ORGANISATIONAL TOOLKIT

Building organisational capability to turbocharge the impact of our science

WHAT IS THIS TOOLKIT?

This toolkit is comprised of three one-page references. These link together and describe how (what areas and in what ways) CRIs may need to change so they can build their capability to ensure their science is done in a way that maximises its potential impact. This resource is an iPEN initiative, funded equally by all CRIs.

> "A **change** to the **economy, society or environment**, beyond contribution to knowledge and skills in research organisations." MBIE (2019)

WHO IS iPEN?

iPEN stands for the Impact Planning Evaluation Network. It is a collaborative group that has been working on collective efforts that benefit *all* CRIs to strengthen their capability in doing impactful science.

In 2019-2020 iPEN undertook a targeted programme of work to develop a comprehensive set of resources, tools, and training to support all CRIs in their efforts. This is one of those outputs.

WHY WORRY ABOUT IMPACT?

Scientists and researchers care about impact. Our survey of CRI staff found they are strongly motived by doing (or supporting) science that makes a difference – to society, the environment, and the economy.

However doing impactful science doesn't happen by accident. It means designing and delivering science in ways that include considerations beyond the quality of the research itself. This means including different tools, methods and approaches which aren't always familiar to researchers and support staff.

1 IMPACT CAPABILITY DEVELOPMENT FRAMEWORK

IMPACT CAPABILITY DEVELOPMENT FRAMEWORK

The impact capability development framework identifies different areas or 'levels' interventions need to be targeted. It recognises that these different layers are comprised of different components and so may need different capability development 'interventions'. This will help support the ongoing work of iPEN to efficiently target their efforts.

2 DEVELOPMENT PATHWAY & ASSESSMENT TOOL

DEVELOPMENT PATHWAY & ASSESSMENT TOOL

The impact capability development pathway has been developed as an assessment tool (rubric) for CRIs to use to establish where they are on their impact capability journey. Because the tool describes what 'good' looks like at different stages of development against a range of different factors, it can also be useful in explaining what might need to be prioritised at a given time in the organisation. For example working on a rewards and recognition system or focusing on training and support.
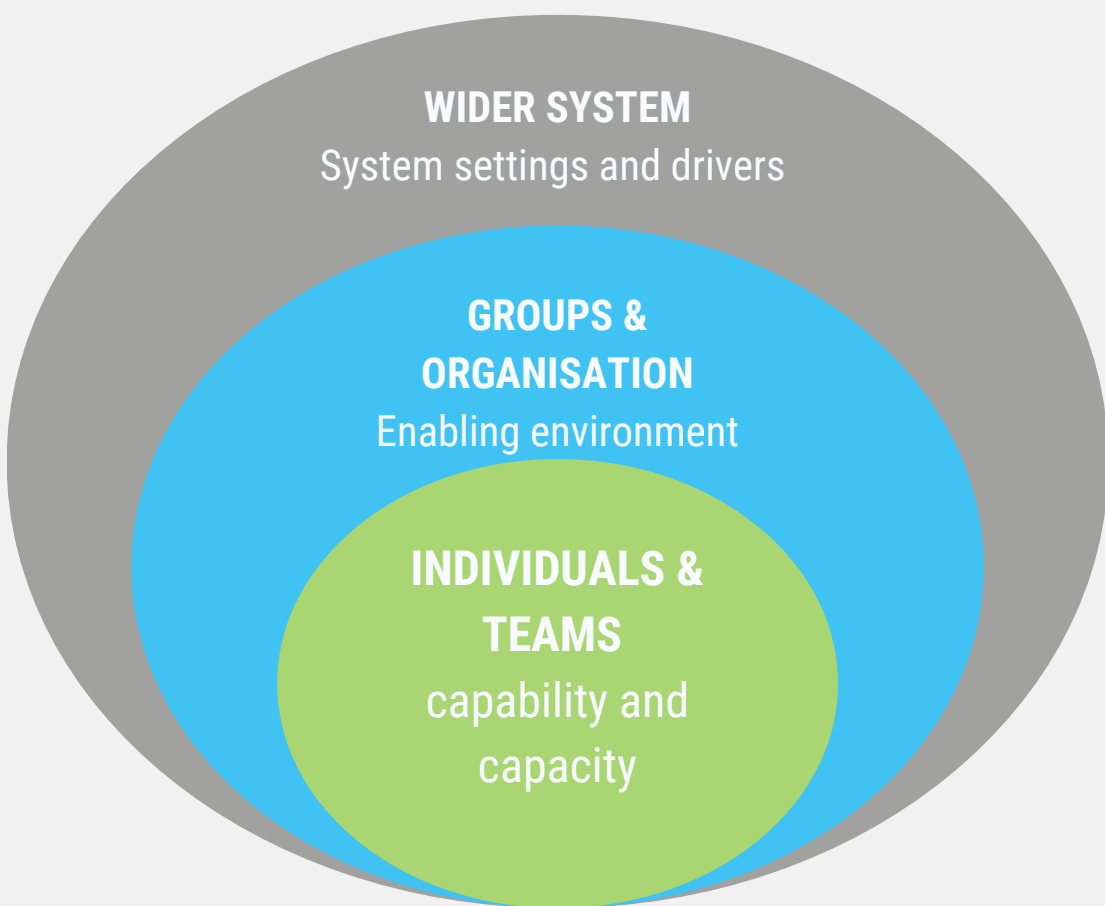
3 ORGANISATIONAL BLUEPRINT

