

Transforming Evaluation: Strategic Results Management

(Part 2: A Case Example)

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The Challenge: Thinking is Hard

- Theory of the program / of change
- Results logic
- Contribution analysis discipline

These things are vital – perhaps the most important contribution evaluation can make to public management... ***BUT ...***



The 'Practical' Public Manager's Reality Check

- What's all this logic model + theory nonsense?
- We like filling in templates
- Real managers deal with problems and issues – not idealized outcome models
- Stop drawing diagrams and talking theories and give me something I can use!



Problem Solving and Results Logic

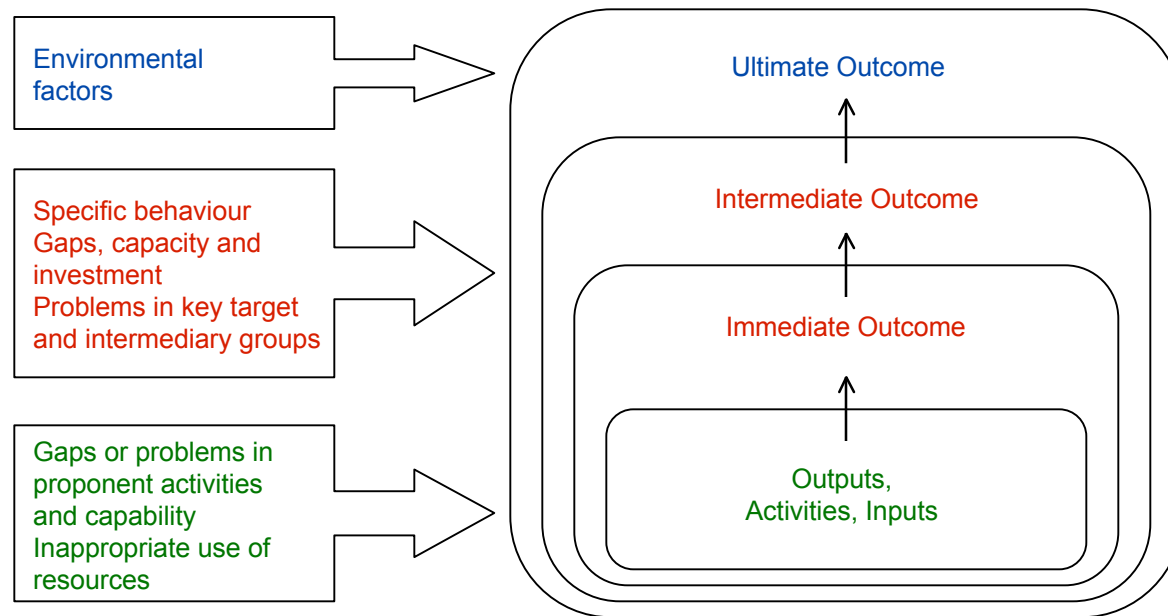
- Initiatives are in place to reduce risks and harms (or to seize opportunities)
- Expected results should be determined by analysis of the problems, challenges, risks and harms
- Problems, challenges, risks and harms can be sorted in a hierarchy



