

EVALULEAD

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A GUIDE FOR SHAPING AND EVALUATING LEADERSHIP DEVELOPMENT PROGRAMS

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Sustainable Leadership Initiative

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ABOUT EVALULEAD

OVERVIEW

The purpose of the EvaluLEAD methodology is to assist in the exploration and documentation of a leadership development program's complex results. The methodology recognizes that, as an increasing number of graduates exit from any given leadership development program and begin to exercise their new learning and insights, there is a corresponding increase in the quantity, quality, variety, and duration of outputs, outcomes, and impacts whose emergence they may have helped influence. This complexity of results builds from cohort to cohort, soon challenging the abilities of program team members and others to keep up with, record, measure, and assess these results. Consequently, the full value of the program itself becomes increasingly difficult to evaluate.

The methodology further recognizes that human reality is capricious. Certain events and behaviors can be predicted with certainty; others cannot. The more chaotic the environment in which we find ourselves engaged, the farther we reach into the future, the deeper we delve into human nature, the less we know and can control or predict. It would be nice – and is in some cases possible – to link cause to effect and assume that logic, order, and stability will prevail. However, that assumption may not be warranted.

Efforts to understand and assess the worth of a selected leadership development program may focus solely on aspects of program delivery, asking questions such as these:

- How large a program staff is there, and what roles do staff perform?
- How many leaders have been or are being trained?
- How frequently do participants meet, and for what purposes?
- In what ways are participants different at the end of the program than they were at the beginning?
- How did participants enjoy the program? What was the best part for them?
- What are participants' immediate and longer-term intentions?

The EvaluLEAD methodology suggests that, while these questions are useful, tracing and gauging a program's multiple and broader influences requires a broader set of questions, or lenses, for evaluation. EvaluLEAD suggests the use of a set of nine such lenses, each focusing on distinctly different yet interconnected aspects of the selected leadership development program's results and employing different types of inquiry. EvaluLEAD provides a comprehensive framework for exploring leadership development in which participant experiences, as well as performance factors, are brought together to deepen understanding.

This Guide is intended for both evaluation and program staff to use for conceptualizing their leadership development programs. Framing their planning or evaluation activities through EvaluLEAD can help program stakeholders to:

- more fully demonstrate how participants, their organization, and communities do or might benefit from their program experiences;
- fine-tune a proposed or existing intervention so that it has farther reach and might thus better meet its goals;

- more clearly connect participation in development experiences to the program's more lofty bottom line (e.g., to change society for the better);
- promote use of learning-centered reflection as a central evaluation activity;
- pinpoint those requisite leadership competencies most appropriate for particular settings or program intentions; and
- encourage more comprehensive discussion about what works, and why.

BACKGROUND

The Population Leadership Program (PLP) of the Public Health Institute (PHI) is a project funded by the United States Agency for International Development (USAID) to support leadership development in the Bureau for Global Health. The EvaluLEAD initiative evolved in response to PLP's tasking itself in 2001 with answering a fundamental but complex question: "What form of evaluation would best help us determine if and how leadership development activities make a difference?"

PLP staff's first step in answering that question was to conduct a thorough literature review, which revealed an abundance of theories and accompanying instruments for assessing changes in individual and group leadership characteristics linked to program activity. It did not, however, uncover any comprehensive evaluation strategy for defining and gauging the overall impact of leadership development programs.

To begin to fill this void, PLP staff developed an overview of principles associated with evaluating the impact of leadership development programs, and then crafted an initial framework and discussion paper. In March 2002, in Oakland, California, this work was presented to an ad hoc group of recognized evaluation experts and colleagues from both nationally and internationally focused leadership programs. In a two-day session, more than 30 group members engaged in deep and lively discussions on the concepts presented and collaboratively developed a position paper outlining what subsequently evolved into the EvaluLEAD methodology.

During this same period, the W.K. Kellogg Foundation was completing a scan of 55 leadership development programs (including PLP) in multiple sectors to identify their varied approaches to evaluation and specifically to performance and outcome measurement. Recognizing the synergy of these two independent efforts, W.K. Kellogg Foundation invited PLP to conduct a secondary analysis to test the fit of the emerging framework against the output and outcome measures reported in the scan. Results of this exercise suggested that all of the varied measures could neatly be categorized within the EvaluLEAD framework, and further, that this framework held the potential to facilitate communication across leadership development programs, allow strengths and shortfalls of programs and program evaluations to surface more readily for cross-program learning, and make it easier to discern and articulate best practice models. Based on these findings and potential, the W.K. Kellogg Foundation offered to collaborate with PLP, PHI, and USAID in funding a Sustainable Leadership Initiative (SLI) to develop the methodology's full potential.

In April 2003, a follow-up meeting was convened in Washington, DC, to probe further into elements of the methodology and to apply it to a small set of leadership programs in the global health sector. Suggestions from this meeting guided the SLI team in further revisions and development of concrete tools for applying the EvaluLEAD methodology. In March 2004 in San

Francisco, EvaluLEAD was introduced to representatives of 17 invited organizations, whose leadership development programs ranged from start-up to established, from community-based to multisite, encompassing disparate foci including youth, public policy, scientific, community, and business leaders. These programs received training in the approach and related tools, and agreed to participate in a field test of the refined EvaluLEAD materials, which took place throughout 2004. During the field-test period, participants received direct technical assistance in developing and refining their EvaluLEAD evaluation plans, including referrals to resources and tools. They also explored selected evaluation topics with expert practitioners through conference calls, and interacted and shared learning with other field-test participants through www.evalulead.net. In December 2004, participants met in New York City to share field-test experiences and new learning. This Guide is the result.

ABOUT THIS GUIDE

As noted in the Overview, EvaluLEAD suggests the use of a set of nine lenses for exploring a program's multiple influences. Intended for use by individuals or teams, this Guide explains each of those evaluation lenses in detail and provides tools and instruction for applying them to forward-looking evaluation of leadership development programs. After explanation of the key concepts underlying the EvaluLEAD approach, a series of steps that can lead to a well-articulated and strategic evaluation plan are introduced.

The Guide is organized as follows:

- Section I explains EvaluLEAD's conceptual model, including its underlying open-systems approach and key parameters such as program and leadership context, result types, domains, and forms of inquiry.
- Section II offers an illustrative example of using the EvaluLEAD concepts to analyze a program, in a step-by-step fashion. It includes brief reiteration of the core ideas and a simple format for applying them.
- Section III provides the step-by-step process, including key questions and worksheets, through which you will think about and plan your own program evaluation.
- The Conclusion presents some final insights and is followed by a Glossary of important terms and a description of the pilot programs and comments from those who participated in the EvaluLEAD Field Test in 2004.

For clarity of presentation, this Guide sets out the steps in linear fashion. However, as with any dynamic design or planning process, much variation in application of the methodology can be expected and is encouraged. We suggest the Guide be read from start to finish the first time. In future uses, simply return to different sections and modules as needed for reference.

While formulated as an evaluation planning approach, the thought processes associated with EvaluLEAD lend themselves well to program design or continual program-improvement activities. In fact, if EvaluLEAD is used to its fullest potential, there most certainly will emerge many ideas for program redesign that could lead to broader or deeper program impacts if implemented. The framework also has potential beyond leadership development applications. A discussion of this potential is offered in Appendix 2.

SECTION I

EVALULEAD KEY CONCEPTS

“What I like best about the EvaluLEAD framework is that it encourages a program to think about transformation as if it is already happening here and now and being lived and experienced by participants, rather than as a vision to be realized perhaps some time out in the distant future.”

– Field-Test Participant

THE OPEN-SYSTEMS APPROACH

The EvaluLEAD framework assumes an open-systems perspective. It posits that both predictability and unpredictability will cooperate. It envisions that evaluative investigations of the results of leadership development programs will be journeys of discovery and lead to findings that could not have been foreseen with clarity. The purpose of these explorations is threefold:

- 1) to better understand the associations between results observed in the individual, organizational, and societal domains;
- 2) to gain an overall sense from observed patterns and examples of how a program works to accomplish its short-term objectives and broader mission; and
- 3) to share these understandings with key program stakeholders and use them as a basis for modest to major program enhancements.

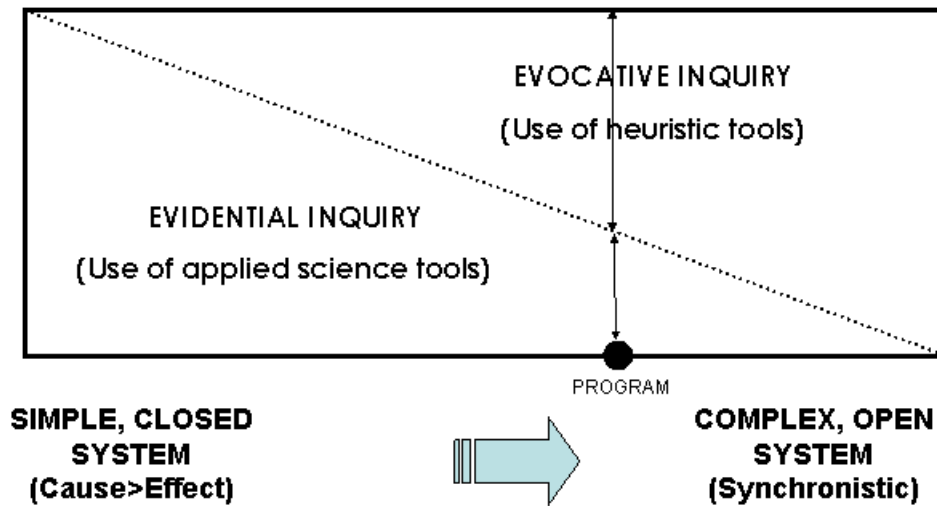
The ultimate aims of these explorations are to compile and offer a compelling overall picture of a leadership development program. By doing so, it is hoped that stakeholders will be better informed about and more intuitively sensitive to the productivity and potentials of the program, and thus be better positioned to learn together what is needed to produce more, and perhaps more dramatic, results.

A useful distinction is made in general systems theory between simple, closed systems and complex, open systems. Examples of simple, closed systems are the electrical and plumbing systems in a home. Such physical systems are viewed as “closed” because a conceptual boundary can be placed around all critical components essential for full understanding of that system. In some sense, all systems are “open” to influences beyond their respective boundaries. A power outage, for example, would affect the working of the electrical system in the home. However, except in rare situations, these outside factors can be ignored and the system can be considered as closed. Closed systems can become very complicated as more and diverse components are included within the boundary. In systems terms, however, they remain “simple” systems. What makes a system “complex” is the introduction of human elements (relationships, passions, viewpoints, freedom to make choices, and so on). The more that these elements impact the workings of a system, the more complex that system is said to be.

In economics, the level of the economic system being studied determines the type of tools most appropriate for investigations of that system. Microeconomic tools that, for example, study individual business decisionmaking are very different from the macroeconomic tools used to study or predict changes in the gross domestic product. In community-focused research, the complexity of the system being studied determines the appropriateness of tools to be used. For relatively simple systems (of varying degrees of complication but with well-defined human behaviors),

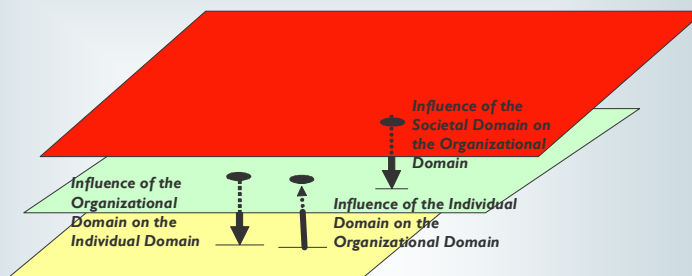
applied social science tools are suggested. However, to investigate relatively complex systems with high levels of interaction, relation building, and improvisation, an approach that defines the set of possible places in which to focus inquiry is suggested. EvaluLEAD employs such an approach to the exploration of leadership development programs to promote discovery and learning.

RELATION OF TOOLS TO TYPES OF INQUIRY IN OPEN AND CLOSED SYSTEMS

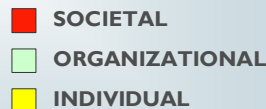


EvaluLEAD assumes an open-system view of interactions and connectivity between activities, programs, people, organizations, and communities. This perspective recognizes that participants benefiting from leadership development programs also experience a multitude of non-program stimuli and are influenced by innumerable interactions and requirements on their time and attention that are not linked to program demands and expectations.

THREE INTER-PENETRATING DOMAINS



Note: Influences can and do occur between any one domain and any other of the two domains ("open systems")



Attributing and documenting causal relationships between the program activities and the results by domains is not the aim. The more modest aim of EvaluLEAD is to map the space of the possible results that a program might expect to contribute toward. Assigning results to relevant domains and forms of inquiry better positions program staff, evaluation facilitators, and other stakeholders to make visible the program's theory and logic of change, organize data collection, and start the process of building a body of credible information in support of the program.

PARAMETERS FOR ANALYSIS

The EvaluLEAD methodology relies on identification and examination of four fundamental parameters, each of which is explained in more detail in this section.

- 1) **Context** refers to the purposes, assumptions, and expectations surrounding both leadership as defined by your project and the evaluation process.
- 2) **Result types**, or forms of change, are characterized as episodic, developmental, and transformative.
- 3) **Domains**, or social areas in which a leadership development program's results occur, are identified as individual, organizational, and societal/community.
- 4) **Forms of inquiry** that can be employed in a complementary manner to gauge and illuminate results are described respectively as evidential and evocative.