ORGANISATIONAL BLUEPRINT

The organisational blueprint identified and describes a number of key roles an organisation that is focused on impact should have. This generic structure has been used to guide several of the recommendations that have been made to individual CRIs as part of an organisatiional needs assessment that was conducted as part of the programme of work that involved the development of these resources.

IMPACT CAPABILITY DEVELOPMENT FRAMEWORK

Building organisational capability

to turbocharge the impact of our science

WIDER SYSTEM
System settings and drivers

GROUPS & ORGANISATION
Enabling environment

INDIVIDUALS & TEAMS
capability and capacity

INDIVIDUALS & TEAMS

capability and capacity to DO more impactful science

- Having the necessary **skills** and **knowledge.**
- Having the requisite **resources** (people, time, and funding).
- Having the **opportunity** to put skills and knowledge into practice.

GROUPS & ORGANISATION

that create an enabling environment to DO impactful science

- A supportive **leadership** and **culture** that actively and visibly support people to DO impactful science.
- Having organisational **systems** and **processes** that are aligned to and enable science being done in ways that focus on impact.

WHY A CAPABILITY DEVELOPMENT FRAMEWORK

The capability development framework shown here is based on established evaluation capability development literature* and has been used as the basis to structure the recommendations developed for each CRI following their organisational needs assessments completed in Q3 – Q4 2019.

Recommendations provided to ELTs/SLTs were framed around the two 'levels' of the capability framework CRIs have control over (individual and organisational) for a two year period. Key recommendations made to all included the establishment or strengthening of key roles, as well as a focus on training and support.

A separate report has been prepared addressing the systems level challenges.

* In particular Preskill, H., & Boyle, S. (2008). A multidisciplinary model of evaluation capacity building. American Journal of Evaluation, 29(4), 443–459. https:// doi.org/10.1177/1098214008324182

WIDER SYSTEM

Determines the system settings (rules and drivers) that drive behaviour

- Set by funders and agencies who set the 'rules'. **Rules** determine **behaviour** through policy and legislative settings, funding and contracting requirements.
- It is also influenced by clients needs and what they are willing and able to pay for.

iPEN

Turbocharging Impact

IMPACT DEVELOPMENT PATHWAY
Building organisational capability
Assessment Tool

STAFF HAVE:

ORGANISATION HAS:

PROFICIENT / EXPERT

STAFF HAVE:
- All staff will have received some training in impact and Monitoring Evaluation Reflection and Learning (MERL) activities. Those with a strong role to play will have received comprehensive training including regular refreshers.
- Staff routinely design their projects with a clear consideration of impact and MERL and need only limited support (peer review).
- There are many examples of good practice and these are well known.

ORGANISATION HAS:
- Strong and consistent messaging at all levels (CE down to managers and staff). People can easily explain the importance of impact and how they practically address this in their work.
- Strong in-house support, including in-house experts, a network of champions, and a manager with dedicated responsibility in this area.
- Systems and process are supportive (overall). There is a strong system to reward and recognise good practice, and this is publicly celebrated.
- Routinely linked to continuous improvement, organisational learning and reflective practice.

CONSOLIDATING

STAFF HAVE:
- Good knowledge and skills in this area and have several opportunities to practice and apply. They are in a good position to support or teach others in their project work.
- There is specific allocation to MERL type activities at a level that means it can be included in project activities fairly consistently.
- There are several examples of good practice and these are well known and used.