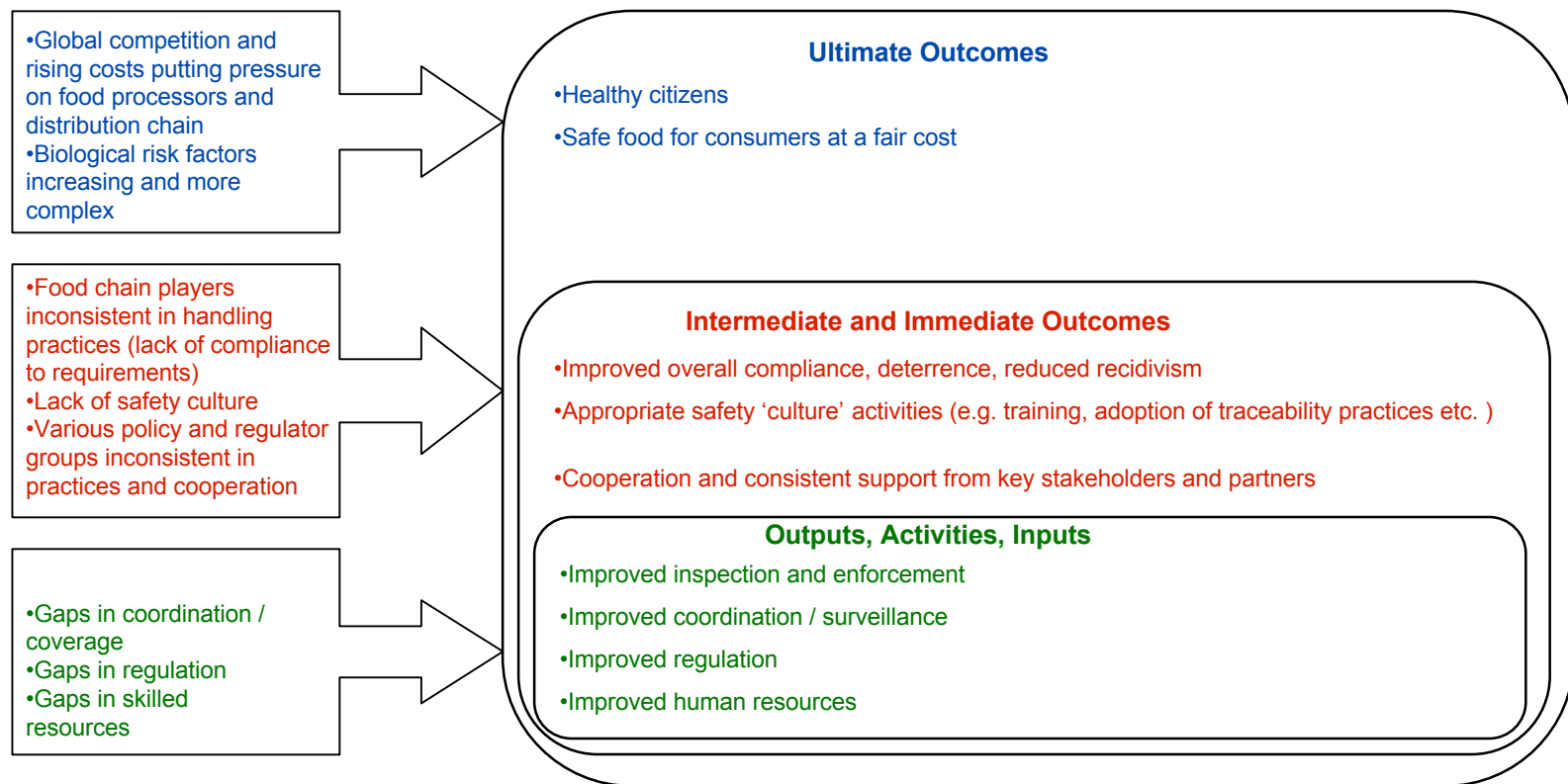
Problem / Risk or Harm Reduction Results Logic

1. Start with problems / gaps / risks / needs
 - 'Sort' from highest level conditions through to problematic community practices and capacity gaps down to involvement and participation.
 - Identify problematic agency (proponent) activities and resource gaps
2. Construct Results Chart – based on needs
 - Draw on key 'problems' to derive key results
 - Construct a logical chain or sequence from resourcing through activities / outputs up to immediate, intermediate and ultimate outcomes

Problems / Risks Determine Strategy and Results Logic



Hypothetical Example: A Food Safety Initiative





A Results Framework (Logic) for Public Programs and Initiatives

- Start with problems and risks
- Consider who and what needs to change
- Develop a sequence of changes to be made
- 'Map' the logic onto the results logic chart provided



Developing Indicators

- Relate directly to results
- As specific as possible
- Targets related to problems



Example: The Canadian Cancer Society

- Large charity (largest in Canada)
- High diversity and complexity
- Needed more consistency
- Need more strategic focus



