

Locally Led Approach Maturity Model

Locally Led Approach

The Locally Led Approach is one of the Three Approaches promoted by Sport New Zealand. The approach acknowledges, and seeks to learn from, what is strong and positive. It's about working in partnership with communities, organisations, schools/kura and groups towards goals, aspirations and opportunities, identified by them towards Sport NZ strategic goals.

By working in a Locally Led way, solutions are co-created for positive change (see diagram). It is important to note the approach is focussed on achieving solutions through taking a Locally Led Approach and the approach can be applied at all levels – national, regionally, and locally.

Locally Led Approach Maturity Model

Sport NZ has prepared a 'maturity model' for each of the Three Approaches.

The Locally Led Approach Maturity Model is a self-assessment tool that aims to support your organisation to understand Locally Led Approach maturity in multiple areas across your organisation. Using the model can help you to identify areas where you might focus your time and energy to further embed a Locally Led Approach.

Content of the maturity model

The model is broken down into four domains: knowledge, attitudes, behaviour, and process, to help understand the components of success within the Locally Led Approach.

Each domain is then broken down into four levels of maturity: emerging, developing, consolidating and highly developed, with descriptions of what you might see within an organisation at each level. These will help you to explore where your organisation is currently operating and what you could focus on to further embed the approach within your organisation.

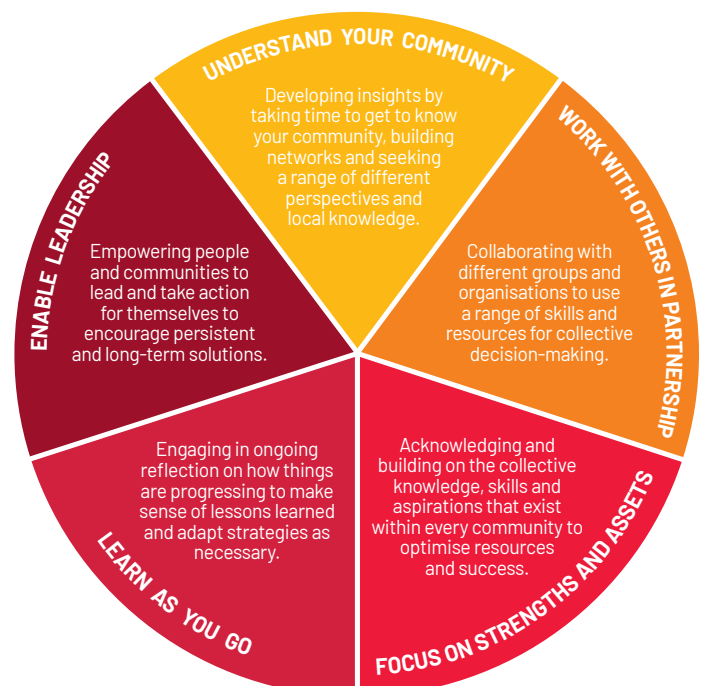
How to use the Locally Led Approach Maturity Model

The model should be completed at an organisational level (as opposed to an individual) and reflect the organisation's current level of maturity (capability and competence).

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

To complete the maturity model an organisation should:

- Consult with all relevant people across all tiers of the organisation (e.g. board, leadership, delivery). This could be completed team by team, and the team reflections contribute to reflections on the organisation.
- Work through the model section by section.
- 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.



Embedding a a Locally Led Approach

LEVEL OF MATURITY			
Emerging - 1	Developing - 2	Consolidating - 3	Highly developed - 4
Please note, below is a scale to help inform and define the number of staff, management and board members that each description relates to: Some – up to 25% of people, Many – up to 50% of people, Most– up to 75% of people, Mostly all – over 75% of people			
Knowledge			
<input type="checkbox"/> Staff, management and board members have limited knowledge of Locally Led principles. Staff have limited knowledge on how to apply the approach with communities, organisations, schools/kura and groups.	<input type="checkbox"/> Staff, management and board members have basic knowledge on Locally Led principles. Staff have basic knowledge on how to apply the approach with communities, organisations, schools/kura and groups.	<input type="checkbox"/> Most staff, management and board members have good knowledge on Locally Led principles and know how to apply the approach with communities, organisations, schools/kura and groups.	<input type="checkbox"/> All staff, management and board members have excellent knowledge on Locally Led principles and know how to apply the approach with communities, organisations, schools/kura and groups.
Attitudes			
<input type="checkbox"/> Some staff, management and board members believe in the value of operating in a Locally Led way and the impact it has on achieving shared outcomes with communities, organisations, schools/kura and groups.	<input type="checkbox"/> Many staff, management and board members believe in the value of operating in a Locally Led way and the impact it has on achieving shared outcomes with communities, organisations, schools/kura and groups.	<input type="checkbox"/> Most staff, management and board members strongly believe in the value of operating in a Locally Led way and the impact it has on achieving shared outcomes with communities, organisations, schools/kura and groups.	<input type="checkbox"/> All staff, management and board members strongly believe in the value of operating in a Locally Led way and the impact it has on achieving shared outcomes with communities, organisations, schools/kura and groups.
Behaviour			
<input type="checkbox"/> Some staff and management demonstrate behaviour, actions and decision making that uphold Locally Led principles with communities, organisations, schools/kura and groups. Some board members make decisions that uphold Locally Led principles.	<input type="checkbox"/> Many staff and management demonstrate behaviour, actions and decision making that uphold Locally Led principles with communities, organisations, schools/kura and groups. Many board members make decisions that uphold Locally Led principles.	<input type="checkbox"/> Most staff and management demonstrate behaviour, actions and decision making that upholds Locally Led principles with communities, organisations, schools/kura and groups. Most board members make decisions that uphold Locally Led principles.	<input type="checkbox"/> All staff and management demonstrate behaviour, actions and decision making that upholds Locally Led principles with communities, organisations, schools/kura and groups. All board members make decisions that uphold Locally Led principles.
Processes			
<input type="checkbox"/> Some staff and management actively incorporate Locally Led principles into planning, delivery and evaluation of initiatives with communities, organisations, schools/kura and groups. Our board does not incorporate the Locally Led Approach into strategy decisions and does not receive updates on the impact of the approach.	<input type="checkbox"/> Many staff and management actively incorporate Locally Led principles into planning, delivery and evaluation of initiatives with communities, organisations, schools/kura and groups. Our board somewhat incorporates the Locally Led Approach into strategy decisions and receives updates on the impact of the approach.	<input type="checkbox"/> Most staff and management actively incorporate Locally Led principles into planning, delivery and evaluation of initiatives with communities, organisations, schools/kura and groups. Our board mostly incorporates the Locally Led Approach into strategy decisions and receives updates on the impact of the approach.	<input type="checkbox"/> All staff and management actively incorporate Locally Led principles into planning, delivery and evaluation of initiatives with communities, organisations, schools/kura and groups. Our board fully incorporates the Locally Led Approach into strategy decisions and receives regular updates on the impact of the approach.

