An Exploration into the use of a Technology Enabled Platform to support Dialog for Program Evaluation

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Declaration

I declare that the work described in this dissertation is, except where otherwise stated, entirely my own work and has not been submitted as an exercise for a degree at this or any other university.

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Abstract

Dialog for Outcome Mapping is traditionally carried out by development organizations in face-to-face settings. Engaging in group dialog is the third learning activity after self-assessment and reflection that completes the Outcome Mapping program evaluation process. Dialog is also the most critical of the three learning activities. Through it, stakeholders can be brought to an elevated understanding of their programs. This in turn can lead to better program planning. The Outcome Mapping Community has not documented any experience of engaging in dialog for program evaluation through a Technology Enabled Platform. This study explores the use of a Technology Enabled Platform with multiple synchronous communication affordances to build a dialog container for program evaluation. Specifically this study examines how a Technology Enabled Platform can be manipulated to overcome traditional barriers to dialog. The study then examines how a Technology Enabled Platform can enable the exploration of assumptions and the building of shared meaning and mutual understanding through a dialog container. The study is conducted in an international development organization where program evaluations are being conducted with internal stakeholders' i.e. program managers. Twelve internal stakeholders are purposefully invited to participate in the study. Four of the twelve internal stakeholders build the dialog container and facilitate the program evaluation process. They are both internal stakeholders and moderators and organizers of dialog for program evaluation. The researcher is among these four. The internal stakeholders are made aware that their interactions in the dialog container as part of the program evaluation process are being recorded and observed. Qualitative data is gathered in the form of mp3 files from four program evaluation meetings held in the dialog container on a Technology Enabled Platform. Minutes of meetings; memos; two post Program Evaluation Meeting questionnaires, and an impromptu conversation are also used as data. The results show that a Technology Enabled Platform with multiple synchronous communication affordances can be used to create a dialog container for the exploration of assumptions and the creation of shared meaning and mutual understanding. Results also tentatively show that this can lead to better program planning through an elevated understanding of the issues common to programs. While a Technology Enabled Platform can also be used to overcome barriers to dialog, it is the Program Evaluation organizers who also act as moderators, who have the greatest influence over whether barriers can be overcome through skillful facilitation and detachment.

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1. Introduction

Of the World Bank's cumulative $100 spent on development aid, only a scattered few programs have presented any solid evidence of impact using rigorous quantitative evaluation methodologies (Pritchett, 2002). This is partly due to the employment of those linear program evaluation methodologies that ignore the complex and human-oriented nature of development programs (Bakewell & Garbutt, 2005). A growing cohort of voices is calling for *evidence-based* knowledge on how to better perform evaluations in development (Alkin, 2003; Christie, 2003; Henry & Mark, 2003b), in which dialog can play a central role as an inclusive democratic process for the building of shared meaning (Karlsson, 2001). Despite some claims that dialog in evaluation discourse is now 'commonplace' (Karlsson, 2001), the quest for means to improve stakeholder dialog is a significant challenge for evaluation research (Greene, 2001; Ryan & DeStefano, 2001; Ryan & Johnson, 2000).

The *messy reality* of development work (Nordtveit, 2010; Ramalingam et al., 2008) is recognized by the Outcome Mapping Program Evaluation methodology through its embodiment of non-linear, behavior oriented approaches to Program Evaluation. Outcome Mapping places human behavior at the center of its treatment of programs by engaging stakeholders in the processes of self-assessment (Bough, Keogh & Walker, 1985); reflection (Moon, 1999; Schon, 1991); and dialog (Isaacs, 1999; Bohm 1996; Buber, 1998; Cissna & Anderson, 2002). Through dialog, the final learning activity in the Outcome Mapping program evaluation process, stakeholders are encouraged to explore their assumptions (Argyris, 1993; Schein, 1996; Schein, 1993; Isaacs, 1999) and to build shared meaning and mutual understanding (Isaacs, 1999; Bohm, 1996; Brown, 1995; Buber, 1961). By doing so staekholders may reach an elevated, and collective understanding of the programs their programs (Greene, 2001; House & Howe, 1999; Karlsson, 2001; Mark, Henry, & Julnes, 2000) .

1.1 Research Goals

The purpose of this research is to explore the use of a Technology Enabled Platform with multiple synchronous communication affordances to support the creation of a *dialog container* for the purpose of engaging in internal stakeholder program evaluation in a distributed organization.

