Organizational Assessment and Project Evaluation Workshop

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Workshop Agenda

Day One

9:00	Welcome / Introductions / Overview / Agenda Review / Your Success Indicators
9:15	Making the Link: Organizational Assessment and Project Evaluation
9:30	An Introduction to Project Evaluation
10:00	Learning Activity - Develop a project profile
10:30	Refreshment Break
10:45	Continue developing project profile
11:45	Discuss lessons learned - project profile
12:00	Lunch
1:00	Learning Activity - Develop a project logic model
2:10	Discuss project logic model
2:30	Refreshment Break
2:45	Learning Activity - Develop an evaluation framework
3:50	Discuss lesson learned - evaluation framework
4:15	Evaluate day

Day Two

9:00	Welcome / Agenda Review
9:15	Introduction to Organizational Assessment • Organizational Environment • Planning • Assessing Governance • Problems in Organizations
9:45	Analyzing an Organization (Case Study)
10:30	Refreshment Break
10:45	Assessing and Analyzing Your Organization (Pairs)
11:30	Discuss lessons learned - organizational assessment
11:45	Evaluate morning
12:00	Lunch
1:15	Gathering Activity
1:30	Applying the Learning (Teaching Teams)
2:30	Refreshment Break
3:30	Discuss lessons learned
4:00	Evaluate workshop

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Workshop Goal

The overall goal is to improve proposals, projects and organizations.

Objective

to improve the knowledge, skill and practice in organizational and evaluation planning

Definitions

Project Evaluation

Project Evaluation is an organized method of collecting and analyzing information about project activities, characteristics and outcomes to measure program effectiveness and provide input into project improvement

The methods and tools of project evaluation can also be used for program evaluation and organizational assessment.

How can the tools of project evaluation help you to evaluate your programs?

How can the tools of project evaluation help you to assess your organization?

Definitions

Accountability Framework

An accountability framework answers the questions:

- accountable for what
- accountable to whom
- how is accountability measured

An accountability framework can be used to:

- provide a logic model of the accountability of the organization
- clarify staff reporting accountability
- develop job descriptions

How can you use the accountability framework to give a snapshot of your organization?

Definitions

Organizational Assessment

An organizational assessment considers the overall functioning of an organization including legal mandate, values, mission, policies, functions (finance, communication, staffing including volunteer and programs), internal environment, and external factors impacting the organization.

Definitions

Organizational Assessment
The assessment identifies strengths and areas needing improvement. An assessment results in celebration and a plan of action.

Organizational Readiness

There are three factors that affect the readiness of an organization to participate in an organizational self-assessment:

- the degree to which an organization and its members are willing to disclose information, and to see disclosure as an opportunity for learning rather than as a threat
- the degree to which an organization is ready to see information as useful for self-improvement and to act on it
- the degree of trust in the organization supported by participatory management, and a desire to improve

Making the Links

Making the Links Between:

- organizational assessment
- project evaluation
- accountability framework

An accountability framework is a tool for the Board/Executive Director that ensures accountability - being responsible for what you do. It generally relates to external relationships and deals with responsibilities boards/EDs have to demonstrate to their various publics the effective use of resources toward the organization's mission.

External accountability reporting emphasizes:

- product
- quantitative measures
- measurement at a point in time
- summative (outcomes)
- efficiency and cost effectiveness

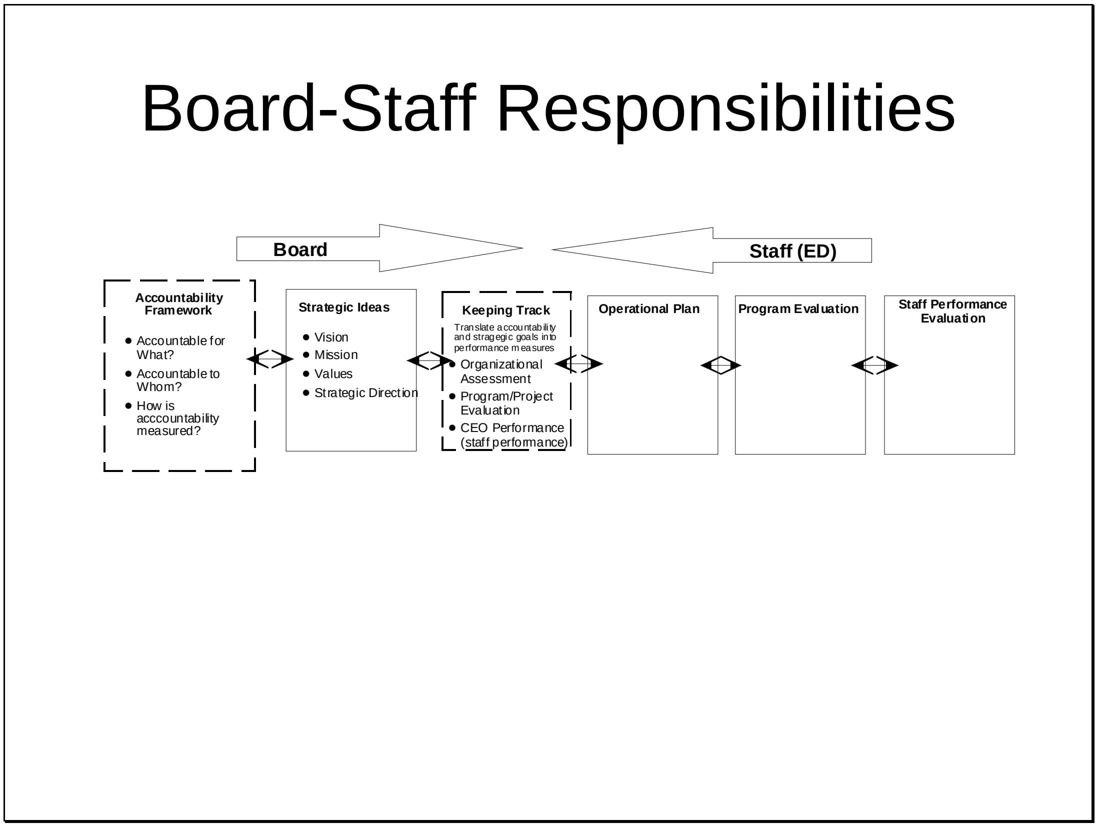
Organizational assessment is an internal accountability process to ensure the organization's performance matches its purpose. Organizational assessment:

- emphasizes process and product
- includes quantitative and qualitative
- measures trends, patterns and profiles over time
- is formative (processes)
- emphasizes effective learning outcomes

An accountability framework can include both external and internal relationships and some aspects of organizational assessment.

Evaluation is an organized method of collecting information to assess program or project effectiveness, and organizational effectiveness. Non-profit organizations report publicly on performance to their stakeholders through annual, program and project reports. Organizations also have internal processes such as staff performance reviews for assessing and improving programs, services and operations (including staffing) to ensure the delivery of programs and services.

Shared Responsibility



While there will be differences depending on your organization's governance model, the board is generally responsible for Strategic Planning, Accountability, and executive director performance. The staff, through the executive director, is generally responsible for Operations, Program Evaluation and staff performance. Keeping Track is a shared responsibility.

Program/Project Evaluation

Program/Project Evaluation - is an organized method of collecting and analyzing information about program/project activities, characteristics and outcomes to measure program/project effectiveness and provide input into program/project improvement.

OVERVIEW OF EVALUATION APPROACH

1) Evaluability Assessment - Is the program/project ready/able to be evaluated?

Program/Project Profile

- A program/project profile is an overview of the program/project being evaluated - program/project goals, objectives, activities, resources, success indicators, target audience, expected outcomes, program/project management, key stakeholders involved, etc.
- Information on the program/project is collected by reviewing existing documentation and consulting with program/project staff.

Logic Model

- A logic model is a communication and organization tool that provides a picture of how the program/project theoretically works to achieve desired outcomes.
- It is typically diagrammed on a flow chart, and clarifies the cause and effect relationship among program/project resources, activities and outcomes.
- It also identifies problems in the program/project design and enables planners/evaluators to see more clearly the underlying logic of a program/project.
- A logic model helps prepare the evaluator for designing the evaluation by determining the components that are ready for evaluation, identifying critical questions, reflecting the program/project back to the organizers for validation, and developing commitment from those involved.

- It is also a useful tool for communicating the evaluation to external stakeholders.

2) Evaluation Planning – How are we going to evaluate the program/project?

Evaluation Framework

- The evaluation framework is used to guide the evaluation process. It is developed from the information outlined in the program/project profile and logic model.
- It is typically set up in a table format and provides a detailed outline of the primary and secondary questions that need to be addressed, indicators of success, sources of data, and data collection methods.
- It also provides an overview of the program/project goals and objectives, evaluation goals and objectives, short-term outcomes and long-term outcomes.

Data Collection Tools

- All data collection tools are derived from the evaluation framework. They are developed based on the data collection methods and primary/secondary evaluation questions outlined in the framework.
- The most common data collection tools include surveys, questionnaires, interviews, focus groups and monitoring mechanisms.

3) Implementation – Gathering data to determine if the program/project is operating efficiently and achieving the desired outcomes.

Data Collection

- Collect data using the data collection tools and methods determined during the planning phase – e.g. interviews, questionnaire, documentation review, focus groups, etc.

Data Analysis

- The data collected is collated and analyzed. The type of data analysis depends on the type of data collected.
- Quantitative data analysis is the interpretation of numerical data. It is data that can be sorted, classified and measured in a strictly 'objective' way.
- Descriptive statistics are the most common methods of displaying quantitative findings. They give the reader a 'picture' of the data collected.
- Qualitative data analysis is the non-numerical examination and interpretation of observations.
- Qualitative modes of data analysis provide ways of discerning, examining, comparing, contrasting and interpreting meaningful patterns or themes. Meaningfulness is determined by the particular goals and objectives of the project at hand.

Interpretation

- Determine what the results/findings tell us about the program/project – did it achieve its desired objectives, what aspects worked well, were participants satisfied with how it unfolded, should the work continue, etc.
- An interpretation workshop is used to present the analyzed data to program/project staff and key stakeholders.
- The purpose of this workshop is to collaboratively interpret the data and make recommendations for program/project improvement.

EVALUATION APPROACH

1) Evaluability Assessment
- Program/project profile
- Logic model

2) Evaluation Planning
- Evaluation Framework
- Data Collection Tools

3) Implementation
- Data collection
- Data analysis
- Interpretation

- The information gathered for the program profile is used to create the logic model
- The evaluation framework is developed from the program profile and logic model.
- The data collection tools are developed from the questions outlined in the evaluation framework.

What is Project Evaluation?

Project Evaluation is an organized method of collecting and analyzing information about project activities, characteristics and outcomes to measure project effectiveness and provide input into project improvement.

Project evaluation summarizes:

- Why we developed the project (goals and objectives)
- What it involves (activities)
- What we expect will happen as a result of these activities (anticipated outcomes)
- What really happened as a result of these activities (actual outcomes)
- What the information tells us about the project (conclusions)

Notes:

Benefits of Project Evaluation

Project evaluation provides information on:

- How a project is working
- The impact a project has on the target group – is it meeting their needs?
- Issues that could jeopardize a project
- Gaps between goals and performance
- Project strengths and weaknesses
- Cost effectiveness and efficiency of operation

Notes:

Types of Evaluation

Process Evaluation – assesses the effectiveness of the project process

- Were the processes used to achieve the goals and objectives effective?
- Was the project carried out as planned?
- What worked well and what could be improved upon?
- Were participants satisfied with how the project unfolded?

Notes:

Types of Evaluation

Outcome Evaluation - assesses if the project has been successful in achieving the desired outcomes

- Have the project goals and objectives been met?
- Was the project effective?
- Should the project be continued and/or expanded?
- Were participants satisfied the project outcomes?

Notes:

Timing of Evaluation

...It does make a difference!

- Retrospective evaluations are possible

But...

- It's much more effective to build evaluation in up-front during the project planning process

Steps in Evaluation

Step 1: Engage key people

Step 2: Assess evaluability

Step 3: Develop an evaluation framework

Step 4: Develop data collection tools and collect the data

Step 5: Analyze the data and interpret results

Step 6: Share results

Step 1: Engage Key People

Take a participatory approach:

- Include key people in the planning and carrying out of the evaluation
- Get cooperation from people involved in the project or affected by the project
- Build ownership among key people and show them how the evaluation results can be used to benefit the project

- With a participatory approach, project participants and the evaluator work together to plan the evaluation, collect the information and interpret the information.
- It's a group effort!

Notes:

Step 2: Assess Evaluability

- Is the project ready/able to be evaluated?
- Are there any problems with the project that need to addressed before it can be evaluated?

Notes:

Step 2: Assess Evaluability

Develop a project profile

- Project goals and objectives
- Evaluation goals and objectives
- Target populations
- Key activities
- Desired outcomes

- A project profile is an overview of the project being evaluated - project goals, objectives, target audiences, activities, etc.
- Information on the project is generally collected from project documentation and consultations with project staff/participants.

Notes:

Step 2: Assess Evaluability

Develop a logic model

- Project components
- Activities
- Target populations
- Outputs
- Short-term outcomes
- Long-term outcomes

A logic model is a communication and organization tool that provides a picture of how a project **theoretically** works to achieve desired outcomes.

- It is typically diagrammed on a flow chart.
- It summarizes the key elements of your project.
- It explains the rationale behind project activities.
- It clarifies the cause and effect relationship among project resources, activities, and outcomes.
- It identifies problems and gaps in the project design.
- It provides an opportunity for key people involved to discuss the project and agree upon its description.
- It's a useful tool in communicating the evaluation to external stakeholders.
- It helps prepare the evaluator for designing the evaluation by:
    - determining the components that are ready for evaluation
    - identifying critical questions
    - reflecting the project back to organizers for validation
    - developing commitment from those involved

Step 3: Develop Evaluation Framework

The evaluation framework guides the evaluation process

It provides an outline of:

- Data that needs to be collected
- Primary/secondary questions that need to be addressed
- Indicators of success
- Sources of data
- Data collection methods

- The evaluation framework is used to guide the evaluation process. It is developed from the information outlined in the project profile and logic model.
- It is typically set up in a table format and provides a detailed outline of the primary and secondary questions that need to be addressed, indicators of success, sources of data, and data collection methods.
- It also provides an overview of the project purpose/objectives, evaluation purpose/objectives, and short-term and long-term outcomes.
- All data collection tools are developed from the information outlined in evaluation framework.

Notes:

ISSUE:			
EVALUATION QUESTIONS	**SUCCESS INDICATORS**	**SOURCES OF DATA**	**DATA COLLECTION METHODS**

Step 4: Develop Data Collection Tools & Collect Data

- All data collection tools are derived from the evaluation framework

- Some of the most common methods used to collect data include: documentation review, interviews, focus groups, surveys, observation, etc.

- Data collection tools are developed based on the data collection methods and primary/secondary evaluation questions outlined in the evaluation framework.
- If the data collected is to be reliable, it must be collected in a consistent way. The consistent collection of data means having thought through what information is needed, and having developed a structured system for collecting and analyzing the data.

Notes:

Step 5: Analyze Data and Interpret Results

How is the data analyzed?

Quantitative	Qualitative
Objective	Subjective
Deductive	Inductive
Generalisable	Not generalisable
Numbers	Words

Quantitative data analysis:

- Quantitative data analysis is the interpretation of numerical data. It is data that can be sorted, classified and measured in a strictly 'objective' way.
- Descriptive statistics are the most common methods of displaying quantitative findings. They give the reader a 'picture' of the data collected.
- Both quantitative and qualitative methods are said to be systematic.
- Quantitative designs of research tend to produce results that can be generalized.
- In collecting, analyzing and interpreting quantitative data, the quantitative researcher can remained detached and objective.
- The most obvious difference between quantitative research and qualitative research is that quantitative research uses data that are structured in the form of numbers or that can be immediately transported into numbers. An example of quantitative data is measuring the number of students in a classroom.

Qualitative data analysis:

- Qualitative data analysis is the non-numerical examination and interpretation of observations.
- Qualitative modes of data analysis provide ways of discerning, examining, comparing, contrasting and interpreting meaningful patterns or themes. Meaningfulness is determined by the particular goals and objectives of the project at hand.
- With qualitative research, the researcher may actually be involved in the situation of the research and cannot always remain detached. It often involves a subjective element.
- Qualitative research tends to be inductive - it generates theory.
- Qualitative studies tend to produce results that are less easy to generalize. An example of qualitative data is observing the workings of students in a classroom in terms of the group dynamics.
- Qualitative data is data that cannot be structured in the form of numbers. Qualitative data can, however, sometimes be handled in such a way as to produce quantitative data – e.g. the researcher exploring feelings of patients can analyze the responses in clusters that are negative or positive so as to produce a figure/percentage of negative patient and positive patient feelings.

Notes:

Step 5: Analyze Data and Interpret Results

What do the results/findings tell us about the project?

- Did the project achieve its objectives?
- What aspects of the project worked well?
- What were the lessons learned?
- Should the work be continued?
- How can the project be improved?

- One key method of sharing results with key stakeholders is to hold an interpretation workshop. An interpretation workshop is used to collaboratively interpret the data and make recommendations for improvement.
- When disseminating the results, ensure that the methods used are appropriate for the chosen audience – e.g. executive summary for Board members, newsletter article for participants, etc.

Notes:

Step 6: Share Results

- Present results to key people involved in the project
- Involve key people in the interpretation of the results
- Disseminate results using appropriate methods

- There are several ways that the results can be shared with key stakeholders – e.g. presentation, newsletter article, fact sheet, report, etc. Make sure the method used suits the audience.

Notes:

Resources

Project Goals	Project Objectives	Target Populations	Key Activities	Short-term Outcomes	Long-term Outcomes

Elements of a Logic Model

Project Components	o Project themes or sets of activities. o The number of components depends on the size of the project. For a large project, there could be several components in the logic model. Smaller projects, on the other hand, may consist of just one component.	**Examples:** o Advocacy o Case management o Clinical services o Communication o Education o Skill development o Training o Workshop o Literature review o Partnership development
Activities	o Specific tasks/activities carried out to achieve the desired outcomes. Don't include administration aspects of your project like payroll or performance appraisals. o Use an action verb.	**Examples:** o Analyze o Collect o Consult o Coordinate o Deliver o Develop o Distribute o Identify o Monitor o Organize o Prepare o Provide o Teach o Train
Target Populations	o Individuals, groups, organizations or communities at whom the project activities are directed.	**Examples:** o People living in rural areas o At risk youth o Parents with children between the ages of 2 and 4 years o Seniors o Smokers
Outputs	o Concrete/quantifiable results of project activities – i.e. number of people that attended a workshop, reports, training tools developed, number of promotional activities carried out, etc.	**Examples:** o Projects developed o Educational sessions such as workshops or conferences o Educational materials developed such as pamphlets or workbooks o Number of people that attended a project, workshop or accessed educational materials o Reports
Short-term Outcomes	Actual impacts/changes as a **direct** result of the project.	**Examples:** o Increased awareness or concern o Increased knowledge o Improved access o Lower cholesterol levels o Reduced risk

Long-term Outcomes	o Impacts/changes that a project **hopes** to achieve over time – broader level change.	**Examples:** o Policy development o Decrease in the number of people on PEI that smoke o Increase in the number of women on PEI that undergo regular mammograms

Notes:

Assessing the Home Support Needs of Senior Citizens

Program Components	Partnership Development	Needs Assessment	Dissemination of Findings
Activities	• Make a list of potential partners to be contacted • Make contact with potential new partners and introduce them to the project – ask them to sit on the Advisory Committee or provide support for the project • Create and distribute an information package to partners providing key information on the project • Assemble a multisectoral Advisory Committee • Host regular Advisory Committee meetings • Devise a communication plan to keep partners and interested parties up-to-date on project progress and outputs	• Develop a needs assessment strategy – sample size, method of contacting individuals, type of information to be collected, etc. • Develop data collection tools • Contact and interview seniors • Contact and interview families of seniors • Contact and interview caregivers • Collate and analyze data • Create a final report outlining key findings	▪ Develop a dissemination plan to circulate the needs assessment findings – type of dissemination tools, how information will be disseminated, who it will be disseminated to, etc. • Create dissemination tools outlining key findings from the need assessment – i.e. summary document, newsletter, presentation, etc. • Disseminate findings
Target Population	• Key government sectors and community organizations – i.e. Department of Health and Social Services, Seniors Active Living Alliance, Home Care, etc.	• Seniors • Families of seniors • Caregivers	• Key government sectors and community groups • Key government decision makers
Outputs	• List of potential new partners approached • # of new partners supporting the project • # of partners represented on the Advisory Committee • Communications – information packages, Terms of Reference, minutes, agendas, emails, letters	• Needs assessment strategy • # of seniors, family members and caregivers contacted • Report outlining needs assessment findings	• Dissemination plan and tools • # of key stakeholders information was disseminated to • List of dissemination methods
Short-term Outcomes	Development of collaborative partnerships with relevant community organizations and government sectors	Identification of homecare needs of seniors	Increased awareness and understanding of seniors homecare needs among key government and community stakeholders
Long-term Outcomes		Increased collaboration among government and community organizations to work together to meet the homecare needs of **seniors**	Better homecare support for seniors

Learning Activity:

Read through the following case study. Using the information presented in the case study, develop a project profile, a project logic model and an evaluation framework.

Case Study

The federal government has recently provided you with some funding to carry out a 2-year project that focuses on encouraging health care professionals and key community organizations to work together to promote healthy eating and active living among the public. You feel that the best way to work towards achieving this goal is to focus on professional education, partnership development and development of public education tools. The approach you decide to take is hosting a workshop that will provide health care professionals and key community groups with the opportunity to network with one another and learn about ways to promote healthy eating and active living among the public. As a follow up to the workshop, you want to develop an Alliance where health care professionals and key community organizations could work together to develop public education tools, and develop ways to promote healthy eating and active living among the public. You are hoping that taking this approach will: provide health care professionals and key community organizations with the knowledge they need to start promoting healthy eating and active living among the public; result in the development of collaborative partnerships and the development of an Alliance; and result in the development of comprehensive and consistent public education materials.

Suggested Resources:

- *Bureau of Justice Assistance Evaluation*
  Evaluation Strategies for Human Services Projects
  http://www.bja.evaluationwebsite.org/

  This website provides a "Road Map" which answers the following questions: What is evaluation? Why do we conduct evaluation? What types of projects are evaluated? When do we evaluate?

- *Centre for Substance Abuse Prevention*
  Prevention Pathways
  http://pathwayscourses.samhsa.gov/eval101/eval101_intro_pg1.htm

  This website offers free tutorials on various evaluation topics. "Evaluation for the Unevaluated 101" is an excellent introductory course to evaluation that addresses the main components of evaluation and why evaluation is important.

- *United Way of America*
  Outcome Measurement Resource Network
  http://national.unitedway.org/outcomes/initiatives/npsector.cfm

  This website is a good starting point to learn the basics of outcome measurement. It includes an introduction to outcome measurement and a discussion of why it is important.

- *Canadian Outcomes Research Institute*
  http://hmrp.net/canadianoutcomesinstitute/Resources.htm

  This website offers general outcome measurement resources and a variety of resources related to logic models.

- *Innovation Network Online*
  http://www.innonet.org/tools/index

  There is no charge to register on this network. It provides general guides to evaluation and an array of logic model resources. Innovation Network Online also provides an interactive Logic Model Builder that assists the user in developing a logic model.

- *Health Canada*
  Guide to Project Evaluation: A participatory Approach
  http://www.phac-aspc.gc.ca/ph-sp/phdd/resources/guide/

  Chapters One and Two of this guide provide a basic introduction to evaluation. The remainder of the guide provides useful advice for data collection, analysis, and reporting.

- *W.K. Kellogg Foundation*
  Evaluation Handbook
  http://www.wkkf.org/Pubs/Tools/Evaluation/Pub770.pdf

  This handbook introduces evaluation as a practical and useful tool, and assists the user in creating a blueprint of evaluation.

ORGANIZATIONAL GRIDS:

Issue: Partnership Development			
EVALUATION QUESTIONS:	**SUCCESS INDICATOR**	**SOURCE OF DATA**	**DATA COLLECTION METHOD**
Have collaborative partnerships with relevant community organizations and government sectors been developed? • How many potential partners were identified, contacted and introduced to the project? How many agreed to partner/ support the project? Be involved in/contribute to the project? Were the right potential partners approached? • Were information packages created and distributed to partners providing information on the project? What type of information was included in the packages? How were they sent out? Who received them? Were they helpful in introducing potential partners to the project? • Was a multisectoral Advisory Committee assembled? Was there been good representation on the Advisory Committee? What organizations/groups were represented? • Were regular Advisory Committee meetings held? Were Advisory Committee members given plenty of opportunities to contribute to the project work? Did they feel comfortable sitting on the Advisory Committee and participating in the meetings? Did they feel the meetings were well organized?	- Collaborative partnerships have been developed - The right potential partners were approached - Information packages were created and distributed to partners and partners found them helpful - A mulitsectoral Advisory Committee was established - Regular Advisory Committee meetings were held - Advisory Committee indicates they were provide with plenty of opportunities to contribute to the project work and felt comfortable participating in the meetings - Advisory Committee	- Documentation - Project Coordinator - Advisory Committee/key partners	- Documentation review - Interviews - Focus Group/survey

• How were partners kept up-to-date on the project process and outcomes? Were they satisfied with the methods used to keep them up-to-date?	indicated the meetings were well organized - Partners indicated they were kept up-to-date on the project process and outcomes		

Issue: Needs Assessment			
EVALUATION QUESTIONS:	**SUCCESS INDICATOR**	**SOURCE OF DATA**	**DATA COLLECTION METHOD**
Has the needs assessment research resulted in the identification of homecare needs of seniors? • Was a strategy developed to help guide the needs assessment process? What types of data collection tools were developed? • What method was used to contact seniors? To contact family members? To contact caregivers? • How many seniors, family members and caregivers were contacted? How many participated in the needs assessment? • What were some of the challenges of conducting the needs assessment? What approaches worked well? What approaches were less successful? • Was a report developed outlining the needs assessment findings? • How satisfied was the Project Coordinator and Advisory Committee with the needs assessment approach and findings?	- Needs assessment research resulted in identification of homecare needs of seniors - An appropriate sample of seniors, family members and caregivers participated in the needs assessment research - A final report outlining the needs assessment findings was developed - Satisfaction with the needs assessment approach and findings	- Documentation - Project Coordinator - Advisory Committee/key partners	- Documentation review - Interviews - Focus Group/survey

Issue: Dissemination			
EVALUATION QUESTIONS:	**SUCCESS INDICATOR**	**SOURCE OF DATA**	**DATA COLLECTION METHOD**
Has the dissemination plan been successful in increasing awareness and understanding of homecare needs among key stakeholders? • Was a good dissemination plan developed? Appropriate dissemination tools? • Who were the needs assessment outcomes disseminated too? • How was information on the needs assessment disseminated – e.g. newsletter articles, presentations, meetings, media, etc.? • How satisfied is the Project Coordinator and Advisory Committee with the dissemination approach? The tools developed? • Do they feel it has helped increase awareness and understanding of homecare needs among key stakeholders?	- Satisfaction with the dissemination plan and dissemination tools developed - Needs assessment findings were disseminated to key stakeholders - Project Coordinator and Advisory Committee indicate the dissemination plan has been successful in increasing awareness and understanding of homecare needs among seniors	- Documentation - Project Coordinator - Advisory Committee/key partners	- Documentation review - Interviews - Focus Group/survey

EVALUATION FRAMEWORK

ISSUE:			
EVALUATION QUESTIONS:	**SUCCESS INDICATOR**	**SOURCE OF DATA**	**DATA COLLECTION METHOD**

FINAL REPORT TEMPLATE

1. BACKGROUND

- Overview of project

1.2 Project Goals and Objectives

- List project goals and objectives

1.3 Desired Outcomes

- List both short-term and long-term outcomes (from logic model)

2. EVALUATION DESIGN

2.1 Evaluation Approach

- Outline your evaluation approach

Sample:
The evaluation approach was summative in nature, and looked at both project process and outcomes. It focused on assessing the appropriateness of activities carried out, satisfaction with the project process and outcomes, and the effectiveness of the activities in achieving the project objectives and desired outcomes.

2.2 Planning Phase

- Provide an overview of the evaluation planning methodology

Sample:
The evaluation was participatory in nature, and took a client-centered approach that enabled project team members to be involved in the evaluation planning process. The key planning activities carried out included the development of a project profile, a project logic model (Appendix A), an evaluation framework (Appendix B), and data collection tools. Descriptions of each of these activities and their relationship to the evaluation are as follows:

- ***Project Profile:***
  In order to adequately evaluate the project, it was essential for the evaluator to have a good understanding of the project. The key methods used to learn about the project were documentation review and project staff consultations. Based on the information gathered via these approaches, a project profile was developed which provided a comprehensive outline of the project being assessed - target group, partners involved, environmental factors influencing the project, available resources, project structure and processes, outputs, short-term outcomes, and long-term outcomes.

- ***Project Logic Model:***
  The next step in the planning process was the development of the project logic model. A logic model is a communication and organization tool that provides a picture of how a project theoretically works to achieve desired outcomes. It is typically diagrammed on a flow chart; and clarifies the cause and effect relationship among project resources, activities, and outcomes. It also identifies problems in the project design, and enables planners/evaluators to see more clearly the underlying logic of the project. A logic model helps the evaluator to design the evaluation process by determining what components are ready to be evaluated, identifying critical questions, communicating the project to the external community, and developing a commitment for the evaluation and its use.

- ***Framework:***
  The evaluation framework was developed from the project profile and logic model. The evaluation framework guides the evaluation process, and provides an outline of the data that needs to be collected. It includes a detailed outline of the primary and secondary questions that need to be addressed, indicators of success, sources of data, and data collection methods. It also provides an overview of the project goals/objectives, evaluation goals/objectives, project outputs, short-term outcomes, and long-term outcomes.

- ***Data Collection Tools:***
  Data collection tools were developed to gather essential evaluative information. All data collection tools were derived from the evaluation framework - they were developed based upon the data collection methods and primary/secondary questions outlined in the evaluation framework. The data collection tools developed included the Advisory Committee focus group guide and the Project Coordinators interview guide.

2.3 Evaluation Goals

- List the evaluation goals

2.4 Evaluation Objectives

- List the evaluation objectives

2.5 Indicators of Success

- Outline the indicators of success

2.6 Data Collection Methods

- Outline the key data collection methods

Sample:
The key methods used to collect data were:

- Documentation Review

A documentation review was conducted to gather background information on the project, and information on the project process and outcomes. The documentation reviewed included the project proposal, project communications, and interim and final reports.

- *Advisory Committee Focus Group*

An Advisory Committee focus group was held upon completion of the project. It collected feedback on project coordination and organization, project process and outcomes, and overall objective achievement. Six out of nine members of the Advisory Committee participated in the focus group.

- *Project Coordinator Interview*

An interview was held with the Project Coordinator upon completion of the project. It collected feedback on partner participation and communication, project process and outcomes, and overall objective achievement.

3. EVALUATION FINDINGS

- Describe how the findings will be presented and provided an overview of the findings

Sample:
This section of the report provides a summary of the evaluation findings and results. The evaluation findings are presented under two key headings: 'Project Process' which provides a description of the key activities carried out to achieve the objectives and desired outcomes; and 'Project Outcomes' which provides an summary of the outcomes/impacts of the key activities carried out.

3.1 Project Process

- Provide a description of the key activities carried out – be specific

3.2 Project Outcomes

- List the outcomes that were achieved as a result of the activities carried out

4. UPON REFLECTION

- Provide an overview of: any key aspects of the work that facilitated the project process, any lessons learned as a result of the project, and any unintentional spin-offs

Sample:
When evaluating a project like this, it is beneficial to look back over the work completed, and take note of the aspects that facilitated the project process, lessons learned and unintentional outcomes/spin-offs.

4.1 Facilitators

Some of the facilitators that contributed to the success of the project were:

- Having a strong Advisory Committee that is committed to the issues and the project. Members of the Advisory Committee were very dedicated and worked well together.
- Having dedicated Project Coordinators with the experience, knowledge and expertise to effectively coordinate the project.
- Having a supportive funder. The funder was very supportive and gave the project team the flexibility to develop and adapt the project approach as needed to achieve the desired outcomes and objectives.

4.2 Lessons Learned

Some of the lessons learned were:

- Trying to get decision-makers at the table can be a challenge. Although decision-makers were informed of the project and invited to sit on the Advisory Committee, none personally became involved or attended any Advisory Committee meetings. Most sent representatives from their sectors, but the representatives sent were given very little decision making power and were unable to contribute to the work to the extent the Project Coordinator and Project Manager had hoped for.
- The difficulties in recruiting members of the community. Making contact with the community proved to be much more difficult than anticipated, and despite several attempts on the part of the Project Coordinator, she was unsuccessful in getting members of the community involved in the project work.
- The importance of clearly communicating the 'Terms of Reference' with the Advisory Committee, and ensuring all members of the Advisory Committee are comfortable with their roles. Several Advisory Committee members were asked to sit on the Advisory Committee by their manager/supervisor, but were not given a clear overview of what was expected of them.

4.3 Unintentional Spin-offs

Some of the unintentional spin-offs were:

- Development of a working relationship with government decision makers.
- The level of interest and support shown by the public. As a result of all the promotional activities and media coverage, the level of awareness of the project and the work being done has increased among the general public. Although this was one of the project objectives, the level of interest shown by the general public was much higher than anticipated. Throughout the course of the project, numerous members of the public contacted the Committee to discuss the project or express their support for the work being carried out.

5. CONCLUSION

- Look at the project process and determine if it was successful in achieving the desired objectives/outcomes

Organizational Assessment

Organizational Assessment

Organizational Assessment

Organizational Assessment requires an understanding of the organization inside/out, including governance, functions, planning processes, the internal environment and the context in which the organization functions

Steps in Organizational Assessment include:

- **Organizational Environment** – understand the components of the organizational environment, clarify responsibilities in the organization, consider internal culture, consider external factors
- **Accountability Framework** – map and demonstrate accountability
- **Keep Track** – link strategic and operational plans, conduct organizational assessment, evaluate programs and projects, conduct staff performance reviews
- **Report on Organizational Assessment** – include components of organizational development, include what (tasks towards organization and program objectives) and how (processes toward achievement and harmonious working relationships)

Assessing Problems in Organizations

Identifying the category of problem will direct you toward solutions. Sometimes the problem is a lack of information or misinformation.

Other times, the problem may be lack of clarity in roles and responsibilities.

Problems in organizations tend to fall into five categories:

Relationship Problems

•Strong Emotions

•Misperceptions/Stereotypes

•Poor Communication

•Negative/Repetitive Behaviour

Values Differences

•Day-to-day Values

•Terminal Values (large eg. religion)

•Self-Definition Values

Data Problems

•Lack of Information

•Misinformation

•Data Collection

•Data Evaluation

Interests

•Substantive

•Procedural

•Psychological

Structural Problems

• Roles and Responsibilities

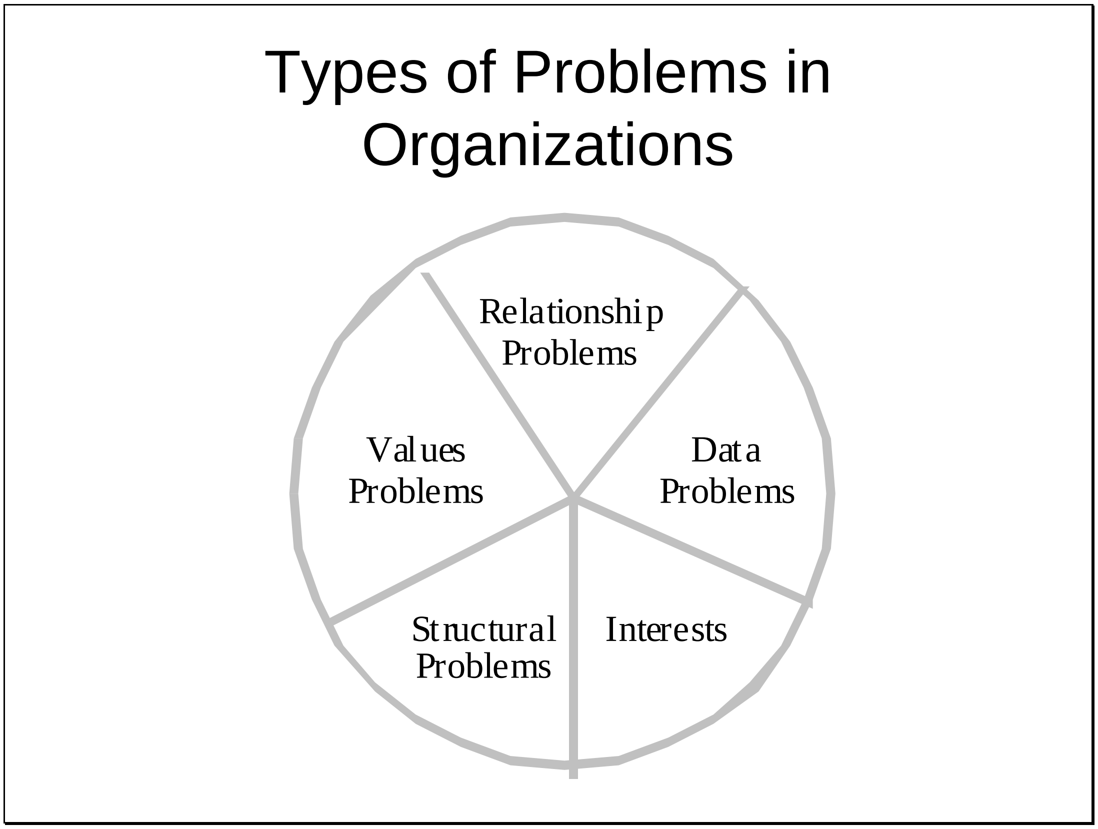
•Authority

•Physical Arrangements

•Use of Time

•Use of Resources

From CDR Associates. Mediation and the Dynamics of Conflict. Video 1994



What types of problems are common in your organization?