What this might look like in practice

Knowledge

Staff have excellent knowledge of how to:

- find existing information and collect new data to understand almost all communities, organisations, schools/kura and groups
- effectively collaborate and share responsibility with all communities, organisations, schools/kura and groups
- build on the collective strengths and optimise existing resources of all communities, organisations, schools/kura and groups
- reflect on previous experiences and adapt our actions when working with almost all communities, organisations, schools/kura and groups
- empower others and develop leaders from almost all communities, organisations, schools/kura and groups.

Attitudes

Staff believe that it is important to:

- understand all the diverse characteristics of our communities, organisations, schools/kura and groups
- engage communities, organisations, schools/kura and groups in almost all decision-making and planning processes
- focus on successes, rather than deficits, during almost all interactions with communities, organisations, schools/kura and groups
- continuously reassess and adapt almost all of the actions we take with communities, organisations, schools/kura and groups
- support our communities, organisations, schools/kura and groups to lead the work for all shared objectives.

Behaviour

Our staff seek to:

- explore new ways of connecting with a diverse range of communities and always seek to understand their strengths and needs
- build collaborative networks across a diverse range of partners and always engage local communities to co-design our activities
- identify a diverse range of strengths across communities and always use these as the starting point for our local engagement
- take calculated risks to address a diverse range of issues as they arise and always critically reflect on our practice to identify new solutions
- support the development of a diverse range of local leadership styles and always enable communities, organisations, schools/kura and groups to control the delivery of their own plans.

Processes

Our organisation has processes and systems in place to:

- share knowledge, expertise, and best practice across our organisation and with our board
- utilise tools to improve the understanding and application of the approach with initiatives and partners
- support new staff and board members to build their knowledge and understanding of the approach
- support the ongoing capability of staff through our workforce development plan
- support staff in annual planning and incorporating Locally Led principles within annual plans.

Questions we might ask to improve

- How strong is the approach reflected within our strategy?
- What are our internal strengths of the Locally Led Approach and how might we enhance these wider within the organisation?
- What evidence do we have that tells us our staff have excellent knowledge of the approach?
- How do we support new staff and board members to understand the approach and apply it within their work?
- How often do staff engage in learning opportunities to further develop their knowledge on themes that are related to the approach?
- What does the approach look like in practice across the teams within our organisation? How do we support teams in their work?
- How do we know staff can apply the approach with partners, schools/kura, organisations, and communities? How do we capture this?
- What processes and systems do we have in place to help support the sharing of knowledge and best practice across our organisation?
- How often does the board receive updates on progress related to the approach?
- How do we capture the impact of the approach that tells us we are making a difference?
- Where could Sport NZ support our organisation in understanding and implementing the approach?

Add you answers:

Things we might do to move across the maturity model

- Work closely with Sport NZ, or other relevant capable agencies, regarding the Three Approaches and where we might target our efforts across the Three Approaches perspective.
- Look ahead to the next level of the model to identify key areas we might focus on next.
- Identify current internal strengths of the Locally Led Approach and provide opportunities for cross-organisation support.
- Identify and understand the level of knowledge and understanding on the approach across our staff.
- Identify and understand the barriers, challenges or roadblocks we face in implementing the approach.
- Incorporate the approach within staff annual working plans and reporting.
- Provide regular sharing opportunities and updates of the impact of the approach at team meetings, staff meetings and board meetings.
- Facilitate workforce development sessions that focusses on topics related to the approach, e.g. co-design, understanding the participant, the art of innovation.
- Provide support to new board members during their induction.
- Support the board when refreshing the organisational strategic direction.
- Utilise the maturity model in ongoing reflections.

Add you answers: