

## LDCP: Building Evaluation Capacity

## Management Interviews | RESULTS

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## ABSTRACT

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The purpose of this report is to summarize Program Manager and Director post-workshop interview results. The interviews were conducted to inform organizational evaluation capacity building and to gather information pertaining specifically to further improve the workshops and training sessions. Information gathered from the interviews will also be used to inform future practices of the Foundational Standard Team in supporting the Managers and Director with building evaluation capacity.

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## EXECUTIVE SUMMARY

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As a part of the Locally Driven Collaborative Project (LCDP) called Building Evaluation Capacity (BEC) in Ontario Public Health Units, the Chatham-Kent Public Health Unit (CKPHU) participated by conducting an action research project titled: “Growing Leadership for Effective Public Health Practice at CKPHU.” The goal at CKPHU was to increase evaluation capacity by targeting the organization’s leadership. Interviews were conducted from November 28 to December 9, 2016 to gather information from Program Managers and the Director about future organizational evaluation building efforts and to determine if evaluation capacity has increased as a result of the two workshops (September 19 and October 27, 2016).

The first workshop aimed to: identify strategies to build evaluative thinking in teams and increase evaluation capacity at the health unit, as well as enhance skills and understanding around logic models, evaluation plans, and the development of evaluation questions. The first workshop informed the second workshop’s objectives being to: develop a shared vision for evidence-informed planning and evaluation, have an improved understanding of their role in building evaluation capacity, and establishing leadership’s commitment to incorporate identified strategies. The post-workshop interview questions were developed from the self-assessment themes and the action research project indicators. Interviews took place with each Program Manager and the Director, which were recorded, transcribed, coded into themes, and summarized.

The results found workshops were an overall positive experience and the majority of the leadership team identified the workshops as being helpful for their understanding and perceptions regarding planning and evaluation. The degree to which the workshops contributed to their understanding and perceptions of effective public health practice within an evidence-informed public health planning process is unclear, due to the nature of the data collection process. There was agreement the workshops reinforced their pre-existing positive thoughts and opinions regarding planning and evaluation. Knowledge, skills, attitudes, and perceptions were increased or reinforced as outlined by Program Managers and the Director. The organizational structure of CKPHU was touched on when discussing incorporating planning and evaluation in the hiring process, and including planning and evaluation into formal plans. The roles of the Managers and Director were mostly clarified and those who found their role was not clarified was the result of having a good idea of their role prior to the workshops. Through the open ended nature of the interview questions there were various barriers and facilitators mentioned when building evaluation capacity. One barrier was staff’s perceived difficulty of executing planning and evaluation activities within prescribed and reactive programming. One of the facilitators to building evaluation capacity at the organizational level included working through the roles as a group. Another facilitator of evaluation is to keep it on everyone’s agenda and advocating for planning and evaluation in the organization.

The next steps are to plan the supportive activities to further build evaluation capacity and to identify ways to reach the identified short-term outcomes. From the information gleaned in the interviews, the Foundational Standard Team can more effectively deliver resources specific to each manager and team’s learning style and preference.

## INTERVIEW OBJECTIVES

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The goal of the interviews was to understand the Program Manager's and Director's level of planning and evaluation knowledge and skills as well as attitudes and perceptions. The interview objectives were to gain information about impact of the facilitated workshops related to organizational structure, knowledge, skills, attitudes, perceptions, barriers, and facilitators around building evaluation capacity.

## METHODOLOGY

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### PARTICIPANTS

After the self-assessment survey and facilitated discussion/focus group, the leadership group decreased. The CNO (1) position was eliminated and the Epidemiologists (2) did not participate in the interviews. The post-workshop interviews involved five Program Managers and the Director.

### QUESTION DEVELOPMENT

Interviews were based on questions developed by the Planning & Evaluation Specialist and reviewed by the Epidemiologists. The questions were developed based on the original action research question:

*“To what extent do facilitated workshops contribute to management understanding and perceptions of utilization of effective public health practice within an evidence-informed public health planning process?”*

From the research question, the indicators informing the post-workshop interview questions were:

- Manager/Director knowledge of components of effective public health practice (steps involved in evidence-informed public health practice (EIPHP), sources of evidence to be used in decision-making, supportive organizational practices and roles)
- Manager/Director perceptions of the utilization of EIPHP applications within their program teams
- Manager can identify a critical question within their program area that can be addressed through the stages of evidence-informed public health planning process going forward

The questions were also connected with the themes derived from the original self-assessment tool which were: Knowledge, skills, attitudes, perceptions, organizational structure, barriers, and facilitators as well as the workshops' learning objectives. An evaluation matrix was developed to illustrate the connection of the interview questions to the themes, indicators, and workshop objectives. The evaluation matrix and interview questions can be found in **Appendix A** and **Appendix B**, respectively.

