Thinking back, moving forward:
Celebrate and evaluate...to renew

May 28, 2015 • 10:30 a.m. – noon

Guest Speakers

Denise Bishop-Earle
Art Starts
Co-Chair, Lawrence Heights Inter-Organizational Network

Owen Hinds
Pathways to Education, Unison Health and Community Services
Steering Committee member, Lawrence Heights Inter-Organizational Network

Gillian Kranias
Consultant, HC Link

Kim Hodgson
Consultant, HC Link

RECORDING NOTICE: This webinar is recorded and will be made available to the general public on the HC Link website.
Collaborative Partnership Series
Overview

Part 1 - Thursday, April 23, 10:30 a.m. – noon
The Genius of Partnerships: New relationships and diverse perspectives within a common vision

Part 2 - Thursday May 7th, 10:30 a.m. – noon
An Eye on the Vision, An Eye on the Road: Working together for change

Part 3 - Thursday May 28th, 10:30 a.m. – noon
Thinking Back, Moving Forward: Celebrate and evaluate...to renew
Collaborative Partnerships

Six Activities for successful partnerships

Connect

Foster shared understanding

Create a shared vision

Plan collaboratively

Work together for change

Celebrate, evaluate & renew
Partnerships: variations on a theme

What’s in a word?...
- Network
- Collaborative
- Partnership

Diverse Structures
- formal or informal
- simple or multi-layered
- multi-sectoral
- topic-focused
- population-focused

Different Functions:
- Knowledge networks
- Policy and professional networks
- Community action networks
- Service coordination and improvement networks

What’s common?
- Complexity!
“On-the-journey” Learning Strategies:

• Listen and learn from partners with experience in collaborative work from other cultures.
• Co-attend workshops and events with partners.
• Make time for regular evaluative discussions about process learnings.
• Learn to recognize, value and “practice” the six activities of successful partnership work.
Learning Objectives

This series:
Learn more about the cyclic nature of partnerships, gain new insights, revitalize your toolbox, make new connections

This webinar:
Look at ways to include regular celebration and evaluation activities within your partnership efforts - for continuous learning, effective planning and renewing collective energy and commitment.
Today’s Agenda

1. Introduction
2. Participant experiences
3. Stories from the field
   - Denise Bishop-Earle and Owen Hinds
4. A touch of theory
5. Hands-on resources
6. Peer sharing and discussion
Participants’ Comments:
Challenges to partnerships

✓ The extra time it takes to work with multiple stakeholders and partners.
✓ Communicating in a language that is understood by all diverse parties sitting around the table
✓ Ensuring all voices are heard
✓ Knowing when to continue sustaining a collaboration and when to walk away
Participants’ Comments:
The best of partnership work

- Understanding the perspective of others
- Learning and growing together
- Pooling of knowledge and resources to further action
- Diversity of ideas and energy generated by the group
What makes evaluating partnerships (and networks) especially rewarding, or especially challenging?
Stories from the field

Now speaking:

Owen Hinds
and
Denise Bishop-Earle

Lawrence Heights
Inter-Organizational Network (LHION)
Stories from the field

Now speaking: Owen Hinds and Denise Earle
Lawrence Heights Inter-Organizational Network (LHION)
Stories from the field

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Lawrence Heights Inter-Organizational Network (LHION)
Stories from the field

Now speaking:
Owen Hinds
and
Denise Earle
Lawrence Heights Inter-Organizational Network (LHION)
Further discussion with our guests: Owen Hinds and Denise Bishop-Earle

Lawrence Heights Inter-Organizational Network (LHION)
A Touch of Theory

www.flickr.com/photos/christopherdombres
Defining Evaluation

“Evaluation is a systematic and intentional process of gathering and analyzing data (qualitative and quantitative) to inform learning, decision-making, and action.”

