

Henley KM Forum Knowledge-Enabled Decision-Making Maturity Model

	Using experts	Using technology	Using internal and external collaboration	Organisational learning about decision making	Developing individuals as decision makers
Ambient	Decision makers are able to recognise situations which require internal and external expert input. Internal experts are accessible to decision makers in terms of both time and their own ability to contribute. There are multiple ways for decision makers to identify internal experts, and for experts to identify opportunities to contribute. Experts are active in passing on their knowledge to others, building the organisational knowledge base in their field.	There is pervasive use of information systems, decision support tools and collaborative working systems by decision makers. Decision makers know when to adopt different tools and approaches for different situations. Systems provide real-time information for operational decision making and can also be manipulated to generate new perspectives on situations. Collaborative technologies are widely used to widen participation in decision making.	Decision makers are able to recognise situations when a range of knowledge and points of view are needed for good decisions. An integrated approach to using internal and external knowledge sources is evident through the adoption of a wide range of collaborative methods and technologies, as well as communities and networks that include internal and external participants. Senior decision makers adopt consultative approaches, demonstrating integrity in their behaviour and actions.	There is an organisational process to continuously appraise the approach to decision making, including whether experts, technology and collaboration are being used appropriately and effectively and how risk is being assessed. There is an open culture in which debate and challenge in relation to decisions is encouraged. Where lessons learned following a decision review suggest an institutional change is needed, processes exist to embed it into structures or policies.	Reflective practice is embraced and modelled throughout the organisation. Decision makers are encouraged to look outside the usual boundaries (internal or external) to find new ways of understanding difficult issues. More sophisticated techniques such as framing insightful questions, achieving strategic influence, and achieving change in complex organisational systems are developed in senior decision makers.
Accepted	Senior decision makers have been developed to know how to use internal and external expert advice effectively. Experts and expert panels are used to explore the implications and provide advice for significant decisions. The technical and professional development of internal experts is encouraged and supported. Experts know how to pass on their knowledge to others as they provide advice and through mentoring and coaching.	New technologies are adopted to support key business drivers and personalised access profiles can be created by decision makers. Blogs support personal reflection on decisions and are encouraged within constructive ground rules. The principles of evidence-based decision making (using data, information and explicit knowledge) are understood and adopted in appropriate situations.	Different interpretations of a situation are regularly explored through various collaborative mechanisms as part of effective decision making. External perspectives are actively sought, particularly by strategic decision makers. Communities and interest groups are established around key business topics to build organisational understanding and capability for future decision making. Codes of conduct regarding the protection of valuable knowledge are widely understood.	There is widespread use of a variety of decision review processes to learn from significant decisions, including inter-group reflection processes to support collective learning. Leadership teams are developed together to improve their decision making. Risk appraisal methods incorporate learning from previous decisions, as well as considering the potential to learn from current decisions. The time at which a decision needs to be reviewed is recorded and a process maintained to action this.	There is an integrated approach to developing the capacity of individual decision makers. Training, coaching and mentoring support is widely available. Sharing personal learning from reflection is encouraged, for example through the use of blogs, within constructive ground rules. Organisational leaders share their own thinking and reflections in a constructive way, encouraging contributions whilst minimising the potential for anxiety about change.
Applied	Expert advice is sought as input to most significant decisions. An expertise directory is maintained to help identify in-house experts. These experts are also able to identify opportunities themselves where they can contribute. There is a coherent programme to develop and retain expertise within the organisation. Efforts are made to retain learning gained from using external experts.	A range of decision support systems is available and decision makers know how to use these in conjunction with in-house information systems, external resources and databases to help make sense of a situation and establish an evidence base. Technological solutions are integrated and can provide a coherent picture across organisational boundaries. Information repositories are managed with good governance. Collaborative working technologies are generally used to bring together those who need to be involved, as well as to seek wider views as inputs to decisions.	Diverse views and contributions from within the organisation are regularly sought by decision makers. Effective training and communication means that decision makers are confident in using technology to collaborate with colleagues from elsewhere in the organisation. External intelligence is collected from various sources and is available to decision makers. Internal and external collaboration initiatives are largely pursued independently. The organisation actively supports employees' participation in various external professional and specialist networks.	Several parts of the organisation have developed a "no blame" culture to support learning from decisions. Processes exist and are used to learn before, during and after key decisions. Group reflection activities, such as facilitation, workshops and standing agenda items, are used to collectively review and learn from decisions. People management practices (such as reward and appraisal) support team-based decision making.	Several development initiatives encourage and support individual decision makers to reflect on their practice (for example, coaching, mentoring, leadership development), though these do not consistently and coherently focus on improving decision making. Clear efforts are made to provide time and space for reflection and this is modelled by more senior decision makers. Corporate values are widely understood as a reference point for decision making.

