

# Developmental Evaluation: Values engaged evaluation practice

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Innovate for Impact  
Symposium

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Kinnect Group





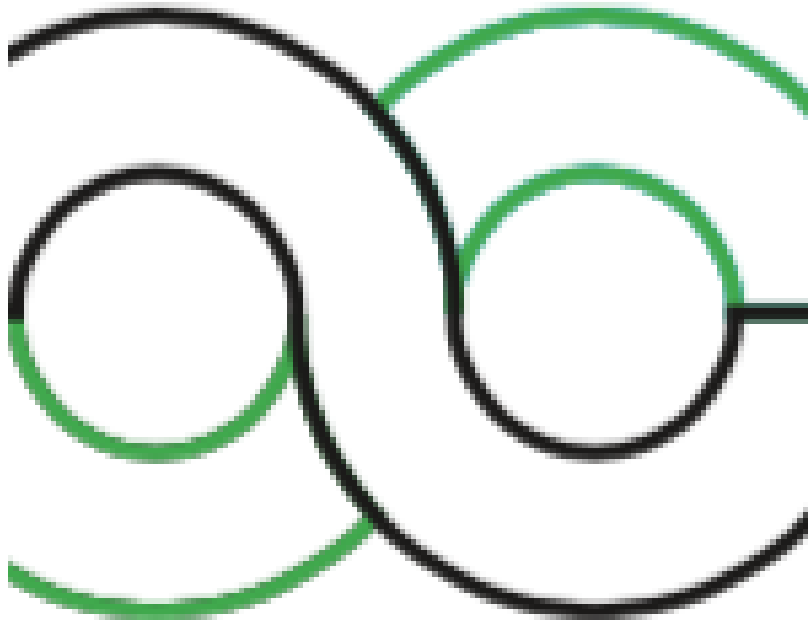
Ko Tararua te pae maunga  
Ko Manawatu te awa  
Ko Papaoiea te kainga  
Ko McKegg te whānau  
Ko Kate McKegg toku ingoa



My mountains are the Tararua ranges  
My river is the Manawatu  
I was born in Palmerston North  
My family is McKegg  
My name is Kate McKegg

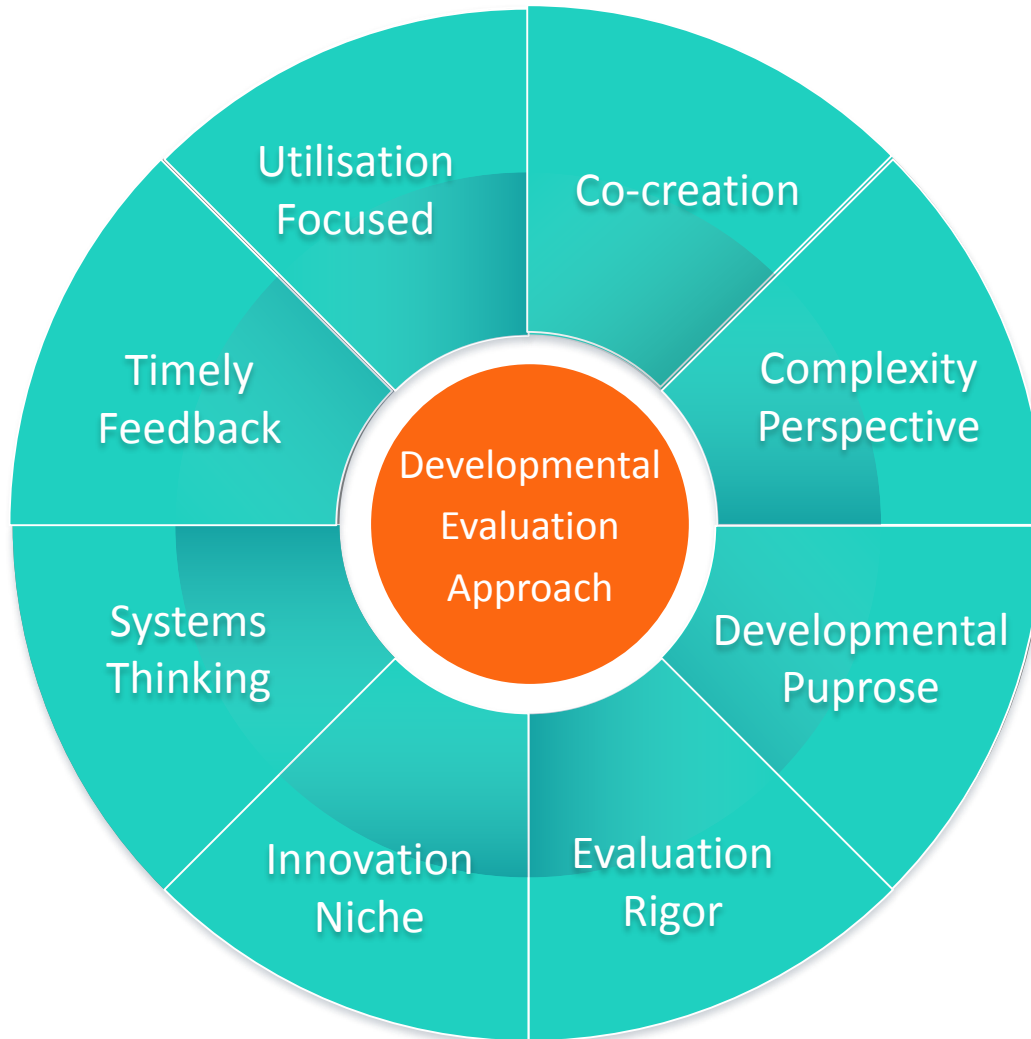


# What is Developmental Evaluation?



Developmental evaluation (DE) is an evaluation approach that brings together evaluative thinking and evidence to those developing and implementing innovative initiatives in complex situations. It is an approach that sits along side and supports emergent, innovative and transformative development and on-going adaptation (Patton, 2012).