ORGANISATION HAS:
- Strong and consistent messaging at all levels of senior leadership (SL), and there will be a role with specific responsibility in 'impact' within SL.
- There is in-house support available and this is coordinated and overseen by a manager, who also contributes to more strategic decision-making giving impact a 'voice'.
- Systems and process are relatively well aligned to supporting impact. This includes a rewards or recognition of examples of good practice.
- Several examples of strong links to continuous improvement, organisational learning and
- reflective practice.

DEVELOPING

STAFF HAVE:
- Some knowledge and skills in this area.
- and apply this in their work however it is patchy or limited to specific skills.
- There may be some specific allocation of resources to MERL activities but this will be patchy.
- A few examples of good practice may have been identified and being used.

ORGANISATION HAS:
- Strong and consistent messaging from SL and clear alignment to organisational goals.
- Support from Tier 2 & 3 managers likely to be more inconsistent.
- There *may* be a manager responsible for oversight/coordination.
- There is likely to be some in-house support (e.g. champions but this will be regularly stretched.
- Systems and processes will be more aligned to support impact but still patchy, including rewarding/ recognising examples of good practice.
- Patchy links to continuous improvement, organisational learning and reflective practice.

EMERGING

STAFF HAVE:
- Little to no knowledge or understanding of MERL activities and tools.
- Limited practical experience or examples to refer too.
- Resources (e.g. time and funding) also likely a constraining factor.

ORGANISATION HAS:
- Has general support for the idea from senior leadership but message likely to be inconsistent or occasional.
- Messaging may lack integration with organisational goals/objects
- There may be some in-house support but this will be regularly stretched and not well supported.
- Systems and processes generally not designed to support consideration of impact, including rewarding or recognising examples of good practice.
- Little or no links to continuous improvement, organisational learning and reflective practice.

IMPACT DEVELOPMENT PATHWAY

Building organisational capability

Pan CRI Assessment: *CURRENT STATE*

2019/2020

| EMERGING	DEVELOPING	CONSOLIDATING	PROFICIENT / EXPERT

JUSTIFICATION

Overall all CRIs sit within the 'emerging' category, although some CRIs has specific aspects that would be considered developing, and are making good progress. The seven CRIs therefore sit along a continuum with some closer to the start of the capability development journey and others progressing towards developing.

Key 'take-aways'

- There is reasonably strong focus and messaging around 'impact' from senior leadership however translating/linking to organisational goals and objectives is more patchy.
- Staff understand and regard impact as important but lack the specific knowledge and skills to put this into practice, and have limited or no examples to refer too to guide them and there is little or no dedicated support provided by the organisation to support staff.
- There is limited or no dedicated resourcing available to staff to grow their capability and/or they are not encouraged or expected to explicitly build MERL activities into their projects. There is also no requirements for these activities to be explicitly costed in at the planning stage.
- Where capability development has been conducted, knowledge is still patchy and/or not being applied consistently.
- The framework for thinking about impact is strongly driven by MBIE's funding requirements (especially endeavour funding). There is a strong focus on impact during the planning and bid writing stages, however approaches to track and evidence impact is rarely done (it is not required). Where it is, it is in projects that are best described as co-innovation/co-design and/or inter- or transdisciplinary who recognise this as fundamental.
- There are some great examples of what this looks like in practice, but they are not well known. There are also many passionate individual champions scattered across all seven CRIs (this excludes members of iPEN).
- Staff report often feeling their efforts are not recognised or rewarded. Reward (and contract) structures still lead to people to focus on outputs such as reports and publications. There are no examples of systematic and formal reward or recognition processes that identify and celebrate projects that have been designed and are being delivered in a way that will lead to impact.

Areas that keep those more advanced CRIs in the 'emerging' area of their development include:

