

# Summer Evaluation Institute

A joint effort of The American Evaluation Association & The Centers for Disease Control and Prevention

## Evaluating and Improving Organizational Collaboration

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# WELCOME

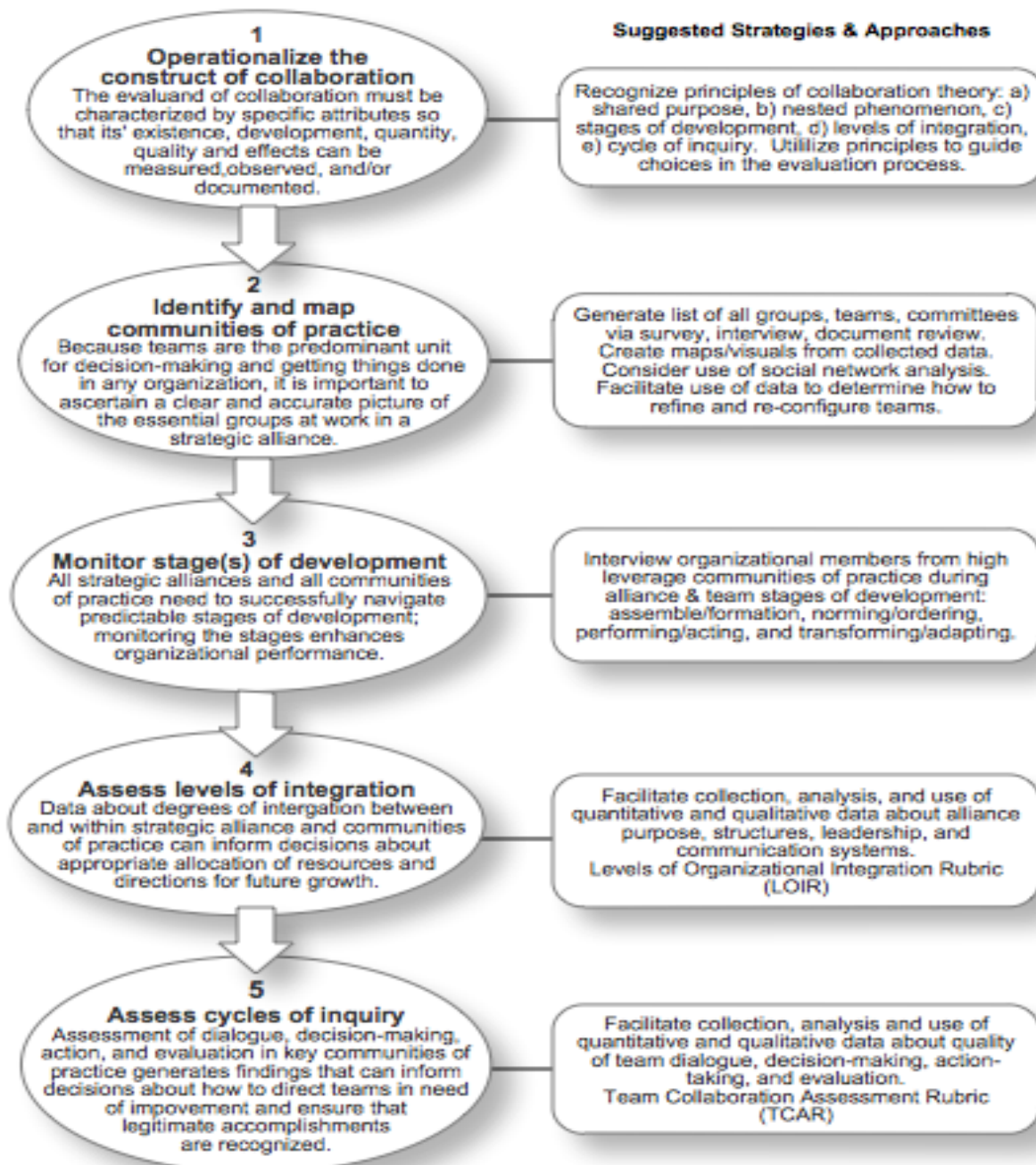


1. What interests you about the topic of this session?
2. What questions do you have about the evaluation and improvement of organizational collaboration?
3. What are you hoping to learn today?
4. Who/what has influenced your evaluation practice?