In pursuit of this purpose the following questions are asked:

> **How can a Technology Enabled Platform with multiple synchronous communication affordances be manipulated to create a dialog container for program evaluation? Specifically:**

- In what ways can the multiple synchronous communication affordances of a Technology Enabled allow stakeholders to overcome barriers to dialog in program evaluation in a distributed organization?

- In what ways can the multiple synchronous communication affordances of a Technology Enabled Platform allow enabled stakeholders to reach an elevated collective understanding of issues arising from evaluation of their programs through dialog?

1.2 Background and Context

1.2.1 Exploration of Assumptions and Building of Shared Meaning and Mutual Understanding

One major aim of dialog in evaluation *should be* to develop a deeper understanding of what the program means for different stakeholders. Such understanding can empower stakeholders to reach an elevated collective understanding, and even agreement about their programs (Greene, 2001; House & Howe, 1999; Karlsson, 2001; Mark, Henry, & Julnes, 2000). This in turn contributes to better program planning (Karlsson, 1996; Preskill & Torres, 1999). Much of this can be accomplished during dialog through reflection on issues and the exploration of collective assumptions (Karlsson, 2001). This can take place over time with different information being interpreted by stakeholders while judgment is suspended (Karlsson, 2001). In the likely event that program evaluation stakeholders are not trained in the art of dialog (Torres, Stone,Butkus,, Hook, Casey, & Arens, 2000), a *dialog container* or *space* can be created (Bohm, 1996; Cissna & Anderson, 2002; Isaacs, 1994) and facilitated or moderated for program evaluation dialog.

1.2.2 Barriers to Dialog

There is no instruction on how to enable stakeholder dialog in program evaluation in general (Campbell & Mark, 2006) and not in Outcome Mapping. What is known is that power relations in groups often cause tension in evaluations. This is an observation which reverberates throughout the wider dialog literature (Burbules, 1993; Isaacs, 1999 Zollera, 2000) .Lack of appreciation for others' views is also a significant barrier to effective stakeholder dialog evaluation (Campbell & Mark, 2006), as is defense of views (Isaacs, 1999) and inability to identify the whole above its individual parts (Isaacs, 1999). These barriers must be overcome in order for true dialog to occur.

1.2.3 Technology and Outcome Mapping Dialog

The Outcome Mapping community has only relatively recently began experimenting in the delivery of Outcome Mapping through Technology Enabled Platforms (Community, 2010). There exists some documented evidence of experimentation with the self-assessment (Bough, Keogh, & Walker, 1985) and reflection (Moon, 1999; Schon, 1991) activities of Outcome Mapping through a Technology Enabled Platform. However, experiences of facilitating dialog through a Technology Enabled Platform for Outcome Mapping are not documented. Outcome Mapping normally takes place in face-to-face workshops. The traditional barriers to dialog that exist even in face-to-face settings, must be overcome on a Technology Enabled Platform in order for stakeholders to reach an elevated understanding of their programs (Greene, 2001; House & Howe, 1999; Karlsson, 2001; Mark, Henry, & Julnes, 2000).

1.3 Guide to Thesis

Chapter 2 of this paper is a review of the literature in relation to dialog in organizational learning; the goals, characteristics, indicators, and barriers to dialog; and technology and dialog. In Chapter 3 a full description of the artifact design process is outlined and as well as a description of the learning experience. Chapter 4 contains a detailed description of the methodology used to carry out the research. In Chapter 5 the findings of this study are detailed and discussed. Chapter 6 will conclude the thesis by outlining the main findings of the research and suggesting where further research can be done.

2. Literature Review

2.1 Dialog in Organizational Learning

There is no instruction on how to enable stakeholder dialog in program evaluation in general (B. Campbell & Mark, 2006). However, facilitating program evaluation and moderating dialog have much in common with the former also being tasked with asking probing and challenging questions: with getting to the heart of an issue and provoking reflection and critical inquiry (Karlsson, 2001). In addition the goals and aims of dialog *for* program evaluation (Greene, 2001; House & Howe, 1999; Karlsson, 2001; Mark, Henry, & Julnes, 2000) closely mirror the role which dialog plays in organizational learning. In the last decade theorists have become preoccupied with the role of dialog in organizational learning (Argyris, 1993; Isaacs, 1999; Isaacs, 1993; Schein, 1996; Schein, 1993; Senge, 2006; Senge, et al., 1994), with noted experts on dialog such as Isaacs (Isaacs, 1999) placing dialog at its very heart. Isaacs (1999) however, also insists that the study of dialog is still in an 'embryonic' stage and as such it would seem futile, as well as being beyond the scope of this research, to attempt to debate the nuance between *all* evolving definitions of dialog. This is not least because they all agree that dialog is concerned with the nature of human relationships (Black, 2005), and in many cases it is simply the nuanced expression of that concern that varies between *some* theorists.

