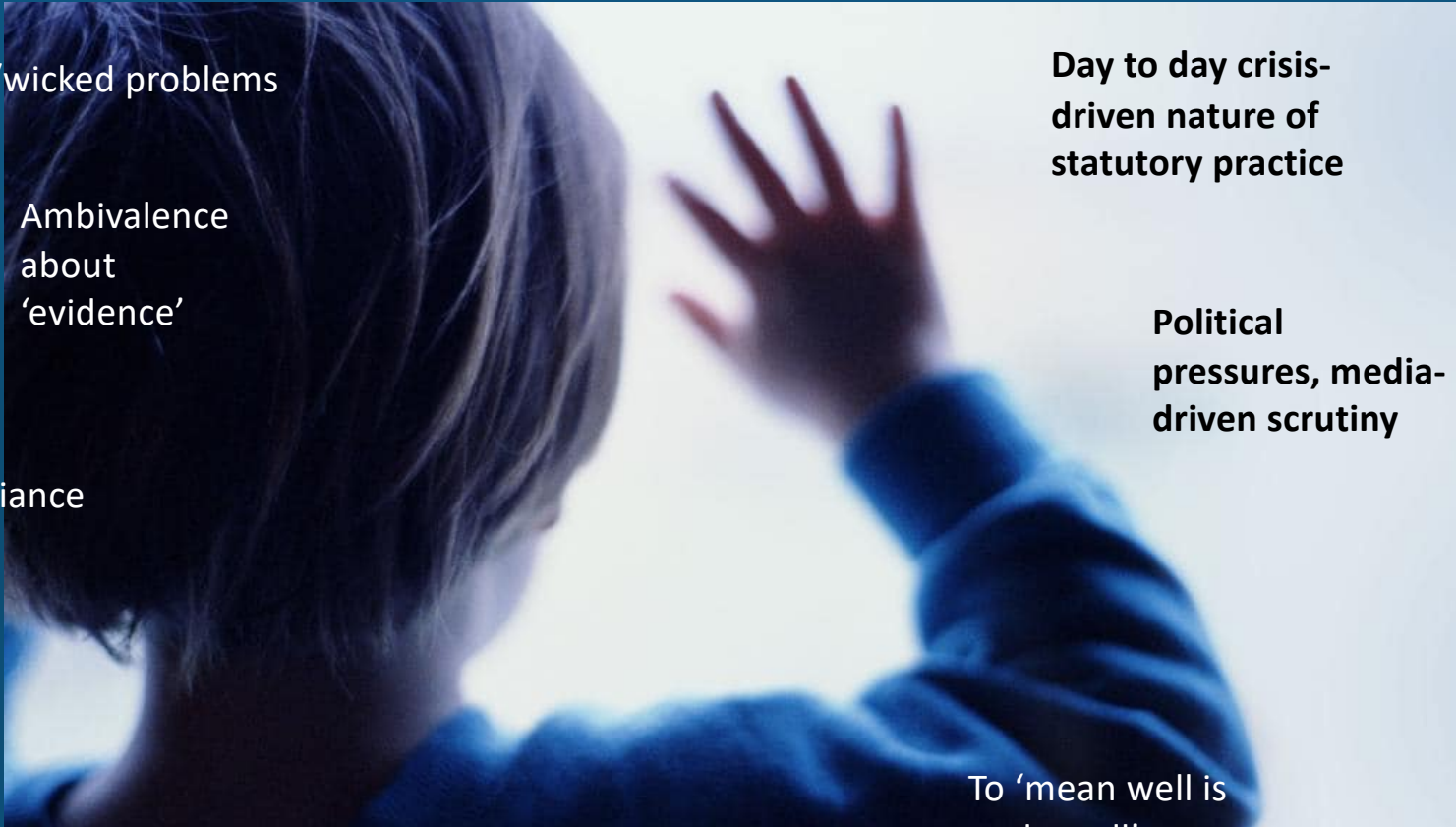
**Political  
pressures, media-  
driven scrutiny**

To 'mean well is  
to do well'

