

	Level			
Dimension	Entropic	Reactive	Proactive	Innovative
Infrastructure The right policies, processes and culture for an organisation to function smoothly and effectively.	<ul style="list-style-type: none"> No clear decision makers, little or no governance in place and no risk management. Projects are often under resourced and executive level buy-in may be limited or absent. IT systems may be unfit for purpose; for example, outdated, operate independently of other systems and/or hold inappropriate or incorrect data. Processes can be ad hoc or variable and are often very manual. Decisions are often driven by available processes, or new systems are implemented to address an immediate and potentially short lived, need. Teams and departments work in cultural silos. 	<ul style="list-style-type: none"> Relevant policies in place, with some key decision makers and governance processes identified. Some formal change management processes in place for new projects, with limited communication. IT systems in place which generally support current processes, but data may be inconsistent or inaccurate. Processes are adapted to work with IT, rather than IT shaped to fit desired process. Processes are not well documented leading to variation in implementation. Some processes are known and/or understood by some employees. Variable levels of employee engagement with policy and process. Some process automation in place. Some teams and departments will seek to work together to resolve issues, however it may be defensive. 	<ul style="list-style-type: none"> Clear policy, governance, risk management & escalations processes in place. Formal change management processes in place for most major projects with clear lines of communication. Key processes are documented, understood and followed by most employees. Processes are reviewed to identify improvements, but mostly focussed on "fixing" pain points / known issues. Generally, employees are engaged with changes to policy and process. Changes are communicated clearly. IT systems are integrated where required and steps are taken to ensure data accuracy is maintained. Some teams and departments will seek to work collaboratively with other areas and understand their perspective. 	<ul style="list-style-type: none"> Policy and governance processes are reviewed regularly to ensure they continue to align with organisational needs. Processes are well defined and continuously improved, moving beyond "fixing" issues and seeking to improve the customer experience in new and innovative ways. Change management processes are embedded across the organisation, with clear stakeholder engagement and communication. IT systems are fully integrated where possible. New technology is introduced in a way which drives forward activity in a financially viable way. Team/Departments actively seek out different cultures internally and externally to the organisation to gain alternative perspectives.
Leadership & Management Vision and direction provided by leaders, supported by clear expectations of line managers and employees.	<ul style="list-style-type: none"> Lack of vision or direction from senior leaders and where available, strategy is poorly articulated. Managers in leadership roles are often too operationally focused and operating in the moment. Managers are unclear on their role and/or line management duties. A Performance Management policy exists, but is not widely used. Lack of understanding of performance management and the role outside of Performance Reviews. Little or no feedback given to employees, or they are reprimanded. 	<ul style="list-style-type: none"> Senior leaders have a vision, but buy-in is not widespread. Some managers understand their role as a leader and/or line manager. Some accountability from leaders for their own performance, but they lack clarity over how team performance can be improved. Performance Management policy is in place and managers engage with some degree of goal setting; however goals may not be clearly aligned with organisational strategy. Goal setting is done with very little, or no employee engagement. Feedback focuses on issues arising. Lack of clarity of organisational expectations for leader / manager behaviour. 	<ul style="list-style-type: none"> Leadership vision is clearly communicated and widely recognised, but engagement may be variable. Most managers understand their role and duties as a leader / line manager. Leaders are accountable for their current performance and work with employees to understand how performance can be improved. They encourage accountability in others. Managers and employees engage with goal setting and goals are clearly aligned with organisational strategy. Some managers provide reports with regular coaching and feedback, but this is inconsistent across the organisation. The desired behaviours for leaders and managers may have been identified, but engagement is variable. There is recognition of the differing skillsets for academic and non-academic managers. Some managers are able to flex their style in response. 	<ul style="list-style-type: none"> Leaders have a clear vision, which has buy-in at all levels of the organisation. Clear 'golden thread' from strategy down to individual goals. Leaders use systems thinking. Leaders show clear accountability and responsibility. The benefits of performance management are clearly demonstrated. All employees have goals set and regular performance reviews. Employees are actively encouraged to develop their own goals, aligned to the business strategy. Succession planning is used as part of talent management. Many managers provide their reports with ongoing feedback and performance coaching. Managers put effort into engaging and motivating staff using a transformational leadership style. Most managers are able to flex their style in response to the individual and situation.

