

# PARTNERSHIP – MEASURING AND EVALUATING

With a view to Learning and Sharing Information

Guidelines and Tools

# Health Services National Partnership Forum Mission Statement

Working Together for a Better Health Service enables a new active relationship in managing change characterised by employee participation and consultation, the development of joint objectives, co-operation and trust and the delivery of patient-focused quality Health Services.

# Foreword

These guidelines have been produced in response to a specific commitment in the Health Services National Partnership Forum's Strategy & Action Plan: "A sensible ethos and system of measurement should be introduced." They can be used to ensure that the principle of measurement becomes a central feature of how the partnership programme is planned and delivered.

The guidelines are not intended to be prescriptive rather they should act as a reference or guide to people working within the system supporting the overall commitment to delivering better quality health services. I encourage the utilisation of the processes and tools outlined in the booklet to promote a culture of measurement and evaluation which will in turn support effective partnership working.

**Larry Walsh**

*Director*

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# Introduction

The purpose of this document is to assist all the partnership stakeholders to jointly measure and monitor workplace partnership activities with a view to learning and sharing information. This will help to guide action for improved outcomes.

The need for measurement of the partnership process is explicitly stated in both the Health Service National Partnership Forum's (HSNPF) Strategy/Action Plan – The Way Forward 2002 – 2005 and the Action Plan for People Management 2002 (APPM).

The APPM was a result of an extensive consultation process for the Department of Health & Children's Health Strategy 2001. Section 4.6 in the APPM documents the objective for the measurement and evaluation of the partnership process. It states that: "Good practice suggests that performance should be measured to enable corrective action and to facilitate learning" (pg 28).

The HSNPF's strategy document, The Way Forward also highlights that it is good practice to design a simple measurement device around each partnership activity/initiative before each commences.

Measurement will help define successful outcomes by providing a clearer view of the successes and how such successes can be built upon. Measurement also indicates where outcomes are falling short of plan and this allows for corrective action to be taken promptly.

An important purpose of measurement is to equip decision-makers, joint decision-makers in the context of partnership, with accurate data so that they can make better informed decisions in a more timely way.

These guidelines recognise the value of individual organisations finding their own particular approach to measuring partnership and service improvement. Processes and priorities will vary but these guidelines set out a number of common options that will enable measurement of the benefits of working together.

# Why Measure?

Understanding the impact of joint working requires the **measurement** of programme outcomes and assessment of the **value** of these outcomes.

Measurement helps us to quantify the success of our efforts. We can use the results to show government funding agencies, union and management leaders, the public and staff the quality of our change efforts. Clear and transparent evaluation and measurement increases credibility and maximises our ability to recruit staff and serve the public, gain financial support from government or other agencies and show others the value of our programmes.

We measure in order to:

- determine if we achieved what we set out to achieve
- examine what went well, what we would do differently and all the benefits to be captured and communicated
- demonstrate how people working together contributes to the delivery of a people-centred health service
- contribute to the development of a database of partnership activities capturing the extent and nature of partnership work in the core business of the health service. This database is to be a tool for all partnership stakeholders to utilise for information sharing and learning.

Partnership working is a way of doing business [*process*] that results in better services [*outcomes*]. Partnership committees and working groups work in a certain way [*process*] that results in a desired outcome. As a starting point for measurement of partnership, the list overleaf outlines the characteristics of good partnership working.

Organisations that work through partnership can show that:

- Leaders, including clinical, management and trade union leaders, are committed to and demonstrate an involving culture;
- People at all levels across the organisation understand and have the opportunity to influence its overall vision and goals;
- There are communication processes up and down and across the organisation which everybody understands clearly and can access readily;
- There is a culture of openness in which staff feel free to contribute ideas and voice concerns without fear of victimisation;
- Responsibility is devolved to individuals and teams who can influence decisions about their work and their working lives;
- Staff and trade unions are effectively engaged at the earliest possible stage in influencing decisions and in joint information-sharing, learning and problem-solving with management;
- All staff feel valued and are involved and supported in developing their knowledge, skills and potential.

*(Partnership Diagnostic Toolkit 2002)*

When developing a measurement system, we need to be clear on its purpose. The design of a measurement system will depend on the nature of the programme and on the priorities of the relevant stakeholders. We may be concerned with the overall effectiveness of the programme, the performance of parts and/or certain aspects of the programme, or the achievement of specific goals. Because of the different perceptions of shared events, it is important when using measurement that all the stakeholders are involved in gathering and using the data.

# Getting Started

This section will introduce some key terms which are explained on page 12. This section should be read in conjunction with the key terms.