What approaches can you take to resolve the problems?

Organizational Environment

Organizational Environment

The organizational environment is a circular model of all the parts of an organization including:

1. Values
2. Mission
3. Core Competencies
4. Functions
5. Internal Environment
6. External Environment

Organizational Environment

1. Values - the world view or assumptions on which your organization operates

Questions to Consider:

1. Are the **values** of your organization clear? Do your operations and programs reflect the values? Are your values demonstrated in day-to-day activities? If you ask staff and volunteers to name the 3 or 4 key values of your organization, can they do so? If you ask staff and volunteers to describe their day-to-day behaviours that reflect the organization, can they do so?

Organizational Environment

2. Mission - the difference the organization makes in the world

Questions to Consider:

2. Is your organization's **mission** clear and linked to your values? If you ask staff and volunteers to state the mission of your organization, can they do so in a phrase or two? Are your programs directly linked to your mission?

Organizational Environment

3. Core Competencies - what an organization does well, what makes an organization unique

Questions to Consider:

3. What does your organization do well? What makes it unique? What **core competencies** do staff and volunteers have/need to be outstanding and unique? Do you provide opportunities for staff and volunteers to develop and enhance core competencies?

Organizational Environment

4. Functions - key activities of the organization - programs, communication, finance, and staffing (key functions are often clarified in policy)

Questions to Consider:

4. Are the responsibilities for the **functions** of your organization clear? Do staff and volunteers understand their separate roles in strategic planning and policy, and day-to-day operations and programs? Is there confusion or overload in roles and responsibilities?

Organizational Environment

5. Internal Environment - culture of the organization

Questions to Consider:

5. How does it feel to be part of your organization? Is the "feel" consistent with your values and mission? (For example if you have a highly structured organization with a long history, the feel may be "traditional", compared with a new organization where the feel may be "innovative"? What five words best describe the "feel" of your organization?

Organizational Environment

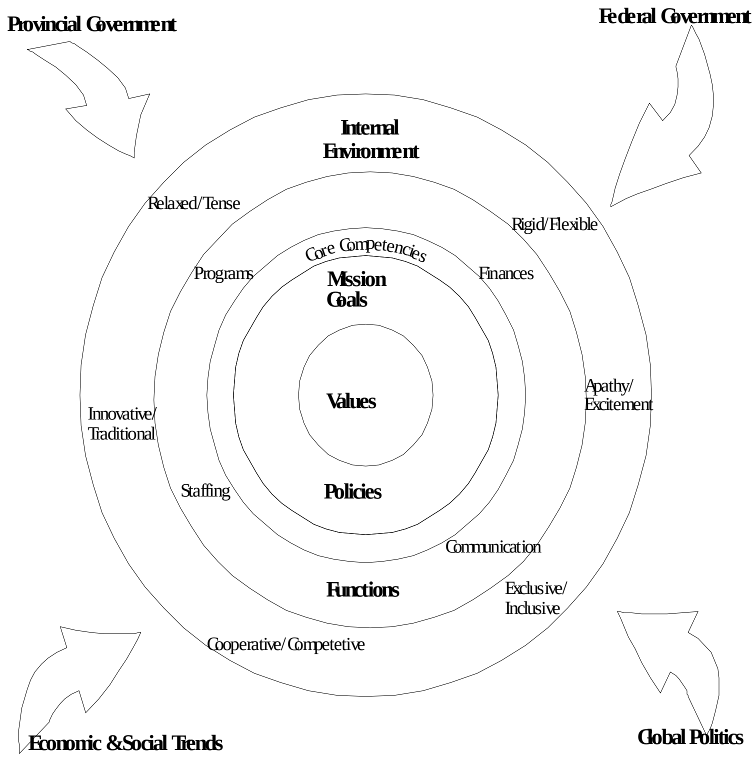
6. External Environment - the factors that impact on the organization such as government policies, economic and social trends, globalization, technology

Questions to Consider:

6. What **external factors** affect your organization? Do you research trends in populations, approaches, government policies or other trends that can affect your organization? Do you include this knowledge in your strategic planning?

Organizational Environment

Organizational Environment Model



Accountability

Accountability

"Accountability is the requirement to explain and accept responsibility for carrying out an assigned mandate in light of agreed upon expectations."

Panel on Accountability and Governance in the Voluntary Sector – Final Report (page 12)

Use an accountability framework to clarify responsibilities and accountabilities within your organization. You can connect accountability directly with your strategic and operational plans. For example, the Board of Directors accountability framework can relate to the organization's strategic goals. For paid and volunteer staff, accountability can be linked to job descriptions and performance assessments.

- What is the Board of Directors accountable for, to whom, and how is this demonstrated?
- What is the Executive Director accountable for, to whom, and how is this measured?
- What is other paid and volunteer staff accountable for, to whom, and how is this measured?

(See Sample Accountability Framework at the end of this section)

Accountability

Accountable to Whom?

In the voluntary sector accountability is multi-layered with accountability to different audiences such as:

- ✓ clients/consumers
- ✓ members
- ✓ funders
- ✓ governments
- ✓ public
- ✓ community partners

Make a list of the different audiences to which your organization is accountable. Be specific. For example, you may receive funding from different sources for different programs. Specify to whom you are accountable.

Accountability

Accountable for What?

In the voluntary sector donated funds, human and material resources are directed toward the mission. Organizations are responsible for what they do and how they do it, such as:

- outcomes and quality of programs and services
- financial management
- organizational governance including managing human resources
- relevance of mission and priorities

Make a list of the different areas of responsibility that your organization is accountable for.

Accountability

Accountable by What Means?

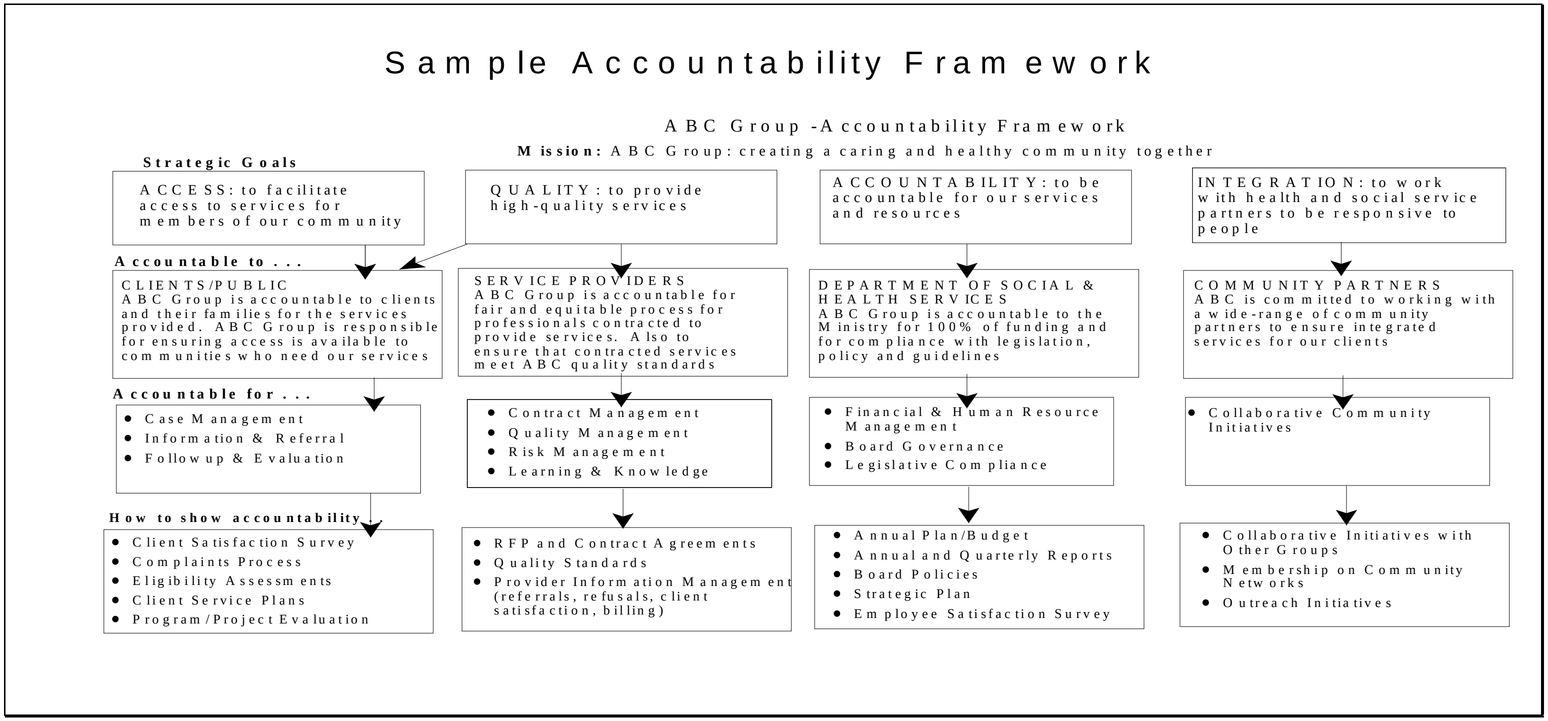
Voluntary organizations use a range of accountability methods, such as:

- legal framework (incorporation and by-laws)
- policies
- governance practices
- annual reports
- strategic plans
- program / project evaluation
- staff performance reviews

Make a list of the many ways that your organization already demonstrates accountability.

