


AMERICAN
EVALUATION
ASSOCIATION


Evaluating Organizational Collaboration

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WELCOME



1. What interests you about the evaluation of organizational collaboration?
2. What research/evaluation questions do you and your stakeholders seek to answer?
3. What are you hoping to learn today?
4. Who/what has influenced your evaluation practice?

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

Team-based organizations
(Peters, 1987)

Evaluative Inquiry Groups

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

Coalitions

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

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

Continuous improvement teams
(Fullan, 2005)

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

Critical Friends Groups
(NSRF, 2005)

Learning organizations
(Schmoker, 2004; Senge, 1999)

Consortia

Networks

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.

PRINCIPLES of ORGANIZATIONAL COLLABORATION

An Imperative
Nested & Complex Context
Stages of Development
Levels of Integration and Quality
Predicated on Relationships Between People

AN IMPERATIVE

We live in a time when no organization can succeed on its own...As we look around us in a new century, we realize that businesses and non-profits in today's interconnected world will neither thrive nor survive with visions confined within the walls of their own organizations. They need to look beyond the walls and find partners who can help achieve greater results and build the vital communities to meet challenges ahead.

- Drucker & Whitehead, Harvard Business School, 2000

From the Industrial Era to the Knowledge Era

Industrial Era	Knowledge Era
Hierarchical chain of command	Self-governing teams
Control	Commitment
Managers control, maintain stability	Managers coach and lead
Few performance info systems	Proliferation of performance info systems
Risk averse	Risk tolerant
Interest in short-term gains	Interest in continuous improvement
Information held by a few	Information widely available

Collaboration Conundrums

Large size
Diversity
Virtual participation
High education levels

Gratton & Erickson, Harvard Business Review (2007)

Outcomes Associated with Collaboration

Organizational Level

New products & services, increase in productivity, higher morale - better work climate, less turnover, less waste/sabotage/error, improved financial performance, less redundancy-more efficient, more effective services, able to adapt

Individuals & Teams

More likely to take risks, to ask for assistance, more effective listeners, use information to act, develop creative solutions, develop greater sense of personal responsibility for the organization's outcomes, enhance self-esteem/efficacy

Nested Context of Collaboration

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

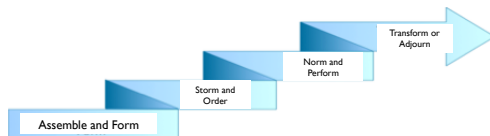


Intra-Organizational Collaboration
*Communities of Practice (e.g. MI Dept. of Public Health;
Anywhere USA Public School District)*

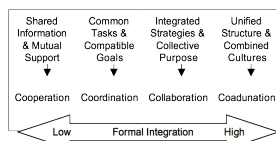


Inter-Professional Collaboration
*Community of Practice (e.g. State Oral
Health Unit, 1 Teacher Team)*

STAGES OF DEVELOPMENT



LEVELS of INTEGRATION



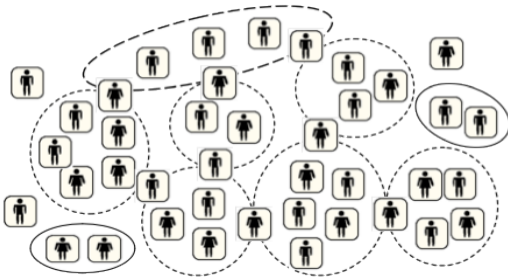
Adaptation of Figures 1.1 and 1.2 in Bailey and Koney (2000), pgs.7 & 9

A HUMAN ENDEAVOR

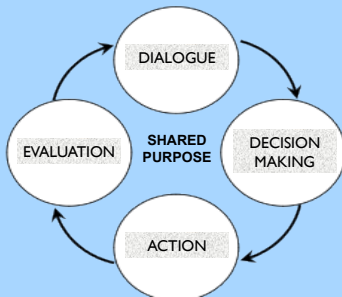


Ultimately, it is people
who collaborate not organizations.