Dialog is largely perceived as a productive way for groups to navigate their diverging views in organizations (Black, 2008; Isaacs, 1999; Kellett, 1999; Senge, Kleiner, Roberts, & Ross, 1994) with its own rules and guidelines as distinct from other conversational modes (Ellinor & Gerard, 1999; Isaacs, 1999). Dialog *can* emerge in the deliberate absence of structure (Heidlebaugh, 2008), and is to varying degrees comprised of unplanned and fleeting moments (Black, 2008; Buber, 1998). However, many theorists maintain that dialog should be structured (Arnett & Arneson, 1999; Bohm & Edwards, 1991; Ellinor & Gerard, 1999; W. Isaacs, 1999) and even led (Zollera, 2000), and that the unplanned and spontaneous quality of dialog need not be compromised by the existence of dialogic goals (Heidlebaugh, 2008). While *opportunities* for dialog exist in daily commonplace interaction (Buber, 1956) they also need to be facilitated especially in the context of organizational learning (Isaacs, 1999), to enable organizations to find new ways of identifying old problems and of freeing themselves from redundant patterns of behavior (Barge & Little, 2002). One, much discussed approach to facilitating dialog is through the creation of a dialogic *space* (Cissna & Anderson, 2002), *stage* (Bohm, 1996) or in Isaac's words a *container* (Isaacs, 1994*)* in which dialog can emerge rather than be forced. The creation of such a space negates to some degree the need to train people to engage in dialog through the cultivation of communication skills such as listening, and suspension of views (Isaacs, 1999). This marries well with the fact that training in the art of dialog is largely alien to the program evaluation process (Torres et

al., 2000). Key dialogic attributes can be harnessed to create this container (Isaacs, 1994), or space (Cissna & Anderson, 2002).

2.2 Goals of Dialog

If dialog is concerned with the nature of human relationships (Black, 2005), what are its goals and benefits? Again, many definitions exist but they all in their essence describe an expansion of thinking (Button, 2005), which can otherwise be described as building mutual understanding and shared meaning (Isaacs, 1999; Bohm, 1996; Buber, 1961), in-spite of differences (Burbules & Rice, 1991). In essence dialog provides for the creation of a setting where collective mindfulness can be maintained (Isaacs, 1999). This collective mindfulness is established to provide people with an alternative view of the world – through another's eyes (Button, 2005) and thus enable them to work together more effectively (Isaacs, 1999), liberated from self-interest (Button, 2005).

Dialog possesses many attributes, the most salient of which can be grouped under the following themes:

1. **Exploration of assumptions that govern joint action** (Argyris, 1993; Schein, 1996; Schein, 1993; Isaacs, 1999)

2. **Building of shared meaning and mutual understanding** (Isaacs, 1999; Bohm, 1996; Buber, 1961)

2.3 Exploration of Collective Assumptions and Building of Shared Meaning and Mutual Understanding

Dialog is adept at enabling the exploration of assumptions through the examination of the complexity of beliefs and opinions held in a group (Argyris, 1993; Schein, 1996; Schein, 1993; Isaacs, 1999; Black 2008). This process contributes to the building of shared meaning and mutual understanding (Isaacs, 1999; Bohm, 1996; Brown, 1995). Posing questions to participants can provoke them to speak (Barge & Little, 2002, p. 148), and key concepts and data can be used to support the objects of dialog (Isaacs, 1999). Increasing credence is being given to the use of stories as part of dialogic interaction (Arnett, 1992; Black, 2005; Gergen et al., 2002). They can act as a link between dialog and deliberation (Black, 2008), by bringing the experiences and position of others to the fore in a way that is different from issue-oriented discussion (Fraser, 1992; Polletta, 2006; Young, 1996) .While Isaacs (1999) maintains that dialog has no specific agenda, in order to structure and enable the dialog (Arnett & Arneson, 1999; Bohm & Edwards, 1991; Ellinor & Gerard, 1999; Isaacs, 1999) a loose agenda can be employed. It is also helpful for organizers or facilitators to try to embody the spirit of dialog in their actions (Isaacs, 1999) as a facilitator can be employed to lead the group into dialogic interaction (Zollera, 2000; Isaacs, 1999). Skilled facilitation in dialog is necessary in order for

participants to 'suspend' what is unfolding so that the group can gain insight into what is taking place. It is not the facilitator's job to impose his or her views on the container, but to hold the space for dialog to emerge (Isaacs 1994). The facilitator or initiator of the dialog must also be willing to meet participants where they are, and not where the facilitator might want them to be, if the interaction is to be meaningful.