What other ways could your organization demonstrate accountability?

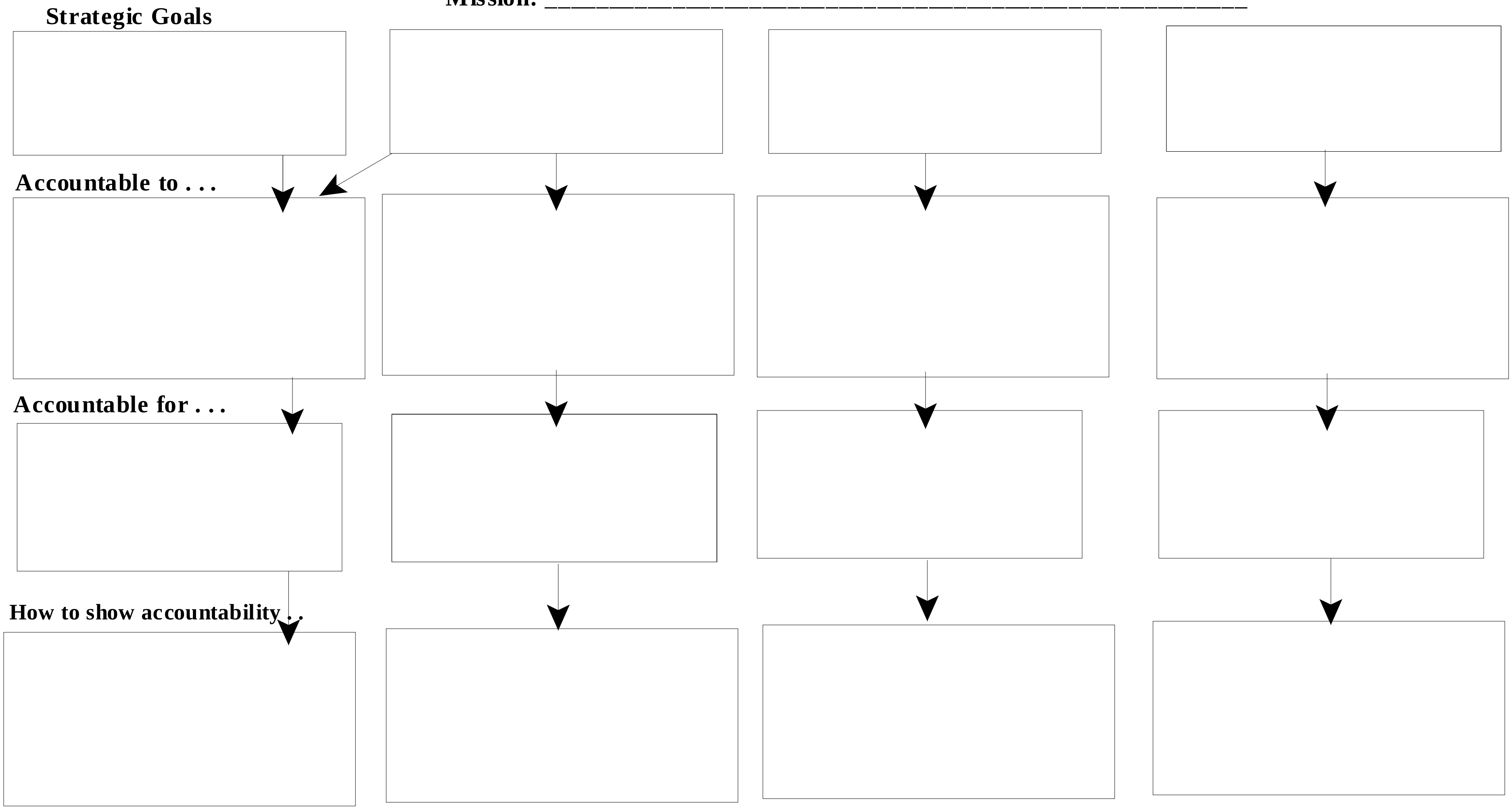
Accountability Framework



See next page for a blank Accountability Framework Worksheet

____________________ -Accountability Framework

Mission: ____



Planning

Planning Process

The Planning Process has four phases:

1. Where are we now?
2. Where do we want to go?
3. How will we get there?
4. How are we doing?

Planning includes:

1. **Needs Assessment** - based on consultation with stakeholders, research, reports, and visioning

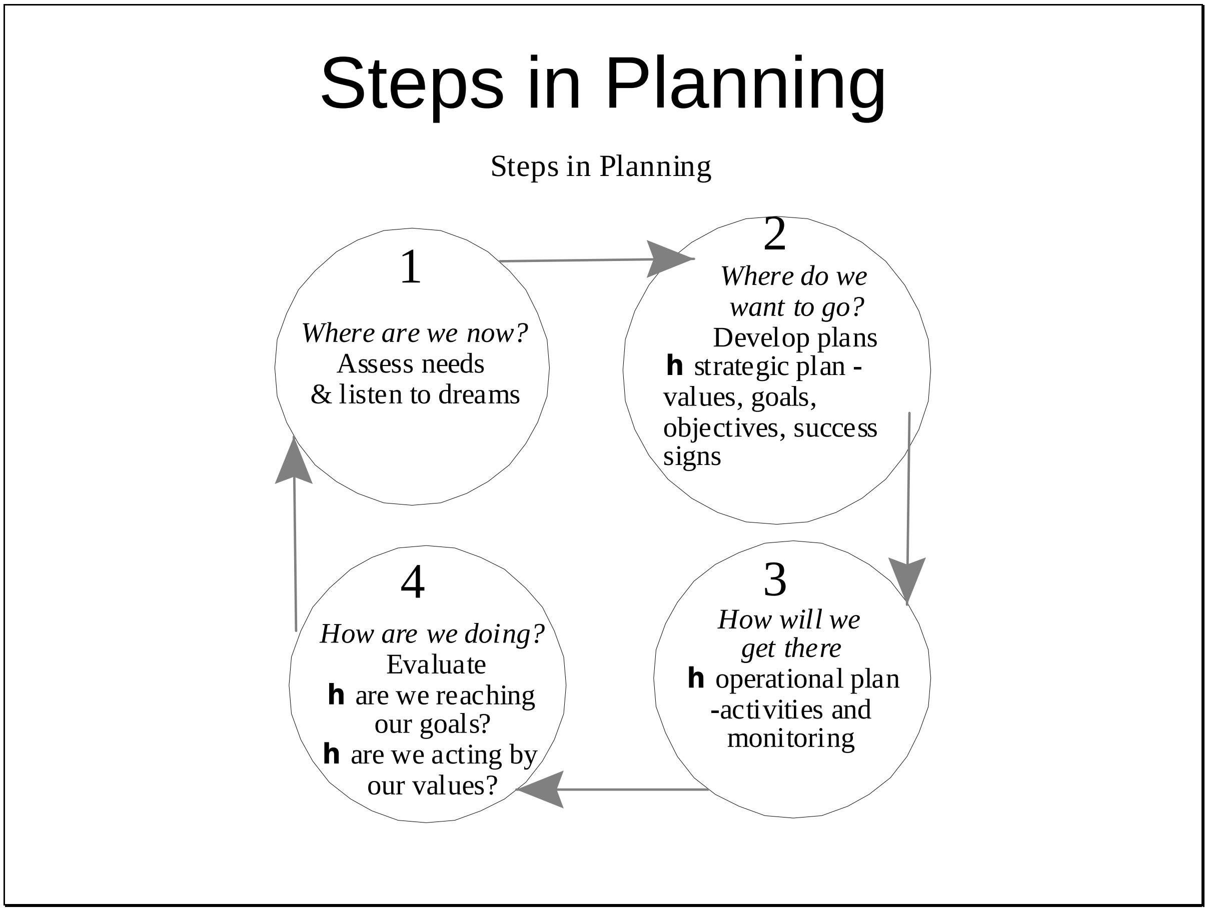
2. **Strategic Plan** (ideas) - values, goals, objectives, success indicators

3. **Operational Plan** (actions) - activities and monitoring, and

4. **Evaluation** - processes and outcomes.