An organization is a constellation of *communities of practice*



COMMUNITIES of PRACTICE Elements of Quality



Group Questions

What organizations are forming or have formed strategic alliances/communities of practice in your context/setting?

Draw an organizational constellation that you are familiar with.

For what purpose have they formed strategic alliances/communities of practice?

Choose a high leverage/key CoP, in what stage of development and/or how integrated are they?

Describe the quality of team collaboration in one high leverage CoP. What is the nature of the DDAE?

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)

SS/HSI Stakeholder Evaluation Questions

1. How do we determine if partnerships have become increasingly seamless or if new linkages have been formed?

2. How do we describe a "community-wide infrastructure" and how can we measure and/or characterize its development over time?

- What level and quality of collaboration is needed to achieve particular outcomes?
- What is the point at which efforts to increase collaboration are a waste of resources, without increasing desired outcomes?

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Collaboration Evaluation Improvement Framework

Strategy 1 - Operationalize the construct of collaboration.

Strategy 2 - Map communities of practice; identify high leverage teams

Strategy 3 - Monitor stage(s) of development.

Strategy 4 - Assess levels of integration.

Strategy 5 - Assess cycles of inquiry in high leverage communities of practice.

1) Operationalize Collaboration - Facilitate Collaboration Literacy**Semantically and Conceptually**

Workshops/Presentations
Focus Group Interviews
Readings
Visuals
Teams in action
Videos/Webinars/DVDs

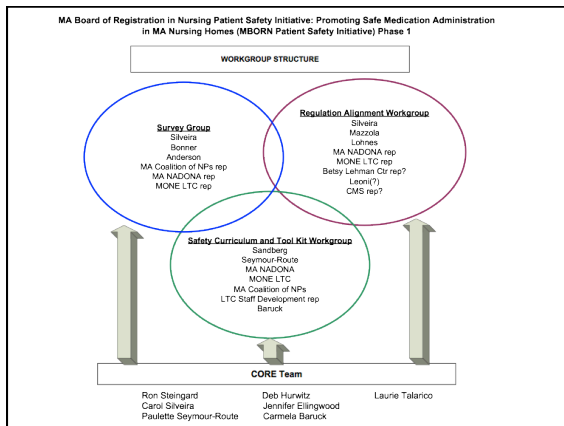
2. Identify and Inventory Communities of Practice**COMMUNITY OF PRACTICE INVENTORY FORM**

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...					

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***Sterling High School - CoP Identification Snapshot**

	Academic Integrity	Math Assessment	Parent Student Feedback	Attendance	Community service	NHS Faculty Council	Teacher Leadership	Writing assessment	QIA	Follow-up	Climate	SIC	EST	
1				X		X		X		X				4
2				X		X				X		X	X	4
3			X		X				X	X		X		4
4				X									X	4
5							X							3
6	X							X	X			X	X	3
7							X	X						3
8		X							X	X		X		3
9		X	X						X			X	X	3
10											X	X	X	2
11											X	X	X	2
12												X	X	2
13											X	X	X	2
14						X					X	X		2
15										X			X	2
16							X			X				2
17									X			X		2
18				X				X						2
19											X		X	2
20											X	X		1
21												X		1
22								X		X				1
23									X					1
	1	2	2	3	3	3	3	3	5	5	6	8	9	

TOTAL FACULTY IN EACH COMMUNITY OF PRACTICE

Organizational Effects of CoP Inventory & Identification

Reduction in required CoPs
 Increase in required CoPs
 Reconfigured CoPs
 Change in allocation of professional development time
 Distribution of workload transparent
 Clear shared purpose