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<p>Learning Maturity</p> <p>Employees play an active role in learning, both for the personal performance and benefits to the organisation.</p>	<ul style="list-style-type: none"> No learning strategy in place and learning requests are ad hoc, with little understanding of the needs of the audience. Little or no learning needs analysis. Learners have a fixed mindset, or “tell me what to do and I’ll do it” attitude. Learning content tends to be generic ‘off the shelf’ and instructor-led training (ILT) sessions are often ‘chalk and talk’. There are variable levels of engagement with learning activity. Training is often seen as, and received as a ‘tick box’ exercise. Training records are patchy. Learning tends to focus on compliance and courses are often mandatory in order to ensure staff complete them. However, there is little or no consequence if staff do not complete mandatory training. No impact evaluation. Blame culture. 	<ul style="list-style-type: none"> Some level of learning needs analysis is attempted at an organisational level, with variable understanding of the needs of learners. Little attempt by managers to understand the learning needs of their team. Inappropriate interventions often requested, with little or no attempt to analyse the root cause. Employees may still be told what learning to complete. Employees plan their development in line with yearly performance objectives and immediate work pressures. Likely to be technical or CPD related learning rather than personal development. Learning content tends to be generic and focussed on soft skills development, often to solve a perceived problem. Limited links to individual or organisational performance. A catalogue of learning is often available on a digital platform, such as Learning Management System. Training records are partially centralised. Evaluation of learning is often limited to basic metrics and learner satisfaction. 	<ul style="list-style-type: none"> A fit for purpose needs analysis is in place at an organisational level. There is a good awareness of learner needs and a learning strategy aligned to organisational strategy. Learning resources are put in place for both current and emerging organisational needs. Managers analyse the root cause of issues and put in place appropriate interventions. Employees and managers work together to determine current learning needs. There is a recognition of development needs outside of the employees immediate technical & CPD. Learning interventions are designed based on available data, including employee needs and organisational objectives. Bespoke learning is designed to fit current needs, with a move away from standard ILT. More use of games, simulation, coaching and mentoring. Employees engage with informal and social learning, but do not necessarily recognise it as learning. Interventions have a senior sponsor, clear metrics and an evaluation process in place. 	<ul style="list-style-type: none"> A culture of learning is embedded across the organisation and there is consistent investment in staff. Visible, top down support for learning. Managers recognise and plan for the future development requirements of their team. Learning interventions are co-created, with a clear understanding of employee needs and organisational priorities. Learning supports innovation and the learning offer is future focussed in order to develop employee skills beyond immediate need. Employees have a growth mindset and drive their own development, recognising the benefits to their performance. Learning is frequently done in the work stream, through access to performance support resources. Employees engage in reflective practice, with interventions often including coaching and mentoring. They also recognise and engage with informal and social learning. Employees shares their knowledge and learning with others.
<p>Data Driven Decisions</p> <p>A robust range of information and data is used to inform decision making at all levels of the organisation.</p>	<ul style="list-style-type: none"> Senior leaders have an understanding of the sector and its challenges, but there is no visible organisational strategy in place. Business and performance objectives are unclear, with few KPIs or measures in place. Data is often unavailable. There is little or no appetite from leaders and managers for data or reports. Decisions are made without appropriate business insights. 	<ul style="list-style-type: none"> Senior leaders have a good understanding of the sector and its challenges. They understand and react to immediate market forces and national policy changes. Some form of strategy is in place, but may not be widely shared; some organisational / departmental KPIs or measures in place. Some decisions are made using business insights, however: <ul style="list-style-type: none"> Data is difficult to acquire and is often conflicting, depending on which system it has been taken from. Reports are difficult to create and often require a lot of manual manipulation. Data requests from leaders and managers are often ad hoc, reacting to immediate pressures. 	<ul style="list-style-type: none"> Senior leaders engage in horizon scanning for the next 5-10 years (PESTLE). Managers and employees also engage in environmental scanning and where relevant, have an understanding of the sector / competition. Some employees are able to articulate the organisational strategy. Organisational / departmental KPIs or measures are understood by some employees. Metrics are tracked and acted upon. Data insights are sought by all decision makers in order to inform planning. There is some use of analytics and data to gather evidence of effectiveness of projects / interventions etc. Reporting had a higher degree of accuracy and a greater degree of trust by managers. 	<ul style="list-style-type: none"> There is a clear business strategy, with associated metrics which are tracked and regularly communicated. Balanced business scorecard, which is communicated to, and understood by all employees. The organisation proactive seeks to make improvements through horizon scanning, tracking trends and behaviours and engagement with scenario modelling and prediction. Employees are able to judge value and credibility of data sources. Supporting departments such as Finance, HR and IT work together to provide regular data reports to assist decision making. There is active business partnering between departments. Leaders and managers use data and analytics on a regular basis to inform

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		<ul style="list-style-type: none"> • Reports are difficult to create and understand, with varying levels of accuracy. • There is little or no trust in the available data. • Access to data is limited to a few key individuals, creating leader / manager reliance upon MI experts. 		<p>decision making. There is a high level of trust in the data as a result of accurate and timely reporting.</p> <ul style="list-style-type: none"> • Managers are able to obtain data via self-service reports and dashboards.