Context

Context must be considered in any exploration of program results and serves as an ongoing reference point for planning, data collection, and analysis.

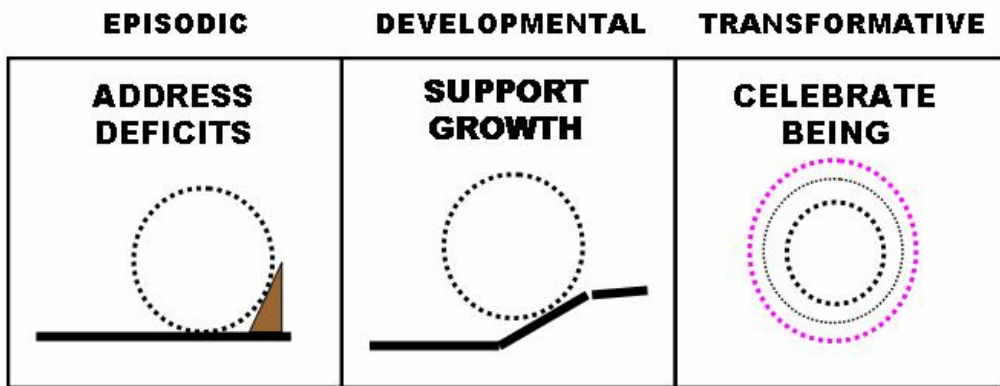
The concept of context recognizes that leadership may assume widely different forms and be expressed through varied personal and cultural styles. It further acknowledges that an existing or emerging leader's understandings of her or his leadership responsibilities and associated actions and behaviors are necessarily contextual. Similarly, a leadership development program's interventions are necessarily based on context-specific notions of leadership and related needs.

Accordingly, the evaluation of leadership development efforts must recognize and incorporate contextual realities into both the inquiries and interpretation of findings, accounting for leadership style and context, as well as program philosophy. Evaluation should not be constrained by the parameters of the methodology itself. In the EvaluLEAD methodology, context is an underlying element cutting across all other parameters.

Result types

EvaluLEAD focuses attention on three fundamentally different, yet interrelated forms of change that leadership development programs seek, and the results associated with each form. A program objective, such as enhancing organizational performance, might involve all three types of results.

- **Episodic** changes are of the cause-and-effect variety: An intervention is made and predictable results ideally follow. Episodic changes are typically well-defined, time-bound results stimulated by actions of the program or its participants and graduates. Examples might include knowledge gained, a proposal written, a conference held, and an ordinance enacted.
- **Developmental** changes occur across time; include forward progress, stalls, and setbacks; and proceed at different paces and with varied rhythms for participating individuals, groups, and communities. Results are open-ended, and less controllable and predictable than for episodic changes due, among other factors, to external influences and internal willingness and ability to change. Developmental results are represented as sequences of steps taken by an individual, team, organization, or community that reach toward and may actually achieve some challenging outcomes. Their pace may be altered by unanticipated or uncontrollable conditions and events. Examples include a sustained change in individual behavior, a new organizational strategy that is used to guide operations, and implementation of an economic development program.
- **Transformative** changes represent fundamental shifts in individual, organizational, or community values and perspectives that seed the emergence of fundamental shifts in behavior or performance. These transformations represent regenerative moments or radical redirections of effort, and they are often the “prize” to which programs aspire. Transformative results represent a crossroads or an unanticipated new road taken for the individual, organization, or community, whereas episodic and developmental results are not nearly so unexpected or so potentially profound in their consequences. Examples of transformative results include substantial shifts in viewpoint, vision, or paradigms; career shifts; new organizational directions; and fundamental sociopolitical reforms.



In an open-systems framework, episodic, developmental, and transformative change are seen as concurrent. This contrasts with closed-systems frameworks and logic models, where changes are frequently arrayed in chronological sequence – with outputs leading to outcomes leading to impacts. To illustrate: a program graduate may attend an annual gathering of graduates and come away with some new insights or a renewed contact. This would be an episodic result. That same individual might be running for a seat on the local school board as a step toward her ultimate aim of gaining a seat in the U.S. Congress. Should she succeed, this would be a developmental result along her career pathway. Her election could be considered as an isolated episodic result, but contextual considerations argue for it being considered developmental. As part of the campaign, the individual visits some classrooms in the inner city of her community and, during one visit, gains an insight that profoundly impacts the way she views public education and its possibilities, and she comes away with a radically different leadership agenda and purpose. This is a transformative result.

Domains of impact

Every leadership program has unique emphases and expectations. Some programs may primarily seek results at the level of the individual, while others will base their success largely on the generation of results at the organizational or societal levels. The EvaluLEAD methodology refers to the multi-tiered levels of program results as *domains*. There are three such domains within which a leadership development program may seek results.

- The **Individual Domain** is the space in which the most direct benefits of a leadership development program occur – the space occupied by the individuals currently participating in the program. Program graduates from previous cohorts constitute another important set of beneficiaries. Both current participants and graduates are positioned to influence the personal learning or growth of other individuals (for example, peers from work or co-members of a community task force). Hence, within the individual domain, program-associated results might be expected from current participants, graduates, and secondary contacts.
- The **Organizational Domain** refers to agencies, departments, programs, teams, alliances, or other structured groups of persons organized for a particular purpose where program participants and graduates are affiliated, and might be expected to apply their newly acquired leadership skills and perspectives. Depending on their position and the organizational culture, they may have license to initiate changes on their own or they may first need to build support and constituencies for their ideas. Additionally, individuals may be tasked with

working with outside organizations (for example, facilitating change processes in health clinics). Hence, within the organizational domain, program-associated results may occur within the “home” organizations of program participants and graduates or within outside organizations with which these individuals or their organizations interact.

- The **Societal/Community Domain** refers to the broader neighborhoods, communities, social or professional networks, sectors of society, or ecosystems to which the influences of program participants and graduates may extend, either directly or through their organizational work. The mission and *raison d’être* of many programs may, in fact, be to *influence* such results. In such cases, it is critical to include this domain within the evaluation process.

Because learning is occurring at all times, and there are feedback loops between individuals, their organizations, and their communities, change can also be concurrent at multiple levels. For instance, a change at the organizational level might trigger new behaviors back at the individual level. Further, since the relationship between a program and individual participants may be extended (such as through ongoing technical support or periodic seminars for program graduates), the flow of results from the individual to the organization and/or community may be activated on multiple occasions and lead to multiple rounds of results that reinforce, complement, or undermine others.

Forms of inquiry

Evaluations of programs that aim to affect the lives of participants they serve have frequently been criticized for focusing on numbers and not on people themselves – for counting bodies while missing souls, failing to capture the human drama and associated opportunities for affecting individuals in profound ways. To capture the “spirit” as well as the data of these programs, EvaluLEAD encourages the strategic use of two distinctly different, yet complementary, forms of inquiry:

- **Evidential** inquiries attempt to capture and represent the facts regarding what is happening to people (and by extension, to their organizations and communities). They seek descriptive, numeric, and physical evidence of program impact, and support analytical assessment of a program’s influence and worth. In evidential inquiries, we can identify facts, track markers, and compile other conventional forms of “hard evidence” to determine what is taking place that can be associated back to the program or its participants and graduates. Quantitative and qualitative methods may be used, where results are presented as data. Evidential inquiries should contribute to improved analytical reasoning about a program and its effects.
- **Evocative** inquiries seek the viewpoints and sentiments of those influenced by the program – either directly as program participants or as subsequent beneficiaries of participants’ actions. This feedback is obtained and conveyed as stories, viewpoints, or discourse through methods such open-ended surveys, case studies, anecdotes, journals, video diaries, etc., and plays to the intuitive sensitivities of those interested in assessing the program. Evocative inquiries attempt to capture and re-create some of the richness and human dimension of what is happening or has happened. Evocative inquiry is employed to wake a reaction to the change process as a whole rather than its parts.

These reactions may range from “This makes no sense!” to “I didn’t realize how much impact this was having!” Evocative inquiries should contribute to heightened intuition about a program and its effects.

The evidential-evocative distinction is different from the quantitative-qualitative distinction that permeates the fields of evaluation and social science. The evidential-evocative distinction reflects the recognition that a balance needs to be struck between valuing both what can be measured and what cannot. In the truism that “the whole is more than the sum of its parts,” evidential inquiries focus on the parts and their measurement, generally using fragmentative or reductionist approaches. Evocative inquiries, on the other hand, focus on the “more than” dimension, using an integrative approach that strengthens awareness, appreciation, and affinity for that which is being studied. Put another way, evidential inquiry supports deductive reasoning, while evocative inquiry supports inductive judgment. (See Section II, Step 8, for further discussion.)

Both modes of inquiry are applicable to all three types of results. For example, **episodic results** can be documented both through facts (evidential) and through opinions (evocative). Because episodic results are of a cause-and-effect variety, facts offer specific and concrete evidence that the results of interest have occurred. They include, as examples, counts of peoples reached and types of services provided, dates and descriptions of events of note, comparisons of pretests and posttests, and reports of new changes, and they will constitute the bulk of episodic evaluative inquiry. To deepen understanding or appreciation for these black-and-white facts, however, opinions are solicited from program participants or other critical observers. These may include participant ratings of services received; structured, open-ended feedback from key informants on the implications of processes introduced; or public opinion surveys.

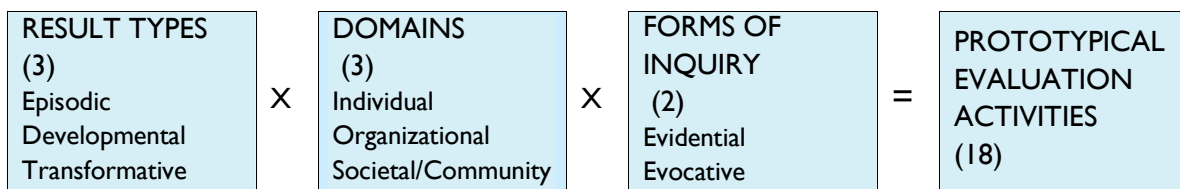
Developmental results can be documented equally through achievement of markers (evidential) and associated stories or case studies (evocative). Markers are used both as evidence of progress toward some longer-term goal and to acknowledge milestones reached along the way. For dimensionality, case histories or stories reveal challenges and struggles behind the gains observed. Stories fill in the spaces between the markers and put human faces on the data, thereby evoking better understanding of what has been achieved.

Transformative results are most immediately captured through personal reflections (evocative) of those with first-hand knowledge of what has occurred and, for “harder” results, through documentation of shifts in indicators (evidential) of health or life status of individuals, organizations, or communities affected. Because these results are unique to the individual, organization, or community realizing them, those most profoundly affected are best positioned to reflect on and share the implications of what has occurred. Such reflections may be captured through journals, interviews, focus groups, or other forms of self- or group expression. Concrete evidence of change, such as improvements in personal health (physical, mental, and/or spiritual), organizational climate, community health statistics, and quality-of-life indicators, should follow the breakthrough events in relatively short order if the events truly were transformative.

RESULTS SPACE

The EvaluLEAD methodology supports planning an evaluation that will explore the three types of results (episodic, developmental, and transformative) across all three domains (individual, organizational, and societal/community). Combining these parameters yields nine distinct lenses for focusing on the results of a leadership development program. This is a program's unique **results space**, which represents the full scope of potential results sought by a leadership development program.

Adding forms of inquiry to each yields 18 (9×2) prototypical evaluation activities. For example, one such activity might be using evidential inquiry to measure an episodic result occurring in the organizational domain. A second activity might be using evocative inquiry to illuminate that same result. A third activity might be using evocative inquiry to illuminate a transformative result in the individual domain. Each of these activities may then be prioritized by stakeholders and implemented according to the needs and resources of the program.



When combined, the evaluative investigation of three result types occurring within three domains through the use of two modes of inquiry may appear formidable. However, the remainder of the Guide offers a practical and relatively simple process for delving into this complexity and drawing out valuable understanding and insights. To make best use of the EvaluLEAD methodology, it will be useful to assume a holistic perspective. In essence, this means relating each new learning back to the whole picture – viewing this learning not as an isolate but rather as a piece of a larger puzzle that is taking shape. What is learned about some episodic result at the organizational level, for example, is interpreted in terms of both earlier results observed or documented at the individual episodic and developmental levels and potential results at the societal level. Expressed in systemic terms: Each new learning both feeds back to inform all previous learning and feeds forward to set conditions for future learning in the same and other domains and results types.

SECTION II

APPLYING THE CONCEPTS

Now that we have reviewed the basic concepts underlying the EvaluLEAD methodology, let's put them into practice. This section of the document offers a step-by-step worksheet approach with questions that guide you through using these concepts in analyzing your leadership development program and developing an evaluation plan. The example offered below uses a fictitious program, Arizona Environmental Leadership Corps (AELC), to illustrate the process. You can use this section as a reference while working through your own evaluation planning in the next section.

CLARIFY YOUR VISION

The first step in applying the EvaluLEAD methodology is to be clear about the program's overall goal or vision and how program participants and graduates will bring life to this vision.

STEP I: What changes in behavior, relationships, activities, or actions – for individuals, organizations, and communities – does the program aim to help bring about? Desired program impacts can be stated in ideal but realizable terms and do not have to be locked into timelines and numbers at the outset.