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3. Monitor Strategic Alliance Development

see handout

4. Assess Pre-Existing and Projected Levels of Integration

Levels of Organizational Integration Rubric					
Woodland, R. (accepted for publication). Strengthening organizational collaboration through evaluation: What evaluators need to know and can do. <i>Performing special issue of Evaluation and Program Planning</i> . LOR is a modification of the <i>Strategic Alliance Formative Assessment Rubric</i> see Gladis, R. (2004). <i>Using collaborations to address social issues. American Journal of Evaluation</i> , 25, 1, 65-77.	Level of Integration	Purpose	Strategies and Tasks	Leadership and Decision-Making	Interpersonal and Communication
	Independent (none) 0	none identified	shared strategies and tasks do not exist	no leadership or decision-making structure	non-existent or very infrequent and unplanned
	1	Create a web of communication	Loose or no shared structure	Non-hierarchical	Very little interpersonal conflict
		Identify and create a base of support	Flexible, roles not well defined	Flexible	Communication among all members is planned but infrequent
		To explore interests	Few defined tasks	Minimal or no group decision making	
	2	Work together to ensure tasks are done	Member links are advisory	Non-hierarchical, decisions tend to be low stakes	Some degree of personal commitment and investment
		Leverage or raise money	Minimal structure	Facilitates leaders, usually voluntary	Minimal interpersonal conflict
		To address mutual needs, but maintain separate identities	Some strategies and tasks identified	Several people form "go to" hub	Communication among members clear, but may be informal
	4	Share resources to address common issues	Strategies and tasks are developed and maintained	Autonomous leadership	Some interpersonal conflict
		Organizations remain autonomous but support something new	Central body of people	Alliance members share equally in the decision making	Communication system and formal information channels developed
		To reach mutual goals together. Strong overlap in organizational mission	Central body of people have specific tasks	Decision making mechanisms are in place	Evidence of problem solving and productivity
	5	Merge resources to create or support something new	Formal structure to support strategies and tasks identified	Strong, visible leadership	High degree of commitment and investment
		Extract money from existing system/members	Specific and complex strategies and tasks identified	Sharing and delegation of roles and responsibilities	Possibility of interpersonal conflict
		Commitment for a long period of time to achieve short and long-term outcomes	Committees and sub-committees formed	Leadership capitalizes upon diversity and organizational strengths	Communication is clear frequent and prioritized
		Shared organizational mission			High degree of problem solving and productivity

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Figure 4 Strategic Alliance Formative Assessment Rubric – Recording Spreadsheet

CURRENT/ASSESSED LEVEL OF INTERACTION 1-5	School District Drug/Alcohol Prevention Team	School Resource Office Team	Community Mental Health Agency	City Police Department	Community Resource Center	University Social Work Department	Visiting Nurse Association
Date:							
School District Drug/Alcohol Prevention Team							
School Resource Office Team							
Community Mental Health Agency							
City Police Department							
Community Resource Center							
University Social Work Department							
Visiting Nurse Association							
AVERAGE CURRENT/ASSESSED LEVEL OF INTERACTION ACROSS THE ALLIANCE							
AVERAGE PROJECTED/IDEAL LEVEL OF INTERACTION ACROSS THE ALLIANCE							

Levels of Collaboration Survey

This form is designed for those who work in one of the organizations or programs that are partners in the Safe Schools, Healthy Students initiative. Please review these descriptions of different levels of collaboration.

- On the response section at the bottom of the page, please circle the name of the organization or group with which you are associated.
- Using the scale provided, please indicate the extent to which you currently interact with each other partner. (Skip your own row.)

Relationship Characteristics	Five Levels of Collaboration and Their Characteristics					
	Networking 1	Cooperation 2	Coordination 3	Coalition 4	Collaboration 5	
-Aware of organization -Loosely defined roles -Little communication -All decisions are made independently	-Provide information to each other -Somewhat defined roles -Formal communication -All decisions are made independently	-Share information and resources -Defined roles -Frequent communication -Some shared decision making	-Share ideas -Share resources -Frequent and prioritized communication -All members have a vote in decision making	-Members belong to one system -Frequent communication is characterized by mutual trust -Consensus is reached on all decisions		
	No Interaction at All	Networking	Cooperation	Coordination	Coalition	Collaboration
Safe Schools, Healthy Students Partners	0	1	2	3	4	5
Mental Health Agency	0	1	2	3	4	5
Early Childhood Programs	0	1	2	3	4	5
Parent Education Program	0	1	2	3	4	5
School District Prevention Counselors	0	1	2	3	4	5
After School Programs Director	0	1	2	3	4	5
Student Improvement Team	0	1	2	3	4	5
Principals	0	1	2	3	4	5
Teachers	0	1	2	3	4	5
Police Department	0	1	2	3	4	5

Social Network Analysis to Evaluate Organizational Collaboration

Facilitate the qualitative evaluation regarding...