# Stakeholder collaboration evaluation questions...

- 1) *Do increases in collaboration between our two local mental health agencies and the nurse home visitation program lead to a reduction in teen pregnancy?*
- 2) *To what extent does collaboration between the Centers for Disease Control and Prevention (CDC), the Association for State and Territorial Dental Directors (ASTDD) and the state oral health departments lead to increases in water fluoridation and delayed onset of cavities?*
- 3) *What is high quality teacher collaboration? To what extent does teacher collaboration lead to better instruction and improved outcomes for student learning?*
- 4) *What will improve collaboration between the Animal Plant Health Inspection Service (APHIS) and the National Association of State Departments of Agriculture (NASDA) so as to ensure incident response preparedness?*
- 5) *At what point do continued efforts to increase collaboration among community organizations have a minimal or negligible effect on the health and welfare of those we serve?*

## Collaboration Evaluation and Improvement Framework



# Operationalize the Construct of Collaboration

Specify and utilize collaboration theory to inform the process of evaluating and improving organizational collaboration.

**Ubiquitous, under-operationalized,  
under-empiricized construct...**

**Team-based  
organizations**  
(Peters, 1987)

**Professional learning  
communities** (Dufour,  
et. al., 2005; Hord, 2002,  
Pounder, 2000;).

**Critical Friends  
Groups**  
(NSRF, 2005)

**Evaluative Inquiry  
Groups**

**Communities of  
practice**  
(Wenger, 1998;  
Sergiovanni, 2004)

**Networks**

**Learning organizations**  
(Schmoker, 2004; Senge,  
1999)

**Strategic Alliances**  
(Austin, 2004; Gajda,  
2004; Bailey & McNally  
Koney, 2000)

**Continuous  
improvement  
teams**  
(Fullan, 2005)

**Consortia**

**Coalitions**

**Self-managing teams,  
Quality circles**  
(Peters & Waterman, 1982)

# Principles of Collaboration Theory

Shared purpose

Nested and networked phenomenon

Predictable stages of development

Degrees of integration

Humans collaborate (bricks and mortar don't)

***The sine qua non of  
collaboration is shared purpose.***

*Two or more entities come together for a reason - to achieve a vision, to do something that could not otherwise be accomplished as independent actors working alone.*



## Nested and Networked Context of Collaboration

Inter-Organizational Collaboration

*Strategic Alliances (e.g. TX Tobacco Free Coalition;  
AEA-CDC Conference Partnership)*



Intra-Organizational Collaboration

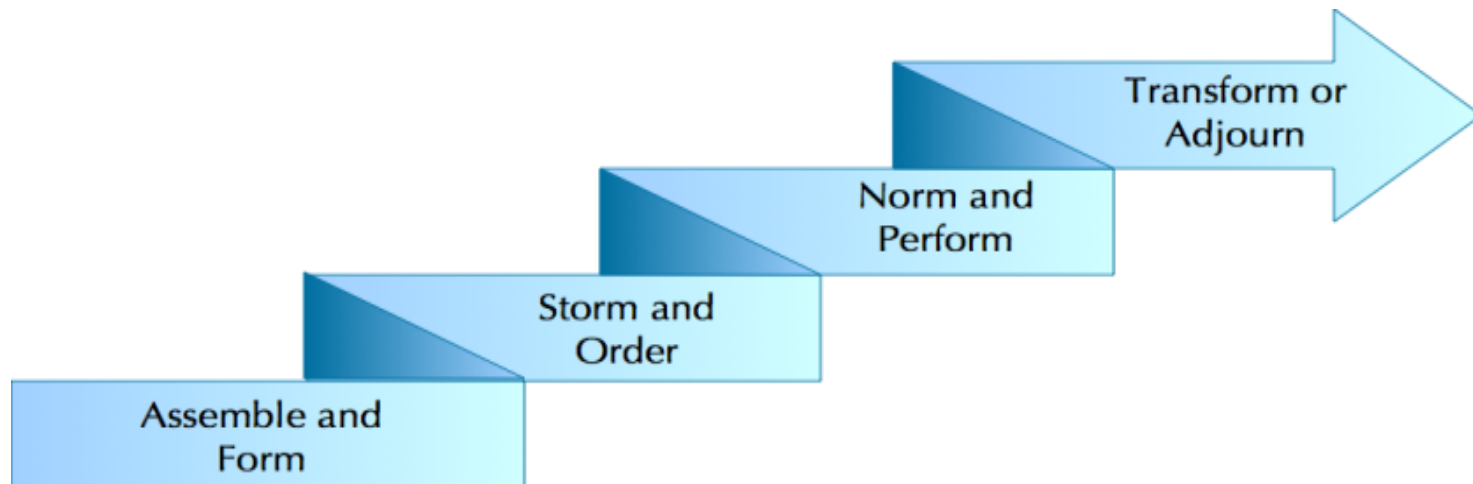
*Communities of Practice (e.g. MI Dept. of Public Health;  
Anywhere USA Public School District)*