### DATA COLLECTION

Data was collected by recording interviews and taking additional interview notes. Program Managers and the Director were asked 11 pre-determined questions and prompt questions when necessary. Copies of the questions were sent to the Program Managers and Director on November 25, 2016 and interviews were conducted between November 28 and December 9, 2017.

## DATA ANALYSIS

Interviews were recorded and transcribed. Relevant quotations were highlighted in each interview where they were then coded into themes using a thematic analysis coding method. Data gathered from the interviews was verified and validated using theories behind coding qualitative information.<sup>1,2</sup> The data collected was also verified by recording, transcribing and coding the information from each interview. For the coding system, a table was made where the question number, line number, quotation and theme were specified. The interview quotations were organized according to the pre-determined question, prompting, and themes outlined in the self-assessment report. The results summary table can be found in **Appendix C**.

## RESULTS

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Program Managers and the Director were asked to share their thoughts, opinions and understanding of planning and evaluation before the workshops. They were unsure to build evaluation capacity in the organization and had overall positive thoughts and opinions about it. Most expressed they had a good understanding of planning and evaluation before the workshops.

The questions were separated into what the Managers and Director took away from the first and second workshops. The objectives for the first workshop called “Planning and Evaluation for Managers,” were to learn about logic models, that the process of planning and evaluation takes time and deserves such time, and that having a shared vision with the common outcomes is important. The first workshop also reinforced what they knew about planning and evaluation and slightly reinforced perceptions of their planning and evaluation roles as being the leaders of change. Managers also took away notions of evaluative and critical thought and how to ask the right questions. A quotation that surfaced was planning and evaluation is “...not one piece of paper, it’s not one tool, it, it’s a way of thinking...” which reinforces the notion that critical and evaluative thought is imperative in building evaluation capacity. At the first workshop, management demonstrated they were not afraid to identify their own gaps in knowledge and what their learning needs were.

From the second workshop, “Determining an Evaluation Vision and Strategies for CKPH” most said they gained additional knowledge and it helped everyone get on the same page about planning and evaluation. During the discussions, all were thinking of their specific program areas and some expressed their excitement to get started. Self-learning was identified as a need going forward for leaders to better coach staff. They were asked if their thoughts and opinions had changed since the two workshops and the majority said they had not changed from thinking it was important, but positive opinions were reinforced or validated. The group was asked if they developed a cohesive vision statement at the final workshop. Most said yes and others identified there being a lot of agreement around the vision statement, but the timeline of when it was completed was unclear to most. A little more than half said the drawing exercise was helpful and the rest did not see it as helpful. The answers were based on personal learning preference and their comfort with such activities. Overall, the workshops clarified specific roles in planning and evaluation by explaining strategies to support employees and to hire new employees with pre-existing planning and evaluation knowledge. For those who felt the workshop did not clarify their roles it was because they had a pretty good idea of what their role was before the workshops.

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1. Gorden, Raymond (1992). *Basic Interviewing Skills*. Itasca, IL: F. E. Peacock.

2. Virginia Braun & Victoria Clarke (2006) Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3:2, 77-101

Also mentioned was the Medical Officer of Health as a missing resource who should be included in the process of building evaluation capacity. The outlined roles identified by Program Managers and the Director are:

Table 1: Roles in Planning and Evaluation according to Management	
Title	Role
Leadership (Program Managers & Director)	<ul style="list-style-type: none"> <li>-Be accountable for their own learning and knowledge</li> <li>-Be the champions</li> <li>-Move the agenda forward</li> <li>-Teach students to build evaluation capacity</li> <li>-Help the team identify their own learning needs and monitor staff to be sure performance appraisals are being followed</li> </ul> <p>With their teams to:</p> <ul style="list-style-type: none"> <li>-Support</li> <li>-Identify champions</li> <li>-Provide learning opportunities</li> <li>-Make changes to move planning and evaluation forward for their teams</li> </ul>
Front Line Staff	<ul style="list-style-type: none"> <li>-Do evaluation</li> <li>-Identify their own learning needs</li> <li>-Integrate planning and evaluation into their work</li> <li>-Follow protocol</li> </ul>
Foundational Standard Team	<ul style="list-style-type: none"> <li>-Support</li> <li>-Be open and approachable</li> <li>-Develop learning resources</li> <li>-Do evaluation</li> <li>-Identify evaluation needs in the organization</li> </ul>