## Clarify the Purpose and Goals of the Project or Programme

The partnership agenda is about introducing change. Managed change requires us to define and clarify what we are trying to do (goals). As we define these changes, we decide how many and which changes we need to implement. It is important to be aware of and to consider how the activity to be measured relates to the interests of the stakeholders involved, be they service users, managers, staff or trade unions. An “interest” relates to the “needs and concerns” behind an expressed or adopted position. For example a position might be expressed as:

- “We are going to extend, by two hours per day, the hours in which this service is provided, and measure the impact on the system.”

The interests behind this position might be held in common by all stakeholders or might differ considerably between the stakeholder groups involved. For example, all stakeholders may be willing to explore or pilot the issue, but with different underlying interests:

- Service users might be concerned with having a more easily accessible service;
- Managers might be concerned about staffing and cost implications;
- Staff might be concerned about having to work longer hours or the impact on their family life;
- Trade Unions might be concerned about the erosion of working conditions for members.



The establishment of interests provides stakeholder groups with additional criteria against which to measure progress and to show how many, if any, of these interests are addressed through selected partnership activities. It may also influence the selection and application of measurement tools and the analysis of outcomes.

## Establish a baseline from which to measure progress

To know with confidence how far we have gone, we need to know where we started. We must agree on what the current situation is before we begin to create change.

We need to answer the following questions

- **What** is the current situation?
- **Who** is creating change?
- **Why** is change being created?
- **What** change is being created?
- **Where** is change being created?
- **How** is change being created?



## Agree appropriate measures or indicators

A limited number of carefully chosen measures/indicators can show us how far we have progressed toward the objectives and long-term goals. In order to monitor progress a baseline measurement should be taken before the project starts. This measurement reflects where you are at a given point in time. It will also enable the group to monitor progress.

A baseline cannot be established without appropriate measures, and neither can appropriate metrics be selected without identifying baseline information.

## Select Appropriate Data Collection Methods and Tools

Depending on the goals and the indicators chosen, the data required to satisfy the chosen metric may be very straightforward and readily available, or alternatively it may be difficult to establish objectively and to collect. An appropriate method and/or tool will have to be chosen. A range of available methods and tools are outlined later in these guidelines. In terms of selecting a tool or method for collecting data for every planned activity/intervention ask the following questions:

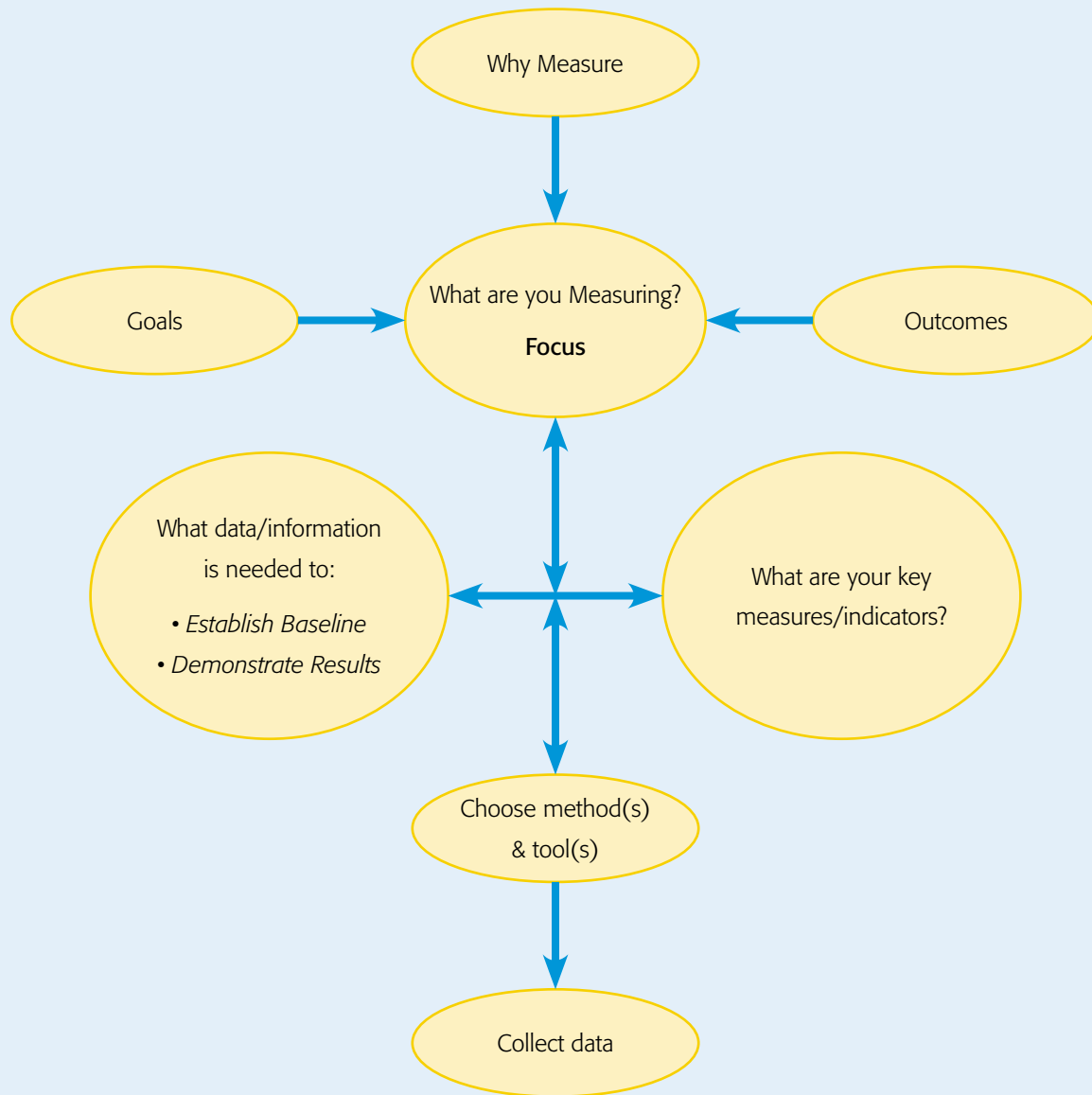
- **What** are we trying to do?
- **Why** are we doing it?
- **Where** are we doing it?
- **Who** is involved in doing it?
- **How** will we know whether or not we are successful?
- **What** are we going to do with this information when we answer these questions?