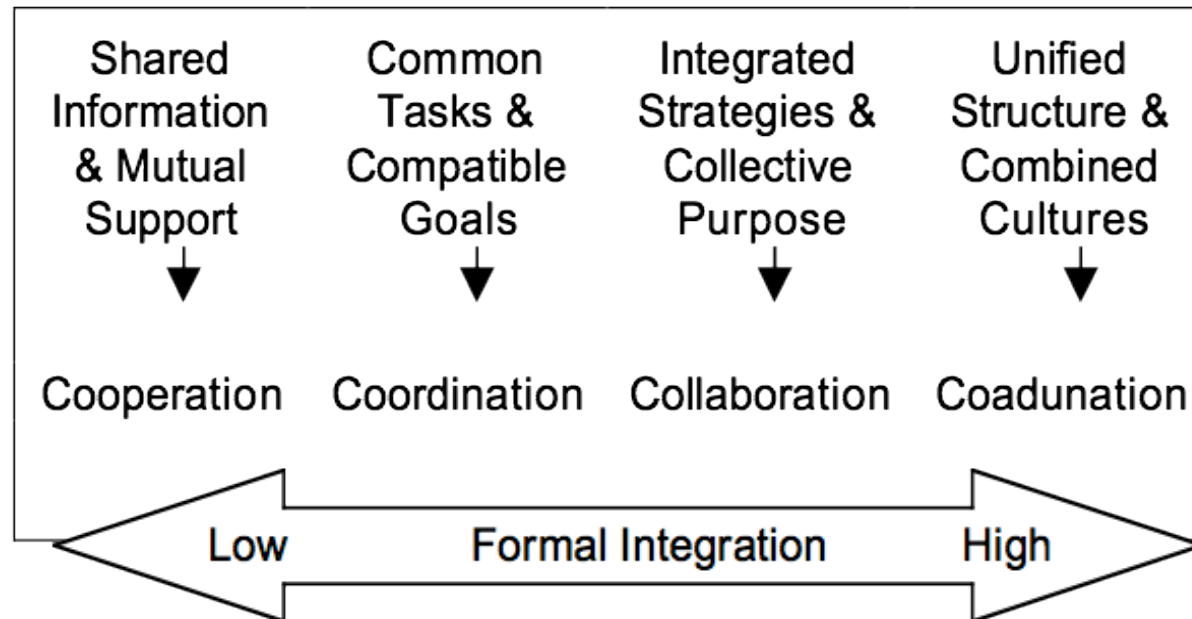
Inter-Professional Collaboration

*Community of Practice (e.g. State Oral  
Health Unit, 1 Teacher Team )*

# Stages of Development



# LEVELS of INTEGRATION



Adaptation of Figures 1.1 and 1.2 in Bailey and Koney (2000), pgs.7 & 9

Not static or universal, there are degrees of “jointness.”  
Balance of autonomy and accountability.

# A Human Endeavor



Ultimately, it is people who collaborate not organizations.

# Identify and Map Communities of Practice

Facilitate use of CoP mapping/inventory data to inform decisions about how to improve the structure of organizational networks and attributes of teams.