Volume of  
compliance-  
based work

Workforce  
training and skills  
in evidence use

Professional  
autonomy



**Brilliant. You're dreaming': resistance to change**



# Brilliant. You're dreaming': resistance to change



Change  
commitment

Change efficacy

# The evidence-practice cultural gap

Language for  
communication

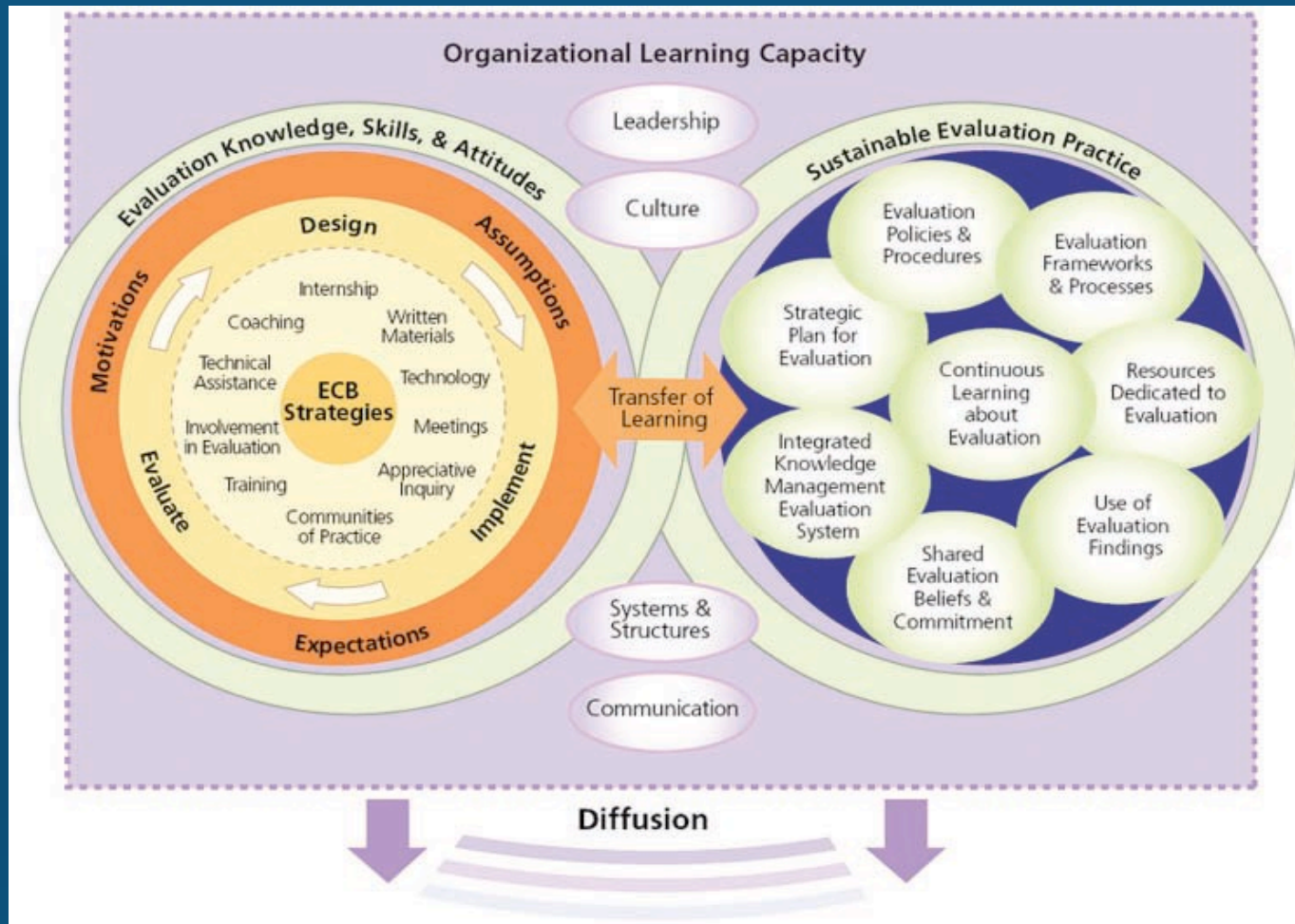
Priorities for  
knowledge

Work environment

Timeframes for  
getting results



# Implications: current theory



# Implications: technical applications



# Implications: professional practice



# Implications: professional practice



# Conclusion: capability & mindsets



- We need a more integrative approach drawing on related fields of organisational change & innovation adoption
  - better equipped to conceptualise leadership readiness of EM
  - enabling better identification of features of precursor thinking
  - could inform development of individual & group TML readiness 'diagnostic' tool
  - determining if timing is right for promoting EM & designing responses



# Theoretical framework

## El and innovation

- ▶ Weiner et al (2009) innovation theory - determinants of effective implementation of complex innovations in organisations
- ▶ applicable for studying innovations where:
  - (i) organisational members cannot adopt innovation until primary adoption decision has occurred at a higher level of authority
  - (ii) implementation requires specialised training, resource allocation & support
  - (i) active, coordinated innovation use by many organisational members necessary for innovation to generate benefits for adopting organisation

# Theoretical framework

## Leadership and culture

- ▶ leadership & culture a close pairing according to Schein (1992):