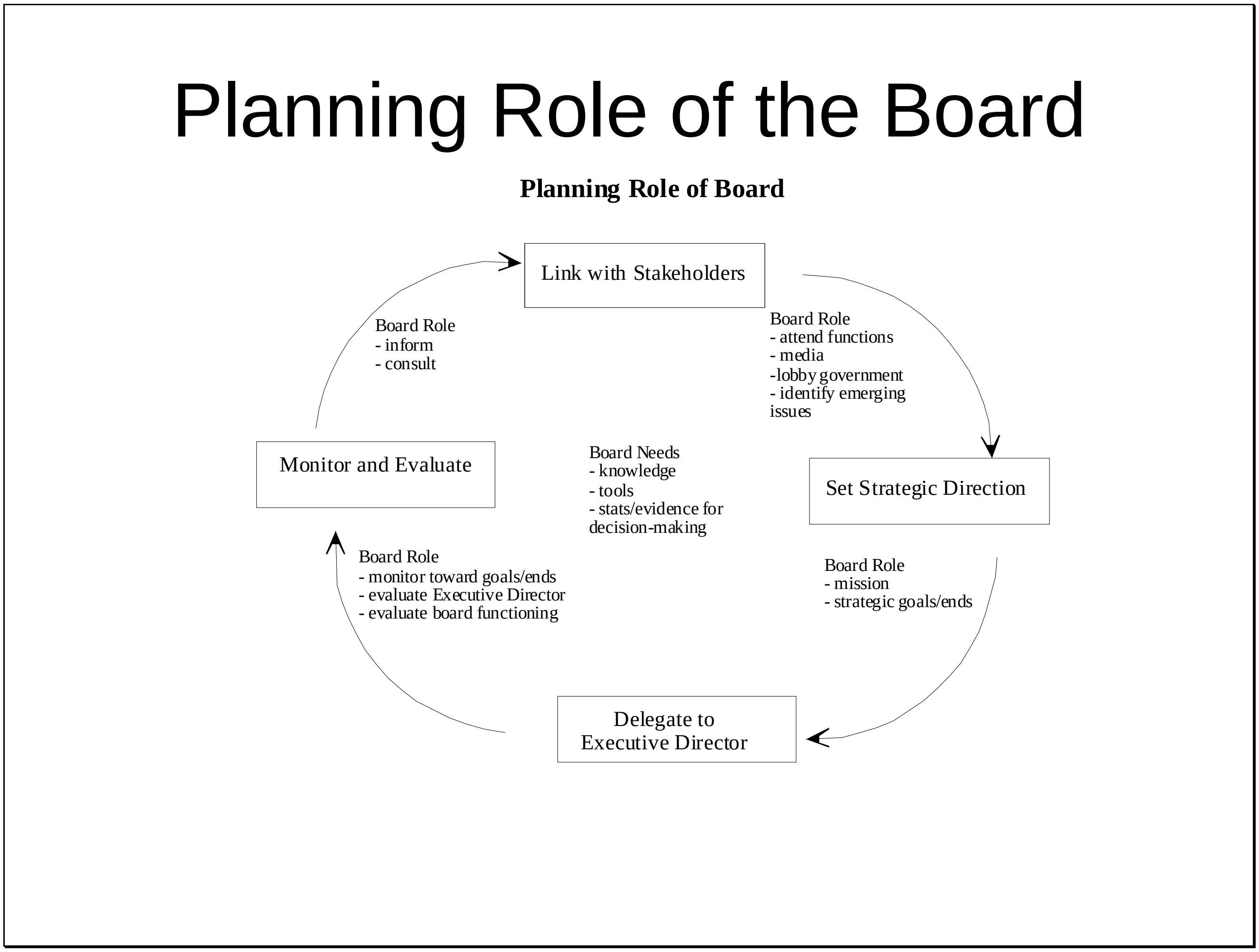
Evaluation provides new information for step 1 - where are we now? (See diagram on the next page)

Planning



The information on Project Evaluation can be used to develop program evaluation or organizational assessment tools.

Planning


Planning Role of the Board
Planning Role of Board
Link with Stakeholders
Board Role
- attend functions
- media
-lobby government
- identify emerging issues
Set Strategic Direction
Board Role
- mission
- strategic goals/ends
Delegate to Executive Director
Board Role
- monitor toward goals/ends
- evaluate Executive Director
- evaluate board functioning
Monitor and Evaluate
Board Role
- inform
- consult
Board Needs
- knowledge
- tools
- stats/evidence for decision-making

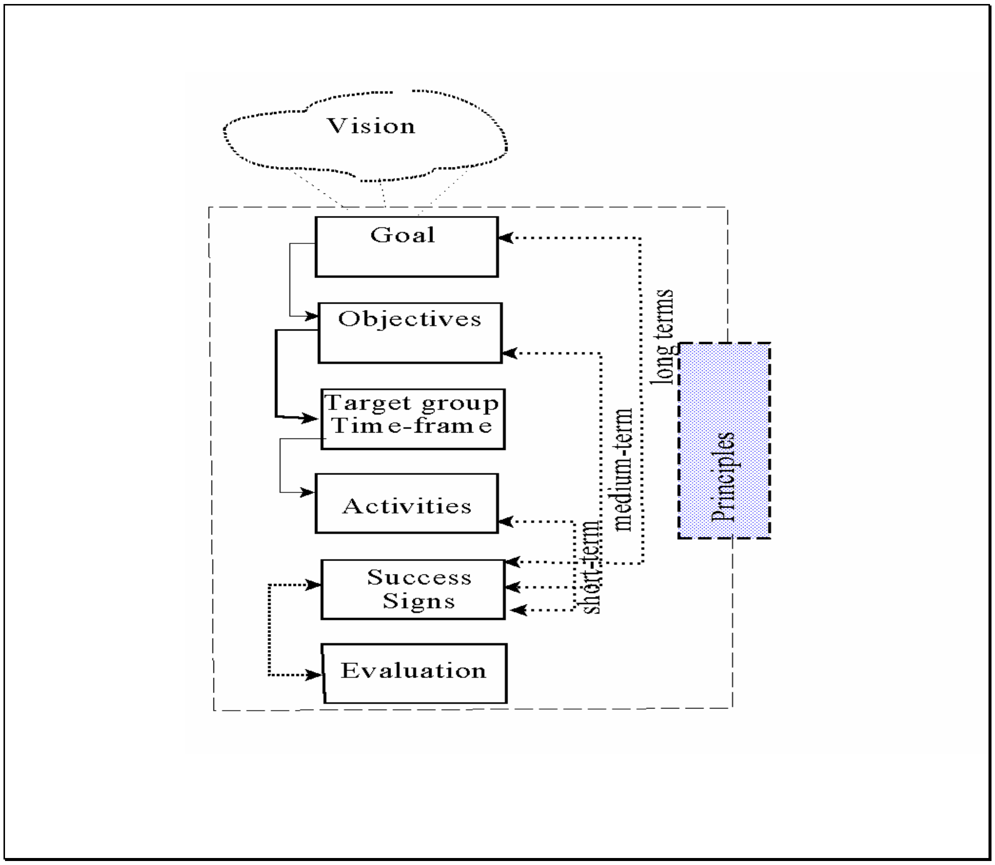
Strategic Planning

Strategic Planning
A Strategic Plan is a set of ideas on which to develop and assess activities. Activities are the actions or operations that achieve the ideas of the strategic plan. Together the ideas (strategic plan) and actions (operational plan) make up an organization, system or community wide approach to address problems.

Strategic planning is:

- A way of thinking - an attitude
- The development of directions and priorities
- A process that helps to make decisions on policies and programs
- A way of managing and coordinating

Strategic Planning



Parts of a Strategic Plan:

1) IDEAS

Vision: A picture of how the world will be when the big changes have happened

Goal (Mission): A broad statement of the unique purpose for which the group exists and the specific function it performs

Values: A statement of fundamental assumptions and beliefs

Objectives: More specific statements of desired change (Success signs for the objectives set the measures by which to monitor)

Success Signs: Statements that say what success will look like in order to monitor progress

2) ACTIVITIES

Operational Plan: Specific activities, time frames and implementation plans to work towards objectives (Success signs can also be set for activities)

Organizational Governance

Assessing Organizational Governance

- It is essential to create a climate in which assessment of board governance can happen, and that involves board members and staff, and possibly key stakeholders.
- The ability of an organization to self-assess is a sign of a healthy organization.
- The tools of Project Evaluation can be applied to assessing organizational governance.

Follow the steps in evaluation:

- **Engage key people** - Executive Director and Board Chair, staff and board members, other volunteers, clients, other stakeholders)
- **Assess timing of the evaluation** - are there any problems with the organization or with relationships that need to be addressed before the assessment can happen
- **Develop an organizational assessment framework** – What are the questions you want to answer, what are the success indicators, what are the sources of data, and how can you collect the data.
- **Develop the tools to collect data** – review incorporation documents and minutes of meetings, have people complete questionnaires, interviews or focus groups

- **Analyze the data** you collected and interpret the results
- **Share the results**

Organizational Governance

Sample Organizational Governance Questions

See sample survey form at the end of this section

Sample Survey Statements

Staff, Board, Volunteers and Key Stakeholders can be asked to rate the effectiveness of activities to achieve each statement.

1. Our group's orientation for board members adequately prepares them for their board responsibilities
2. Our group's board is actively involved in planning the direction and priorities of the organization
3. The board does a good job of evaluating the performance of the executive director (measuring results against objectives)

4. Our group is financially sound (viable and stable)
5. Board members demonstrate clear understanding of the respective roles of the board and executive director
6. Our group's resources are used efficiently (good value for money spent)
7. The board has high credibility with key stakeholders (e.g. funders, donors, consumers, community, staff)
8. Board members demonstrate commitment to the organization's mission and values
9. Board members comply with requirements outlined in key elements of the governance structure (bylaws, policies)
10. The board's capacity to govern effectively is not impaired by conflicts between members
11. There is a productive working relationship between the board and the executive director (good communication and mutual respect)
12. I am confident that the board would effectively manage any organizational crisis that could be reasonably anticipated
13. Board meetings are well managed
14. The board uses sound decision-making processes (focussed on board responsibilities, factual information, etc.)
15. Our group has a good balance between organizational stability and innovation.