- Lack of clear alignment with organisational goals and objectives
- Patchy availability of support (by champions or in-house experts)
- Limited knowledge by researchers of how to practically put 'impact' into practice via MERL activities
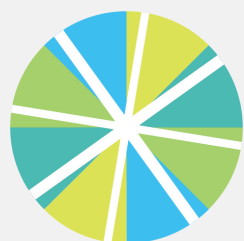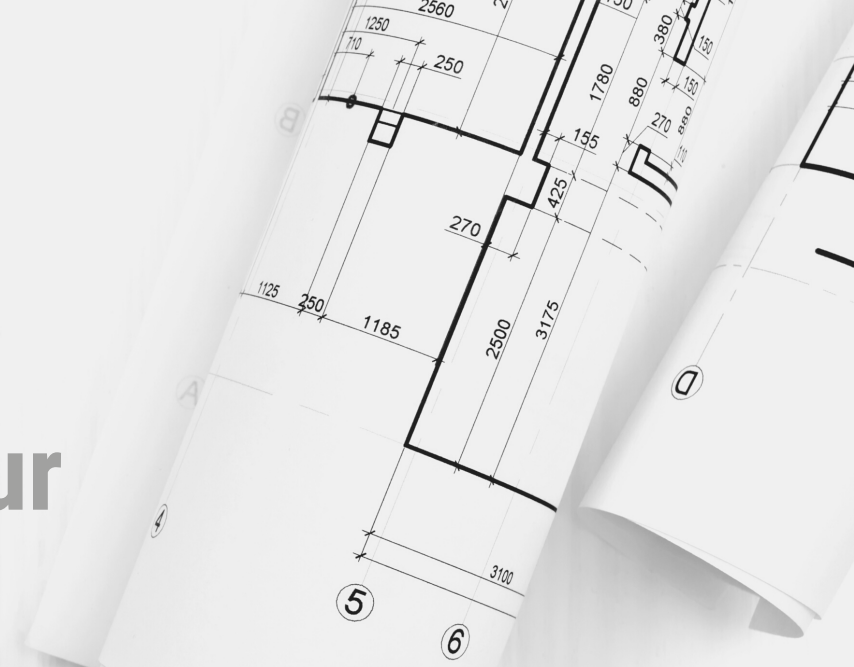
iPEN

Turbocharging Impact

ORGANISATIONAL BLUEPRINT
Building organisational capability
to turbocharge the impact of our science

TIER 1 and the BOARD

TIER 2

TIER 3

LEADERS AND MANAGERS

IMPACT SUPPORT TEAM

CHAMPIONS

RESEARCHERS / SCIENTISTS AND SUPPORT STAFF

The Board and CE have a powerful role by clearly expressing the priority impactful science should take. This should be evident in decisions they make and what and how they communicate on these matters to staff.

IMPACT PORTFOLIO LEAD AT ELT/SLT

This can either be an individual or a small group. In both cases this person or group's role is to provide strategic advice and guidance to operational staff to ensure impact driven initiatives are clearly aligned to the organisation's strategic direction. This would include scanning for opportunities for greater inputs from the Impact Manager on activities or initiatives that are linked to science impact.

AN IMPACT MANAGER

An impact manager overseas the implementation of impact driven initiatives. This would include overseeing key initiatives in their area, but also working closely with other managers (typically Tier 3) on projects or initiatives that have a strong linkage or interdependency to the impact manager's portfolio. Areas of responsibility will include ensuring training opportunities are available to staff, and other support (such as access to champions) is arranged. Will usually represent their CRI on iPEN.
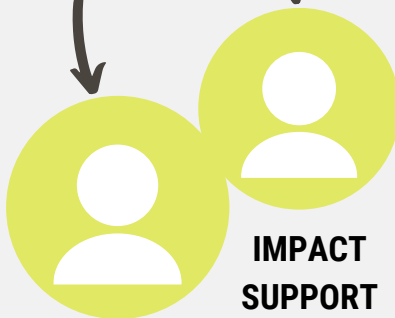
IMPACT COORDINATOR

An Impact Coordinator is responsible for coordinating the champions network. This includes arranging regular check-ins framed around developing a community of practice, and arranging ongoing capability building activities (for champions and staff). The Impact Coordinator is a key support role for the Impact Manager to free them up on more strategic work.

IMPACT EXPERT(S)

staff with expertise in MERL. Their roles will be as key support staff to the Impact Manager to develop and execute impact initiatives. This may also include They may also be called to develop and/or run training for staff.

LEADERS AND MANAGERS

Leaders and managers of teams of scientists and researchers have a key role to play. They are responsible for ensuring their team members have the skills to implement impact focused activities for their research projects, and creating an enabling culture to do so.

CHAMPIONS

Champions are typically those DOING research or support staff. They have a passion in building the impact capability of themselves and of others. They receive training to become proficient in the use of key MERL tools and approaches so they can be called on to support other staff in using them. Ideally they also 'champion' the value of building impact focussed activities to the research they're involved with, by talking about it with their colleagues, and their encouragement and support of others to do the same.

SCIENTISTS AND SUPPORT STAFF

Take responsibility for growing their own impact capability, guided by the advice of the organisation's impact support team, with the support of their project leaders and managers.

iPEN *Turbocharging Impact*