AELC EXAMPLE:

The newly created Arizona Environmental Leadership Corps (AELC) was established by the State Legislature. Its purpose is to identify, train, and support the work of environmental champions as they work collaboratively with communities, groups, and concerned individuals to protect and sustain Arizona's priceless physical environments.

Intended outcomes of the AELC program include that participants acquire skills in framing issues aimed at protecting the environment, building networks, project development and implementation, increased citizen participation, engagement of youth, observable positive changes to the environment, reduction of risks of future negative consequences to the environment, and – over time – a marked increase in selected environmental quality indicators at both state and local levels.

DEFINE THE CONTEXT

Next, it is important to examine and define both the leadership and evaluation context of your program, as discussed in the previous section. The next two questions on the worksheet address those questions.

STEP 2: Describe the context within which your leadership program operates after considering the following questions:

- **What does leadership look like in this setting? How is it defined?**
- **Which leadership behaviors are accepted and/or rejected?**
- **What overarching beliefs are accepted and/or rejected?**
- **What aspects of this programmatic context will encourage or discourage interactions and collaboration among program graduates?**
- **Which particular paradigms does the program subscribe to (e.g., scientific, bureaucratic, organic, creative, passion-driven, or other paradigms)?**

AELC EXAMPLE:

The AELC program will be housed within the State Department for the Environment and staffed by three full-time employees. AELC program participants will be selected from pools of individuals nominated by state legislators, local government leaders, and environmental action groups. As currently funded, each year, 25 new champions will receive stipends for attending 15 multihour and multiday training events during the year. Program graduates will be eligible to apply for minigrants and receive technical assistance as they identify and work on project to positively impact or protect the environment.

It will become their responsibility as environmental champions to remain alert for threats to the environment (from natural or manmade causes) as well as for opportunities to enhance and sustain the physical environs. They must be prepared to respond to competing views and claims and to manage and help overcome controversy. The most successful champions will become adept at framing and helping implement synergistic solutions. They will be guided by values learned from Native Americans, namely that decisions are to be made to benefit our children's children and their children. Too much is at stake to allow expedient, and possibly irreversible, decisions to be made. It is crucial for success that the champions create strong personal and working bonds with one another and draw continually on mutual strengths, skills, and resources. Individually and collectively they will be guided by their passion as well as by their reason. As stewards of the environment, much is expected of them.

STEP 3: Describe the evaluation context of your program after considering the following questions:

- **Who needs the information that will be generated by the evaluation?**
- **What kinds of assessment are appropriate for this environment and audience?**
- **Is there a desire for numeric presentation of findings?**
- **Is there a desire for text-based presentation of findings?**
- **What balance between evocative and evidential inquiry is appropriate?**
- **Will participants be open to sharing their stories and new learning?**

AELC EXAMPLE:

The legislative act that created AELC calls for an annual evaluation and an oral and written presentation of key findings and recommendations to the State Legislature. Ten percent of the total annual budget allocation has been set aside for evaluation purposes.

AELC staff members are designated as the evaluators but may use funds to draw on the services of outside consultants. The legislators expect detailed case studies on all projects or issue areas in which the environmental champions are engaged in key roles. However, for annual reporting purposes, they are most interested in short summaries of each project that focus on major accomplishments. They also expect some form of cost-benefit analysis on a project-by-project basis and for the program overall. While there is no specific interest in the nuts and bolts of the training, migrant, and technical-support aspects of the program, they recognize that some type of formative evaluation is needed to pinpoint program shortfalls and build on program strengths.

AELC evaluators will rely on the champions to provide documentation and self-assessments of their project work. They will also need detailed feedback from individuals, organizations, and community members who were engaged in project deliberations and disputes. Rating forms, open-ended interviews, and focus groups will be used to obtain this feedback.

DEFINE DESIRED RESULT TYPES

Evaluation of program success must be built on a clear understanding of the types of results – outputs, outcomes, and impacts – for which the program aims, across individual, organizational, and societal/community levels.

STEP 4: Take a moment to reflect on the following questions about the desired results of your program.

- **Among the many likely types of episodic results, which ones would seem most worth capturing in the evaluation at the individual, organizational, and societal/community levels?**

AELC EXAMPLE:

We will want to capture descriptive data and achievements on every project that the champions are involved with in key roles. We want to document any statewide policy changes or shifts in budgets linked to AELC. We probably ought to do some sort of pretesting and post-testing of the program participants and continue with graduates to determine what they have learned and how their views and intentions have changed or are being changed.

- **Are there any results targeted that might be categorized as “developmental”? If so, which one(s), and why would you categorize them in this way? Among the developmental results, which ones would seem most worth capturing in the evaluation at the individual, organizational, and societal/community levels?**

AELC EXAMPLE:

Yes. Developmental processes are needed at all three levels for the program to be successful. At the individual level, the environmental champions must continue to mature and hone their skills and heighten their sensitivities (regarding dialog, dispute resolution, and communication with the public and legislature). At the organizational level, we need to see maturation of organizations throughout the state with respect to their appreciation for and behaviors toward the environment. And at the societal level, we need to create a scorecard and chart increasing environmental friendliness of communities across the state.

- **Are there any program-associated results that might be categorized as “transformative”? If so, which one(s), and why would you categorize them in this way? Among the transformative results, which ones would seem most worth capturing in the evaluation at the individual, organizational, and societal/community levels?**

AELC EXAMPLE:

Yes. The intention of AELC is that the Arizona landscape will actually be transformed for the better through the concerted and responsible actions of humans rather than be adversely affected by such manipulations. The program is not meant to be purely conservational and protective; the sense is that more Arizonans and visitors can benefit from well-thought-out strategies for economic and cultural development that respects and honors the environment. This is transformative change at the societal level.

It is reasonable to expect that several of the environmental champions, as well as some of those they work with, will gain a new sense for environmental stewardship that will be career- and life-transforming for them. It is less likely, though possible, that some new or existing organizations will emerge to champion the work of the AELC in radically new ways.

DEFINE THE DOMAINS OF IMPACT

As previously discussed, every leadership development program has unique emphases and expectations regarding results at the individual, organizational, and societal/community levels. In evaluating the program, it is important to articulate expectations for each of those domains. The next few questions will help you do that.

STEP 5: Answer the following questions about expected results of the program that you are addressing through the EvaluLEAD methodology.

- **Who are the direct beneficiaries of the program?**

AELC EXAMPLE:

The environmental champions that AELC recruits, trains, and supports through mini-grants and technical assistance.

- **In their leadership roles, are these individuals expected to influence their “home” organizations? If so, in what ways?**

AELC EXAMPLE:

Yes. All champions will likely be employed in key positions within some environmental-minded organization, in a paid or volunteer capacity. At a minimum, they will be expected to transfer key learning from the program to their peers and work to see that this learning is reflected in policies, practices, and programs of that organization.

- **Are they expected to influence other “outside” organizations? If so, which ones, and in what ways?**

AELC EXAMPLE:

Yes. As advocates, they will be expected to make presentations throughout the state to forward the philosophies and strategies of the program. They will then work with interested organizations and assist them in transferring key learning to the policies, practices, and programs of these organizations. They will also encounter varied organizations (e.g., land developers or conservation groups) during disputes or project development activities and will have opportunities to influence their thinking and actions.

- **Are these individuals and/or their organizations expected to influence the broader society or community they serve? If so, which communities or societal sectors, and in what ways?**

AELC EXAMPLE:

Of course. The ultimate beneficiaries of the AELC program are current and future generations of Arizonans and visitors to the state. We have a priceless and unique physical landscape that must be protected and also enjoyed. The foremost role of the champions will be to influence decisions at all levels so that the environment is protected and sustainable.

- **Which of these three domains of influence and associated results are considered the “bottom line” of the program?**

AELC EXAMPLE:

All three are important. However, the bottom line is at the societal domain.

CREATE AN INITIAL PROGRAM RESULTS MAP

By now AELC has gained adequate understanding of the key parameters of the EvaluLEAD framework and how they apply to the leadership development program. Now that all elements essential to an effective evaluation have been clarified and articulated, it's time to put all the pieces together. This next section assists in applying the analysis performed in the previous section to develop a detailed evaluation strategy. Evaluation results can then be used to develop a plan for program improvement.

The following map consists of a 3×3 matrix, with rows representing domains and columns representing results types. Each of the nine cells has an alpha-numeric code name for easy reference. Columns in the individual domain, for example, are coded I1, I2, and I3, with the numbers distinguishing among episodic, developmental, and transformative results. Those in the organizational domain are coded O1, O2, and O3. And those in the societal domain are coded S1, S2, and S3.

Labels at the bottom of each of the nine cells suggest a form of evidential inquiry (such as “gather facts” for episodic results) and a complementary form of evocative inquiry (for example, “collect opinions” for episodic results). The proportion of space allotted to these labels suggests their relative importance for inquiries within this results cell. For example, gathering facts is suggested to be more useful than is collecting opinions, while encouraging reflection is considered to offer more to the evaluation than does measuring indicators.

Try to fill in at least one significant project-related result in each of the nine cells, unless it is clear that the program has no current or future intentions to influence a particular domain or achieve a particular type of results. Write your results statements in this form: *WHO is accomplishing WHAT*. Use short, clear statements in the active present tense. Note that the results statement in any particular row does not need to be limited to a single WHO. For example, I2 might refer to a different group of individuals than does I1 or I3.

STEP 6: Compose your results statements and place these in the appropriate cells of the map. Write your results statements in this form: WHO is accomplishing WHAT. Use the active present tense. Then, for each filled-in cell, think about what information you would want to have in order to learn more about what is happening in this result area.

AELC EXAMPLE:

EVALULEAD PROGRAM RESULTS MAP

| PROJECT: ARIZONA ENVIRONMENTAL LEADERSHIP CORPS (AELC) | | | | | |
|---|-------------------------|---|------------------------|---|-----------------------------|
| SOCIETAL/COMMUNITY Episodic (S1) | | SOCIETAL/COMMUNITY Developmental (S2) | | SOCIETAL/COMMUNITY Transformative (S3) | |
| Project teams are developing and implementing environmentally friendly projects throughout the state of Arizona. | | Communities of all sizes throughout the state are completing annual environmental-friendly scorecards, reviewing results, and taking actions to improve their ratings. | | The state of Arizona is serving as a model for the rest of the nation and beyond with regard to creative stewardship of the environment. | |
| <i>Gather Facts</i> | <i>Collect Opinions</i> | <i>Track Markers</i> | <i>Compile Stories</i> | <i>Measure Indicators</i> | <i>Encourage Reflection</i> |
| ORGANIZATIONAL Episodic (O1) | | ORGANIZATIONAL Developmental (O2) | | ORGANIZATIONAL Transformative (O3) | |
| Environmental activist groups in the state have established an advisory board to AELC and are meeting monthly to assess project proposals, review work in progress, and discuss key issues affecting the project and the environment. | | The AELC program is continually refining its practices, materials, and services with the intention of enriching its results and gaining broader and deeper appreciation for program accomplishments and objectives. | | The state Department for the Environment is undergoing a fundamental change in how it conducts business and advocates for environmental protection and development. | |
| <i>Gather Facts</i> | <i>Collect Opinions</i> | <i>Track Markers</i> | <i>Compile Stories</i> | <i>Measure Indicators</i> | <i>Encourage Reflection</i> |
| INDIVIDUAL Episodic (I1) | | INDIVIDUAL Developmental (I2) | | INDIVIDUAL Transformative (I3) | |
| Cohorts of at least 25 individuals each year are being recruited by the program and trained to work effectively as environmental champions. | | Program graduates are maintaining their connections with the program, collaborating in the preparation of minigrant applications, and helping launch projects with considerable potential to improve the environment. | | Environmental champions are gaining new insights and deepening their appreciation for environmental-friendly advocacy and project development. | |
| <i>Gather Facts</i> | <i>Collect Opinions</i> | <i>Track Markers</i> | <i>Compile Stories</i> | <i>Measure Indicators</i> | <i>Encourage Reflection</i> |

PRIORITIZE RESULTS

When viewed in its entirety, the nine-cell initial Program Results Map should offer a compelling and comprehensive picture of your program. It will also make clear that an evaluation of all aspects would be both costly and time-consuming – perhaps dwarfing the program itself. The next task, then, is to bring the evaluation design within manageable limits by setting priorities regarding the level of effort that will be devoted to each of the nine results areas identified on the map.

Looking at the suggested modes of inquiry indicated in each cell should help you understand what the search for data and feedback will entail in general terms. Working alone or with other key stakeholders, you can estimate how challenging it will be to gather the needed data and solicit the desired feedback for each result. You then need to weigh that estimate against the priority that stakeholders place on the particular result – for example, how important are demonstrations of individual change versus organizational gains to individual stakeholders? – in order to set priorities for evaluation activities. The following grid graphically represents the intersection of assessment of the data-collection challenge against stakeholder priority, to help you establish a priority ranking for each results area (cell) of potential evaluation inquiry.