## Collect Data

Collecting data can quite often be a major task in itself. The assistance of relevant staff may be required. They may hold some of the key data or have the skills and resources necessary for its collection. Arrangements for the regular recording and reporting of data may be necessary.

The process can be represented using the following diagram:



## Key Terms in Partnership Measurement

Partnership measurement for an organisation is the ability of the organisation to examine the levels, types and the means by which activities are generated and progressed.

<p><b>Measurement</b></p> <p>The act or process of measuring; the <i>quantity</i> of result of a change effort.</p>	<p>Examples of measurements include:</p> <ul style="list-style-type: none"> <li>■ height &amp; weight</li> <li>■ budget spend</li> <li>■ the number of participants at a meeting.</li> </ul>
<p><b>Metrics</b></p> <p>These are units that can be counted.</p>	<p>Examples of metrics include:</p> <ul style="list-style-type: none"> <li>■ cost per person attending a training course</li> <li>■ the number of people waiting for a particular treatment.</li> </ul>
<p><b>Measuring Process</b></p> <p>This answers the question: “What aspects of the change intervention were successful in helping achieve the goals?”</p>	<p>Examples of <i>process</i> measures include:</p> <ul style="list-style-type: none"> <li>■ assessment of how well training activities were carried out</li> <li>■ changes in workflow or process</li> <li>■ changes in communication structures</li> <li>■ changes in specific processes used to involve union, management and staff in decision-making.</li> </ul>
<p><b>Measuring Outcome</b></p> <p>This answers the question: “How did participants and their organisations benefit from the activities and what were the specific outcomes of these activities?”</p>	<p>Examples of desired <i>outcome</i> include</p> <ul style="list-style-type: none"> <li>■ change in behaviour after training activity</li> <li>■ decrease in turnaround time between operations</li> <li>■ a more informed staff involved in change activities</li> <li>■ reduction in the number of grievances and arbitrations</li> <li>■ an increase in the number of staff that receive training in key areas.</li> </ul>
<p><b>Programme Evaluation</b></p> <p>The use of research methods and procedures to <i>consistently</i> investigate the <i>effectiveness</i> of change efforts. Evaluation results in an understanding of the <b>value</b> of a programme or change effort.</p>	<p>An example of programme evaluation is:</p> <ul style="list-style-type: none"> <li>■ a review of an extended hours project examining both process and outcome issues.</li> </ul>

# Methods, Processes and Tools

It is important to introduce measurement and recording of activities as a helpful tool for improvement rather than as a punitive exercise. This message needs to be promoted by trade union and management leaders in order to obtain accurate and useful information.

Most people will be familiar with the methods, processes and tools of measurement described through their involvement with service planning and the performance verification process.

We need to select our tools to match our measures, our measures to match our questions, and our questions to match our goals. There needs to be a direct connection between measures and goals. The measures you choose will create a picture of what and how things have changed or not changed. At the end you will be able to see the effects on the goal agreed at the beginning.

The following table shows examples of the connections between goals, measures and data collection tools.

