

PRIORITISE THE OBJECTIVES OF YOUR EVALUATION

Before you start, prioritise the purposes of your evaluation with your working partners and management. Give grade 1 to your top priority, 2 to the next most important priority, and so on.

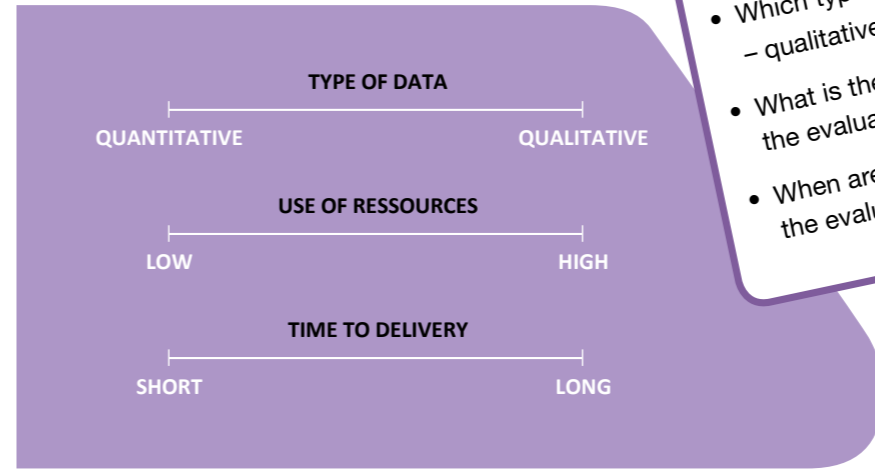
- Managing the innovation process
- Demonstrating value
- Learning
- Spreading
- Documenting

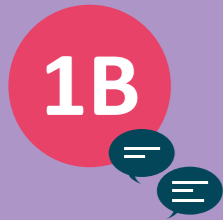
At regular intervals during the evaluation and innovation process, return to these goals: are the priorities still correct?

WHAT ARE THE REQUIREMENTS OF YOUR EVALUATION?

Before you start, prioritise the requirements of your evaluation with your working partners and management. Use the three ranges provided, completing them with your own words if need be.

- Which type of data are you expected to use – qualitative or quantitative?
- What is the level of resources available to produce the evaluation – high or low?
- When are you expected to provide the results of the evaluation – sooner or later?





CLARIFY: RECIPIENTS

WHO IS THE RECIPIENT?	RECIPIENT:	RECIPIENT:	RECIPIENT:
What do they need the evaluation for?			
How will they be involved in the evaluation?			
How will we communicate to them the results and value of the innovation?			
How can/will they influence the innovation process in relation to the results and the value of the innovation?			

CONSIDER

If a stakeholder analysis has been produced, you may use it as a starting point. If not, start with a brainstorming session and include the main recipients in the diagram as you go along. If new stakeholders/recipients arrive later in the innovation process, simply update the diagram.



CLARIFY:

CONNECT EVALUATION WITH INNOVATION

DESCRIBE THE PURPOSE OF THE INNOVATION AND DRAFT THE EVALUATION QUESTIONS

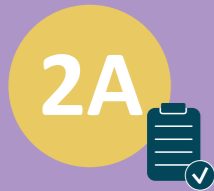
What is the general goal you are aiming at with your innovative initiative?
What question(s) should your evaluation provide answers to?

DESCRIBE WHAT THE INNOVATION PROCESS LOOKS LIKE, WITH WORDS OR A DRAWING, AND SHOW WHEN EVALUATION FITS INTO THE PROCESS

How and when is evaluation connected to your innovation process?
Describe with words or a drawing the main, essential steps and phases of your innovation process and show at which points evaluation fits into the process.

LOOK AROUND (REUSE):

Have others worked with the same innovation or evaluation issues?
What did they find? In what way can it be useful to you?



PLAN:

VALUE, SUCCESS CRITERIA AND INDICATORS

WHO WILL EXPERIENCE THE VALUE?	WILL EXPERIENCE:	WILL EXPERIENCE:
What value are we aiming to create?		
What are the success criteria for this value to have been achieved?		
How can we see that value has been created (indicators)?		
Where do we find existing data on these indicators?		
Who has access to the existing data?		
Should the existing data be supplemented with new data? Why?		
Can the value be affected by something other than the innovative process? What else can affect it?		
How can we measure whether the value is affected by the innovative process or by something else?		
How can we detect and retain the collateral advantages of the innovative process that we had not anticipated?		

CONSIDER

Those, who are to benefit from the value may, for example, be citizens, staff or the organisation as a whole. If a project description shows who is to benefit, use this description. If a business case has been produced to highlight the value the process aims at creating, and the success criteria, use it in the evaluation.