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Ad hoc	Decision makers usually seek expert advice for key decisions, but there is no consistent basis for discerning the best opportunities for using expertise. External experts are often used and an ad hoc approach to involving internal and external experts means organisational learning is fragmented. Some training efforts address organisational knowledge gaps, but little coherent attention is given to building deep expertise.	There are some pockets of skill and confidence in using information, decision support and collaborative working technologies to support better decision making. Technology solutions are available, but their use is limited as there is not a clear strategy framing their purpose and application. Procedures, rather than communication and training, are used to promote application.	The value of collaboration is not widely appreciated by decision makers, though there are pockets of good practice. Initiatives to support better collaboration across the organisation are in place, though without a coherent programme to ensure consistency. Groups and teams are formed to solve specific problems without a clear intention of improving the decisions made through a consistent approach to collaboration. Some people participate in external networks and this mainly improves their personal decision making.	Some significant decisions and projects are subject to formal review after they are completed, but the mechanisms to take this learning forward to future decisions are not consistently available or applied. Processes to assess risk in relation to decisions are used, but rarely linked to evaluation of the consequences of the decision. Concerns about blame prevent open discussion of mistakes.	Senior decision makers make visible to others the process they are using and the information that has informed their conclusion, though they rarely share their personal reflections and learning. Training is available in techniques that support participative approaches to decision making, such as facilitation, negotiation, conflict resolution, leadership etc. Some development initiatives (such as leadership or mentoring programmes) do encourage individual reflection as the basis for learning.
Aware	Decision makers' personal preferences determine the use of experts. Experts are mainly identified through their role / job title or via personal networks. Some core areas of expertise are recognised and organisational efforts are made to develop knowledge in these areas, but most experts are responsible for their own development. Internal expertise shortages are mainly covered by buying in consulting services.	Some information systems are available to support decision making, but they aren't "joined up" and may give an inconsistent picture, particularly across organisational boundaries. Governance is poor, which means information can be unreliable. The information systems and decision support tools available are not user-friendly, or decision makers have not been trained in their use. Technology to support collaborative discussion around issues and to seek wider views is either not available, or not widely used.	Decision makers tend to operate within organisational silos. Collaboration is mainly with local colleagues. Wider knowledge sharing to contribute to decision making is limited due to "need to know" concerns, an organisational tendency towards protecting knowledge, or a "not invented here" culture. Some external knowledge sources are used, but an internal bias is evident in strategic discussions.	There are limited opportunities to learn from past decisions; this mainly happens when there have been significant mistakes. Databases do store some "lessons identified" from previous decisions and projects, but these are rarely re-used or referenced. Decision makers leave the organisation or change role frequently so that they do not have responsibility for their decisions and successors tend not to look at the records maintained by previous job holders. Judgements of risk in relation to decisions are often based on the perceptions of individuals with power in the organisation.	Individual decision makers tend to follow rules and procedures. An action orientation is encouraged through people management processes (such as recruitment, appraisal and reward), with limited value being placed on taking time to think about difficult issues and reflect on learning. There are limited opportunities for individuals to share their reflections on decisions, where these have taken place.