WHERE SHOULD EVALUATION RESOURCES BE EXPENDED?

| | | DATA COLLECTION CHALLENGE | | |
|----------------------|------------------|----------------------------------|----------------------------------|-------------------------------------|
| | | EASY | FEASIBLE | DIFFICULT |
| STAKEHOLDER PRIORITY | H I G H | 3 Definitely Collect | 2 Worth Collecting | 2 Consider an Alternative |
| | M E D | 2 Worth Collecting | 1 Collect if Have Time | 1 Collect if Have Time |
| | L O W | 1 Collect if Have Time | 1 Collect if Have Time | 0 Ignore |

For example, if information about a specific result can easily be obtained and stakeholder interest in it is very high, the result falls into the upper left-hand cell of the grid, with an assigned score of 3, indicating that it is of highest priority. On the other extreme, if it would be difficult to collect data and feedback for a useful exploration of one of the results and there is low interest in it among stakeholders, then the corresponding evaluation activity falls in the lower right-hand cell of the grid; it receives a priority score of 0, indicating that exploration of results in that area is not worth conducting.

This process can be as involved as you like. For example, you could generate a set of priority scores based on program staff input and then establish separate scores with board members or donors. The two sets could then be averaged or juxtaposed and used in a joint discussion of the program.

STEP 7: Go back to your initial Program Results Map. Using the explained grid above, assess data-collection challenge and stakeholder interest in order to determine a priority score for each proposed results area (cell). Place the assigned priority score in the small box in the upper left-hand corner of each cell of the Program Results Map.

This process can also enable you to do a “reality check” on your initial choices and wording of results. For example, if in the process of prioritizing results you find significant areas of disagreement on the importance of a result, you might want to reframe a result so that it will earn a higher priority score. You could rewrite the original result, defining a different “who” or “what,” or replace it with an entirely different result. Similarly, where initial ideas about types of evidence you might be able to look for to document a particular result seem overly resource intensive to gather, you may want to brainstorm alternative ideas of “evidence” and related evaluation strategies.

AELC EXAMPLE:

EVALULEAD PROGRAM RESULTS MAP

| PROJECT: ARIZONA ENVIRONMENTAL LEADERSHIP CORPS (AELC) | | | | | |
|---|---|--|--|---|---|
| 3 | SOCIETAL/COMMUNITY Episodic (S1) | 2 | SOCIETAL/COMMUNITY Developmental (S2) | 1 | SOCIETAL/COMMUNITY Transformative (S3) |
| Project teams are developing and implementing projects ... | | Communities of all sizes throughout the state are completing annual ... | | The state of Arizona is serving as a model for the rest of the nation ... | |
| <i>Gather Facts</i> | | <i>Collect Opinions</i> | | <i>Track Markers</i> | |
| <i>Collect Opinions</i> | | <i>Compile Stories</i> | | <i>Measure Indicators</i> | |
| <i>Track Markers</i> | | <i>Encourage Reflection</i> | | | |
| 2 | ORGANIZATIONAL Episodic (O1) | 3 | ORGANIZATIONAL Developmental (O2) | 1 | ORGANIZATIONAL Transformative (O3) |
| Environmental activist groups in the state have established an advisory ... | | The AELC program is continually refining its practices, materials, and ... | | The State Department for the Environment is undergoing a ... | |
| <i>Gather Facts</i> | | <i>Collect Opinions</i> | | <i>Track Markers</i> | |
| <i>Collect Opinions</i> | | <i>Compile Stories</i> | | <i>Measure Indicators</i> | |
| <i>Track Markers</i> | | <i>Encourage Reflection</i> | | | |
| 2 | INDIVIDUAL Episodic (I1) | 2 | INDIVIDUAL Developmental (I2) | 2 | INDIVIDUAL Transformative (I3) |
| Cohorts of at least 25 individuals each year are being recruited by the ... | | Program graduates are maintaining their connections with the program ... | | Environmental champions are gaining new insights and deepening their ... | |
| <i>Gather Facts</i> | | <i>Collect Opinions</i> | | <i>Track Markers</i> | |
| <i>Collect Opinions</i> | | <i>Compile Stories</i> | | <i>Measure Indicators</i> | |
| <i>Track Markers</i> | | <i>Encourage Reflection</i> | | | |

DEVELOP DATA-COLLECTION STRATEGIES

When completing the previous step, you may not know the exact data-collection challenges associated with a particular result. Nevertheless, an initial assessment of likely effort versus stakeholder interest is useful, so that you invest time and effort in refining your understanding of data collection only for the most important results. After you complete a Results Investigation Worksheet for selected cells of the map (see next step), additional light will be shed on what might be required to actually explore those results. After doing so, you might return to the map and adjust selected priority scores upward or downward.

STEP 8: Fill out a Results Investigation Worksheet for each result on your initial Program Results Map that has a priority score greater than 0. Begin with the results to which you assigned the highest priority scores.

First fill in the cells indicating the name of the project, the specific result being examined, the relevant domain, and type of result. Note the suggested evaluation approach (e.g., track the markers) by filling in the bubble. Then, suggest a specific strategy for conducting an **evidential inquiry** of this result. Then, consider and note opportunities and challenges that might be faced in actually conducting the investigation of this result using the strategy.

Then devise a strategy for conducting an **evocative inquiry**. Again, note the specific strategy type (e.g., capture the stories) by filling in the bubble. Then, detail a strategy based on this suggested evaluation approach. Consider and note opportunities and challenges that might be faced in actually conducting the investigation of this result using the strategy.

The strategies and consideration of opportunities and challenges need not be very detailed at this point in the design process. It is more important that worksheets be completed for all results in the map that have priority scores greater than zero.

The strategies associated with evidential inquiry revolve around data gathering and analytical interpretation. For episodic results, you might want to identify what the principal sources of data will be and what techniques or protocols will be used to compile and analyze these. For developmental results, you might want to suggest some markers that indicate stages of advancing practice or influence (i.e., what you might expect to be reached, what you would like to see reached but is somewhat less likely, and what you would love to see reached as an infrequent but highly desired result). Again, you would also want to note the protocols that will be used to discover and gauge this progress. For transformative results, you should suggest the one or few impact indicators that would demonstrate that transformation has occurred (e.g., significant shifts in organizational priorities or spending patterns, reductions in incidents of some disease, or increases in some social indicator reflecting life quality) and the likely sources of these impact data.

AELC EXAMPLE:

EVALULEAD RESULTS INVESTIGATION WORKSHEET

| | | | | | | |
|--|--------------|------------|------------|---------------|--------------|--------------|
| PROJECT: Arizona Environmental Leadership Corps (AELC) SHEET # __ I __ | | | | | | |
| RESULT: Project teams are developing and implementing environmentally friendly projects throughout the state. | INDIV | ORG | SOC | EPISOD | DEVEL | TRANS |
| | | | X | X | | |
| <p>EVIDENTIAL INQUIRY <input checked="" type="radio"/> Gather the Facts <input type="radio"/> Track the Markers <input type="radio"/> Measure Indicators</p> <p>EVALUATION STRATEGY: Devise an online project tracking form that includes fields for entering key dates, partners, tasks, costs, intended benefits, and timelines. Train environmental champions in its use during the one-year training and have participants fill out and receive feedback on their entries at several points during the training. Instruct program graduates to complete this form for each new project in which they engage.</p> <p>CONTEXT OPPORTUNITIES AND CHALLENGES: As the number of graduates increases, the number of new projects will increase as well. This is both an opportunity (richer data and more results to highlight) and a challenge (more difficult to monitor and keep up with all the graduates and their work). It might be a good idea to select one or two individuals from each cohort and assign them to keep track of projects from their respective cohorts.</p> | | | | | | |
| <p>EVOCATIVE INQUIRY <input checked="" type="radio"/> Collect Opinions <input type="radio"/> Capture the Stories <input type="radio"/> Encourage Reflection</p> <p>EVALUATION STRATEGY: Included in the tracking form should be a field or fields in which the environmental champion indicates both key supporters for the project and key opponents. Phone or in-person interviews would be conducted with all or samples of these individuals/groups and, if appropriate, they might be assembled together for a collective interview.</p> <p>CONTEXT OPPORTUNITIES AND CHALLENGES: Arizona is a large state, and tracking down these individuals and groups will pose some logistical problems. Still, it is critical to capture their voices. Perhaps, as the program expands, we can assign field representatives to various parts of the state to conduct some interviews.</p> | | | | | | |

With all completed sheets in hand, you can now stand back and view the entire evaluation in its preliminary form and draw your own first impressions of its usefulness. Based on your assessment, you might want to return to the Program Results Map and refine some results statements and adjust some priority scores. Again, this might be done alone or as part of a collaborative process.

REFINE EVALUATION PLANS

Now, you have a solid Program Results Map and a series of Results Investigation Worksheets that include detailed information on your evaluation strategies. Your next step is to compare evaluation strategies to identify overlapping data-collection activities, and to clarify, organize, and plan next steps.

STEP 9: Complete the Method Matrix, listing your priority results. Indicate the domain and appropriate types and forms of inquiry for each. For each type of inquiry in the columns, explore the following questions to get closer to an actionable evaluation plan.

- Does the completed Method Matrix indicate any overlap in evaluation strategies?
- Are there apparent places to combine approaches?

AELC EXAMPLE:

EVALULEAD METHOD MATRIX

| EVIDENTIAL / EVOCATIVE INQUIRY | PRIMARY APPROACH | | | | NEXT STEPS | |
|--------------------------------------|-------------------------|-------------------------------------|--------------------------|---------------------------------|--------------------------|--------------------------------|
| | What are we collecting? | From whom? | How? | When? | First Priority: | Next 6 months: |
| FACTS | Project data | Champions | Tracking form | Throughout project | Design the form | Establish protocol |
| | Training gains | Participants | Pre-Post | Start and end of training phase | Design the instrument | Use with first cohort |
| | Advisory Board minutes | Board secretary | Meeting notes | At all meetings | n/a | n/a |
| | | | | | | |
| OPINIONS | Reactions to projects | Community groups | Phone interviews | Throughout project | Develop key questions | n/a (Projects start in year 2) |
| | Reactions to training | Participants | Post-event feedback form | After each event | Design the form | Start using it |
| | | | | | | |
| MARKERS | Milestones reached | Champions | Tracking form | Throughout project | Design the form | Establish protocol |
| | Quality of environment | All Arizona communities | Community scorecards | Annual | Develop scorecard | Collect baseline data |
| | | | | | | |
| STORIES | Program history | AELC staff, participants, champions | Focus groups | Quarterly | Set up first groups | One additional round |
| | | | | | | |
| | | | | | | |
| INDICATORS | Quality of environment | All Arizona communities | QOL indicators | Annual | Select indicators to use | Collect baseline data |
| | | | | | | |
| | | | | | | |
| REFLECTIONS | New learning | Participants/ Champions | On-line journals | Throughout project | Set up application | Start using it |
| | | | | | | |
| | | | | | | |

SECTION III

BUILDING YOUR OWN EVALUATION PLAN

CLARIFY YOUR VISION

STEP 1: What changes in behavior, relationships, activities, and actions – for individuals, organizations, and communities – does the program aim to help bring about? Desired program impacts can be stated in ideal but realizable terms and do not have to be locked into timelines and numbers at the outset.

DEFINE THE CONTEXT

STEP 2: Describe the context within which your leadership program operates after considering the following questions:

- What does leadership look like in this setting? How is it defined?
- Which leadership behaviors are accepted and/or rejected?
- What overarching beliefs are accepted and/or rejected?
- What aspects of this programmatic context will encourage or discourage interactions and collaboration among program graduates?
- Which particular paradigms does the program subscribe to (e.g., scientific, bureaucratic, organic, creative, passion-driven, or other paradigms)?

STEP 3: Describe the evaluation context of your program after considering the following questions:

- Who needs the information that will be generated by the evaluation?
- What kinds of assessment are appropriate for this environment and audience?
- Is there a desire for numeric presentation of findings?
- Is there a desire for text-based presentation of findings?
- What balance between evocative and evidential inquiry is appropriate?
- Will participants be open to sharing their stories and new learning?

DEFINE DESIRED RESULT TYPES

STEP 4: Take a moment to reflect on the following questions about the desired results of your program.

- Among the many likely episodic results, which categories of results would seem most worth capturing in the evaluation at the individual, organizational, and societal/community levels?
- Are there any results targeted that might be categorized as “developmental”? If so, which one(s), and why would you categorize them in this way? Among the developmental results, which ones would

seem most worth capturing in the evaluation at the individual, organizational, and societal/community levels?

- **Are there any program-associated results that might be categorized as “transformative”? If so, which one(s), and why would you categorize them in this way? Among the transformative results, which ones would seem most worth capturing in the evaluation at the individual, organizational, and societal/community levels?**

DEFINE THE DOMAINS OF IMPACT

STEP 5: Take a moment to answer the following questions about expected results of the program that you are addressing through the EvaluLEAD methodology.

- **Who are the direct beneficiaries of the program?**
- **In their leadership roles, are these individuals expected to influence their “home” organizations? If so, in what ways?**
- **Are they expected to influence other “outside” organizations? If so, which ones, and in what ways?**
- **Are these individuals and/or their organizations expected to influence the broader society or community they serve? If so, which communities or societal sectors, and in what ways?**
- **Which of these three domains of influence and associated results are considered the “bottom line” of the program?**

CREATE AN INITIAL PROGRAM RESULTS MAP

STEP 6: Compose your results statements and place these in the appropriate cells of the map. Write your results statements in this form: **WHO** is accomplishing **WHAT**? Write them in the active present tense. Then, for each filled-in cell, think about what information you would want to have in order to learn more about what is happening in this result area.