  - ▶ cultures begin with leaders who impose own values & assumptions on group
  - ▶ if group successful + assumptions taken for granted ➡ culture defines acceptable leadership
  - ▶ with adaptive difficulties ➡ some assumptions no longer valid
  - ▶ leadership now = ability to step outside culture that created leader & start adaptive evolutionary change processes

# Theoretical framework

## El and leverage

- ▶ Senge (1990) introduced concept of *leverage*:
  - ▶ by virtue of position as group of most influential leaders in organisation, TMLs have leverage to effect change in long term behaviour of organisational system
  - ▶ help shift focus:
    - from events & patterns of behaviour (symptoms of problems)
    - to
    - systemic structure & underlying mental models (values, beliefs and assumptions)

# Theoretical framework

## Organisational readiness for change

- ▶ Weiner (2009)'s conceptual definition:
  - ▶ change commitment and change efficacy
  - ▶ emphasises shared notion of organisational readiness that is:

*best suited for examining organisational changes where collective behaviour is necessary in order to effectively implement the change*

# Theoretical framework

## Stages of change

- ▶ Implementation of change occurs in distinct sequential stages (Fixen et al., 2005):
  - ▶ Exploration & adoption
  - ▶ Program installation
  - ▶ Initial implementation
  - ▶ Full operation
  - ▶ Innovation
  - ▶ Sustainability

# Some quick context

- ▶ Largest independent CSO:
  - ▶ budget > \$100 million
  - ▶ 1200 employees
  - ▶ 31 regional & metro offices across Vic
- ▶ Range of C&FW services:
  - ▶ 57% = statutory out of home care
- ▶ State government funding: 79%
- ▶ Prior to commencement of study some progress towards building evaluation capacity