An organization/alliance is a constellation of *communities of practice*



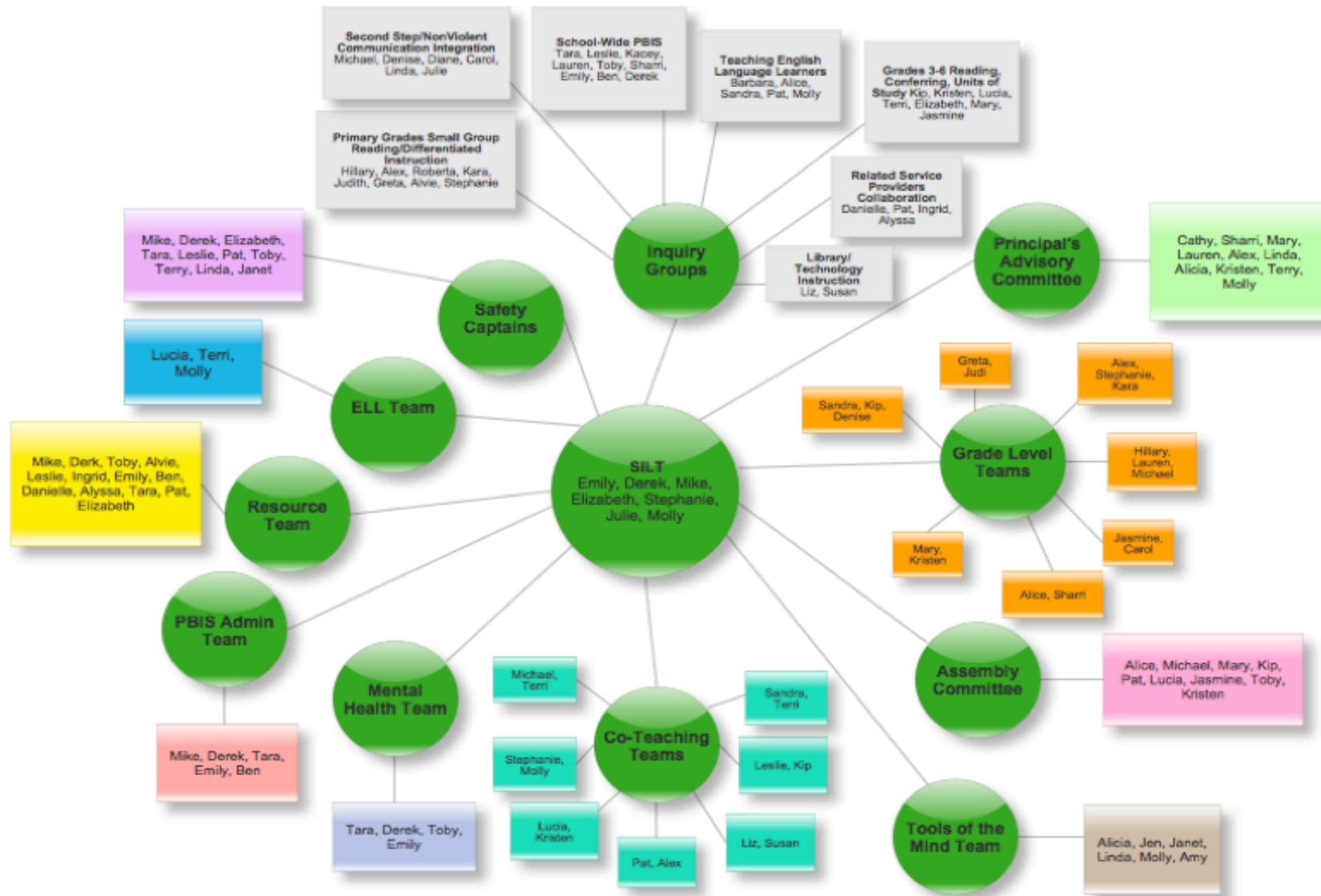
## COMMUNITY OF PRACTICE INVENTORY FORM

Organization \_\_\_\_\_

Date: \_\_\_\_\_

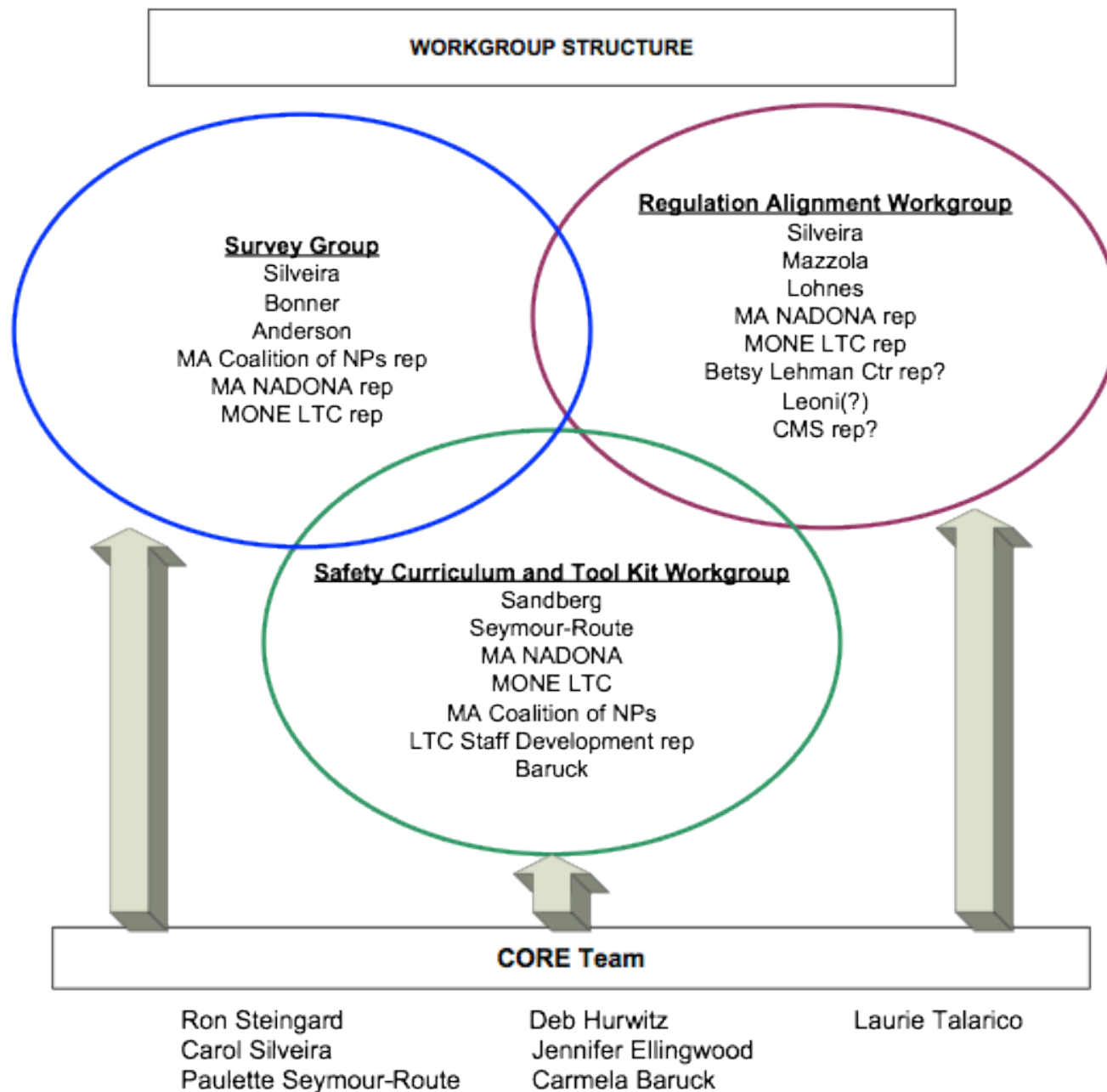
| Name of Personnel | CoP Name | Purpose of the CoP | Length of Time CoP has Existed | Is CoP Formally Recognized? | Frequency of Face-to-Face Meetings |
|-------------------|----------|--------------------|--------------------------------|-----------------------------|------------------------------------|
| 1)                |          |                    |                                |                             |                                    |
| 2)                |          |                    |                                |                             |                                    |
| 3)                |          |                    |                                |                             |                                    |
| 4)                |          |                    |                                |                             |                                    |
| 5)                |          |                    |                                |                             |                                    |
| Continued<br>...  |          |                    |                                |                             |                                    |