EVALULEAD PROGRAM RESULTS MAP

| | | | | | |
|---|-----------------------------|--|------------------------|---|-----------------------------|
| PROJECT: | | | | | |
| SOCIETAL/COMMUNITY Episodic (S1) | | SOCIETAL/COMMUNITY Developmental (S2) | | SOCIETAL/COMMUNITY Transformative (S3) | |
| | | | | | |
| <i>Gather Facts</i> | <i>Collect Opinions</i> | <i>Track Markers</i> | <i>Compile Stories</i> | <i>Measure Indicators</i> | <i>Encourage Reflection</i> |
| ORGANIZATIONAL Episodic (O1) | | ORGANIZATIONAL Developmental (O2) | | ORGANIZATIONAL Transformative (O3) | |
| | | | | | |
| <i>Gather Facts</i> | <i>Collect Opinions</i> | <i>Track Markers</i> | <i>Compile Stories</i> | <i>Measure Indicators</i> | <i>Encourage Reflection</i> |
| INDIVIDUAL Episodic (I1) | | INDIVIDUAL Developmental (I2) | | INDIVIDUAL Transformative (I3) | |
| | | | | | |
| <i>Gather Facts</i> | <i>Collect Opinions</i> | <i>Track Markers</i> | <i>Compile Stories</i> | <i>Measure Indicators</i> | <i>Encourage Reflection</i> |

PRIORITIZE RESULTS

STEP 7: Go back to your initial Program Results Map. Using the grid that follows, assess data-collection challenges and stakeholder interest in order to determine a priority score for each proposed evaluation activity. Place the assigned priority score in the small box in the upper left-hand corner of each cell.

WHERE SHOULD EVALUATION RESOURCES BE EXPENDED?

| | | DATA COLLECTION CHALLENGE | | |
|----------------------|------------------|----------------------------------|----------------------------------|-------------------------------------|
| | | EASY | FEASIBLE | DIFFICULT |
| STAKEHOLDER PRIORITY | H I G H | 3 Definitely Collect | 2 Worth Collecting | 2 Consider an Alternative |
| | M E D | 2 Worth Collecting | 1 Collect if Have Time | 1 Collect if Have Time |
| | L O W | 1 Collect if Have Time | 1 Collect if Have Time | 0 Ignore |

DEVELOP DATA-COLLECTION STRATEGIES

STEP 8: Fill out a Results Investigation Worksheet for each result on your initial Program Results Map that has a priority score greater than 0. Begin with the results to which you assigned the highest priority scores.

EVALULEAD RESULTS INVESTIGATION WORKSHEET

| | | | | | | |
|---|--------------|------------|------------|---------------|--------------|--------------|
| PROJECT: SHEET # _____ | | | | | | |
| RESULT: | INDIV | ORG | SOC | EPISOD | DEVEL | TRANS |
| | | | | | | |
| <p>EVIDENTIAL INQUIRY <input type="radio"/> Gather the Facts <input type="radio"/> Track the Markers <input type="radio"/> Measure Indicators</p> <p>EVALUATION STRATEGY:</p> <p>CONTEXT OPPORTUNITIES AND CHALLENGES:</p> | | | | | | |
| <p>EVOCATIVE INQUIRY <input type="radio"/> Collect Opinions <input type="radio"/> Capture the Stories <input type="radio"/> Encourage Reflection</p> <p>EVALUATION STRATEGY:</p> <p>CONTEXT OPPORTUNITIES AND CHALLENGES:</p> | | | | | | |

REFINE EVALUATION PLANS

STEP 9: Complete the Method Matrix, listing your priority results. Indicate the domain and appropriate types and forms of inquiry for each. For each type of inquiry in the columns, explore the following questions to get closer to an actionable evaluation plan.

- **Does the completed Method Matrix indicate any overlap in evaluation strategies?**
- **Are there apparent places to combine approaches?**

EVALULEAD METHOD MATRIX

| EVIDENTIAL / EVOCATIVE INQUIRY | PRIMARY APPROACH | | | | NEXT STEPS | |
|--------------------------------------|-------------------------|------------|------|-------|------------|----------------|
| | What are we collecting? | From whom? | How? | When? | Today: | Next 6 Months: |
| FACTS | | | | | | |
| | | | | | | |
| | | | | | | |
| OPINIONS | | | | | | |
| | | | | | | |
| | | | | | | |
| MARKERS | | | | | | |
| | | | | | | |
| | | | | | | |
| STORIES | | | | | | |
| | | | | | | |
| | | | | | | |
| INDICATORS | | | | | | |
| | | | | | | |
| | | | | | | |
| REFLECTIONS | | | | | | |
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| | | | | | | |

CONCLUSION

This Guide has attempted to take the mystery out of evaluation for leadership development programs - which by their nature operate in an open system - and encourage formative evaluation as a process to support learning. Using an open-systems perspective, it has offered a way to systematically examine the desired results of leadership programs and help map out the synergy between the individual, organization, and community spheres of leadership programs, making those relationships more apparent and coherent.

EvaluLEAD not only can significantly change the way that leadership programs frame their evaluation efforts and use of evaluation instruments; it also can serve as a powerful learning tool that enables program stakeholders to specify their program's desired results in richer terms and, in turn, to assess progress toward them more accurately and persuasively.

In addition to helping to clarify and make operational the programmatic vision among stakeholders, EvaluLEAD offers a way to identify gaps in a program's evaluation strategy, highlighting where an evaluation might be strongly designed for collecting some types of data and weak in taking the opportunity to capture other important information that contributes to the picture of that program's impact.

In light of all the different ways evaluation can happen, EvaluLEAD offers structures, in the form of results matrices and planning frameworks. Its use encourages both evidential and evocative inquiry approaches, and provides a systematic structure for considering how best to capture evidential information and evocative insights about the programs' effects.

Many of the 17 leadership programs that participated in the EvaluLEAD Field Test during 2004 found the framework to be a powerful tool, deepening their understanding of their organizational mission and potential, clarifying program designs and priorities, and helping to better articulate evaluative methodology. For some, this increased understanding led to shifts in programming or programmatic theory. With this approach, we encourage evaluations of leadership programs to move beyond the individual domain and episodic results to consider how program leaders want their programs to work, and what they hope they will achieve. A recurring theme in our discussions with leadership programs has been, "To a large extent, we know and do things that we cannot show we know and do." We hope you will find that EvaluLEAD provides a useful framework and process for identifying these elements and making them explicit and concrete.

GLOSSARY

closed system – a closed system is self-contained: outside events and forces are assumed to have no significant influence on the routine workings of that system.

community – a unified body of individuals; people with common interests living in a particular area; a body of persons of common and especially professional interests scattered through a larger society.

developmental – relating to changes taking place over an extended time period and building upon one another

episodic – relating to changes that occur within a prescribed time period and can be viewed as isolatable occurrences

evidential – providing or constituting observable or measurable information

evocative – generating or inviting feelings and insights

open system – an open system likely will be influenced by events and factors outside of the declared boundaries of that system

organization – a group of persons organized for a particular purpose, or a structure through which individuals cooperate systematically for a purpose

result – a consequence of a particular action, operation, or process

results space – the full scope of potential outcomes sought by a leadership development program

society – one or more communities that share a common ethos

transformative – relating to shifts in outlook, status, or consciousness that have profound influences on future behaviors

APPENDIX I: VOICES: PARTICIPATING PROGRAMS AND THEIR REFLECTIONS ON THE FIELD TEST

ALDO LEOPOLD LEADERSHIP PROGRAM – BOSTON, MA

Represented by Cynthia Robinson
www.leopoldleadership.org

The Aldo Leopold Leadership Program enhances the effectiveness of academic environmental scientists to communicate with non-scientific audiences through training in leadership and outreach. The program empowers scientists to increase society's understanding of complex environmental issues with the goal of improving policies and practices for sustainability of the planet. The nation's only leadership and communications training program exclusively for academic environmental scientists, the program raises the profile of emerging academically based leaders in the environmental sciences, encourages the support of academia for scientific outreach "beyond the ivory tower," and elevates awareness of the importance of the environment to society in general. Leopold Leadership Fellows form a remarkable network of academic scientific leaders communicating and promoting understanding of environmental science to serve people and the planet. In 2005, the program will expand to include Fellows from Canada and Mexico.

ALTERNATIVES IN ACTION – ALAMEDA, CA

Represented by Leslie Medine, Julie Lieberman Neale, Mara Mahmood
www.homeproject.org

Alternatives in Action (AIA) is a nonprofit organization founded by Leslie Medine and Diana Gordon in 1994 with the vision of creating and implementing programs that enhance the quality of education and community life for children and youth in the Greater San Francisco Bay Area. Since its inception, AIA has launched several major projects including HOME, a youth development program that engages youth in community projects; BASE, a public charter high school that prepares young people for college and the real world; and HOME Sweet HOME, a preschool with staff that educate youth in child development and partner with them to provide a quality program for children of working families.

AMERICAN LEADERSHIP FORUM HOUSTON/GULF COAST CHAPTER – HOUSTON, TX

Represented by Harriet Wasserstrum
www.alfhouston.com

The American Leadership Forum joins and strengthens diverse leaders to better serve the public good. We do this through an intense yearlong program that fosters learning and trust among experienced leaders from every sector of our community. The result is a unique forum where barriers between people are removed, issues are openly discussed, and solutions emerge that benefit the entire community. The American Leadership Forum was founded in Houston in 1981 by Joseph Jaworski. The Houston/Gulf Coast Chapter was established as a separate entity in 1989 and is now one of nine chapters.

Harriet Wasserstrum:

EvaluLEAD high - Sharing best practices with other leadership programs when we met in San Francisco. A-ha moment – That I can use non-random anecdotes as evidence to show what the program is capable of doing. Learning; continuing challenges – I really like the construct of a migration from episodic to developmental to transformative. I was already very aware of impact on the individual participant versus impact on our community. It is an ongoing challenge to be intentional about measurement, and measurement works most easily when data is collected as part of a regular process. This can be both evidential and evocative data. The goal is to change "regular" processes to include more opportunities to gather more and better data. We will continue to struggle with that. My story – I decided to scribe stories at two recent events, an ALF Board meeting and Stand and Deliver (the graduation event of the last class). I was able to get great quotes to use in our new brochure.

AMERICAN LEADERSHIP FORUM SILICON VALLEY – SANTA CLARA, CA

Represented by Mike Hochleutner

www.alfsv.org

Each year, ALF selects a group of outstanding senior-level leaders, drawing from across the spectrum of community life: the arts, nonprofits, corporations, government and politics, media, education, the professions, philanthropy, and religion. As Fellows, these individuals participate in a year-long program that begins with what may be its most critical element: a six-day wilderness experience in the mountains, during which powerful bonds are forged. Monthly seminars follow, focusing on collaboration, consensus, understanding differences, and ethics. There is currently a network of approximately 300 Senior Fellows, of whom many are Silicon Valley's most dynamic and influential leaders, including the mayor of San Jose and other regional cities; regional representative in Congress; chairmen and CEOs of Silicon Valley's most well-known companies (3Com, Adobe, Cisco, Netflix, Agilent, and more); and those running the area's educational, religious, and social service organizations.

BILL AND MELINDA GATES INSTITUTE FOR POPULATION AND REPRODUCTIVE HEALTH, JOHNS HOPKINS BLOOMBERG SCHOOL OF PUBLIC HEALTH – BALTIMORE, MD

Represented by Rob Stephenson, Gbolahan Oni

www.jhsph.edu/gatesinstitute/

The Gates Institute helps develop future leaders by enhancing their skills and enabling them to articulate and pursue a vision of change that motivates others to join them in taking well-considered risks. The Institute's leadership training also builds the knowledge base for population and reproductive health, and fosters the skills needed to deconstruct problems and find solutions. The leadership training program of the Gates Institute has three arms: degree training, short-term non-degree training, and individual skill building. The Gates Institute works with several partner institutions in developing countries to build both institutional and individual capacity for research, teaching, and leadership. One mechanism through which we build individual capacity is to bring members of our partner institutions' faculty to the School of Public Health to both audit courses and participate in collaborative research with Hopkins faculty. We are thus building leaders in three ways: by providing recognized qualifications in public health, short-term intensive skill building, and one-on-one collaboration.

Gbola Oni:

The Gates Institute leadership evaluation method utilizes similar concepts as those defined within the EvaluLEAD framework. In fact, one can say that the Gates Institute's approach is very much embedded in the EvaluLEAD framework. The "domains" of impact are the same (i.e., Individual, Organization, and Society). There are three types of effects that we consider to assess, i.e. short-term, medium-term, and long-term effects of leadership training. This gives a nine-cell evaluation matrix as in the EvaluLEAD framework. Both qualitative and quantitative data are gathered for analysis. I must, however, admit that our (Gates) approach has not fully utilized the richness in the "evocative" enquiries which help to "capture or re-create some of the richness and human dimension of what is happening." We still need to have a better understanding of the "process" of change that is taking place, and EvaluLEAD provides the means of doing this. The "Results Map" in EvaluLEAD is also a very useful and understandable chart of summary of methods and results of the evaluation.

CENTRAL VERMONT COMMUNITY PARTNERSHIP – BARRE, VT

Represented by Paula Francis, Jennifer Jewiss
www.cvtcp.org

Vermont's Youth Initiated Grants (YIG) Project originated to help position youth as leaders in their communities: youth serve as grantmakers and as grant recipients who manage locally funded programs. Philanthropic Youth Councils, established in ten of the twelve regions of the state, operate in affiliation with Vermont's Regional Partnerships – community-based initiatives which engage the commitment, assets, and energy of citizens, nonprofits, businesses, and state and local governmental agencies to improve the well-being of their communities. Guided by principles of positive youth development, the Youth Councils endorse strength-based approaches to prevention and the role of youth as leaders in these locally funded programs.