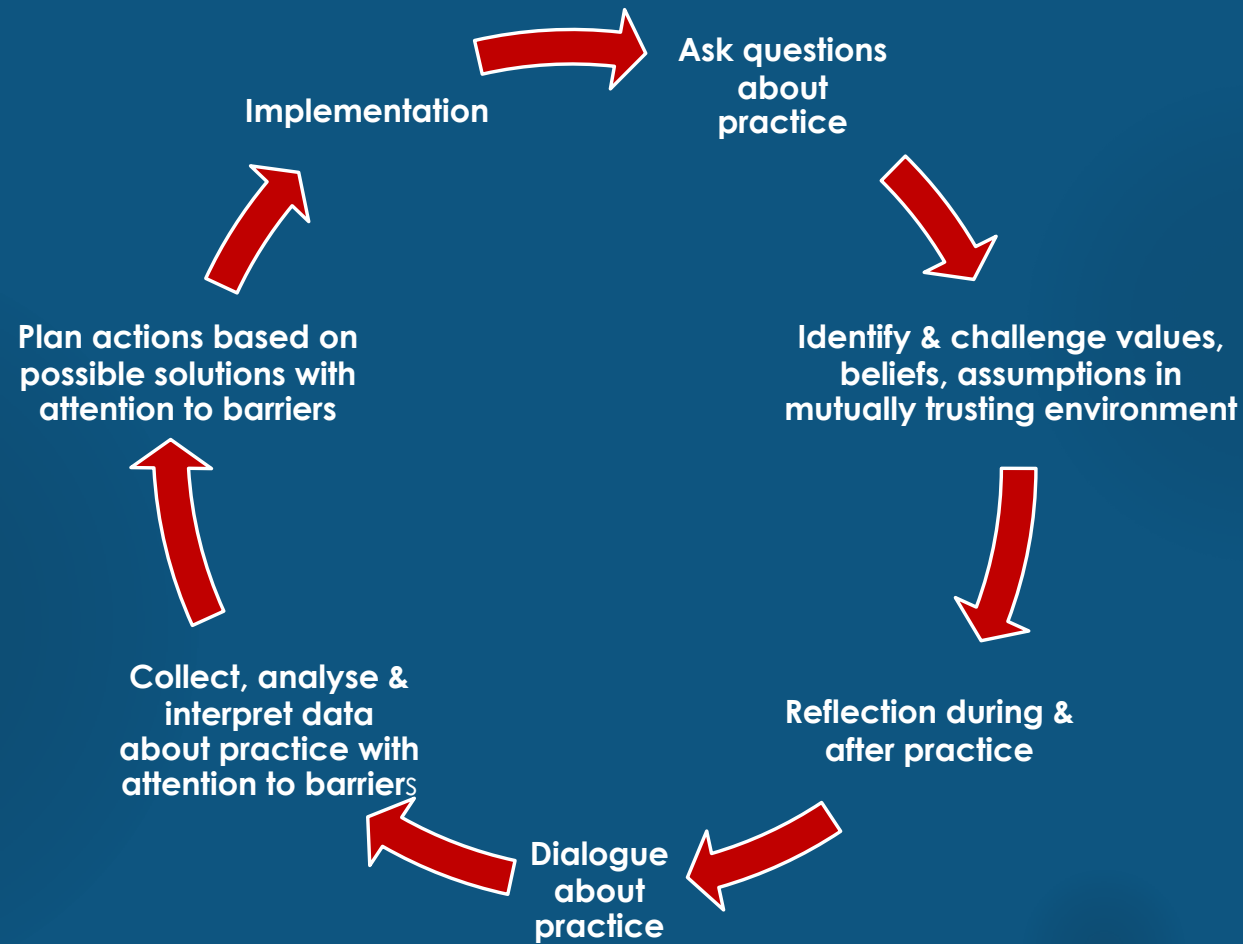


Construct	
1. Intervention characteristics	2. Outer Setting
Intervention source	Client needs & resources
Evidence strength & quality	Cosmopolitanism
Relative advantage	Peer pressure
Adaptability	External policy & incentives
Trialability	
Complexity	
Design quality & packaging	
Cost	
Observability	

Construct	
3. Inner setting	
Structural characteristics	Goals and feedback
Networks & communications	Learning climate
Culture	Readiness for implementation
Implementation climate	Leadership engagement
Tensions for change	Available resources
Compatibility	Access to knowledge & information
Relative priority	
Organizational incentives & rewards	

Construct	
4. Characteristics of individuals	5. Process
Knowledge & beliefs about the intervention	Planning
Self-efficacy	Engaging
Individual state of change	Opinion leaders
Individual identification with organization	Formally appointed internal implementation leaders
Other personal attributes	Champions
	External change agents
	Executing
	Reflecting & evaluating

# Evaluative inquiry in organisations



# Limitations

- ▶ **Non-generalisability**
- ▶ **Social desirability bias**
- ▶ **Single researcher**

# Intended contribution

- ▶ A description of TMLs' thinking about EI upon first exposure & following exploratory stage, in real org setting;
- ▶ A delineation of factors that influenced thinking & expressed intentions;
- ▶ Identification of common & unique themes & influencing factors
- ▶ A process & instruments for eliciting information