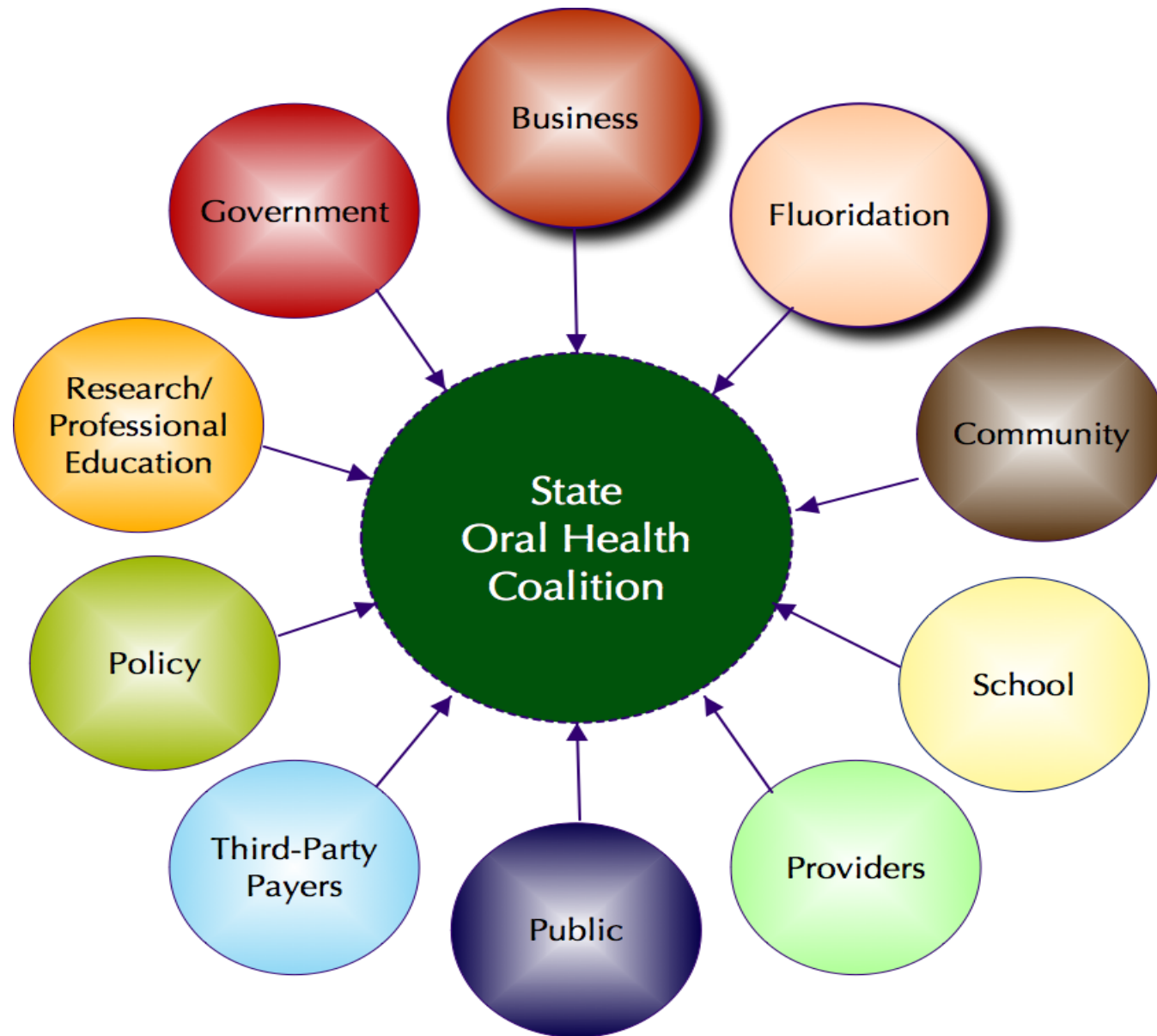
# School-based Network





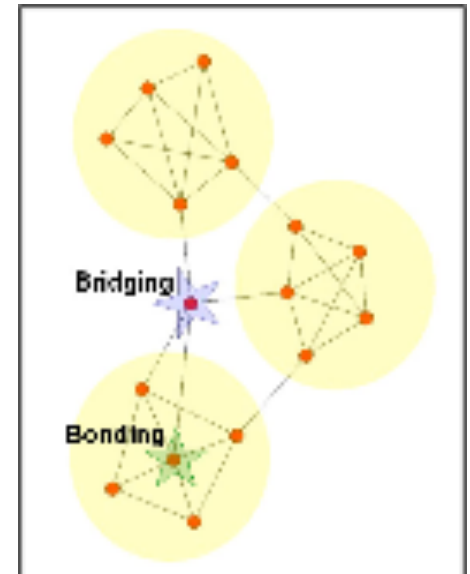
**MA Board of Registration in Nursing Patient Safety Initiative: Promoting Safe Medication Administration  
in MA Nursing Homes (MBORN Patient Safety Initiative) Phase 1**





# Social Network Analysis to Evaluate Organizational Collaboration

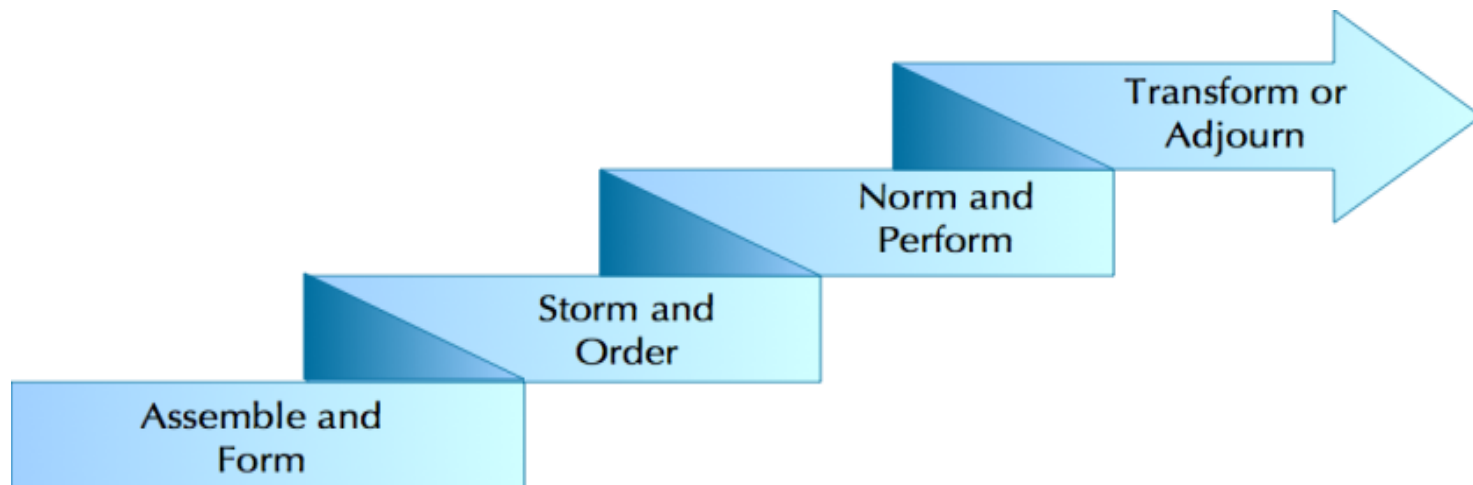
- Conceives of social structures in relational terms
- Includes the social network, with social actors, and a set of relational ties
- Nodes or members can be groups, organizations or people
- Use SNA to examine density, tie strength, centrality, prestige, mutuality, and role - can include actor attributes (age, gender, ethnicity, etc.)
- Software packages include: UCINET & Pajek