Goal/Question	Measures	Data collection tools
<p><b>Goal:</b> To understand causes of staff turnover and to reduce it through working in partnership.</p> <p><b>Question:</b> What are the variables (aspects that change) affecting staff turnover and how can we reduce it?</p>	<ul style="list-style-type: none"> <li>■ Turnover rates in various departments or at various levels</li> <li>■ Staff satisfaction</li> <li>■ Staff perceptions of hospital/organisation</li> </ul>	<ul style="list-style-type: none"> <li>■ Collection of turnover rates</li> <li>■ Surveys</li> <li>■ Interviews</li> <li>■ Focus groups</li> </ul>
<p><b>Goal:</b> To define and clarify the impact of partnership.</p> <p><b>Question:</b> How does the use of joint working affect quality of care and staff satisfaction?</p>	<ul style="list-style-type: none"> <li>■ Amount and definition of joint working</li> <li>■ Staff satisfaction rates</li> <li>■ Level of and definition of quality of care</li> </ul>	<ul style="list-style-type: none"> <li>■ List of joint work</li> <li>■ Surveys</li> <li>■ Focus groups</li> <li>■ Interviews</li> <li>■ Review key literature</li> </ul>
<p><b>Goal:</b> To improve partnership communication within a healthcare organisation.</p> <p><b>Question:</b> What is the level of understanding of workplace partnership in our organisation?</p>	<ul style="list-style-type: none"> <li>■ Number and types of partnership information sessions completed.</li> <li>■ Perceptions of what partnership means.</li> <li>■ Number of participants attending these sessions.</li> <li>■ Evaluation sheets at the end of information sessions</li> </ul>	<ul style="list-style-type: none"> <li>■ Interviews</li> <li>■ Surveys</li> <li>■ Focus group</li> <li>■ Collection and analysis of attendance rates</li> <li>■ Collection and analysis of evaluation sheets</li> </ul>

The following describes briefly some of the different methods, processes and tools that can be used. The brief description outlines what it is, why it is important and when it is used. Further reading references will be provided.

## Existing Partnership Measurement Processes

There are three main processes that are embedded in partnership working in the health services that can be utilised to assist the establishment and functioning of a measurement system.

### Partnership Annual Service Plan

This tool can be used to measure **process** and **outcomes**.

#### What is it?

The service plan is the vehicle through which partnership committees can work together to identify activities which will enhance service delivery. These can be progressed utilising partnership processes.

#### Why is it important?

It enables partnership committees to plan, monitor and evaluate identified objectives agreed by the committee to mainstream partnership activity within the organisation.

#### When is it used?

On a yearly basis the partnership committee needs to develop its service plan for the following year. It should develop quarterly reviews of the objectives identified. The service plan will act as a prompt to assess progress in relation to the objectives set and prompt corrective action if a project is not meeting its objectives.

**Further reading:** HSNPF's Partnership Service Planning Handbook or visit [www.hsnpf.ie](http://www.hsnpf.ie)



## Form 7

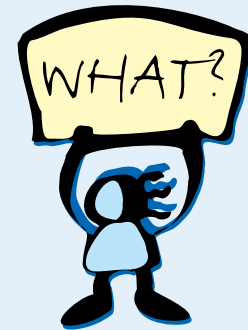
This tool can be used to measure **outcomes**.

### What is it?

The Form 7 is one of a number of forms used by the Health Service National Partnership Forum for tracking and administering the partnership service plans and local projects submitted by partnership committees. It highlights progress made in each quarter in relation to the objectives set out in an organisation's partnership service plan. It also highlights any learning points for committees and working groups.

### Why is it important?

- It helps partnership committees to keep track of what stage their initiatives are at.
- It helps partnership committees to keep track of any monies allocated to them by the Health Services National Partnership Forum.
- It informs participants of the administrative function of the Health Services National Partnership Forum and helps them to meet the requirements of the auditors.
- It brings the project database up to date where the learning encountered in delivering initiatives can be shared with others in the health service.



### When is it used?

**It is completed at the end of each quarter and submitted** as part of the service plan update. The timeframes for submitting the completed forms to the HSNPF are the first week of April, July, October and January.

**Further reading:** [www.hsnpf.ie](http://www.hsnpf.ie)

## Sustaining Progress/Performance Verification Process

This tool can be used to measure **outcomes**.

### What is it?

*Sustaining Progress* is a national agreement entered into by social partners i.e. Trade Unions, Employers, Government etc. It provides for pay increases in exchange for modernisation and change in the public sector. In order to receive pay increases, progress on the change agenda must be verified through a six-monthly report and site visits/presentations.

### Why is it important?

Under *Sustaining Progress* organisations are required to work in partnership. For the purpose of partnership measurement, examples of partnership activities are documented, on a regular basis, on how change is being managed and its outcome for the service in general. Partnership groups review this information which in turn can provide evidences of partnership in practice.