Most of the Managers and the Director feel they can effectively lead and support their team with additional knowledge, confidence, frameworks, procedures, and practice with the ongoing review of research. The next steps include adding planning and evaluation to meeting agendas, having increased resources, allocated time, and specialized staff.

### ADDITIONAL THOUGHTS AND OPINIONS

The workshops were an overall positive experience. The freestyle, facilitated workshop style was favoured and encouraged instead of using the more traditional classroom-like, learning setting. Learning the roles of other employees also helped when thinking about how to build evaluation capacity. In the organization there is a need for ongoing communication pertaining to educational opportunities and other planning and evaluation components. The benefit of having a staff member with planning and evaluation expertise in building evaluation capacity was also mentioned. For the future, the Managers and Director are looking forward to growing their skills and seeing what it will be like when planning and evaluation has been incorporated in all staff's work. When it is incorporated, the formalized evaluation results can be shared with other municipalities and health units because we do great things and this should be reported.

Some unexpected workshop outcomes were being intimidated and overwhelmed by the logic model process and how long it took to develop as well as feeling their role was made “messier” as a result of the workshops. The coding matrix and question list can be found in **Appendix C**.

## RECOMMENDATIONS

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Going forward, the Chatham-Kent Public Health Unit will continue to develop the work plan for evaluation capacity building as well as a logic model depicting activities and outcomes related to the plan. Using the appropriate activities and actions, the anticipated next steps are to have attained the following outcomes within the first year:

### Organizational:

- Evidence-informed public health practice is a strategic direction in the Organization’s Strategic Plan
- Planning and evaluation is established as a priority

### Management:

- Director and management have full buy-in
- Management feels supported by senior leadership

### Champions:

- Evaluation capacity building committee has been established
- Champions have been identified and feel supported by their program manager
- Champions have basic knowledge and skills related to planning and evaluation

### All Staff:

- Most new hires have some previous planning and evaluation knowledge or experience

The activities that support these outcomes need be defined by the Foundational Standard Team in collaboration with Management and the Director to further build organizational evaluation capacity. An important first activity is to define the roles and responsibilities related to building evaluation capacity and participating in planning and evaluation activities, so that evaluation champions can be identified, and some thought can be given to a communication strategy. Other supportive activities include integrating planning and evaluation into the recruitment process and into Manager performance appraisals.

### **Goals and Objectives for the key informant Interviews:**

Our goal at CKPHU is to increase evaluation capacity by targeting the leadership in the organization. Through two workshops and one post interview we are determining if evaluation capacity has increased due to these activities and what the future looks like with regards specifically for Program Managers and the Director of Health.

**Goal:** To understand changes in Program Manager's / Director's knowledge, skills, attitudes and perceptions with regard to P&E.

**Objectives:** Conduct key informant interviews to gain information regarding organizational structure, knowledge & skills, attitudes & perceptions, and barriers & facilitators.

### **LDCP Research Question:**

“To what extent does a facilitated workshop contribute to management understanding and perceptions of utilization of effective public health practice within an evidence-informed public health planning process?”

Indicators:

- Current level of knowledge, awareness and perceptions among program managers/director regarding evidence-informed public health practice (EIPHP)
- Increased Manager/Director knowledge of components of effective public health practice (steps involved in evidence-informed public health practice, sources of evidence to be used in decision-making, supportive organizational practices and roles)
- Increased Manager/Director perceptions of the utilization of EIPHP applications within their Program Teams.
- Manager can identify a critical question within their program area that can be addressed through the stages of an evidence-informed public health planning process going forward.