Paula Francis:

The EvaluLEAD approach encourages people to move beyond the traditional visioning of programs to living in the transformative realm as though it (transformation) has already occurred.

Jennifer Jewiss:

EvaluLEAD has taken the mystery out of evaluation by creating tools that are accessible to all stakeholders of your program.

THE EXCELLENCE THROUGH DIVERSITY INSTITUTE, UNIVERSITY OF WISCONSIN-MADISON – MADISON, WI

Represented by Hazel Symonette

The Excellence Through Diversity Institute (EDI) is a leadership development resource for the other campus workforce learning communities and many other initiatives on campus and beyond. It is sponsored by Office of Human Resource Development and the Equity and Diversity Resource Center. EDI is an intensive train-the-trainers/facilitators learning community and organizational change support network organized around self-as-responsive-instrument and diversity-grounded assessment at multiple levels. It is an intentional capacity-building community of practice that strives for excellence through creating authentically inclusive and responsive teaching, learning, and working environments that are conducive to success for all. We strive to work together at and beyond the edge – pressing the boundaries of current knowledge of self and others as well as our current skills in order to put wheels under the vision for an expansively inclusive and vibrantly responsive world-class educational institution.

Hazel Symonette:

EvaluLEAD has had great value and utility as a formative program development and developmental evaluation resource. The Investigation Space Worksheet, in particular, challenged me to more explicitly, systematically, and holistically scan and probe the EDI intervention activities for the “active ingredients,” i.e., the specific places where the intended outcomes are being cultivated among participants.

LEADERSPRING – OAKLAND, CA

Represented by Cynthia Chavez
www.leaderspring.org

LeaderSpring's mission is to foster high-performing nonprofits by strengthening and connecting the people who lead them. This mission is achieved by providing a richly diverse cohort of community-based agency leaders with a two-year, on-the-job fellowship. The LeaderSpring Fellowship exposes competitively selected community leaders to innovative practices around the country; improves their leadership and management skills; enhances capacity of the organizations they lead, and provides opportunities for peer-to-peer learning and partnership both locally and nationally. With support from professional trainers and facilitators, Fellows learn and teach one another about innovative practices in nonprofit leadership and

management. Areas of skill development include board governance, fiscal management, personnel, strategic planning, and community collaborations.

Cynthia Chavez:

By far the high of this EvaluLEAD experience was the first three-day training in San Francisco. It provided an opportunity to learn about the EvaluLEAD model, get acquainted with others working in the field, and learn about new tools and approaches to evaluation. I have never experienced a deeper or more meaningful peer learning community. It was important to expand my knowledge of other leadership programs; experience participants freely sharing tools and practices with one another; and access relevant and compelling knowledge that will surely enhance the quality of our program efforts.

A low of the EvaluLEAD experience has been due to an internal organizational challenge. During a year of growth and transition, it has been difficult to dedicate adequate staff attention toward application of the EvaluLEAD model.

There were several “aha” moments in this year-long experience. One was learning about the important use of words in constructing outcomes statements for my program. I better understand the importance of using words in the present tense, that speak to an achievable outcome, and that are written in a positive, inspiring manner.

A continuing challenge is to develop and execute a comprehensive plan that integrates the EvaluLEAD framework into our agency’s Fellowship program. Continued access to the expertise of EvaluLEAD staff would be quite useful toward this end.

My sincere thanks to all those at EvaluLEAD and at the W.K..Kellogg Foundation who made this valuable learning experience available to me and my agency!

**GRACE E. HARRIS LEADERSHIP INSTITUTE AT THE CENTER FOR PUBLIC POLICY,
VIRGINIA COMMONWEALTH UNIVERSITY – RICHMOND, VA**

Represented by Carmen Foster
www.vcu.edu/gehli

The Virginia Commonwealth University Board of Visitors established the Grace E. Harris Leadership Institute in May 1999 to recognize Dr. Harris’s 32 years of service in roles from faculty member to acting president, as the highest ranking woman and African-American leader in the university’s history. Her legacy and ideals, representing collaboration, inclusion, excellence, and positive change, are a hallmark inspiring the framework for the Institute’s curriculum and initiatives. Through various learning formats, the Institute promotes the development of current and emerging leaders in academic institutions; other public, private, and nonprofit organizations; and communities with a commitment to identify the next generation of leaders who will impact public policies and institutions. Among them, “Higher Ground,” a 9-month women’s leadership program with funding by the Jessie Ball duPont Fund, provides leadership development for women in higher education and faith-based organizations.

Carmen Foster:

Participation in the EvaluLEAD program has significantly changed the way that we frame our program evaluation efforts and broadened our use of evaluation instruments. The high point has been in using new evaluation tools at the mid-point of our women’s leadership program to dramatically enhance the outcomes of the program. These tools are now being used in all of our leadership programs as we find better ways to use this data to promote, market, and redesign future programs.

The low point has been our own organizational challenge with limited staffing and resources, hindering us from taking full advantage of all that the EvaluLEAD program offers. When we couldn’t come to EvaluLEAD, EvaluLEAD came to us. We benefited enormously from a technical assistance visit that helped us to identify some tools that we could immediately implement to enhance our work to our staff. These tools have caught the attention of other clients that we serve, broadening EvaluLEAD’s influence with other organizations as well.

INSTITUTE FOR EDUCATIONAL LEADERSHIP, EDUCATION POLICY FELLOWSHIP PROGRAM – WASHINGTON, DC

Represented by Hunter N. Moorman, Bela Shaw
www.iel.org

The Institute for Educational Leadership's leadership program, the Education Policy Fellowship Program (EPFP), is a 10-month professional development program in Washington, DC, that prepares mid-level leaders in public and private organizations to exercise greater responsibility in creating and implementing sound public policy in education and related fields. The program promotes learning in the areas of leadership and policy development among professionals in public education and related fields. EPFP began in 1964 and now operates in 11 state sites across the country. Fellows sharpen their understanding of leadership in theory and in practice, build their knowledge of policy issues and processes at state and federal levels, and extend their professional networks as they hone their capacity to shape and carry out effective public policy.

Hunter N. Moorman:

EvaluLEAD provided a powerful learning tool that enabled me to specify my program's goals in richer terms and to measure our progress toward them more accurately and persuasively.

INSTITUTE OF INTERNATIONAL EDUCATION – SAN FRANCISCO, CA

Represented by Julia Hendrickson, Jeanette Kesselman, Shrimalie Perera
www.iie.org

The Leadership Development Mechanism (LDM) is an international population initiative that facilitates leadership development in the fields of reproductive health and population in five countries: Ethiopia, India, Nigeria, Pakistan, and the Philippines. The overall goal is to strengthen emerging and established leaders in these countries in order to expand reproductive health choices and services. Key program objectives are to enhance knowledge and expand skills of 125 newly selected leaders in reproductive health and population through high-quality training experiences, with in-country and regional training opportunities; and core-build among 425 LDM and other Packard Fellows to improve family planning/reproductive health services in focus countries.

INTERNATIONAL HEALTH PROGRAMS – SANTA CRUZ, CA

Represented by James Williams, Marian Morris, Gwendolyn Smith
www.ihp.org

International Health Programs (IHP), a Center of the Public Health Institute, currently implements three reproductive health leadership programs. The International Family Planning Leadership Program II (IFPLP II), funded by the Packard Foundation and the Bill and Melinda Gates Foundation, has a primary goal to develop cadres of leaders with vision, commitment, skills, and knowledge to expand and improve RH/FP choices and services in focus countries of Asia, Africa, and Latin America. IFPLP II provides ongoing technical assistance and a forum for promoting continuous networking of reproductive health leaders. IHP has just completed the first year of a 3-year leadership development program funded by the Summit Foundation – the Youth Leadership in Sexual and Reproductive Health Program (GOJoven), which focuses on improving adolescent sexual and reproductive health (ASRH) in Belize, Guatemala, Honduras, and Quintana Roo, Mexico. IHP's Family Planning Technical Assistance Program (FPTAP), also funded by the Packard Foundation, provides administrative support and technical assistance through senior technical advisors and research associates to help guide and direct the accomplishment of the Packard Foundation's goal of making reproductive health choices more widely available and accessible in five countries: India, Pakistan, Ethiopia, Sudan, and Philippines.

Gwendolyn Smith:

The first year of GOJoven coincided nicely with IHP's participation in the EvaluLEAD field test and provided a unique opportunity to experiment with and craft evaluation program requirements and results using the EvaluLEAD framework and methodology. The overall goal of the program is to strengthen the field of ASRH by developing an influential cadre and network of young leaders who have the knowledge, skills, and vision to implement youth-friendly reproductive health policies, programs, and services in their communities. Some of the results envisioned by the program are the acquisition of skills and knowledge, building networks and alliances, strengthening institutional capacity in focus countries, fostering an enabling environment for young leaders, and achieving positive changes in adolescent reproductive policies and services. The EvaluLEAD framework helped map out the linkages and synergy between the individual, organization, and community spheres of the program, making those relationships more coherent. In turn, this overview helped operationalize the program's vision among stakeholders and clarify what we hope to achieve through GOJoven.

From the program's inception, there has been an eagerness to capture the evocative spirit of GOJoven – the “goose bumps,” so to speak. As well as legitimizing the importance of evocative information, EvaluLEAD has provided a useful methodology and tools for collecting such information and insights. The evocative dimensions of the program are especially appealing to staff, beneficiaries, and the funding agency. Likewise the exuberance of the young leaders is very suited to gathering the evocative. We collect personal testimonies, and Fellows keep journals reflecting on their participation in GOJoven. One such reflection is illustrated here: “The experiences we shared together are so emotionally fulfilling. The bond I feel we made with one another is just so real and I really love that all of us share a common passion for helping others, especially the youth of the communities we live in. I felt so comfortable with everyone that I even lost track of time at the training. ... I am now so comfortable with myself. ... In a nutshell, this training has done more than impact my life – it has changed it almost completely.”

James Williams:

To begin, let me tell you a story.

Just before traveling to NYC to attend the final EvaluLEAD workshop, I participated in the second of a series of leadership development trainings. During one of the end-of-day reflection sessions halfway through the workshop – a time when every trainer expects a flat spot in the energy and drive of participants – I listened raptly to an hour of transformational stories from a small cohort of young leaders. In the middle of these incredible descriptions of individual and team transformations – acts of true bravery, adaptations of new and sometimes dangerous conceptual frameworks, one story after another of the light bulb being lit, and the understanding that it could not ever be turned off – my “a-ha” experience came to me.

The true and lasting product of the program's intervention is this articulation of individual change and, more important, how these young leaders saw themselves as “angels of change” in their peer groups and communities. They truly see an enlightened future because they have enlightened themselves through engaging in a leadership development program with verve and insights that move them far beyond the accomplishments expected by the program's goals and objectives.

It occurs to me that this is the essence of what our program evaluation should articulate and describe. It moves me to consider just how, exactly, I will move beyond the probabilities, the actuals, and the reconciliations provided by our usual excellent evaluations to unfolding the possibilities that our collective imaginative extension of hopes can bring. It occurs to me that evaluation can be inspiring as well as informing.

Marian Morris:

EvaluLEAD brought clarity and structure to a discussion and a gut feeling that our program evaluation of IFPLP II was missing out on crucial information. We knew that the stories we heard from our Fellows were critical pieces of information that we weren't sure how to handle. EvaluLEAD concretized, legitimized, and systematized our efforts to collect and present a balance of “hard data” and “stories.” While coming late in the program's life, EvaluLEAD nevertheless arrived at an opportune moment, allowing us to revise our evaluation efforts to capture a balance of evidential and evocative information. As we embarked on a new effort to capture evaluation data in the field, EvaluLEAD brought order to the effort and to the information we collected. Because the collection of evocative data was concretized, legitimized, and systematized, evaluation efforts were efficient and confident. These new tools strengthen our ability to show results – to the entire group of trainees, to program staff and administration, to collaborators, and to funders.

LEADERSHIP ANCHORAGE, ALASKA HUMANITIES FORUM – ANCHORAGE, AK

Represented by Barbara Brown
www.akhf.org/leadership.htm

Leadership Anchorage is designed to expose the “emerging leaders” of nonprofit, neighborhood, and ethnic organizations to the larger power brokers of Anchorage and Alaska. These individuals have already demonstrated a commitment to their community, and have already shown leadership, but in one arena. By recruiting individuals from multiple arenas across the Anchorage spectrum, the program provides a Big Picture overview. The individuals and their communities gain access to mainstream movers and shakers as well as a powerfully diverse network. The goal of Leadership Anchorage is to make sure these emerging voices are heard in the mix of Anchorage decisionmaking. The keystones of the program are a one-on-one mentorship program, group projects fulfilling already-expressed needs in the community, and a series of readings in the humanities.

METROPOLITAN ALLIANCE OF COMMUNITY CENTERS – MINNEAPOLIS, MN

Represented by Jan Berry
www.maccalliance.org

The Metropolitan Alliance of Community Centers (MACC) is a partnership of twelve human service organizations that are rooted in community, building an alliance of people and agencies that can leverage collective resources and voice. MACC’s Board of Directors is composed of the CEOs of its member agencies. MACC members play critical roles in building and sustaining strong, interdependent metro area communities in Minneapolis and St. Paul. MACC’s new Strategic Plan calls for the development of an infrastructure that integrates leadership development into every aspect of its work. MACC’s vision requires growth and change in individual agency leaders, individual agencies, between agencies, and throughout the systems they touch. They include neighborhoods, financial supporters, the public sector, and the business community.