The areas identified in *Sustaining Progress* which require updated reports are:

1. Enhanced Customer Service.
2. Stable Industrial Relations.
3. Performance Management.
4. Modernisation/Equality
5. Value for Money
6. Staff Training and Development



### When is it used?

This verification process is carried out by an independent Performance Verification Group (PVG) through site visits/presentations and assessment of a progress report from each of the HSE areas on a six-monthly basis.

**Further reading:** Sustaining Progress Agreement @ [www.hsnpf.ie](http://www.hsnpf.ie)

### Additional Processes

These tools can be used to measure **process** and **outcomes**.



## Partnership Process Evaluation Form

### What is it?

This is a tool that can be used by any team to assess how it is working. "A team is a small group of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable". (Source Katzenback and Smith, The Wisdom of Teams, 1993)

The tool can be used to determine how the partnership process has promoted a culture of working together.

What went well?

What learning took place?

How could we have done it differently?

Was there adequate support given to the group?

### Why is it important?

It assists groups/teams to assess together the above questions and establish new ways of working as a result of their collective deliberations.

### When is it used?

It can be used when a group or team is midway through its action plan or at the end of its action plan.

Katzenback and Smith (1993) The Wisdom of Teams: Creating the High Performance Organisation – Harper Business Essentials  
ISBN 0-06-052200-3

## Edgar Schein – Group Effectiveness

### What is it?

The Edgar Schein Group Effectiveness model is a tool for assessing the effectiveness of a group. It can be used by a partnership committee or working group. In organisational development, the phrase *group process* refers to the behaviour of people in groups, such as project groups that are trying to solve a problem or make a decision. An individual with expertise on group process, such as a trained facilitator, can assist a group toward accomplishing its objective by diagnosing how well the group is functioning as a problem-solving or decision-making entity and subsequently intervening to alter the group's operating behaviour.

The tool looks at eight areas of group effectiveness as follows Goals, Participation, Feelings, Diagnosis of Team Problems, Leadership, Decisions, Trust and Creativity.

### Why is it important?

By keeping in touch with those characteristics and qualities that improve team effectiveness, the changes necessary to improve it can be made. The result of improved team effectiveness will be better outcomes. The payoff – the desired outcomes – are powerful and achievable: project profitability and quality, client satisfaction, and individual/professional development and growth. Group work is an essential element of partnership working.

### When is it used?

The Schein Group Effectiveness Rating Chart (see Appendix 1) can be used at any stage in the lifetime of a project group or partnership committee.

**Further reading:** Schein, Edgar, (1988) *Process Consultation – Volume 1: Its role in organization development*, Second Ed.

ISBN 0-201-06736-6



## Learning by Monitoring

### What is it?

Learning by Monitoring is a practical action-orientated framework for improving performance by learning from best practices and the processes by which they are achieved. It operates by using a Self-Evaluation Questionnaire consisting of a series of sixty item statements, where respondents can give an evaluation score on a Likert-type scale from "Strongly Agree" to "Strongly Disagree". This questionnaire can be completed online after consultation with the National Centre for Partnership (NCPP) or can be submitted for analysis in word format.

It ascertains how effective partnership has been in terms of delivering mutual gains, improving performance and fostering organisational change through agreeing a rating. After this a priority action is agreed for follow-up.

### Why is it important?

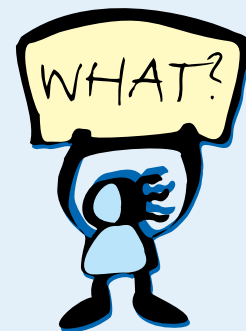
The Learning by Monitoring Methodology creates an opportunity for self-monitoring and evaluation in a manner that is designed to stimulate information exchange, shared learning and problem-solving.

The exercise enables each of the stakeholders to firstly assess the extent to which the partnership projects have contributed to the achievement of both shared and individual goals, interests and objectives. Secondly, it provides the participants with a tool for the ongoing monitoring and auditing of the extent to which the partnership projects are fostering a commitment to and the achievement of, organisational change, innovation and development.

### When is it used?

It can be used at any time. It could become part of an organisation's tool for planning and evaluating.

**Further reading:** at [www.ncpp.ie](http://www.ncpp.ie)



## Partnership Diagnostic Tool Kit

### What is it?

This tool is a joint review by management and trade unions working in partnership. This self-assessment system is not designed to measure performance of specific individuals or departments but it is intended to provide an assessment of the current status of the partnership process (baseline). It provides a forum and data that will, in a focused and targeted way, develop partnership at workplace level.

### Why is it important?

It aims to improve the level of participation and involvement of the partnership process within an organisation on a continuous basis. The self-assessment requires evidence which indicates that the organisation is meeting the standard.

### When is it used?

It can be used at any time either to establish a baseline or to assess partnership at a point in time.