2.4 Barriers to Dialog

Barriers to dialog include status differentials, otherwise expressed as power relations or hierarchy (Cousins & Whitmore, 1998; Green, 2000; Hunter & Gamble, 2000; Johnson & Ryan, 2000) which can hamper perceived accountability in a group (Campbell & Mark, 2006). Higher status members in a group often talk more and thus have a greater influence over final outcomes (Berger, Conner, & Fisek, 1974; Webster & Driscoll, 1978**)**. While some argue that the very presence of authority makes dialog impossible (Burbules 1993), an environment can be created that neutralizes this hierarchy and provides for the free expression of genuine interest (Heidlebaugh, 2008). Careful consideration should be given when adding participants to the group to ensure that those participating can make meaningful contributions (Chidambaram & Tung, 2005) i.e. the decision makers and those affected by the issues under examination. Therefore it is sometimes impossible to both exclude those in positions of power and for group dialog to take place, as Zollera (2000) confirms when he asserts that *genuine* communication will always involve *some* elements of power. Remaining too aloof and supposing that dialog will emerge of its own accord does not always lead to success (Zollera, 2000) and organizers or facilitators of dialog must also be cognizant of the fact that there is always an agenda, even if subtle, in dialog - even a silence can influence the kind of response generated (Bakhtin, 1981). Defense of views acts as a barrier to dialog and this stems from the fragmented view of the world that people often hold (Isaacs, 1999) and will manifest through the familiar habit of analyzing parts of the dialog rather than listening for the coherence of the whole (Isaacs, 1999). However, if fragmentation does not rise to the surface it cannot be dealt with and can act as a barrier to the group reaching a higher level of understanding on identified issues (Isaacs, 1999). Finally, the CEO of an organization can act as a barrier to dialog if she or he is not supportive of the dialogic process (Isaacs, 1999).

2.5 Dialog Indicators

There are many indicators of dialog. These include suspension of views or judgment (Isaacs, 1999); organizers or facilitators embodying the spirit of dialog by not imposing their views on the group (Isaacs, 1999); reflection on issues and exploration of collective assumptions (Karlsson, 2001); appreciation of others' views (Campbell & Mark, 2006); and navigation of divergent views(Black, 2008; W. Isaacs, 1999; Kellett, 1999;

Senge, Kleiner, Roberts, & Ross, 1994) . Other indicators of effective stakeholder dialog include reciprocity, tolerance, and openness to the possibility of change (Greene, 2001; House & Howe, 1999; Ryan & DeStefano, 2000). Campbell and Mark (2006) created a dialog scale by averaging scores on several observationally coded indicators including: negotiation, effective process, listener responsiveness. In addition, fresh or original thinking should be observed (Heidlebaugh, 2008) in the container and fragmentation may rise to the surface of the container in order for the group to reach a higher understanding (Isaacs, 1999; Heidlebaugh, 2008). Participants may also demonstrate realization that deeper themes exist, beyond the movement of initial ideas presented (Isaacs, 1999). They may even come to understand the impact of holding fragmented ways of thinking on them and the organization (Isaacs, 1999). Significantly, participants do not have to reach a consensus on issues in order for dialog to have occurred (Isaacs, 1999), and silence can be considered symbolic of rich reflection rather than emptiness (Isaacs, 1999). Generation of meanings must go beyond the individual and contribute to a greater awareness or understanding of an issue (Heidlebaugh, 2008). It should be noted here that conflict may be present in dialog and that this is not a negative thing. In order for change to occur conflict and cooperation may coexist as opposites (Kellett, 1999).