Jan Berry:

This process/framework is the evaluative tool I have been searching for to capture the transformation of lives and organizations and communities that happens every day in our neighborhoods.

MID-SOUTH DELTA LEADERS, DELTA STATE UNIVERSITY – CLEVELAND, MS

Represented by Christy Riddle Montesi, Myrtis Tabb
www.msdi.org/leadership

The Mid-South Delta Leaders (MSDL) program is a community leadership development program that serves as a means of improving the intellectual and social capital needed to drive community and economic growth in the 55-county Delta region of Arkansas, Louisiana, and Mississippi. MSDL is the only tri-state leadership program in existence in the mid-south and is a partnership among three regional universities: Delta State University, in Mississippi, which serves as the lead partner and fiscal agent; Arkansas State University, in Arkansas; and Grambling State University, in Louisiana. Class members of MSDL are chosen for their interest in creating positive change as well as their expressed commitment to the region. The curriculum is designed to improve the leadership, management, and communication skills of the participants. MSDL enables these leaders to deepen their understanding and appreciation of the Delta’s socioeconomic and cultural realities and offers techniques to bring about change in their communities.

PUBLIC ALLIES, INC – MILWAUKEE, WI

Represented by Claire Thompson, David McKinney
www.publicallies.org

The Public Allies leadership model is based on organizational values of collaboration, diversity, community assets, integrity, and continuous learning, which infuse all service and educational activities. Through full-time apprenticeships, team service projects, and an intensive training program, Allies gain skills to build healthier and more empowered communities, make nonprofits more effective and responsive, and increase civic engagement among themselves and the communities they serve.

Claire Thompson:

EvaluLEAD has enriched our existing evaluation methods by inspiring us to incorporate more rigorous evocative methodologies to our national evaluation systems. Most important, it will have greatest impact on our future eval strategy development for alumni programming in the future.

THE SCHOTT FOUNDATION FOR PUBLIC EDUCATION – CAMBRIDGE, MA

Represented by Valora Washington, Tamara Bates
www.schottfoundation.org

The Schott Foundation works to develop and strengthen a broad-based movement to achieve fully funded, quality preK–12 public education in New York and Massachusetts. Building on the lessons learned from a series of statewide diversity dialogs, we designed our newest initiative: The Schott Fellowship in Early Care and Education. This program – targeted to senior yet underrepresented leaders in early care and education (ECE) – builds upon four previous years of work in developing child and family policy leaders in communities of color. The purpose of the Schott Fellowship is to ensure opportunities for diverse and representative leadership in policy advocacy for children. Schott works to expand their networks and capacity to engage with others in creating change for children in the Commonwealth. Over time, fellows will become visible in significant positions of public policy (elected; high/policy-level public employment; appointive office; or leadership of public policy organization). The Schott Fellowship completed its pilot year in December 2004 and began its first class in January 2005.

Valora Washington:

EvaluLEAD provided a constructive framework for program visionary and planning as well as evaluation. Continuing challenges relate to communicating results. Also, a challenge is the staff needed to do everything we want to do with EvaluLEAD.

SOLUTIONS FOR ECONOMIC EMPOWERMENT AND DIGNITY – FOREST HILLS, NY

Represented by Melinda Lackey, Carlos Monteagudo
www.seed-ny.org

SEED was established in 2002 as a laboratory to devise, test, and propagate potent training methodologies that support diverse groups to achieve deep and far-reaching systemic change. SEED methodologies are designed for application to solve seemingly intractable issues, especially to build the capacity of organizations to address poverty. SEED works with groups of all sizes, types, and purposes whose members wish to be more creative, and dramatically more productive together. This includes teams, organizations, alliances, and multisite institutions. SEED responds to the needs of any group whose members recognize that the “we experience” is that catalytic missing ingredient in their work together.

Carlos Monteagudo:

The EvaluLEAD framework has dramatically changed – transformed – the potential and priorities of SEED. It proved a powerful tool to deepen our understanding of what we are doing and how to realize our vision. It helped clarify our approaches and better define our methodology. The process to create the EvaluLEAD Results Matrix was especially impactful.

Prior to defining results using the EvaluLEAD matrix, the SEED methodology was designed, delivered, and assessed in essentially three dimensions: “people, process, and product.” Today, a fourth dimension has been identified, “potential.” This addresses “S2” objectives that were previously not captured in our program design.

Recognizing that SEED’s success ultimately relies on its work in this fourth dimension sparked the idea to create a “serious game” as a blueprint to guide our client organizations into the depths of “S2” potential.

This transformed capacity has in turn led SEED to dramatically shift its plans so that now it will widely extend its pilot training operations beyond New York.

Melinda Lackey:

Among the biggest challenges facing societal change agents is figuring out how to take compelling prototype solutions “to scale” so that entire communities and populations-in-need – and not just a relative few – might benefit.

As a direct outgrowth of our EvaluLEAD experience, and working closely with Barry Kibel, SEED has developed a very exciting, interactive training tool that community groups can use to expand their organizing base, and progress from fragmentation (separate perspectives, competing agendas) to integration (co-creative engagement).

The game encourages community-building processes that increase the depths and breadth of relationships across professional, cultural, generational, and other divides. It also provides learning experiences that shift frames of reference so that groups can imagine what it looks like to operate at scale and act strategically from this broadened perspective. This product will allow the diffusion of SEED to far more groups than can be reached through hands-on, labor-intensive consultation.

SEED aims to extend the EvaluLEAD framework with other SEED diagnostic, conceptual, and evaluative tools that enable organizations and programs to base their designs and actions on a clear theory for going to scale. Such tools are not typically available to nonprofit and grassroots leaders tackling the complex root causes of our most pressing economic, health, education, and social issues.

APPENDIX 2: BEYOND THE LOGIC MODEL: EVALULEAD

Authors' Discussion January 6, 2005
John Grove, Barry Kibel, Taylor Haas

OVERVIEW

At the conclusion of the EvaluLEAD Field Test in December 2004, John Grove, Barry Kibel, and Taylor Haas were inspired to think more broadly about the EvaluLEAD approach and associated tools. Based on the foundational concepts of open-systems program design and assessment, it seemed that the framework – intact or slightly reframed – holds tremendous possibility as an alternative to the traditional logic model. Two of the authors had, in fact, conducted a daylong workshop at the 2004 American Evaluation Association Annual Conference, where EvaluLEAD was offered as a generic open-systems framework.

So in January 2005, EvaluLEAD's three authors met to explore the potential expansion of the EvaluLEAD framework (1) beyond leadership development and (2) beyond evaluation. This exploration was prompted by inquiries and suggestions on this topic from field-test participants, colleagues, and a W.K. Kellogg Foundation representative, as well as by the authors' growing appreciation for the framework and its more universal applicability.

The team pinpointed two elements that most clearly distinguish EvaluLEAD from the logic model. First, EvaluLEAD is centered on inquiring holistically about any program that seeks transformation of lives, organizations, and communities. Second, EvaluLEAD seeks meaning by including evaluative techniques that aim to evoke the essence of a program, its participants, organizations, and communities. On the issue of how EvaluLEAD works with or against a logic model, the authors determined that it all depends on what one is trying to find out and for what purpose the inquiry is used.

Haas states, *My impression is that it's not that we ignore or embed causality, and I think both of those things are true, but it's not the most important thing. It's not really what EvaluLEAD is trying to inquire about, it's not the primary source of searching in program evaluation using EvaluLEAD, where with other approaches and other methodologies that is really your main goal. With EvaluLEAD it's not. I think the approach is a little bit more interested in thinking about, "Well, what is our program about and what are all the avenues that we're expecting", and really looking for an intended effect, and thinking about where else your program might stretch to get to the goals that you're thinking to achieve.*

Kibel suggests, *Well, also implied in what you are saying is if one opts for a logic-type framework, one ultimately is hoping for replication. There is the hope of isolating and understanding those factors or connections, which when activated with regularity can reasonably be expected to lead to the ongoing, predictable, and desired results. In contrast, the EvaluLEAD is normative rather than predictive. The aim of a program using EvaluLEAD is to use the insights and feedback gleaned from the framework to get better at what the program does, to reach more levels and also to have more of an influence on developmental processes and transformational results on each level. The search is not for that one factor, or even cluster of factors, that is going to make an expected result more likely, but rather the search is for understanding regarding how all the factors might be better harmonized and orchestrated together to surpass, modestly or perhaps dramatically, current levels of performance.*

Grove adds, *I think that's an important point, Barry, and that comes back to how we look at time. And I think as we develop this further, looking at the issue of time – program time, and real-world time – it will be interesting to explore when and where programs look at things through static time or through more of an open-system relationship to time. Are the people who opt to use EvaluLEAD or another related approach more willing to look at things in terms of dynamic time, rather than static time?*

Highlights of the January conversation follow.¹

JOHN GROVE: Well, I guess to get us started, we can think about the first question: “How does EvaluLEAD differ and complement the traditional, logical framework?” That’s something that’s been coming up a lot. Craig [Russon] had an epiphany at the seminar, saying, “Hey, this is beyond the log frame.” We said, “Yeah, that’s what we’ve been thinking.” So we all feel that it offers another tool, but how does it actually do that? Maybe that can get us started on our conversation.

BARRY KIBEL: Do you want me to start with that one?

JG: Sure. Let’s just have a conversation and jump in wherever we feel we want to.

BK: Okay, good. I’ve been thinking a bit about that question. Let me start very general and then I will hone in. Benjamin Lee Whorf – I don’t know if you’ve heard of him – was a pioneer in “linguistic relativity.” His basic premise was that the language that different cultures use affects the way their members view time and space in a most fundamental way and, accordingly, the way they frame their thoughts about all aspects of reality. Whorf noted, for example, that the use of most Western languages evokes imagery of things and spaces between them, and so Westerners tend to see the world through what might be called Newtonian filters. Whereas, for example, the Hopi language, which Whorf found particularly intriguing, appears to be energy-based and flow-based – verb-like and holistic in character – and so users of the Hopi language tend to experience reality more as modern physicists, New Age thinkers, and mystics observe the world and draw conclusions about it.

It occurred to me that when we’re talking about the logic model versus the EvaluLEAD framework, we’re dealing with what might be called “representational relativity.” Let me explain what I mean. If you adopt the logic model, you automatically try to lock in your beginning point and your end points or stages. So, for example, if a leadership development program is being funded because its sponsors would like to see improvements in, say, both state and national education policy emerging from that work, then the program evaluator employing the logic model might draw two boxes way at the end, usually to the right or bottom, and label them with words referencing these ultimate two targets. Next, that evaluator might put a box way to the left or up at the top, which represents and is labeled as the starting point of the program. Then a series of boxes are drawn and labeled that connect with each other via arrows and perhaps feedback loops to form one or multiple pathways from the starting box to the two targets. And that’s sort of the logic frame, and that’s the way it’s represented conceptually. You would agree with that?

JG: Yes.

BK: Now, the difference with the EvaluLEAD framework is that the evaluator says, “Well, the program begins in the left bottom cell of activity, which we call I1 [Individual Episodic]. And everything program-wise is initially happening in that space. But as the program begins to unfold, the activities and accomplishments of some individuals are better represented in the I2 cell [Individual Developmental] and now we have two spaces within which things are being done and results are happening at the same time. It’s not that the evaluator has abandoned I1. So we have I1 going on and we also have I2 going on, and we have the two-way flows between the cells. Then at some point, near the beginning or later on, the program starts to do work leading to results in Organizational Episodic, O1. So now we have three spaces going, and we have the flows between and across the three, because while you’re doing something in O1, that activity may inform back what happens in I1 and I2; and similarly for the other two cells.” Eventually, as the program gets more and more complex, you’ve got as many as nine different fields of activity or inquiry going on simultaneously and mutually interacting. And so the notion of going from a starting point to an end point, which is the concept of the logic frame, is not the way the evaluator conceptualizes or represents the world through EvaluLEAD.

¹ The authors’ conversation was recorded January 6, 2005. The text was transcribed and edited for readability and clarity of concepts. The *** denotes a section of the conversation removed.

TAYLOR HAAS: And how does that deal with the issue of [directional] causality?

BK: The evaluator abandons that idea ... or, better stated, the evaluator embraces the fact that within and across certain cells at certain times there are causal links, but the dominant connectivity is synchronistic, synergistic, and serendipitous. For example, the fact that something the program did as an I 1 [Individual Episodic] activity triggered one or some or perhaps all individuals to progress to I 2 [Individual Developmental] and be on a developmental path, as opposed to simply having episodic experiences, is viewed as contributory but not causal. The evaluator might choose to simplify the link from I 1 to I 2 and represent it through some boxes and arrows, but it seems that there are more interesting dynamics at play.

JG: That, for me, I think, is where people are expecting a little more thinking. And for me, it comes down to thinking about this question of how we interpret and look at a program and how we make decisions using information. With a logical framework, you're using more of an analytical approach where you're breaking things down, and you're looking at different pieces of it, and not necessarily the whole picture. For example, when you develop an indicator, you're breaking down a portion of the objective into one piece of that objective that might indicate the extent to which you're getting to that objective, but it's certainly not the whole picture. So by that you're breaking down the objective and looking at the different points.

