CONTINUOUS IMPROVEMENT PROCESS

Measurable information is vital for our sport to learn and grow. Monitoring how our efforts are affecting others should be an important part of improving what we do. More and more funding organisations are also asking for evidence of performance. Therefore, we need to be able to measure our results (outcomes and impact) in quantifiable ways and provide proof that what we are doing is making a positive difference.

This essentially revolves around four questions about the programmes and services being provided:

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| --- | --- | --- |
|  | **QUANTITY** | **QUALITY** |
| **Effort** | How much did we do?  (the quantity of work) | How well did we do it?  (the quality of work) |
| **Results** | How many people are better off?  Outcomes (collected numbers) | What percentage of people are better off?  Impact (changes in behaviour – from benchmark) |

Answering these questions allows us to monitor our progress. If no one is any better off because of our efforts, then we have made no difference on our communities.

**Questions to ask:**

* Why are we doing this?
* What are we going to do?
* Who are we doing this for?
* What did we do?
* What difference has it made?
* How can we measure (evidence) if they are better off?
* How can we tell if what we did was of high quality?
* What progress are we making?
* Who can help us do better?
* What did we learn?
* How could we improve?
* What will we do next?

**An example: Squash NZ coach development**

We want to help people fall in love with squash by enabling more people to play, more often and with greater success. To do this we are going to target coaches who work in the club and school environments and provide them with coaching booklets and activities through coach development workshops. We have created a national Framework which caters to the needs of the athlete on the squash pathway and have trained our Districts on how these can be used to improve the knowledge and skills of coaches. So far more than 1,200 people have attended at least one of the workshops and are now capable of incorporating both the ‘what’ and the ‘how’ to coach into their practice. We know this through observation and feedback forms collected at each of the workshops, activity reporting results as well as ongoing communication with the individual. Over the past year more than 300 people have attended a module, including 150 new – which is the most in a 12-month period since it started. We currently partner with our Districts to provide this and could help them work more closely with the Regional Sports Trusts who offer coach development opportunities also. We have learned that the success of offering coach development is having a regional leader driving activity. Therefore, we are going to focus on providing better information about the coach developers’ role and offering more support and training for identified coach developers.

***“If you can’t measure something, you can’t manage it”.***