- Hallie Preskill and Srikanth Gopal, FSG
Evaluation, Simply

To draw it most simply:

Popular Education theory calls this loop: Action – Reflection – Action

Continuous Quality Improvement theory calls this loop: Plan – Do – Study - Act
“Stop (Just) Measuring Impact, Start Evaluating”

May 2015 Blog post by Srik Gopal, FSG


• It helps us get to the “how” and the “why”

• It helps us understand what works in context
  • under what conditions? in what contexts? for what groups of people?
  in what ways? and to what extent?

• It helps us comprehend what factors are helping and hindering success
The Power of Language & Cultural Issues

Some Options:

- Reflection
- Evaluative Learning
- Evaluative Co-learning
- Reflective Practice
- Strategic Learning and Evaluation
- Continuous Improvement
- Communications
Why Participatory Evaluation?

• Emphasize the most relevant questions.
• Advance equity among group members.
• Build skills.
• Spark creativity and innovation.
• Share results the ecological way.
• Choose the shoe that fits.
• Have fun and energize your connections.

Adapted from: The Community Tool Box, University of Kansas
## Traditional vs. Evaluative Learning Approach

Source: Unison EIP Workbook
http://unisonhcs.org/resources/eip/

| Traditional Research & Evaluation | This is a Continuum[^26]
|----------------------------------|---------------------------------------------------------------|
| One staff person leads evaluations | Ask (and document):
  * Where do we fit today?
  * Where do we want to move to? |
| One staff person defines what to evaluate and how | Stakeholders collectively decide what to evaluate and how |
| One staff collects and analyses data | Stakeholders share roles in the collection and analysis of data |
| Evaluation findings may or may not be used for change | Collaboration among many stakeholders builds commitment towards using findings for change |
| Capacity is only built in the program staff person | Capacity is built among staff, leaders, participants and other stakeholders |

[^26]: The Continuum is a framework that assesses the level of involvement and control stakeholders have in the evaluation process.
An Evaluation Framework for Partnerships

- Network Connectivity
- Network Health
- Network Results

“Framing Paper: The State of Network Evaluation”
Network Impact and Center for Evaluation Innovation (July 2014)
www.networkimpact.org/the-state-of-network-evaluation-a-guide
Decide why and what you want to evaluate.
Elaborate a plan.
“What?” - collect stories, perspectives and ideas.
“So What?” - discuss and identify patterns & key learnings.
“Now What?” - explore implications and options for action.
Talk to others about your learnings.
Celebrate your accomplishments!
1. What do we want to learn about and document?

2. What mix of methods will we use?

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>When</th>
<th>Key Questions</th>
<th>Documentation (where relevant)</th>
<th>Resources</th>
<th>Lead(s)</th>
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<td>Sub-committee Updates</td>
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<td>Evaluative Discussion(s)</td>
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<td>equity-advancing techniques)</td>
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<td>Questionnaire Survey(s)</td>
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<td>Activity/Outputs Data Analysis</td>
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<td>Focus Group(s)</td>
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<td>Planning Day</td>
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<td>Other ___________________________</td>
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3. How will our learnings inform our planning and action?

Adapted from Unison template http://unisonhcs.org/resources/eip/
### PRINCIPLES* for the Evaluation of Health Promotion Initiatives

*Source: Irv Rootman

**Participation**
- Who do we mean by “all stakeholders”?
- How can we increase participation of people with lived experience in our evaluative learning activities?

**Multiple Methods**
- How can we collect diverse types of data: quantitative, qualitative, and alternative (e.g. arts-based methods)?
- How can we mix formal and informal data collection?
- How can we mix process and outcome evaluation?
- How can we mix opportunities for anonymous and group feedback?

**Capacity Building**
- What evaluation activities can enhance capacity for reflection, co-learning, and mutual understanding among partners?
- How might we use collaborative analysis activities (based on group feedback or anonymous individual feedback data) to build capacity?
- How can our overall process build equity so that next time around, different stakeholders can take on stronger leadership roles in our evaluation efforts?

**Appropriateness**
- Is it culturally appropriate?
- Is it ethical?
- When is it okay/not okay for insiders to be leading evaluation activities?