LACK OF SPACE

Often, more than two groups of people are meant to benefit from the value. Copy the diagram so as to have space for *all* relevant groups.

NAME OF THE INNOVATION/INNOVATION PROJECT:

CONTACT PERSON:

DATE/VERSION:



PLAN:

A BASIS OF COMPARISON

CONTROL GROUP: TICK
 IF YOU HAVE A GROUP OF PERSONS YOU CAN COMPARE WITH THE INNOVATION PROCESS TARGET GROUP

What are the main characteristics of the innovation process target group?

How many people does the control group need to consist of, and who can they be?

PROBABLE BASELINE: TICK
 I AM ALREADY WORKING ON MY INNOVATIVE INITIATIVE AND I HAVE DATA FROM BEFORE I STARTED

Where do I find data from before the start of the innovation process?

Does this data give enough information for a probable baseline, or do I need to supplement it with new data?

BASELINE: TICK
 I CAN MEASURE BEFORE I START WORKING ON MY INNOVATIVE INITIATIVE

HERE AND NOW BASELINE: TICK
 I AM ALREADY WORKING ON MY INNOVATIVE INITIATIVE AND AM NOW STARTING TO MEASURE

CONSIDER
 You can use one of the three baselines or a control group, or a combination.



PLAN: ROLES

WHO IS THE COORDINATOR OF THIS EVALUATION?

The coordinator's job is to make sure that all are aware of what is to be evaluated, how and when, and that the evaluation is actually carried out.

WHO IS IN CHARGE OF ANALYSING DATA?

The analyst's job is to make sure that the data collected is processed. Their responsibility is to find the right thematic information and results across the data.

WHO IS IN CHARGE OF COLLECTING DATA?

The data collector's job is to make sure that the evaluation methods are used and that the actual data needed for the evaluation is made available.

WHO IS IN CHARGE OF COMMUNICATING THE RESULTS OF THE EVALUATION?

A communicator is in charge of spreading the results of the evaluation, in order for all relevant stakeholders to have access to them. There is no need to wait for the project to be completed before communicating – the evaluation results can be spread during the process.



PLAN:

CHOICE OF METHOD(S)

CHOICE OF METHOD(S)			
Who will experience the value to be measured?	FROM DIAGRAM 2A	Who do we collect data from/about?	
What indicators do we measure?	FROM DIAGRAM 2A	How many do we collect data from/about?	
Which is the best method to collect the data we need?		When do we collect the data?	
Why do we choose this method over another?		Who will analyse the data?	
Who will collect the data?		What is the expected time frame for the collection and analysis of the data?	

CONSIDER

Does the data collected need to be supplemented with other methods? If it does, then use one diagram per method used.

Also consider the accessibility of the data, and think about privacy and publication.



COLLECT, ANALYSE, CONCLUDE:
DESCRIBE YOUR KNOWLEDGE

YOUR SELECTED METHOD:			
Who will experience the value to be measured?	FROM DIAGRAM 2A	Describe how valid you assess the data to be.	
Which indicators will be used for measurement?	FROM DIAGRAM 2A	<p>What are the essential informations contained in the data collected?</p> <p>What knowledge has the data collected given us?</p>	
Who collected and analysed the data?		<p>What can be done with this essential information?</p> <ul style="list-style-type: none"> - Is more data needed? (if yes, choose methods again and proceed to collect more data). - Is an adjustment of the innovative initiative needed? 	
Where can I find the supporting documents of the study?		Who could we already be discussing this information with?	

Copy and complete a diagram for each method selected.



COLLECT, ANALYSE, CONCLUDE: CONCLUDE

WHO WILL EXPERIENCE THE VALUE	WILL EXPERIENCE:	WILL EXPERIENCE:
What value we are aiming to create?	FROM DIAGRAM 2A	FROM DIAGRAM 2A
What was the essence of what we were trying to achieve by this innovative initiative?		
What worked?		
What did not work?		
What value has the innovative initiative created?		



CONSIDER

If a business case was made prior to the innovative initiative, then return to it and check if the expected value was produced.



LACK OF SPACE

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NAME OF THE INNOVATION/INNOVATION PROJECT:

CONTACT PERSON:

DATE/VERSION:



USE IT:

MANAGING, LEARNING, DOCUMENTING AND SPREADING

MANAGING

What do you need to know now?

What changes have been created:
What did you do before? What do you do differently now?

What are the next steps in working with this innovation?

LEARNING

What have we now learnt about the innovative initiative?

What is the most important lesson you have learnt from this innovation process?

What knowledge, produced by the evaluation process, must you now make sure is passed on to others in your organisation?

DOCUMENTING AND SPREADING

What can you now tell the recipients of your evaluation (diagram 1B) about the innovative initiative?

Who else ought to know about this innovation?
(use COI's guide to spreading innovation
coi.dk/spreadinginnovation)