(Adapted from Quick Check List - Institute on Governance www.iog.ca/boardgovernance)

Sample Survey on Governance

Organization: ______________________________

Board/Staff Survey on Governance
Information in individual surveys is confidential and will be seen only by __________.
Individual answers will be confidential. _________ will summarize the responses for discussion at the next board/staff development meeting.

Please read the following fifteen statements and check the box that best describes your response to the statement - agree strongly, agree, agree somewhat, disagree somewhat, disagree, disagree strongly, D/K - don't know.

Statement	**Agree Strongly**	**Agree**	**Agree Some-what**	**Disagree Some-what**	**Disagree**	**Disagree Strongly**	**D/ K**
1. Our orientation for board members adequately prepares them for their board responsibilities							
2. The board is actively involved in planning the direction and priorities of the organization							
3.The board does a good job of evaluating the performance of the executive director (measuring results against objectives)							
4. Our organization is financially sound (viable and stable)							
5. Board members demonstrate clear understanding of the respective roles of the board and executive director							
6. Our organization's resources are used efficiently (good value for money spent)							
7. The board has high credibility with key stakeholders (e.g. funders, donors, consumers, community, staff)							
8. Board members demonstrate commitment to the organization's mission and values							

Statement	Agree Strongly	Agree	Agree Some-what	Disagree Some-what	Disagree	Disagree Strongly	D/K
9. Board members comply with requirements outlined in key elements of the governance structure (bylaws, policies)							
10. The board's capacity to govern effectively is not impaired by conflicts between members							
11. There is a productive working relationship between the board and the executive director (good communication and mutual respect)							
12. I am confident that the board would effectively manage any organizational crisis that could be reasonably anticipated							
13. Board meetings are well managed							
14. The board uses sound decision-making processes (focussed on board responsibilities, factual information, etc.)							
15. Our organization has a good balance between organizational stability and innovation.							

Please check the statement that best describes your role in our organization

New Board Member ☐
Returning Board Member ☐
Staff ☐

Date____
Thank You

(Adapted from Quick Check List - Institute on Governance www.iog.ca/boardgovernance)

The results of the Survey can identify the areas of focus and be used to build an agenda for board/staff retreat. See the sample agenda, at the end of this section.

Staff Performance Review

Staff Performance Review

Topics for review include:

- Work Planning, Organization, Achievement
- Quality of Work
- Judgment
- Earning Client's Respect and Confidence
- Communicating in Writing
- Communicating Orally
- Technical/Professional Knowledge
- Effective Relationships

Work Planning, Organization and Achievement of Objectives

The ability to plan one's own work and for those with supervisory responsibility, the ability to plan the work of others, and the degree to which objectives are achieved.

- Can the employee adjust his/her plans quickly and effectively when events make a change necessary?
- Is the employee a self-starter?

Quality of Work

The degree of thoroughness and effectiveness of the work done by the employee.

- Does the employee usually do assigned work thoroughly or are short cuts frequently taken?
- Does the employee often have to do the same job over again due to carelessness?

Judgment:

The extent to which the employee exercises sound judgement

- Was the employee usually correct in estimates of how people and events would turn out?

Earning Clients' Respect and Confidence:

The degree to which the employee earned client approval.

- Does the employee get along well with clients?
- Do clients turn to the employee for (or welcome) opinions or ideas?
- Does the employee annoy clients?

Communicating in Writing:

The employee's ability to write clearly and concisely.

- Are the employee's reports and letters well organized and clear, or do they require considerable revision?

Communicating Orally:

- Do people understand the employee when asked questions or given instructions?
- Does the employee speak in a well ordered way or tend to ramble?

Technical/Professional Knowledge:

How the employee demonstrates technical and/or professional knowledge and how effectively it is used.

- Does the employee effectively use his/her expertise in a practical way in assisting clients?

Effectiveness of Relationships:

The effectiveness with which the employee deals with people.

- Does the employee enjoy the respect of subordinates, superiors and fellow workers?
- Does the employee treat subordinates fairly and provide them with effective leadership?
- Does the employee co-operate fully with other employees?
- Is work coordinated with that of others when necessary?
- Does the employee willingly accept direction and constructive criticism from the supervisor?

Staff Performance Review

Approach to Performance Review

- Review possible topics and questions for performance review with staff
- Agree on most appropriate topics and questions based on staff job descriptions (Add others as needed)
- Employee and supervisor complete performance review by answering questions in writing
- Exchange written material
- Meet in person to discuss and reach agreement on performance and areas for development

Creating an environment for staff and volunteer performance review requires:

- Clear, positive intentions about the purpose of performance review
- Skill in giving feedback that is specific rather than general, descriptive rather than evaluative, and focuses on desired actions or consequences rather than motives or reasons
- Staff development plans to support staff and volunteer in their continuous growth

Summary – Organizational Assessment

In Summary – Organizational Assessment

- Organizational Environment
- Accountability
- Keeping Track
- Report on Organizational Assessment

Organizational Environment Purpose

- Value functions of organization (staffing, finance, communication and programs)
- Clarify roles and identify confusion, gaps, overload
- Prepare for organizational assessment
- Assist strategic planning and operational planning

Accountability Purpose

- Value existing accountability practices
- Identify gaps in planning and documenting
- Manage risk
- Make links/connections
- Increase clarity

Keeping Track Purpose

- Translate accountability into performance measures through project and program evaluation and staff performance reviews

Report on Organizational Assessment

- Demonstrate accountability to stakeholders
- Value organizational functions
- Improve organizational functions
- Plan for change

Sample: Board/Staff Retreat Agenda

Organization:____________________

Date:______________ **Location:**______________

Purpose: To establish an environment in which staff and board work together with respect and support to ensure a successful future

Objectives:

Build a team of engaged and involved people
Plan for the future across the province
Clarify roles and responsibilities in a governance model
Increase skills in communication, planning and conflict resolving

Key Issues:

How can the board actively set the strategic direction and priorities
How can the board increase credibility with key stakeholders
How can governance of our organization be improved
How can the working relationship between the board and ED be improved

Proposed Agenda

Friday Evening

6:30 Dinner

7:30 Story telling / History of our organization: Passionate moments / External Factors

8:30 Review Agenda and Resources for Retreat
Context: Survey of Board/ Interests

9:00 End

Saturday

9:00	Overview:	Interest-Based Process for Problem-solving
	Skills:	Communication Skills for Problem-solving, Planning Process
	Context:	Mission, Objectives, Ends

9:30 Planning for the Future of our organization

- Perspectives
- Most Important Values/Needs/Concerns
- Key Issues that Need to be Addressed
- Ideas to Address Key Issues
- Summarize Agreements about Strategic Direction for Future

12:00 Lunch

1:00	Overview:	Governance
	Skills:	Communication Skills for Problem-solving
	Context:	Governance Roles and Responsibilities

1:15 Governance of our organization (includes roles/responsibilities)

- Perspectives
- Most Important Values/Needs/Concerns
- Key Issues that Need to be Addressed
- Ideas to Address Key Issues
- Summarize Agreements about Governance

4:00 Evaluate Day / Plan for Sunday

4:30 End

Sunday

9:30	Overview:	Organizational Environment/Culture (includes break)
	Context:	Board Survey

Working Relationships (includes board/staff, board/ED, board/stakeholders)

- Perspectives
- Most Important Values/Needs/Concerns
- Key Issues that Need to be Addressed
- Ideas to Address Key Issues
- Summarize Agreements about Working Relationships

12:00 Lunch

12:45 Evaluate Retreat / Summarize Agreements

1:00 End

Resources

Association Magazine – www.associationmagazine.com
Articles include:
The Learning Link: Does Your Association Need An Ethics Program?
Corporate Governance Failure: What Associations Must Learn
Board Policy Manuals: Key to Effective Governance
Writing an Association Marketing Plan That Really Works
Volunteer Leadership Training - Can We Get Beyond Orientation?

Institute on Governance – www.iog.ca/boardgovernance
An excellent resource for non-profits that values many types of governance. One article of note is Not a "Tool Kit" Practitioner's Guide to Measuring the Performance of Public Programs By Mark Schacter Institute On Governance Ottawa, Canada © Institute On Governance, 2002

Non-Profit Management Education Centre
www.uwex.edu/li/learner/index.html
Nonprofit Organizational Assessment Tool by: Andrew Lewis* University of Wisconsin Extension
This 9-part Nonprofit Organizational Assessment Tool can help guide a group discussion about an organization's operations

Universalia Occasional Paper No. 23, May 1997 www.universalia.com
New Horizons in Organizational Self-Assessment by Marie-Hélène Adrien, Charles Lusthaus

Free Organizational Self-Assessment Tool www.wiley.com

This is a free tool that is taken directly from the 3rd Chapter of the Mission-Based Management Workbook, the companion workbook to the second edition of Mission-Based Management by Wiley.

Organizational Assessment – A Framework for Improving Performance
http://web.idrc.ca/en/ev-30161-201-1-DO_TOPIC.html
Charles Lusthaus, Marie-Hélène Adrien, Gary Anderson, Fred Carden, and George Plinio Montalván