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Adapted from Unison EIP Workbook [http://unisonhcs.org/resources/eip/](http://unisonhcs.org/resources/eip/)
# Questions to Match Network Pillars and Dimensions

<table>
<thead>
<tr>
<th>Pillar</th>
<th>Focus</th>
<th>Example Evaluation Questions</th>
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<tbody>
<tr>
<td><strong>1) Connectivity</strong></td>
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<tr>
<td>(a) Membership</td>
<td>The people or organizations that participate in a network</td>
<td>Who participates in the network and what role does each member play? Who is connected to whom? Who is not connected but should be?</td>
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<td>(b) Structure</td>
<td>How connections between members are structured and what flows through those connections</td>
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<td><strong>2) Health</strong></td>
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<tr>
<td>(a) Resources</td>
<td>The material resources a network needs to sustain itself (e.g., external funding)</td>
<td>Has the network secured needed material resources? What type and level of resources does the network have? How diverse and dependable are these resources? How are members contributing resources to the network? Is the network adapting its business plan over time?</td>
</tr>
<tr>
<td>(b) Infrastructure</td>
<td>Internal systems and structures that support the network (e.g., communication, rules and processes)</td>
<td>What infrastructure is in place for network coordination and communications?</td>
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<tr>
<td><strong>3) Results</strong></td>
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<tr>
<td>(a) Interim Outcomes</td>
<td>Results achieved as the network works toward its goal or intended impact</td>
<td>Are there clear signals of progress/interim outcomes for the network and are they understood and measured by members? Is the network making progress on interim outcomes that signal progress on the way to longer-term goals or intended impacts?</td>
</tr>
<tr>
<td>(b) Goal or Impacts</td>
<td>The ultimate goal or results the network is after</td>
<td>At which level(s) are impacts expected — on individual members, on members’ local environments, and/or on members’ combined impact on their broader environment? If the goal is achieved or ultimate impacts observed, can a plausible and defensible case be made that the network contributed to them?</td>
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Questions & Methods to Match Stages of Development

1. Catalyze
   - What issue/problem will the network address?
   - Who are the key stakeholders?
   - What is the network's initial vision and purpose?

2. Launch
   - Who are the network's members?
   - How are they connected?
   - What are the network's initial value propositions?
   - What strategies will the network pilot?
   - What resources does the network have?

3. Organize
   - What infrastructure is in place to support the network and how well is it working?
   - How are the members working together to meet shared goals?
   - Is the network beginning to deliver on key value propositions?

4. Perform/Adapt
   - Is the network spreading and deepening effective strategies and structures?
   - Is the network diversifying and delivering on key value propositions?
   - Are collective results being achieved?
   - Is there a sound sustainability plan?

5. Transition or Transform
   - If transitioning: How will network assets (including knowledge and social capital) be re-deployed?
   - If transforming: How are network value propositions being redefined?

www.networkimpact.org/the-state-of-network-evaluation-a-guide
Three Activities:

- Assessing the purpose of the partnership
- A map of the partnership
- Providing feedback using a partnership checklist

OHCC’s Tool to Assess Collaborative Process


**A Tool to Assess Your Collaborative Process**

<table>
<thead>
<tr>
<th>Doing/Did This Very Well</th>
<th>Doing/Did This Well</th>
<th>Doing/Did This O.K.</th>
<th>Doing/Did This Poorly</th>
<th>(Did) Not Doing This</th>
<th>Score</th>
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<tr>
<td>5</td>
<td>4</td>
<td>3</td>
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**Step 1 Determining the need for a collaborative and exploring the problem set**

<table>
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<tr>
<th>Does the problem still exist and by working together are we making a difference to the issue?</th>
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<tr>
<th>Have we completed a literature review to see what others have done with the issue?</th>
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Wilder Collaboration Factors Inventory

Please use the buttons below to Continue and Back-up within the inventory.

Instructions: There are a total of 42 questions, and it should take you about 15 minutes to complete.
Select the response that best indicates how much you agree or disagree with each item.

Be sure to answer all questions. You will receive a reminder if you have forgotten to select an answer.