### **Themes from Self-Assessment:**

- Knowledge & Skills
- Attitudes & Perceptions
- Organizational Structure
- Barriers and Facilitators

Interview Questions	Link to the objective of the Workshops & Indicators of LDCP	Link to themes from self-assessment tool
<b>Base understanding: Pre-workshops</b>		
<p>1. Prior to attending the two workshops, what were your thoughts and opinions regarding planning and evaluation?</p> <p>a) Why?</p> <p>2. Prior to attending the two workshops, did you think you had a good understanding of planning and evaluation?</p> <p>a) Why or Why not?</p>	<p>“Increased Manager/Director knowledge of components of effective public health practice (steps involved in evidence-informed public health practice, sources of evidence to be used in decision-making, supportive organizational practices and roles)”</p>	<p>-Attitudes &amp; Perceptions -Knowledge &amp; Skills</p>
<b>Post-workshops</b>		
<p>3. What did you take away from the first workshop (planning and evaluation for managers) on September 19th?</p> <p>a) Increased knowledge b) Additional skills c) Change in attitude d) Change in perceptions</p>		<p>-Attitudes &amp; Perceptions -Knowledge &amp; Skills</p>
<p>4. What did you take away from the second workshop (Determining an Evaluation vision and Strategies for CKPH) on October 27th?</p> <p>a) Increased knowledge b) Additional skills c) Change in attitude d) Change in perceptions</p>		<p>-Attitudes &amp; Perceptions -Knowledge &amp; Skills</p>
<p>5. Did either of the workshops clarify your understanding of your role in P&amp;E?</p> <p>a) In what way? b) Probe around main takeaways</p>	<p>“Participants understand their role for increasing the use of evaluation and evidence at CKPH”</p> <p>“Increased Manager/Director knowledge of components of effective public health practice (steps involved in evidence-informed public health practice, sources of evidence to be used in decision-making, supportive organizational practices and roles)”</p>	<p>-Knowledge &amp; Skills -Organizational Structure -Barriers &amp; Facilitators</p>
<p>6. Have your thoughts and opinions about planning &amp; evaluation changed since participating in the two workshops with Public Health Ontario?</p>	<p>“Manager can identify a critical question within their program area that can be addressed through the stages of an evidence-</p>	<p>-Attitudes &amp; Perceptions -Knowledge &amp; Skills</p>



<p>a) After attending the workshops do you think your knowledge and skills in P&amp;E have increased?</p> <p>b) In what areas? ie assess program plans, critique logic models and create evaluation questions</p> <p>c) Why or why not?</p>	<p>informed public health planning process going forward.”</p> <p>“Summarize evaluation plan components, including what to look for when assessing staff created plans”</p>	
<p>7. At the final workshop would you say the group developed a cohesive vision statement?</p> <p>a) Why or why not?</p>	<p>“Participants have a shared vision for planning and evaluation (within evidence-informed public health) at CKPH”</p>	<p>-Knowledge &amp; Skills</p>
<p><b>Future Practice</b></p>		
<p>8. In your opinion, what is your role in building evaluation capacity?</p> <p>a) Front line staff?</p> <p>b) Foundational standard team?</p>	<p>“Participants understand their role for increasing the use of evaluation and evidence at CKPH”</p>	<p>-Knowledge &amp; Skills</p> <p>-Organizational Structure</p>
<p>9. Since attending the two workshops, what changes have you made or will you be making to build evaluation capacity within your team and/or the organization?</p> <p>a) How do you plan to incorporate EIPHP, planning and evaluation into your daily work?</p>	<p>“Participants commit to incorporating some of the identified strategies”</p> <p>Increased Manager/Director perceptions of the utilization of EIPHP applications within their Program Teams.”</p>	<p>-Organizational Structure</p> <p>-Knowledge &amp; Skills</p> <p>-Barriers &amp; Facilitators</p>
<p>10. Do you feel like you can effectively lead and support your team through P&amp;E activities?</p> <p>a) Why or why not?</p> <p>b) What else do you need?</p>	<p>“Participants commit to incorporating some of the identified strategies”</p>	<p>-Attitudes &amp; Perceptions</p> <p>-Barriers &amp; Facilitators</p> <p>-Organizational Structure</p>



## Key Informant Interview Questions Evaluation Capacity Building: Workshops

### Workshop Titles:

1. Planning and Evaluation for Managers (September 19<sup>th</sup>, 2016)
2. Determining an Evaluation Vision and Strategies for CKPHU (October 27<sup>th</sup>, 2016)

### Base Understanding: Pre-Workshops

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1. Prior to attending the two workshops, what were your thoughts and opinions regarding planning and evaluation?
2. Prior to attending the two workshops, did you think you had a good understanding of planning and evaluation?