And with EvaluLEAD I feel like we've got an opportunity to look at the bigger, more holistic picture of a program. Like you say, Barry, when you step back and look at it, and you're looking at it more in terms of interpreting and making decisions. I think it allows an opportunity to pull things together, looking at the whole picture, more of a synthesis kind of an approach than analytical kind of approach. And both have value, but it depends on what kind of environment and what kind of program you're looking at.

And I think the causality issue comes down to how we think about causality, in that I think the minute we say "causal," people automatically think about more elaborate research design that we traditionally use. But I think if EvaluLEAD is to have causality embedded in it, we're going to need to think a little bit more about what that looks like and how we talk about it.

TH: My impression is that it's not that we ignore or embed causality, and I think both of those things are true, but it's not the most important thing. It's not really what EvaluLEAD is trying to inquire about, it's not the primary source of searching in program evaluation using EvaluLEAD, where with other approaches and other methodologies that is really your main goal. With EvaluLEAD it's not. I think the approach is a little bit more interested in thinking about, "Well, what is our program about and what are all the avenues that we're expecting," and really looking for an intended effect, and thinking about where else your program might stretch to get to the goals that you're thinking to achieve.

BK: Well, also implied in what you are both saying is if one opts for a logic-type framework, one ultimately is hoping for replication. There is the hope of isolating and understanding those factors or connections, which when activated with regularity can reasonably be expected to lead to the ongoing, predictable, and desired results. In contrast, the EvaluLEAD is normative rather than predictive. The aim of a program using EvaluLEAD is to use the insights and feedback gleaned from the framework to get better at what the program does, to reach more levels and also to have more of an influence on developmental processes and transformational results on each level. The search is not for that *one* factor, or even cluster of factors, that is going to make an expected result more likely, but rather the search is for understanding regarding how all the factors might be better harmonized and orchestrated together to surpass, modestly or perhaps dramatically, current levels of performance.

JG: I think that's an important point, Barry, and that comes back to how we look at time. I think as we develop this further, looking at the issue of time, and program time, and real-world time, is a really interesting pocket to look at and think about in terms of does this program look at things through static time or does it look at things through more of an open-system relationship to time. Do the people we're working with use EvaluLEAD or another related approach, are they willing to look at things in terms of dynamic time, rather than static time?

One thing I want to make sure that we talk about, though, being evaluation professionals, we have to have a bag of tools with which we can work. And while we'd like maybe to use EvaluLEAD-type tools all the time, we can't always do that. So I think it's important for us to think and talk a little bit about how could EvaluLEAD complement a program that's looking at things through a log-framed perspective, or can't it complement at all, because sometimes it's not a matter of either/or? Obviously, we might want to get a dynamic program to move into more of an EvaluLEAD mode, but can we think of some ways that EvaluLEAD can actually complement what people are already doing with the log frame?

BK: Well, if you take the evidential evocative piece and drop the evocative and just think of each of those boxes as evidential, then it already begins to collapse back toward the log frame. The big advantage of having the evocative is to say, "Hey, wait a minute, don't think strictly in terms of causal connections that are going on, but actually breathe in that space, experience that space, feel what that space, and how that space as a whole informs you." And that's where you get that change in time that you're talking about. A static time and dynamic time, I'm not quite sure what that means. Maybe you should elaborate on it. But I think in terms of the two Greek concepts of Kronos and Kyros, where Kronos time is clock time, where Kyros time is more being in time, the present. It's experiencing the here and now. And I think that's what the evocative is meant to get at.

JG: Yeah, I guess the static and dynamic time, I'm thinking along the same lines as you, Barry. I'm thinking along the same lines as the Greek time that you're talking about. My perspective comes from, though, get a grant and you give a grant for two to three years. There's always a time-bound component. The log frame embraces, or is able to stick to the static time in setting benchmarks, and looking at what's feasible, given a certain amount of time. And I feel like what undergirds the log frame is a rigidity that allows those people who think in terms of two- and three-year time intervals to drill into it a little bit more ... they can resonate with it. The EvaluLEAD approach is what I think is a more realistic notion of how things really happen in the world. That was my point about that. Not really a point, more of an observation, I guess.

TH: To go back to one of the points or the question that you posed just a minute ago, John, about where is EvaluLEAD appropriate and where is the log frame appropriate, I don't think that they're necessarily mutually exclusive, but I think that what we've seen in the field test is that even though people are entrenched – sometimes their current log-frame thinking and perhaps also their evaluation systems are already set and geared that way, and their stakeholders are expecting reporting and evaluation results on that model – that they've benefited from thinking through their program, using the EvaluLEAD framework, and it's opened up different ways of seeing areas that they can change in their program to get to the results that they really intend to get to, that they really are seeking to get to, especially in the transformative realm, or in the societal and organizational realms, when we're talking about leadership programs that are working with individuals. And so I think that's one way that it can be a complementary framework to the log frame.

Another thing is one of audience and something that both of you have touched on earlier, about who does this approach make sense for? And John, you said something earlier about people who aren't really seeing the world that way, and Barry, actually, in an earlier conversation, had said something about programs trying to work in a space that's intentionally relationship based, where causality is much more difficult to establish, or to even think about in the first place, such as leadership. But those are natural kinds of programs for people who are going to be thinking this way and will be a good audience for EvaluLEAD. For very highly structured and mechanistic types of intervention, EvaluLEAD may not ... while it could be useful for thinking about your program and evaluating it, it may not be the most appropriate initially. So that's my thought.

JG: Well, that's a good segue into our Question Number Two, which is how can we think of applying EvaluLEAD concepts to programs that don't focus specifically on leadership development? And Taylor, your point made me think about what would an evaluation scheme look like for a disaster relief food program, like with what's going on right now in Southeast Asia? It's a straight-up delivery of goods to people who need it. Now if we think about that kind of program or even a more vertical one, like in the field we work in, of family planning, a condom social marketing program or something that's a bit more vertical.

If we look at it through the lens of a logical framework, we're looking at the objective of feeding people, or the objective of gaining new acceptors of condoms, right? So that's a very straightforward, quantifiable kind of objective to work with in terms of developing a logical framework, a pathway, you know, getting from input of funds to commodity, to existence of the good, to delivering it, to acceptance, right?

If we were to think of those same two programs, though, in terms of EvaluLEAD, we could still cover those very fixed, quantifiable elements, if you will, but EvaluLEAD would add a whole other layer of investigation to that process. For example, if it's a disaster relief program, you would be going beyond just the delivery of bags of rice to the rebuilding of a community to the transformation of the community to being able to farm or something like that.

So I think that it is hard to think of them as exclusive, and I agree with what Barry's saying, that elements of a logical framework and pathway kind of thinking are somewhat embraced in the evidential side. So that's my rant on that. I don't know where I went with that ...

BK: But notice what you did, when you were talking about the logical model, you were talking about getting food to people. And it was pretty much episodic. I mean, it may add a complexity by talking about improving the delivery systems and so on, getting to the organization realm, but it's still ultimately about getting episodic results. Whereas when you then began to think with EvaluLEAD, you're immediately thinking about long-term restoration and transformation of a devastated area to something that's healthy again. So you actually changed the frame of reference. And once you change that frame of reference, it seems foolish to think of in terms of the logic model. It's just that the logic model is too linear.

JG: Yeah. Taylor, what do you think?

TH: Well, I was thinking about your two examples, and that the logic model doesn't really capture, again, the relationships and the personal side of the dynamic. EvaluLEAD really attempts to capture that through the evocative. And that's where, I think, it paints a better picture, and you actually end up learning more about why your intervention or your relief effort or whatever it is, is successful. You need to understand the relationship side, and people's reactions more than just whether you achieved your goal.

BK: And again, of course, we can't forget that final column of the EvaluLEAD matrix, that elusive transformation column, because in the logic model one doesn't talk about transformation at all. It talks about change but not transformation. In the EvaluLEAD model, we argue that transformation is always possible, and in fact, transformation is the fuel for complex systems change, whether at the individual, organization, or systems level. And, even as we look at the episodic and developmental results, we view the changes taking place more in terms of consciousness raising than would be the case if we were applying logic model filters.

JG: So can we think of a couple things we would actually collect in terms of evaluating against this grand scheme that we have?

BK: Well, any one of those items is an opportunity for inquiry. Whether we're looking at teaching people something or creating a safe place for people to sleep or safe water supply to drink, or changing the social infrastructure, I mean, no matter where we look is a place where things are happening. Putting an evaluation lens on them might help us to figure out a way to improve them. And so that's why we ordered the EvaluLEAD framework, because it lays out all the possibilities for inquiry, and then says, "All right, now we apply a little rating scheme and say which of these are the ones that would seem to be most fruitful and most interesting to whoever's paying the evaluation bill, or who wants the evaluation to provide good insights," and off we go.

JG: Well, let's go further on that to who's paying the evaluation bill. Say we've had two years of activity on a rehabilitation program, and it's time for us to give our assessment of how effective were we, what happened, what kind of transformation are we able to make. What would be our approach in communicating the results to those stakeholders, both to the community and to the funders?

BK: So again, in the classical logic model, extrapolated in form, there would be a bottom line that everybody's looking for. So everything would have been translated into a quality-of-life indicator, and we would be ... we measured quality of life at the start, and we have measured quality of life now, and we got sufficient impact, and we can turn that into dollars, or we can have a cost benefit, all the better. That's where you're driven, through the logic model. Whereas using the EvaluLEAD process, we're simply saying, during the last two years 127 different things have been going on, different scales and different purposes, and what we'd like to do is to report on as many of those as we have time for, highlighting those things that have been most successful, and highlighting the things that are the least successful, suggesting how we can improve even further on the former, and how we might change the latter.

JG: I can picture charts, and things like that, that are compilations of different markers that we were tracking, also quantifying the number of certain episodes we're interested in, such as trainings. And then on the evocative side, I would see either bringing the funder to the site, to the place, and hearing some of the stories of the people who have been involved, giving them a chance to actually experience what it's like to be there, what the work environment is like, but also what, not just be able to see on the graphic quality of change, but also be able to hear stories from the people who have actually had their quality of life either improve or not improve and say why, and try to involve people in that, or even using some tools such as video or interviews and things like that to hear audio with people, to, you know, really try to get them in that place. I think it's Hazel [Symonette] who always says "spaces and places ..." I kind of like that, that idea where you're inter-subjectively pulling the person into what's actually happening. And I actually know that, well, some might believe that an objective distance allows more objective decisionmaking. To me, I think an actual presence in the situation improves your ability to make those decisions.

BK: I would agree with all that, John. The only thing I might add to it would be that, whereas with the classical framework, measurement stops at the point of presentation, with the evocative, one could be talking about where one has come from and where one is, but one also has the opportunity to share where one's going, and one's hope for the future, so the evaluation presentation is just a point in time, as opposed to an end result.

JG: And I think that that evaluator and the project manager would want to set it up that way. They would want to say that, it's somewhat summative in that we're able to look at the last two years, but it's really one point in time that we're having a discussion. And really, to invite the funder and other stakeholders, you know, into the discussion. I think that's a good point, to look at it in terms of what kind of new information can we actually generate out of this opportunity to discuss this?

BK: See, what you've done now is you've shifted from a participatory consciousness, which is, again, a key feature of EvaluLEAD.

TH: Barry, you brought up the idea of the quality-of-life indicator. But that's not something that's excluded from EvaluLEAD, so that would be definitely included on evidential area. We do want to have evidence that helps us with our analytical decisionmaking, but we also don't want to ignore the other side of it. I heard on NPR recently, there was a journalist coordinating a lot of other journalists that are covering some of the tsunami relief effort, and they're having a meeting every day to go over what's going on, and to make sure everyone knows what's happening, and they're starting off their meetings by asking people, "what made you cry today?" And they're sharing these really, really sad stories so it's a good way for people to hear what's happening from other people, it's also kind of a nice cathartic, a way to get rid of the emotions, but it's also a wonderful way to collect stories, and it's not necessarily with that question, but you could probably sense that as time goes by, the answers to that question would shift, and that that kind of data collection or story collection, reflections, would be a way to capture things over time.

BK: Well, good. So again, you know, just reflecting on what you just said, what occurred to me is that you were talking about, well, the indicator's also important for people so they have an analytical perspective. As long as the intention is to produce better things to make life better for people, then the analytic always has a role. But if the feeling is, that it's relationships that underpin everything, and it's making or creating spaces for deeper, more intimate, more genuine relationships, then the evocative comes into play. There can be a tendency with EvaluLEAD for people to see the evocative as sort of a nice emotional frill, to kind of add some color to the black-and-white hard stuff of the evidential, but I think that's missing the important point that, in some cases, it's the relationships and the spaces for relationships which are ultimately important, and the things are just a secondary backdrop for that.

JG: Yeah.

TH: I also think that there's a way to look at relationships with an evidential eye. You know, and we can talk about social networks, and there are ways to, you know, do that sort of spatial mapping that represents the way those relationships change over time or networks grow and things like that, so I don't think that it's necessarily that the relationships are exclusively on the realm of the evocative.

BK: I wonder if that's true?

JG: Depends on how you're looking at it and why you're looking at it ...

BK: If you're doing network analysis, you talk about how many contacts were made, and what the purpose of those contacts were, then it's evidential. But if you're getting into the way that people were affected by those relationships, it's purely evocative.

TH: Right.

JG: Definitely. Well, does anybody have anything they'd like to add? No? OK. I feel like we've had a good discussion. I look forward to sharing it with people.