2.6 Technology Enabled Dialog

The profusion of ICT has made it possible for organizations to access the expertise of individuals and teams as and when they are required (Boh, Ren, Kiesler, & Bussjaeger, 2007; Powell, 2000; Powell, Piccoli, & Ives, 2004). However there are pitfalls to this convenience with research indicating that there is often a tendency for individuals to contribute less than in team settings under certain circumstances (Chidambaram & Tung, 2005; Suleiman & Watson, 2008). This is due to increased anonymity (Valacich, George, Nunamaker, & Vogel, 1994); decreased visibility (Chidambaram & Tung, 2005), and difficulty of making social comparisons (Shepherd, Briggs, Reinig, Yen, & Nunamaker, 1995 - 1996). Additionally as virtual team size increases there is less motivation to continue as there is less air-time for individual and less recognition for contributions (Alnuaimi et al., 2010). Geographical dispersion also reduces individual inclination to collaborate with the team (Chidambaram, 1996; Hinds & Mortensen, 2005). On the flips side some research suggests that due to the pressure collocation i.e. face-to-face places on teams to *appear* productive, dispersion often does not compromise the quality of decision-making in teams even if the level of productivity is lower (Chidambaram & Tung, 2005). This is assuming that teams have access to effective ICT for communication and collaboration (Chidambaram & Tung, 2005). The choice of technology on which to facilitate dialog is very important. It must have affordances that mitigate against social loafing (Shepherd, Briggs, Reinig, Yen, & Nunamaker, Winter 1995 - 96) but no technology can guarantee the emergence of dialog (Stewart & Zeidecker, 2000) though studies have shown that the use of computers can aid the equalization of participation in group interaction (Huber 1990; Sproull & Kiesler 1991). However, if status differentials are pronounced enough they

can express themselves through technology (Weisband, Schneider, & Connolly, 1995). Identifying people i.e. addressing them by name and inviting them to contribute to the dialog helps to prevent 'social loafing' or more specifically addresses the problem of *depersonalization* and diminished responsibility that affects Technology Enabled Platform meetings (Suleiman & Watson, 2008). Finally, feedback is encouraged as it increases productivity in technology supported teams (Suleiman & Watson, 2008).

2.7 Outcome Mapping and Dialog on a Technology Enabled Platform

The Outcome Mapping Learning Community (Community, 2010) is engaged in experimentation with technology enabled Outcome Mapping since late 2009 , when the International Development Research Center (IDRC) held a workshop in Ottawa on Outcome Mapping Databases and Software, 'focusing on using software to improve the processes of Outcome Mapping' (Community, 2010). The Outcome Mapping wiki, the main output of the workshop, states that no one piece of software can 'presume' to provide 'all the answers' but that there seems to be 'common modules' of Outcome Mapping information systems. The only comprehensive guidelines outlining the process of delivering Outcome Mapping through technology are contained in an MS Access guide to building an Outcome Mapping database (Community, 2010). However, this application is run on a CD, requires users to have MS access and is run locally. There are other applications and tools that facilitate the delivery of self-assessment and reflection but no evidence can be found of a single platform accommodating dialog as well. There is no reason to suggest that some of these applications, particularly Google apps, could not provide for this, but there is no known documented evidence of its attempt (Community, 2010).

2.8 Summary

Dialog is playing an increasingly important role in program evaluation as development organizations and donors seek methodologies that can take account of the complexity of the world in which they operate. Outcome Mapping's non-linear and human-oriented approach to Program Evaluation includes the utilization of dialog as its final learning activity to bring stakeholders to an elevated understanding of their programs. This in turn can lead to better program planning. There is little documented evidence of how dialog can be harnessed on a Technology Enabled Platform in the context of program evaluation. Any technology enabled platform must have certain communication affordances that will allow program evaluation organizers or moderators to manipulate it to overcome traditional barriers to dialog. Then a Technology Enabled Platform may be used to create a dialog container for the exploration of assumptions and building of shared meaning and mutual understanding.

3. Design

3.1 Introduction

Outcome Mapping frameworks are traditionally developed through face-to-face workshops and the monitoring and evaluation components (including dialog) take place in workshops at intervals throughout a project or program cycle (Earl, Carden, & Smutylo, 2001). Creating a *dialog container* on a Technology Enabled Platform for program evaluation requires careful consideration of the communication affordances required to enable dialog. The Outcome Mapping Community is experimenting with different technology solutions (Community 2010) to make Outcome Mapping more widely available to the development community. However, while *self-assessment* and *reflection* can be readily engaged in through online journals and questionnaires, dialog (the third learning activity in the Outcome Mapping evaluation process) cannot be facilitated through asynchronous journals or questionnaires. A dialog container (Bohm 1996; Cissna & Anderson 2002; Isaacs, 1994) is created on a Technology Enabled Platform to engage stakeholders in the exploration of assumptions and the building of shared meaning and mutual understanding with a view to guiding stakeholders to an elevated awareness of the complexity of their programs. This in turn can lead to better program planning (Karlsson, 1996; Preskill & Torres, 1999). This research will provide current and future adopters of Outcome Mapping and other evaluation methodologies that incorporate dialog, with valuable information on the process of engaging program stakeholders (both internally and externally) in dialog for program evaluation through a Technology Enabled Platform in a distributed organization.