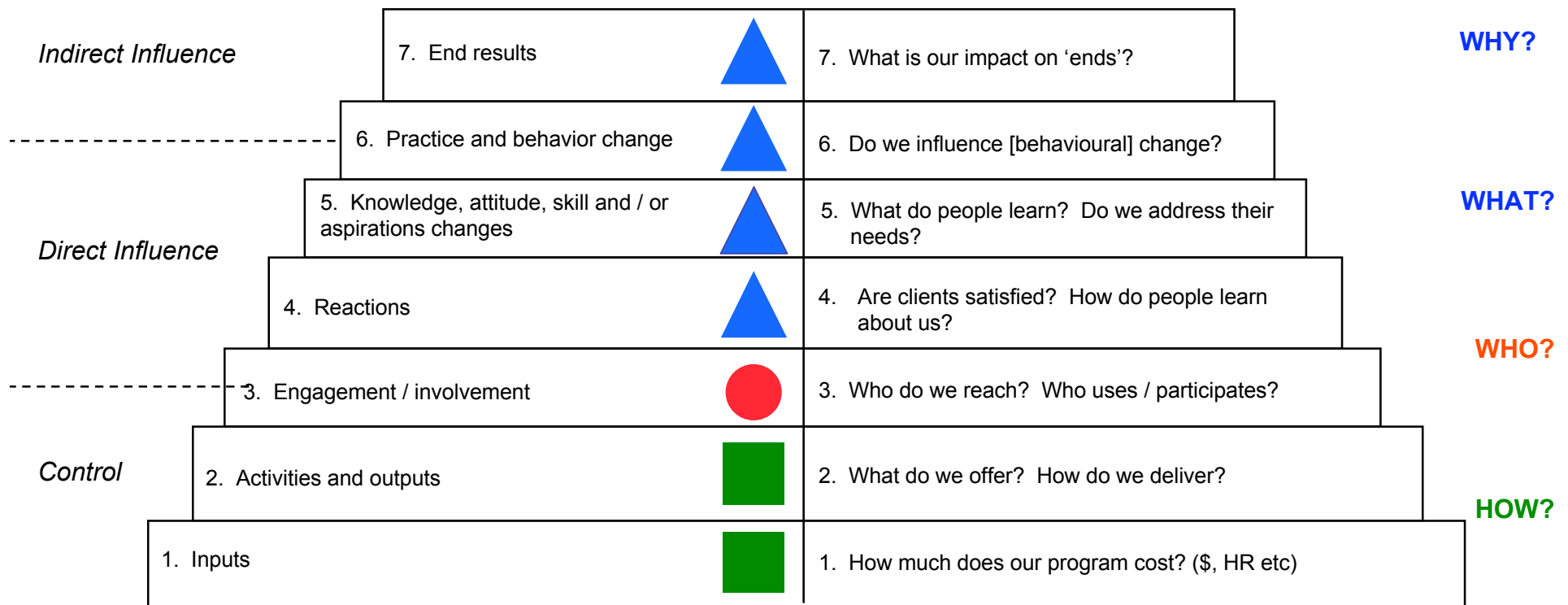
Problem-Based Results Logic and a (Modified) Bennett Hierarchy

- Look at the prevention portfolio as a set of risk areas (tobacco control, pesticides use, obesity, sun exposure, lack of screening etc.)
- Set research up on problems and trends – then construct desired results and indicators
- Impact evaluation to fill gaps – directly inform strategies

A Basic Results Chain

*Program (Results) Chain of Events
(Theory of Action)*

Key Questions



Source: Adapted from Claude Bennett 1979. Taken from Michael Quinn Patton, Utilization-Focused Evaluation: The New Century Text, Thousand Oaks, California, 1997, p 235.



A Related Sequence of Needs / Problems

A related sequence of problems:

Summary: Thousands of members of Community Y put themselves at risk of skin cancer due to excessive exposure to the sun's UV rays. This can be shown as a sequence of issues as follows:








- < The incidence of sun-related cancers is rising in Community Y.
- < Community Y shows self-assessed ratings of sun-safe precautions (e.g. clothing, sunscreen etc.) for given UV exposures which are lower than the national average.
- < Community Y does not currently have a shade policy for public spaces.
- < Market research data shows that X% of Community Y members are unaware of what appropriate precautions to take at 'high' or 'medium' levels of UV exposure.