For more information contact the HSNPF office and request the Partnership Diagnostic toolkit. [www.hsnpf.ie](http://www.hsnpf.ie)



## Organisational Survey

### What is it?

A survey can be defined as any process used for asking people questions to gain information. This information can be attitudinal, factual or based on perceptions, beliefs or judgements.

### Why is it important?

An organisational survey is a systematic process of data collection designed to quantifiably measure specific aspects of organisational members' experience as they relate to work.



### When is it used?

The following criteria show where surveys can work:

- To explore and understand employees' opinions, attitudes, values and beliefs.
- To provide a general or specific assessment of the behaviours and attitudes in employees' day-to-day work experience.
- To create baseline measures and to use these to benchmark various behaviours, processes and other aspects of the organisation against either external or internal measures.
- To use the data for driving organisational change and development.

**Further reading:** Coghlan, D & Mc Auliffe E, (2003) Changing Healthcare Organisations 1st edition, Blackhall Publishing, Dublin.

## Questionnaire

### What is it?

A questionnaire can be described as a method that seeks written or verbal responses from people to a set of written questions or statements. Questions are set in advance and the same sets of questions, in the same order, are asked of each recipient. It is a structured method of research. Recipients are asked to choose from a set number of options (quantitative) or make comments on a particular issue (qualitative). Responses can be collated manually or by an IT package such as SPSS.

Questionnaires can be conducted internally as a partnership project or by an external body that can be contracted to undertake the survey as commissioned by the partnership committee. It is important that whoever conducts the survey takes care in setting the questions so that no bias occurs.



### Why is it important?

Conducting questionnaires and surveys should ensure that the stakeholders in the area being surveyed are all involved in the information gathering. Areas of concern could be highlighted in a safe manner. Workshops or focus groups could be considered as a result of the findings of the questionnaire.

It is important from a partnership perspective that findings from any questionnaire/survey are circulated to those who take part. Any future plans as a result of the findings should also be communicated.

### When is it used?

Partnership questionnaires can be used in many instances, examples of which are staff attitude surveys and patient satisfaction surveys. Staff attitudes to a number of issues can be ascertained and partnership initiatives can result. Likewise the same applies to patient satisfaction surveys.

**Further Reading:** Parahoo K (1997) *Nursing Research-Principles, Process and Issues*, PALGRAVE MACMILLIN, Hampshire and New York. ISBN 033-69918-1

## Interviews

### What is it?

An interviewer asks and records answers to a series of questions put to a person on a one-to-one basis. (Group interviews/Focus groups will be covered later.)

The interviews can be structured so that the questions are very precise and require quantified answers. Semi-structured interviews ask questions where both quantitative and qualitative information is required. Depth or unstructured interviews allow respondents to establish what is important to discuss.

### Why is it important?

Interviews are useful and important when:

- You need to know about people's experiences and views in some depth.
- You are able to rely on information from a fairly small number of respondents.
- The issue is sensitive, and people may not be able to speak freely in groups.
- Your respondents would not be able to express themselves fully through a written questionnaire.
- It is a tool that can be used to confirm questionnaire/survey findings



### When is it used?

Interviews can be used as a data collection method on its own or combined with other data collection methods. It can be used to gauge the views on partnership of a group of people at any given time. Depending on the type of data you require for planning, interviews with key people in an organisation can be very useful.

**Further reading:** Research for development – a practical guide. Sophie Law, Sage publications. ISBN 0761973235

## Focus Group

### What is it?

A focus group is a powerful means to evaluate services or to test new ideas. Basically, focus groups are interviews, but of 6-10 people at the same time in the same group. One can get a great deal of information during a focus group session.

### Why is it important?

In planning focus group work it is important to distinguish between focus groups in which the participants share some important characteristics or experience from those who do not. Being in a group with others like you can give people confidence to speak about their experiences in a way which may not occur in a one-to-one interview.

### When is it used?

Focus groups are useful when:

- You need in-depth information about how people think about an issue – their reasoning about why things are as they are, why they hold the views they do.
- You need guidance in setting a framework for some larger-scale research, about what people see as the issues for them.
- You want people's ideas about what would be better.



**Further reading:** Research for development – a practical guide. Sophie Law, Sage publications, ISBN 0761973235.



## Case Study

### What is it?

A case study focuses on specific populations and events which are bound by time and are well-defined. In-depth information can be collected by using a variety of methods.

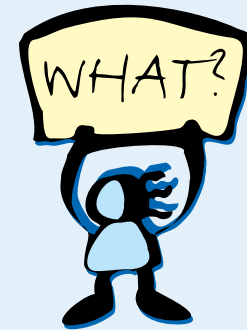
### Why is it important?

The type of data produced is mainly descriptive. As a design, it lends itself well to both quantitative and qualitative approaches. Using the case study approach, data can be collected in the past, present and future. Case studies are concerned with good practice. The study can analyse exactly what are the features of the work that constitute good practice.