# DE's principles in practice



The fidelity and integrity of DE is defined more by a suite of principles of practice, rather than a set of standards or rules.



- works closely and collaboratively on the innovation and the evaluation
- will play a number of roles, and innovators will also become evaluators
- supports innovators insights and learning by:
  - Making clear the innovation touchstones, decision points and adaptation processes
  - helping people track their development and results
  - facilitating ongoing, real-time, data-based sense-making and decisions throughout the developmental process.

**The developmental evaluator...**

An abstract painting featuring a large, dark blue, heart-like shape in the center. The background is a mix of light green and light blue, with visible brushstrokes and a textured surface. The overall composition is dynamic and expressive.

# Innovators

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- These people are often different from people implementing typical programs. They value rapid, real-time feedback, have a high tolerance for ambiguity, embrace uncertainty, learn quickly, and adapt rapidly to changed conditions
- They're propelled into action more by vision
- They're not always sure how to get where they're heading, so they resist being boxed in by concrete, pre-set activities, outcomes or targets
- They know that disrupting systems leads to unexpected actions and reactions
- They want an evaluation approach attuned to their fast pace and innovative spirit. They are at home in complex dynamic systems. Such systems characterize the world in which they live and work. Thus, they want an evaluation approach attuned to complexity.

# Developmental Evaluation is 'wayfinding'

"Wayfinding requires that we become 'explorers of our world' seeking to discover and shine light upon that which is not seen. To become an explorer of the world is to set sail beyond the compass of our existing knowledge and to traverse uncharted waters in ourselves and in the world."



Sourced from Spiller, Barclary-Kerr and Panoho (2015) Wayfinding Leadership, Huia Publishers, Wellington. Image selected on 2/9/18 from

<http://wayfindingleadership.co.nz/page/129/inspiration>

# Developmental evaluation is values based

- Values / processes / relationships become very important
- ‘How’ outcomes / results are achieved is very important
- Process matters
- People and relationships matter
- Where the end is unpredictable and emergent, values and process become anchors.

*‘[DE] sits alongside, doesn’t control or dampen the core values of innovation’*

*(Wehipeihana, cited in Patton, 2010).*







My journey  
into  
developmental  
evaluation



Whose perspectives count in DE?

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*No one's imagination  
can encompass  
another's reality*

*Lessons from the life and career of Henri  
Lipmanowicz*, by Arvind Singhali. Deeper Learning •  
Volume I, Issue 1, Plexus Institute.





## Value of DE?

*The evaluation has affirmed sport as a vehicle for cultural affirmation and revitalization...and contributed to the survival and expression of a unique Māori identity...*

Te Miri Rangi,  
Kaiwhakahaere, He  
Oranga Poutama



The power of DE – gives wings for dreams to fly

# Challenges ahead

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How prepared are we to draw on and utilise a wide range of perspectives and networks to understand different situations and contexts?

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How open are we to looking to other expertise and cultural knowledge bases?

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How prepared are we to listen deeply to others?

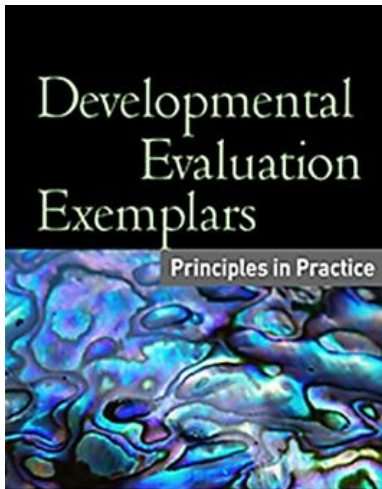
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How prepared are we hand over control to others?

# Acknowledgements & resources

I would like to acknowledge:

- Sport NZ and the He Oranga Poutama providers
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Michael Quinn Patton,  
Kate McKegg, and Nan Wehipeihana

Wehipeihana, N., & McKegg, K. (2018). Values and culture in evaluative thinking: Insights from Aotearoa New Zealand. In A. T. Vo & T. Archibald (Eds.), *Evaluative Thinking. New Directions for Evaluation*. 158, 93–107.

## In Developmental Evaluation Exemplars:

McKegg, K., Wehipeihana, N., Becroft, M., & Gill, J. (2015). Developmental evaluation's role in supporting community-led solutions for Maori and Pacific young people's education success: the Foundation North Maori and Pacific Education Initiative (pp. 125-142).

Wehipeihana, N., McKegg, K., Thompson, V., & Pipi, K. (2015). Cultural responsiveness through developmental evaluation (pp. 25-62).

[www.kinnect.co.nz](http://www.kinnect.co.nz)

[www.developmentalevaluation.institute](http://www.developmentalevaluation.institute)

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