Situation / Needs Assessment	
<p><u>Conditions (7)</u> What is the current 'state' of cancer? (Health-incidence, mortality, morbidity, quality of life, <i>social, technological, economic, environmental, political</i> [S.T.E.E.P], trends) What broad need or gap can / should CCS be trying to fill?</p>	<ul style="list-style-type: none"> < The incidence of sun-related cancers is rising in Community Y.
<p><u>Practices (6)</u> What are the current (problematic) practices in place re: cancer support in the target communities of interest? What are the coping difficulties?</p>	<ul style="list-style-type: none"> < Sunsafe precautions taken by members of Community Y are below the national average. < Tanning bed use - especially among young adults - continues to suggest risks of inappropriate exposure.
<p><u>Capacity (5)</u> Are there gaps in delivery support? What gaps exist in the CCS's target communities in terms of knowledge, abilities, skills and aspirations?</p>	<ul style="list-style-type: none"> < Community Y does not currently have a shade policy. < X% of Community Y members are not aware of the appropriate precautions to take at given UV levels.
<p><u>Awareness / Reaction (4)</u> Are there gaps in terms of target community awareness of and / or satisfaction with current information, support services, physical support, laws and regulations, or other initiatives to support needs? What are the perceived strengths and weaknesses?</p>	<ul style="list-style-type: none"> < X% of Community members are aware of the risks of UV and the risks of tanning bed exposure. This is low compared to possible levels (reference: Australia)
<p><u>Participation / Involvement (3)</u> Are there problems or gaps in the participation, engagement or involvement of groups who are key to achieving the CCS's desired outcomes?</p>	<ul style="list-style-type: none"> < Groups of concerned citizens or professionals have not yet been mobilized in this community. < No other group has yet picked up this cause. < Media attention has not been given to this subject.
<p><u>CCS Activities / Outputs (2)</u> Are there activities or outputs which the CCS does which represent barriers or gaps to achieving its objectives?</p>	<ul style="list-style-type: none"> < CCS has not focussed attention on this area, other than distributing pamphlet information.
<p><u>CCS Resources (1)</u> What level of financial, human and technical resources are currently at the CCS's disposal? Are there gaps?</p>	<ul style="list-style-type: none"> < Minimal human and \$ support has been invested in this area.











From Needs / Situation Assessment to Results

Move from Needs to Results		
Needs / Situation		Desired Results
Conditions (7) <ul style="list-style-type: none"> Increasing incidence of sun related cancer 	→	End Result <ul style="list-style-type: none"> Reduced rate of sun related cancer
Practices (6) <ul style="list-style-type: none"> Problematic level of unsafe sun and tanning behaviours 	→	Practice and Behavior Change <ul style="list-style-type: none"> Improved / increased 'Sunsafe' behaviours Reduced risky tanning practices Shade policies implemented for public areas
Knowledge, Abilities, Skills and Aspirations(5) <ul style="list-style-type: none"> Key segments do not know appropriate Sunsafes precautions for various UV levels 	→	Knowledge, Abilities, Skills and Aspirations <ul style="list-style-type: none"> Understanding of what precautions to take at various UV levels
Awareness / Reactions (4) <ul style="list-style-type: none"> Lack of awareness / reactions to UV warnings Lack of apparent awareness of need for shade in public spaces 	→	Reactions <ul style="list-style-type: none"> Improved awareness of UV levels and their implications Pick-up of need for shade messaging by media and various public institutions
Engagement / Involvement (3) <ul style="list-style-type: none"> Lack of public / institutional / other related agency involvement in Sunsafes promotion Lack of opportunity for concerned group involvement 	→	Engagement / Involvement <ul style="list-style-type: none"> Media pick-up of Sunsafes messaging Involvement of physicians groups in sun safe cases
Activities (2) <ul style="list-style-type: none"> Gap in promotional / educational activities 	→	Activities <ul style="list-style-type: none"> Promotional / educational activities and information / communication to key target groups
Resource Inputs (1) <ul style="list-style-type: none"> Gaps in resources committed to area 	→	Inputs <ul style="list-style-type: none"> Level of people, skills, knowledge, \$ applied to Sunsafes area