### When is it used?

Case studies are usually undertaken to investigate *how* and *why* questions and you need at the start to clarify your ideas about what cause explains what effect. Therefore when considering a special partnership initiative consider the possibilities of using a case study methodology.

**Further reading:** Research for development – a practical guide. Sophie Law, Sage publications, ISBN 0761973235.



# Useful Terms & Information

This section contains short notes on useful terms and subjects. The purpose of this information is to assist partnership stakeholders to debate what it is they are measuring or evaluating. At this stage we would also recommend partnership groups to review the HSNPF publication *Tools for Change* (HSNPF 2004) as this is also a resource for assessing progress. This is accessible at [www.hsnpf.ie](http://www.hsnpf.ie).

**Monitoring:** Regular and ongoing assessment of progress made during the lifetime of the project, to enable adjustments to be made. Traditionally referred only to the assessment of whether a project was on track in terms of its planned activities and outputs, but is increasingly employed to refer to the tracking of all aspects of a project, including the scanning of the external environment and the impact achieved (whether intended or unintended): hence the increasing use of the phrase 'impact monitoring'.

**Impact:** Lasting or significant changes – positive or negative, intended or unintended – in peoples lives, brought about by a given action or series of actions. Traditionally only sustainable or lasting changes were seen to constitute impact. But impact can also be used to refer to changes which people may consider significant but which are only temporary (i.e. self confidence of a committee member). These temporary changes are not always equivalent to the purpose, goal, aim or long term objective of a project or indicators.

**Evaluation:** Traditionally refers to the assessment, at the end of the life of a project or programme or several years after, of its impact, effectiveness, efficiency, relevance and sustainability. It is often distinguished from monitoring by an emphasis on outcomes and impact, on underlying assumptions, and on learning for future and broader policy purposes beyond the particular project or programme that is being assessed.

Recently evaluation has also been used to refer to reviews undertaken during the lifetime of a project. This distinction between monitoring and evaluation has become more blurred as the creditability of once-off evaluations has been questioned and interest in more continuous forms of organisational learning has grown.

**Indicators:** The evidence or signposts which show whether an activity, objective or aim has been achieved or is on its way to being achieved. An indicator may refer directly to the activity or objective in question (e.g. the indicator of success of a project which aims to increase the number of patients attending an extended hours clinic would be the number of extra hours that a particular service has been extended by and verification of the numbers in the clinics' returns.)

**Objectives:** The intended achievements of the activities of a project or programme in the short, medium and long term. Long term objectives are often used as the equivalent of aims or goals. Short term and medium term objectives are often used as the equivalent of outputs or outcomes.

**Outputs:** The immediate results or effects of a given activity.

**Outcomes:** What will occur if the outputs are actually used or sustained? The effects of the achieved outputs and activities.

**Effectiveness:** The extent to which intended outputs, results or outcomes have been realised.

**Efficiency:** A measure of the relationship between the inputs or resources invested in a given project or programme and the outputs and outcomes achieved. Could the same results have been achieved for less input, or could more results have been achieved with the same input?

**Organisational effectiveness** can be defined as the degree to which an organisation attains its short-term (ends) and long-term (means) goals, the selection of which reflects strategic constituencies, the self-interest of the evaluator and the life stage of the organisation.

“Organisational effectiveness is a central theme in organisational theory; (yet) researchers have had considerable difficulty on agreeing what the term means.”

“What is effectiveness and how do we measure it?”

Four different approaches to the study of organisational effectiveness are:

- The goal-attainment approach
- The systems approach
- The strategic-constituencies approach
- The balanced scorecard approach

Comparing the four organisational effectiveness approaches		
Approach	Definition	When useful
	<i>An organisation is effective to the extent that...</i>	<i>The approach is preferred when...</i>
■ Goal attainment	it accomplishes its stated goals	goals are clear, time-bound and measurable
■ Systems	it acquires needed resources	a clear connection exists between inputs and outputs
■ Strategic constituencies	all strategic constituencies are at least minimally satisfied	constituencies have a powerful influence on the organisation, and the organisation must respond to demands
■ Balanced scorecard	the identification and measurement of areas critical to the business	the organisation is complex and is operating in a demanding environment

To understand each approach, its assumptions, problems and what is required to make it operative we suggest the following reference.

Source: Organisation Theory – Concepts and Cases, 4th Edition, Stephen P. Robbins and Neil Barnwell, 2002 Prentice Hall/Pearson Education Australia Pty Ltd, & R.S. Kaplan and D.P. Norton.

“Using the Balanced Scorecard as a strategic management system” Harvard Business Review, January – February 1996

Sources of references for pages 24, 25 & 26: *Impact assessments for Development Agencies – Oxfam development guidelines – Chris Roche (1999)*

# Data Collection

The following table provides an overview of the basic methods to collect data.