# Monitor Stages of Development

To enable a strategic alliance/community of practice to successfully navigate predictable stages of organizational performance.

# Stages of Development



# Monitoring Questions

See handout

# Assess Levels of Integration

To inform decisions about how to strengthen alliance purpose, structures, leadership, and communication systems over time.

# Levels of Organizational Integration Rubric

*LOIR is a modification of the Strategic Alliance Formative Assessment Rubric, see Gajda, R. (2004). Utilizing collaboration theory to evaluate strategic alliances. American Journal of Evaluation. 25, 1, 65-77.*

See handout



## STRATEGIC ALLIANCE Level of Integration Rubric – Data Collection Sheet

| CURRENT/BASELINE<br>and<br>PROJECTED/DESIRED<br>LEVELS OF<br>INTEGRATION 1-5<br>Date:                           | BRN/DPH |  | ACHCA |  | MCNP |  | MONE   |  | MA Senior<br>Care<br>Assoc. |  | NADONA |  | UMMS |  |
|---|---------|--|-------|--|------|--|--|--|-----------------------------|--|--------|--|------|--|
| Board of Registration in<br>Nursing (BRN)/DPH   |         |  |       |  |      |  |  |  |                             |  |        |  |      |  |
| American College of<br>Health Care<br>Administrators<br>(ACHCA) MA Chapter                                      |         |  |       |  |      |  |  |  |                             |  |        |  |      |  |
| MA Coalition of Nurse<br>Practitioners (MCNP)   |         |  |       |  |      |  |  |  |                             |  |        |  |      |  |
| MA Organization of<br>Nurse Executives<br>(MONE)  |         |  |       |  |      |  |  |  |                             |  |        |  |      |  |
| MA Senior Care<br>Association   |         |  |       |  |      |  |  |  |                             |  |        |  |      |  |
| National Association of<br>Directors of Nursing<br>Administration<br>(NADONA) MA<br>Chapter                     |         |  |       |  |      |  |  |  |                             |  |        |  |      |  |
| University of<br>Massachusetts Medical<br>School (UMMS)   |         |  |       |  |      |  |  |  |                             |  |        |  |      |  |
|   |         |  |       |  |      |  |  |  |                             |  |        |  |      |  |
| AVERAGE<br>CURRENT/BASELINE<br>AND AVERAGE<br>PROJECTED/ DESIRED<br>LEVELS OF<br>INTEGRATION BY<br>GROUP/AGENCY |         |  |       |  |      |  |  |  |                             |  |        |  |      |  |
| AVERAGE<br>CURRENT/BASELINE<br>LEVEL OF<br>INTEGRATION<br>ACROSS THE<br>ALLIANCE                                |         |  |       |  |      |  | AVERAGE<br>PROJECTED/IDEAL<br>LEVEL OF<br>INTEGRATION ACROSS<br>THE ALLIANCE |  |                             |  |        |  |      |  |

# Safe School Healthy Students Initiative (SS/HSI)

- Effective school violence prevention, intervention and response can only occur through a community-wide infrastructure
- Departments of Education, Health and Human Services, and Justice, 1999
- Collaboration is a required vehicle and an intended destination for the majority of federal demonstration grant initiatives



Project LINK (CO); Project PASS (VT)

# Assess Cycles of Inquiry

To improve the quality of inter-professional dialogue, decision-making, action and evaluation around a shared purpose in high potency teams.