	Results Chain	Time Periods – Usually Fiscal Years			
		T0 [Current Needs]	T1 [Desired]	T2 [Desired]	T3(+) [Desired]
WHY?	'End' Result (7)  <i>Describe the overall trends with regard to the CCS mission and Board Ends.</i>	Recent cancer trends (incidence, mortality, morbidity, Q of L) including S.T.E.E.P. factors			<ul style="list-style-type: none"> Observed health effects and broad system changes (incidence, mortality, morbidity, Q of L)
WHAT	Practice and Behaviour Change(6)  <i>Describe the practices and behaviour of individuals, groups, and partners over time.</i>	Current level of practices re: need/problem area		<ul style="list-style-type: none"> Observed behaviour changes, adaptation, action 	<ul style="list-style-type: none"> Observed behaviour changes, adaptation, action
BY	Knowledge, Ability, Skill and / or Aspiration Changes(5)  <i>Describe the level of knowledge, abilities, skills and aspirations / commitment of individuals, groups, and/or communities.</i>	Current level of knowledge, ability, skills and/or aspirations re: issue area and services etc		<ul style="list-style-type: none"> Observed or assessed learning / commitment 	<ul style="list-style-type: none"> Observed or assessed learning / commitment
WHOM?	Reactions(4)  <i>Describe feedback from individuals, groups, and partners: satisfaction, interest, reported strengths and weaknesses.</i>	Current awareness + satisfaction level with information, services etc.	<ul style="list-style-type: none"> Reactions (satisfaction level) 	<ul style="list-style-type: none"> Reactions (satisfaction level) 	<ul style="list-style-type: none"> Reactions (satisfaction level)
	Engagement / Involvement(3)  <i>Describe the characteristics of individuals, groups, and co-deliverers: numbers, nature of involvement</i>	Current level of usage / participation / involvement by key groups (including other deliverers)	<ul style="list-style-type: none"> Level of usage / engagement / participation 	<ul style="list-style-type: none"> Level of usage / engagement / participation 	<ul style="list-style-type: none"> Level of usage / engagement / participation
HOW?	Activities / Outputs (2)  <i>Describe the activity: How will it be implemented? What does it offer?</i>	Current activities + outputs (type and level)	<ul style="list-style-type: none"> # Outputs Milestones Achieved 	<ul style="list-style-type: none"> # Outputs Milestones Achieved 	<ul style="list-style-type: none"> # Outputs Milestones Achieved
	Inputs / Resources(1)  <i>Resources used: dollars spent, number and types of staff involved, dedicated time.</i>	Current and historical\$ and HR spent Needs re: CCS capacity	<ul style="list-style-type: none"> \$ and HR spent Improvements to CCS capacity 	<ul style="list-style-type: none"> \$ and HR spent Improvements to CCS capacity 	<ul style="list-style-type: none"> \$ and HR spent Improvements to CCS capacity

AREA OF CCS MISSION / OBJECTIVES: Reduce incidence and mortality from cancers associated with U.V. exposure

