

EVALUATIVE INQUIRY CYCLE

Imagine a shift from what to why, for whom and to what end?

Imagine seeing inquiry as something that spans episodic curiosity to longitudinal research which reflects culture and context and considers purpose and audience.

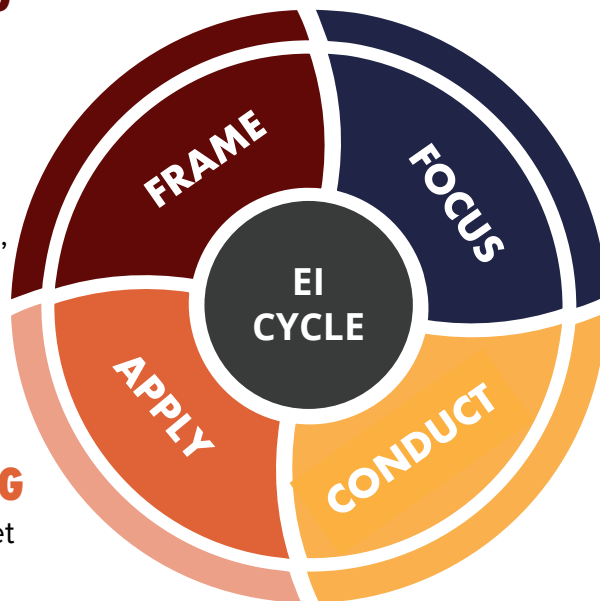
Imagine inquiry no longer feeling oppositional to programing and strategy.

It really is possible.

The **Evaluative Inquiry Cycle (EI Cycle)** shifts our attention from what is often a pre-occupation with the data to clarity on the big and small questions, and how the learning guided by the questions informs actions, recommendations and decisions. It is about ensuring that inquiry is part of being strategic and mission focused. The EI Cycle recognizes and encourages the ability to conceptualize evaluative inquiry as a leadership competency and resourcing for inquiry as part of organizational capacity. When this happens, inquiry is no longer something continuously outsourced to others.

PHASE 1: FRAMING

- Clarify purpose
- Surface assumptions
- Align with values
- Assess organizational capacity
- Identify key questions, audiences and time frames



PHASE 2: FOCUSING

- Prioritize key questions
- Determine data collection methods
- Review/revise, develop data collection tools and protocols
- Integrate data collection with organizational culture practice

PHASE 4: APPLYING

- Analyze and interpret information to:
 - Inform actions, recommendations and decisions
 - Modify intentions, systems and structure

PHASE 3: CONDUCTING

- Pilot/modify tools/administration
- Collect information
- Share preliminary ideas about how findings will be communicated and utilized



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Evaluative Inquiry Cycle adapted by jdcPARTNERSHIPS in 2009,

based on Preskill and Torres, Evaluative Inquiry Phases in Evaluative Inquiry for Learning in Organizations, 1999