<p>Digital Literacy</p> <p>Employees can competently and confidently use the right technology to enhance their performance and support their wellbeing.</p>	<ul style="list-style-type: none"> • Technology usage tends to be limited to familiar programmes such as Outlook, Word, Excel & PowerPoint. Competence level is basic. • While processes may be electronic, many still require a high degree of manual intervention. • Employees display a lack of confidence in using technology; actively avoiding it in some cases. • Communications channels tend to be limited to all staff emails, newsletters and the intranet. • Employees are likely to ask for help before attempting to find the answer themselves. • Technology usage is focussed on fact finding and content consumption. • There is little or no awareness of the impact technology can have on employee wellbeing. 	<ul style="list-style-type: none"> • Familiar programmes such as MS Office are used with confidence. Competence level progresses to intermediate and beyond. • Some processes are automated, where the technology or skills are available. There is a focus on transactional processes. • Automated processes are used to varying degrees; with some employees bypassing them outside of the digital system. • Some exploration of new technology or solutions takes place in order to solve immediate problems. • Employees are comfortable using a variety of communication channels to find information, such as email, intranet, online forums, Google and MS Teams. • The accessibility of digital content is only considered if raised directly as an issue. • Employees are able to use basic collaboration tools to engage with colleagues in the same or other teams. • There is some organisational engage with basic analytics. • Some employee understanding and compliance with basic data security, such as secure passwords and protecting sensitive data (locking laptop, securing cupboards). • Some employees engage with platforms relevant to their professional role, such as LinkedIn or Twitter, but mostly focussed on consumption of information. • Digital wellbeing is focused on physical wellbeing and health & safety through DSE Assessments and screen breaks. 	<ul style="list-style-type: none"> • Employees use digital tools confidently, to help manage areas such as performance, learning and absence. • A wide range of programmes are used to perform daily tasks, not just the standard MS Office suite. • Employees are confident and competent to use appropriate software to communicate information. They have the ability to vary style and tone according to audience. • New technologies are explored in order to improve and automate processes, and the results are shared with others. • Employees use the most appropriate technology to collaborate with others. • Employees are confident in creating a presence and professional voice on social platforms. They can craft messages using appropriate channels. • Employees proactively use a wide variety of sources to find solutions to problems, such as social media, Google, e-learning (LinkedIn), webinars. • In some instances, multiple technologies are brought together within one solution, when designing or improving processes. • Accessibility is considered at the design stage of any digital materials that are produced. • Most employees actively engage with data security. They take active steps to use data in a safe and secure manner, such as encrypting data sent via emails. • There is some awareness across the organisation of how to manage digital stress, workload and distraction. 	<ul style="list-style-type: none"> • Employees have a high level of confidence and competence with technology. • Employees Keep abreast of new developments and can gauge when it is appropriate to use new technology. • Employees have a high level of curiosity, creativity and innovation, putting customer experience at the heart of new solutions. • There is active engagement with others across social media and professional platforms to build networks and build career progression. • Technology is used for organisational transformation and where appropriate, different systems can be integrated in order to create seamless processes. • All employees show high levels of awareness of potential data security issues and take proactive steps to prevent them. • Employees exploring technology to collaborate with others internally and externally to the organisation. They are able to communicate with people less technologically able. • The organisation and individual employees actively seek to manage digital stress, workload and distraction. There are organisation wide support mechanisms in place.

Inspiration taken from: [JISC Digital Capability Model](#), and [Learning Business Maturity Model](#)