	Results Chain	Needs-Results Plan Worksheet			
		T0 [Current Needs]	T1 [Desired]	T2 [Desired]	T3(+)[Desired]
WHY?	<p>'End' Result (7) </p> <p><i>Describe the overall trends with regard to the CCS mission and Board Ends.</i></p>	<ul style="list-style-type: none"> Increasing incidence of sun related cancer 			<ul style="list-style-type: none"> Reduced rate of sun related cancer
WHAT	<p>Practice and Behaviour Change(6) </p> <p><i>Describe the practices and behaviour of individuals, groups, and partners over time.</i></p> <p>Knowledge, Ability, Skill and / or Aspiration Changes(5) </p> <p><i>Describe the level of knowledge, abilities, skills and aspirations / commitment of individuals, groups, and/or communities.</i></p>	<ul style="list-style-type: none"> Problematic level of unsafe sun and tanning behaviors Key Segments do not know appropriate sunsafe precautions for various UV levels 		<ul style="list-style-type: none"> Improved / increased 'sunsafe' behaviors Reduced risky tanning practices Shade policies implemented for public areas Understanding of what precautions to take at various UV levels 	<ul style="list-style-type: none"> Improved / increased 'sunsafe' behaviors Reduced risky tanning practices Shade policies implemented for public areas Understanding of what precautions to take at various UV levels
BY	<p>Reactions(4) </p> <p><i>Describe feedback from individuals, groups, and partners: satisfaction, interest, reported strengths and weaknesses.</i></p> <p>Engagement / Involvement(3) </p> <p><i>Describe the characteristics of individuals, groups, and co-deliverers: numbers, nature of involvement</i></p>	<ul style="list-style-type: none"> Lack of awareness / reactions to UV warnings Lack of apparent awareness of need for shade in public spaces Lack of public / institutional / other related agency involvement in sunsafe promotion Lack of opportunity for concerned group involvement 	<ul style="list-style-type: none"> Improved awareness of UV levels and their implications Pick-up of need for shade messaging by media and various public institutions Media pick-up of sunsafe messaging Involvement of physicians groups in sunsafe cause 	<ul style="list-style-type: none"> Improved awareness of UV levels and their implications Pick-up of need for shade messaging by media and various public institutions Media pick-up of sunsafe messaging Involvement of physicians groups in sunsafe cause 	<ul style="list-style-type: none"> Improved awareness of UV levels and their implications Pick-up of need for shade messaging by media and various public institutions Media pick-up of sunsafe messaging Involvement of physicians groups in sunsafe cause
WHOM ?					
HOW?	<p>Activities / Outputs (2) </p> <p><i>Describe the activity: How will it be implemented? What does it offer?</i></p> <p>Inputs / Resources(1) </p> <p><i>Resources used: dollars spent, number and types of staff involved, dedicated time.</i></p>	<ul style="list-style-type: none"> Gap in promotional / educational activities Gaps in resources committed to area 	<ul style="list-style-type: none"> Promotional / educational activities and information / communication to key target groups Level of people, skills, knowledge, \$ applied to sunsafe area 	<ul style="list-style-type: none"> Promotional / educational activities and information / communication to key target groups Level of people, skills, knowledge, \$ applied to sunsafe area 	<ul style="list-style-type: none"> Promotional / educational activities and information / communication to key target groups Level of people, skills, knowledge, \$ applied to sunsafe area



Lessons Learned

- Rist-Mayne *Studies Are Not Enough* challenges and recommendations make sense:
 - Facilitating evaluative activities
 - Facilitating evaluative learning
 - Creating evaluative information
- Progress was made when these principles were implemented



The Keys

- Conceptual use before symbolic and operational use (Weiss)
- Evaluative thinking as an integrator: the language changed
- Facilitated approach with full and strong senior leadership



The 'Emerging' Solution?

- Build a structured contribution analysis into all corporate functions
- Keep language simple, structure consistent and allow for changes over time
- Monitoring and evaluation built in to management processes
- Program logic as an heuristic within results planning



The Positioning of Evaluation and Strategic Management

- Evaluation thinking needs to influence all aspects of organizational management
- Structured situation / needs assessment and reach-results thinking can help:
 - Strategic Planning
 - Annual Planning
 - Delivery
 - Monitoring + Evaluation
 - Performance Reporting
 - Learning and Adjustment



Conclusions

- Use a structured needs assessment and 'contribution analysis' to:
 - Plan + refine results
 - Set targets
 - Define measures
 - Monitor + Evaluate
 - Conduct 'Strategic Reviews'
- Integrate:
 - Approaches
 - Stakeholders
 - Processes
- Cultivate (rather than engineer) the process











Questions

- Can evaluation become invisible?
- Does a function as 'threatening' as evaluation (involving structured contribution analysis) have a chance to survive at strategic levels?
- Can evaluative thinking and conceptual use take hold in 'open' political systems ? (i.e. something beyond the 'closed loop' of the Canadian Cancer Society?)
- Does evaluative thinking (as demonstrated in this example) have the potential to change management approaches?



Select Sources / References

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