Method	Overall Purpose	Advantages	Challenges
<b>Questionnaires, surveys, checklists</b>	when need to quickly and/or easily get lots of information from people in a non-threatening way	<ul style="list-style-type: none"> <li>■ can complete anonymously</li> <li>■ inexpensive to administer</li> <li>■ easy to compare and analyse</li> <li>■ can administer to many people</li> <li>■ can get lots of data</li> <li>■ many sample questionnaires already exist</li> </ul>	<ul style="list-style-type: none"> <li>■ might not get careful feedback</li> <li>■ wording can bias a person's responses</li> <li>■ are impersonal</li> <li>■ questions need to be asked verbally if communities have high levels of illiteracy</li> <li>■ in surveys, may need sampling, expert doesn't get full story</li> </ul>
<b>Interviews</b>	when need to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires	<ul style="list-style-type: none"> <li>■ get full range and depth of information</li> <li>■ develops relationship with the community</li> <li>■ can be flexible with client</li> </ul>	<ul style="list-style-type: none"> <li>■ can take much time</li> <li>■ can be hard to analyse and compare</li> <li>■ can be costly</li> <li>■ interviewer can bias a person's responses</li> </ul>
<b>Focus groups</b>	explore a topic in depth through group discussion, e.g., about reactions to an experience or suggestion, understanding common complaints, etc.; useful in evaluation	<ul style="list-style-type: none"> <li>■ quickly and reliably get common impressions</li> <li>■ can be an efficient way to get much range and depth of information in a short time</li> <li>■ can convey key information about programs</li> </ul>	<ul style="list-style-type: none"> <li>■ can be hard to analyse responses</li> <li>■ need good facilitator for safety and closure</li> <li>■ difficult to schedule 6-8 people together</li> </ul>
<b>Case studies</b>	to fully understand or depict a community's experiences in a program, and conduct comprehensive examination through cross-comparison of cases	<ul style="list-style-type: none"> <li>■ fully depicts the community's experience in program input, process and results</li> <li>■ powerful means to portray program to outsiders</li> </ul>	<ul style="list-style-type: none"> <li>■ usually quite time consuming to collect, organize and describe</li> <li>■ represents depth of information, rather than breadth</li> </ul>

# Conclusion

These guidelines aim to provide information on some of the **Methods, Processes, and Tools** that have been developed to assist you to **measure** and **monitor** partnership activity.

Within the HSNPF Facilitator group there is the experience to successfully enable partnership committees/working groups to apply these guidelines and tools.

If you require any more information about these guidelines please contact your local Partnership Facilitator (details of all facilitators can be found on the HSNPF website) or contact:

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# Appendix 1

## Edgar Schein's Group Effectiveness Rating Chart

<b>A: GOALS</b>		
Confused, diverse, conflicting, indifferent, little interest	1...2...3...4...5...6...7...8...9...10	Clear to all, shared by all, all care about the goals and feel involved
<b>B: PARTICIPATION</b>		
Few dominate; some passive; some not listened to; several talk at once or interrupt	1...2...3...4...5...6...7...8...9...10	All get in; all are really listened to
<b>C: FEELINGS</b>		
Unexpected, ignored or criticised	1...2...3...4...5...6...7...8...9...10	Freely expressed, empathic responses
<b>D: DIAGNOSIS OF GROUP PROBLEMS</b>		
Jump directly to remedial proposals; treat symptoms rather than basic causes	1...2...3...4...5...6...7...8...9...10	When problems arise, the situation is carefully diagnosed before action is proposed; remedies address basic causes
<b>E: LEADERSHIP</b>		
Group needs for leadership not met; group depends too much on single, or few person(s)	1...2...3...4...5...6...7...8...9...10	As needs for leadership arise, various members meet them. Anyone feels free to volunteer as he/she sees a group need
<b>F: DECISIONS</b>		
Needed decisions do not get made. Decisions are made by part of the group; others uncommitted	1...2...3...4...5...6...7...8...9...10	Consensus sought and tested. Deviates are appreciated and used to improve decision. Decisions fully supported
<b>G: TRUST</b>		
Members distrust one another; are polite, careful, closed and guarded. They listen superficially but inwardly reject what others say and are afraid to criticise or to be criticised	1...2...3...4...5...6...7...8...9...10	Members trust one another. They reveal to the group what they would be reluctant to expose to others. They respect and use the responses they get. They can freely express negative reactions without fearing reprisal
<b>H: CREATIVITY AND GROWTH</b>		
Members and the group in a rut; operate routinely; persons are stereotyped and rigid in their roles; no progress	1...2...3...4...5...6...7...8...9...10	Group is flexible; seeks new and better ways; individuals are changing and growing; creative individuality is supported