1. the attributes and characteristics of their current level of integration,
2. the actions they need to take to bring about or maintain their ideal level of integration,
- the evidence that would indicate that they have reached their ideal level of integration.
- the resources needed to reach their ideal level of integration
- detailed description of all interagency relationships



ORGANIZATIONAL BENEFITS to Assessing Levels of Integration

Descriptive quantitative evidence of collaboration
 Qualitative evidence of collaboration
 Data for decision-making about strategic alliance development
 Visual evidence of development of infrastructure
 Development of shared purpose
 Performance reporting
 Communication of needs and successes to project officers, partners, stakeholders, media, project management, the public

5. Assess Quality of Inter-Professional Collaboration

Communities of Practice: Collaboration Assessment Rubric
 Gajda, R. & Koliba, C. (2007). Evaluating the imperative of intra-organizational collaboration: A School Improvement Perspective. *American Journal of Evaluation*, 28 (1) 26-44.

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COMMUNITY OF PRACTICE - COLLABORATION ASSESSMENT RUBRIC				
Dialogue	Decision-Making	Action	Evaluation	
Agenda for group dialogue is planned, prioritized, and documented. All group members regularly meet face-to-face. Group dialogue is structured and focused on using evidence to transform assumptions and beliefs related to practice. Disagreements and controversy exist, are addressed and resolved. "How" or as close to "how" as possible. Team members air disagreements publicly inside face-to-face meetings. Shared purpose is regularly invoked and reaffirmed through group dialogue.	All decisions are informed by group dialogue; process for making decisions is transparent and adhered to. Group leaders/facilitators are purposefully selected and visible. Group consistently makes decisions about what individual and collective pedagogical actions that they will create, maintain, and change. Decisions are directly related to the cultivation of student learning.	Each member takes action as a result of group decision-making. Member actions are interdependent, pedagogically complex/challenging, and directly related to the cultivation of student learning. Evidence in member contributions. Even distribution of workload.	Group uses evidence to evaluate pedagogical practices. Group systematically collects quantitative and qualitative information about teaching actions and the effects of teaching practice on student learning; evidence is shared publicly and informs group dialogue and decision-making.	
Agenda for group dialogue exists. Most group members regularly meet face-to-face. Process for dialogue tends to be improvisational, but the focus is usually related to making meaning of information related to practice. Disagreements may not exist, be unrecognized, or unresolved. Group will occasionally invoke or reaffirm a shared purpose. Unresolved, latent, ongoing conflict leading to resistance, obstruction and the avoidance of conflict.	Decisions are usually informed by group dialogue; decision-making process may be unstructured and/or lack transparency; group leaders/facilitators exist, but may not be purposefully selected or visible. Group periodically makes decisions about what practices they will create, maintain, and/or change. Decisions are generally related to the cultivation of student learning. Low-level decisions.	Each member takes action, but not necessarily as a result of group decision-making. Group actions are somewhat coordinated and interdependent; actions may lack pedagogical complexity or challenge, but they are generally related to the cultivation of student learning.	Most members consider the effects of their practice on student learning, but minimal evidence is systematically collected or publicly shared to that effect. Group may rely on "hearsay," "anecdotes," or "recollections" as evidence to inform dialogue and decision-making.	
Full attendance at meetings is rare or the group meets face-to-face sporadically. Agenda for group dialogue is not planned; process for dialogue is entirely improvisational. Disagreement does not exist or is unrecognized. Some or most group members are not invested and/or hold disparate conceptions as to the purpose of the group. Destructive controversy. Team members air disagreements privately after the meetings.	A process for making decisions is not transparent or does not exist. Decisions are informally informed by group dialogue. Group leaders/facilitators are not purposefully chosen or are not visible. Group may make decisions, but they are generally unrelated to pedagogy and the cultivation of student learning. Auxiliary issues.	Individuals take minimal action; actions tend to be uncoordinated or involve very little pedagogical challenge and/or complexity. Actions are tangentially related to the cultivation of student learning and have marginal significance for students' related outcomes.	Group members do not regularly collect or share evidence about the merits of their practice and effects of practice on student learning.	