1. Agencies in our community have a history of working together.
   - Strongly Disagree
   - Disagree
   - Neutral, No Opinion
   - Agree
   - Strongly Agree

2. Trying to solve problems that others have faced before.
   - Strongly Disagree

39. Our collaborative group has adequate “people power” to do what it wants to accomplish.
   - Strongly Disagree
   - Disagree
   - Neutral, No Opinion
   - Agree
   - Strongly Agree

40. The people in leadership positions for this collaboration have good skills for working with organizations.
   - Strongly Disagree
   - Disagree
   - Neutral, No Opinion
   - Agree
   - Strongly Agree

41. What is working well in your collaborative? (optional)

42. What needs improvement in your collaborative? (optional)

As a general rule:
Scores of 4.0 to 5.0 - strengths, don’t need attention
Scores of 3.0 to 3.9 - borderline, deserve discussion
Scores of 1.0 to 2.9 - concerns that should be addressed
Network Mapping

What is network mapping?
Network mapping is also known as social network analysis.

Social network analysis is the mapping and measuring of relationships and flows between people, groups, organizations, computers or other information/knowledge processing entities. The nodes in the network are the people and groups while the links show relationships or flows between the nodes. Social network analysis provides both a visual and a mathematical analysis of complex human systems.

Valdis Krebs (http://www.orgnet.com/sna.html)

Network mapping and analysis helps us visualize and explore relationships within a group so that the group itself, and therefore its work and effectiveness, may be strengthened. Connections, strengths, gaps and opportunities are made visible, helping answer many key questions in the community-building process.
Key Questions for Evaluative Discussions

- What do we see that is different, that this initiative/partnership contributed to?
- What do we see that is different, in the quality of our efforts, since last year?
- What do you value in this partnership?
- What helps? What hinders?
- Tell a story that illustrates the *most significant impact* of your involvement with this partnership, something that has changed as a result of this partnership.
“Share a story about a highlight, a most energizing activity or event… related to your involvement in this partnership [optional: in the last year].”

“Why was this activity or event particularly energizing? What were its unique qualities? What were the underlying factors that brought about these qualities?”

More details at: www.betterevaluation.org/plan/approach/appreciative_inquiry
Human Lineups
...and graphic surveys

For example, scale = Completely – Somewhat - Not at all.

Q1: “To what extent are other leaders in your sector/community aware of the activities and impacts of this network?”

Q2: “To what extent are other leaders in your sector/community hopeful about what this network can accomplish?”
Head, Heart, Feet

**Head** = *what did I learn?*

**Heart** = *how am I feeling?*

**Feet** = *what next steps do I see (i.e. for moving forward)?*

Source:
Rick Arnold, et.al.,
Educating for a Change
(Ontario, Between the Lines, 2002)
Options for Activity Mapping and Analysis.

Map It. Rate it. Analyse it.
Adapted from:
Rick Arnold, et.al.,
Educating for a Change
(Ontario, Between the Lines, 2002)

Annotated Timelines
Photo: http://tanyagerber.com/portfolio/
The group is making satisfactory progress on the issues.

The overall process is self-refueling, leading to greater ambition and capacity.

Everyone involved is learning much more about the issue and how to address it.

Members are achieving some personal/organizational objectives.

The effort and conflict required to make progress is reasonable.

Using *Indicators of a Good Arrangement*
From Mark Cabaj (2010)
Arts-based techniques

“Paper Quilt” process reflection
In pairs: ideas for improvement.
Then full group: identifying small wins.

“Big Fish & Weeds”
Data collection of rewards and challenges
Further Readings on Celebration, Evaluation & Renewal

HC Link Ontario
http://www.hclinkontario.ca/resources/resources/evaluation.html

The Community Toolbox

Centre for Evaluation Innovation
http://www.evaluationinnovation.org/

Better Evaluation Website
http://betterevaluation.org/
Contact us

Call us 416-847-1575
(toll-free) 1-855-847-1575

Email at info@hclinkontario.ca

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