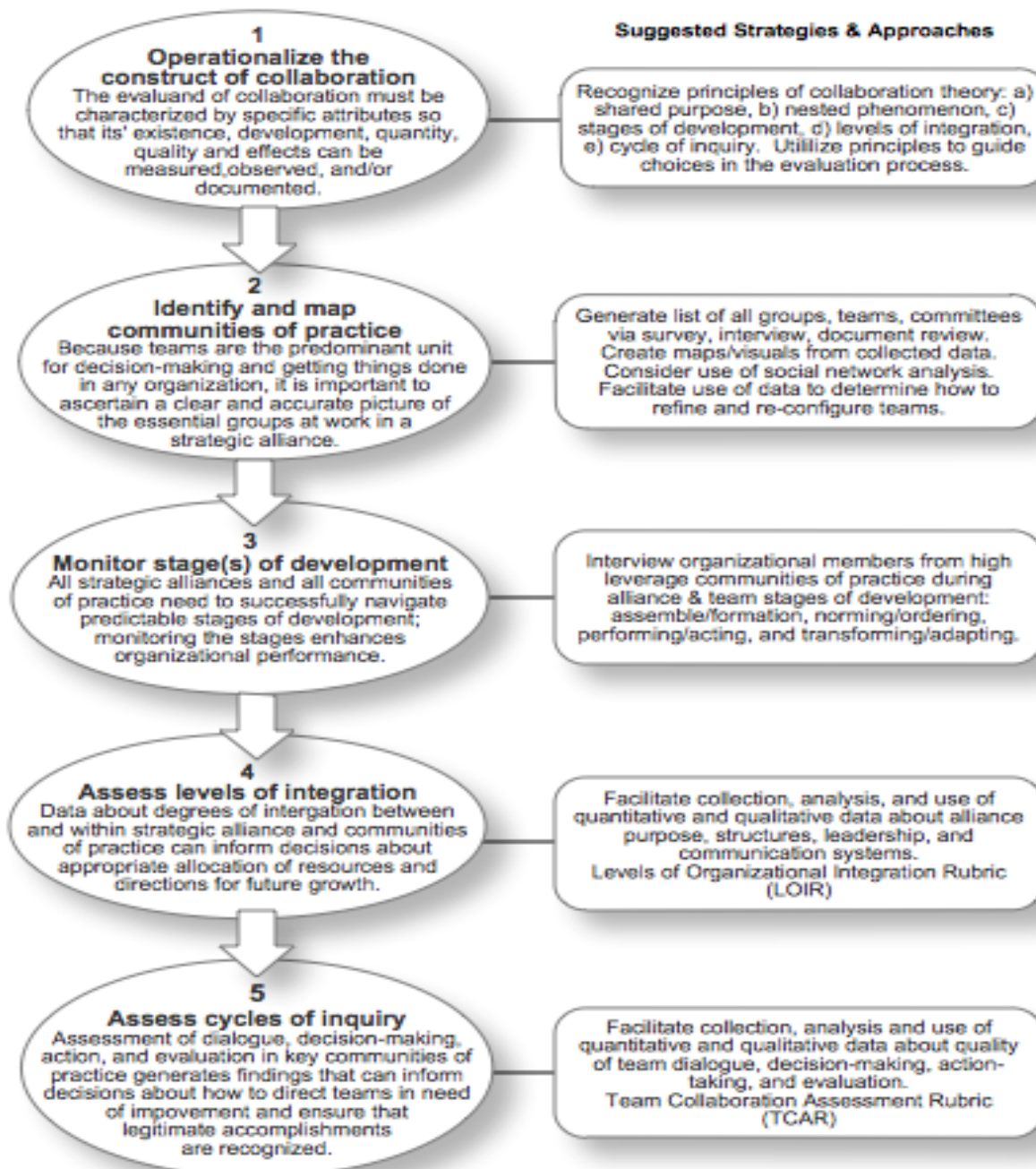
# CoP Cycle of Inquiry



# Team Collaboration Assessment Rubric (TCAR)

See handout

## Collaboration Evaluation and Improvement Framework



# Wrap Up...

- 1) Biggest “take homes” and “Ah-has!”
- 2) How might you integrate these concepts/tools into your practice?
- 3) What short-term action steps might you take?

## A new order of things...

It ought to be remembered that there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.

Because the innovator has for enemies all those who have done well under old conditions, and lukewarm defenders in those who may do well under the new.

This coolness arises partly from fear of the opponents, who have the laws on their side, and partly from the incredulity of men, who do not readily believe in new things until they have had a long experience of them.

~ Machiavelli, *The Prince*