Formatively Assess Communities of Practice

Individual Community of Practice - Collaboration Assessment Protocol

Date: _____

CoP Name: _____

Participants: _____

PART I: COMMUNITY OF PRACTICE-COLLABORATION ASSESSMENT RUBRIC (CoP-CAR)

Please review the CoP-CAR and assess, on a scale of 1-6, the degree to which this particular CoP exhibits the characteristics of collaboration.

CoP-CAR Scores	Dialogue	Decision-Making	Action	Evaluation
1. CoP Member	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
2.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
3.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
4.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
5.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
6. Community	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

PART II: INTERVIEW PROTOCOL

Introductory

1. How did your CoP come into being?
2. What are the common practices that the members of this CoP share?
3. What is the purpose of this CoP?

Dialogue

1. Describe the content of your typical discussions. What do you talk about?
2. What is the process of your dialogue? How do you talk with one another?
3. With success, what is talk about?
4. To what extent and in what ways is data used to inform your dialogue?
5. How formalized are the agendas for each meeting?

Decision-making

1. Identify a recent decision made during a meeting of this CoP.
2. Who typically makes decisions in this CoP?
3. To what extent do your decisions relate to your practice and essential CoP outcomes?
4. Who are the CoP leaders and how do they lead?

Action

1. What actions or activities result from your meetings?
2. To what extent and in what ways are individual actions coordinated and interdependent?
3. To what extent and in what ways are CoP actions complex and challenging?
4. To what extent and in what ways are CoP actions related to your practice and affecting essential CoP outcomes?

Evaluation

1. What kind of data is being collected to inform the work of this CoP?
2. How is this data being collected and analyzed?
3. Who is doing the collection and analysis?
4. To what extent and in what ways is data being used to inform CoP dialogue and decision-making?

Closing

1. To what extent and in what ways do you celebrate CoP accomplishments?
2. What could be done to strengthen this CoP?

Team Collaboration Assessment Rubric

see handout

Another resource...the team assessment questionnaire found in Patrick Lencioni's *The Five Dysfunctions of a Team*

Key Benefits to Evaluating Inter-Professional Collaboration

- Improvement of dialogue, decision-making, action-taking, evaluation
- Faster cycles of achievement and goal attainment
- SMARTer goals
- Increase in intra-group trust
- Increase in bridging and knowledge transfer throughout the organization

Must Concurrently Evaluate Intended Goals & Outcomes

Further research needs to focus on identifying processes, behaviors, values, norms, rituals, stories, and motivations that distinguish high performance CoPs from poor ones... An initial starting-point for such comparisons would be the distinction between CoPs that have high output of intellectual capital from those that do not.

-O'Donnell, 2003, p. 117

A learning organization is judged by its results.

-Senge, 1994, p. 44

Collaboration and Student Achievement

Since 2002 one NE school district targeted the bulk of its' professional development resources on the cultivation of collaborative leadership, practitioner collaboration, and the collaborative improvement of instruction

Student academic performance scores on the New Standards Reference Exam (NSRE) have increased each year in nearly all categories

After four years, the dropout rate decreased 4 percentage points to 2.1%, the lowest in the state

Wrap Up...

*How might you integrate
these concepts into practice?*

*What short-term action steps
might you take?*

*Biggest “take homes” and
“Ah-has!”*

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*