### Post-Workshops

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3. What did you take away from the first workshop (Planning and Evaluation for Managers) on September 19<sup>th</sup>?
4. What did you take away from the second workshop (Determining an Evaluation Vision and Strategies for CKPH) on October 27<sup>th</sup>?
5. Did either of the workshops clarify your understanding of your role in P&E?
6. Have your thoughts and opinions about planning & evaluation changed since participating in the two workshops with Public Health Ontario?
7. At the final workshop would you say the group developed a cohesive vision statement?

### Future Practice

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8. In your opinion, what is your role in building evaluation capacity?
9. Since attending the two workshops, what changes have you made or will you be making to build evaluation capacity within your team and/or the organization?
10. Do you feel like you can effectively lead and support your team through P&E activities?

## Key Informant Interviews: Interviewers copy

### Interview #1: Date/time

#### Introduction

I want to thank you for taking the time to meet with me today. I would like to talk to you about the Evaluation Capacity Building workshops you attended as well as your thoughts and opinions regarding planning and evaluation. Specifically, we are conducting interviews to better understand the impact the workshops had on you and to inform future changes to the workshop, and planning and evaluation activities.

The interview should take less than an hour. I will be audio recording the session because I don't want to miss any of your comments. Although I will be taking some notes during the session, I can't possibly write fast enough to get it all down. Because we are being recorded, please be sure to speak up so I don't miss your comments.

The results from the interviews will be grouped into themes according to responses and will not be connected to your name. After the interview responses have been compiled and analyzed, the resultant report will be shared with you. You don't have to talk about anything you don't want to and you may end the interview at any time. Do you have any questions for me before we begin?

By checking this box, you agree to participate in this interview.

Name of Key Informant: \_\_\_\_\_

Signature of Key Informant: \_\_\_\_\_

Witness: \_\_\_\_\_

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

### **Base Understanding: Pre-Workshops:**

1. Prior to attending the two workshops, what were your thoughts and opinions regarding planning and evaluation?
  - a. *What did the words mean to you?*
  - b. *Why?*
2. Prior to attending the two workshops, did you think you had a good understanding of planning and evaluation?
  - a. *How was this understanding formed?*
  - b. *Why or why not?*

### **Post-Workshops**

3. What did you take away from the first workshop (planning and evaluation for managers) on September 19th?
  - a. *Do you feel like you gained additional knowledge for planning and evaluation? (ie. Logic models)*
  - b. *Do you feel like you had gained skills? (ie. How to appraise a logic model, identify strategies to increase critical/evaluative thinking, summarize evaluation plan components, design evaluation questions for evidence-informed public health)*
  - c. *Change in attitude?*
  - d. *Change in perceptions?*
4. What did you take away from the second workshop (Determining an Evaluation vision and Strategies for CKPH) on October 27th?
  - a. *Did you feel like you gained additional knowledge for planning and evaluation? (ie. Specific logic model components)*
  - b. *Do you feel like you had gained additional skills in planning and evaluation?*
  - c. *Change in attitude?*
  - d. *Change in perceptions?*
5. Did either of the workshops clarify your understanding of your role in P&E?
  - a. *In what way?*
  - b. *Probe around what they say as takeaways*
6. Have your thoughts and opinions about planning & evaluation changed since participating in the two workshops with Public Health Ontario?
  - a. *After attending the workshops do you think your knowledge and skills in P&E have increased?*
  - b. *In what areas? (ie. assess program plans, critique logic models and create evaluation questions)*
  - c. *Why or why not?*
7. At the final workshop would you say the group developed a cohesive vision statement?
  - a. *Why or why not?*
  - b. *Was the drawing exercise helpful in articulating this vision?*

## Future Practice

8. In your opinion, what is your role in building evaluation capacity?
  - a. *As a manager, leader, mentor?*
  - b. *What is the role of Front line staff?*
  - c. *What is the role of the Foundational standard team?*
  
9. Since attending the two workshops, what changes have you made or will you be making to build evaluation capacity within your team and/or the organization?
  - a. *How do you plan to incorporate EIPHP, planning and evaluation into your daily work?*
  
10. Do you feel like you can effectively lead and support your team through P&E activities?
  - a. *Why or why not?*
  - b. *What else do you need?*
  
11. Is there anything else you would like to add?
  - a. *About evaluation capacity building, the workshops, planning and evaluation?*
  - b. *Do you have any questions for me?*