3.2 Design Specification

An off-the-shelf Technology Enabled Platform was selected by the Program Evaluation organizers (four members of the twelve member internal stakeholder group) as the platform for the creation of the *dialog container* for the Program Evaluation Quarter 2 and Quarter 3 meetings. The selected Technology Enabled Platform possesses several synchronous communication affordances that lend themselves well to the facilitation of dialog in a distributed organization. These affordances include video, audio, screen share, audio and video recorder, multiple user license, computer-to-computer and telephone conferencing, chat, and presenter view. They are manipulated by the Program Evaluation Organizers to create a *dialog container* in which participants can engage in dialog to evaluate their programs, from a distributed working environment. Though there are many stages in the process of creating a dialog container for the purpose of Outcome Mapping program evaluation, the most significant stages in the design will be described in the following paragraphs. A full table of the design process can be found in Appendix 13.

3.3 Preparing the Dialog Container

The management of the dialog process for Outcome Mapping program evaluation requires acute awareness of triggers for the exploration of assumptions (Argyris, 1993; Schein, 1996; Schein, 1993; Isaacs, 1999) and the building of mutual understanding and shared meaning (Isaacs, 1999; Bohm, 1996; Brown, 1995; Buber, 1961). It also demands awareeness of the barriers to dialog (Cousins & Whitmore, 1998; Green, 2000; Hunter & Gamble, 2000; Johnson & Ryan, 2000; Bakhtin, 1981; Isaacs, 1999) so that they may be anticipated by the Program Evaluation organizers who will be facilitating the dialog. By anticipating potential barries to dialog the Program Evaluation organizers can better facilitate the navigation of divergent views in the internal stakeholder group in the organization (Black, 2008; Isaacs, 1999; Kellett, 1999; Senge, Kleiner, Roberts, & Ross, 1994) and gently guide the internal stakeholder group to a collective elevated awareness of the programatic object of the dialog (Greene, 2001; House & Howe, 1999; Karlsson, 2001; Mark, Henry, & Julnes, 2000). In the absence of an opportunity to train internal stakeholders in the art of dialog, this awareness can be exercised through the manipulation of communication affordances on a Technology Enabled Platform to promote dialog through the creation of a *dialog container* (Bohm 1996; Cissna & Anderson 2002; Isaacs, 1994).

3.3.1 Removing Barriers to Dialog

Several affordances of a Technology Enabled Platform are manipulated to create a dialog container that promotes equality and dilutes hierarchy among the internal stakeholder group.

A Technology Enabled Platform is chosen that can provide for an inclusive dialogic process (Karlsson, 2001) by enabling access through computer-to-computer functionality as well as telephone-dial-in-options. By providing both communication options even those stakeholders in developing countries with poor connectivity do not have to be excluded from the dialog container. All stakeholders responsible for the program evaluation process have the opportunity to make meaningful contributions (Chidambaram & Tung, 2005). Choosing a Technology Enabled Platform that can cater for a large number of attendees (in the case of this research a Technology Enabled Platform that can cater for over 25 attendees synchronously) ensures that no stakeholder is excluded from the dialog container due to the limitations of a Technology Enabled Platform.

Figure 1: Telephone-dial-in and Computer-to-Computer communication affordance

To dilute the influence of higher status members of the internal stakeholder group (Cousins & Whitmore, 1998; Green, 2000; Hunter & Gamble, 2000; Johnson & Ryan, 2000) the video affordance is disabled. Higher status members have no way of making their presence felt beyond voice. This is seen as especially crucial given that all higher status members have enough bandwidth to use the video affordance while some other stakeholders do not. This could create a situation where higher status members are seen and heard while some lower status members are only heard but not seen. Given the fact that higher status members are already prone to speak more in a group (Berger, Conner, & Fisek, 1974; Webster & Driscoll; 1978**)** it is considered imperative not to heighten their influence over final outcomes by making their presence felt over and above that of other stakeholders.

The chat functionality can also be employed on a Technology Enabled Platform in the event that some stakeholders lose their connection during the meeting, or if they become inaudible.

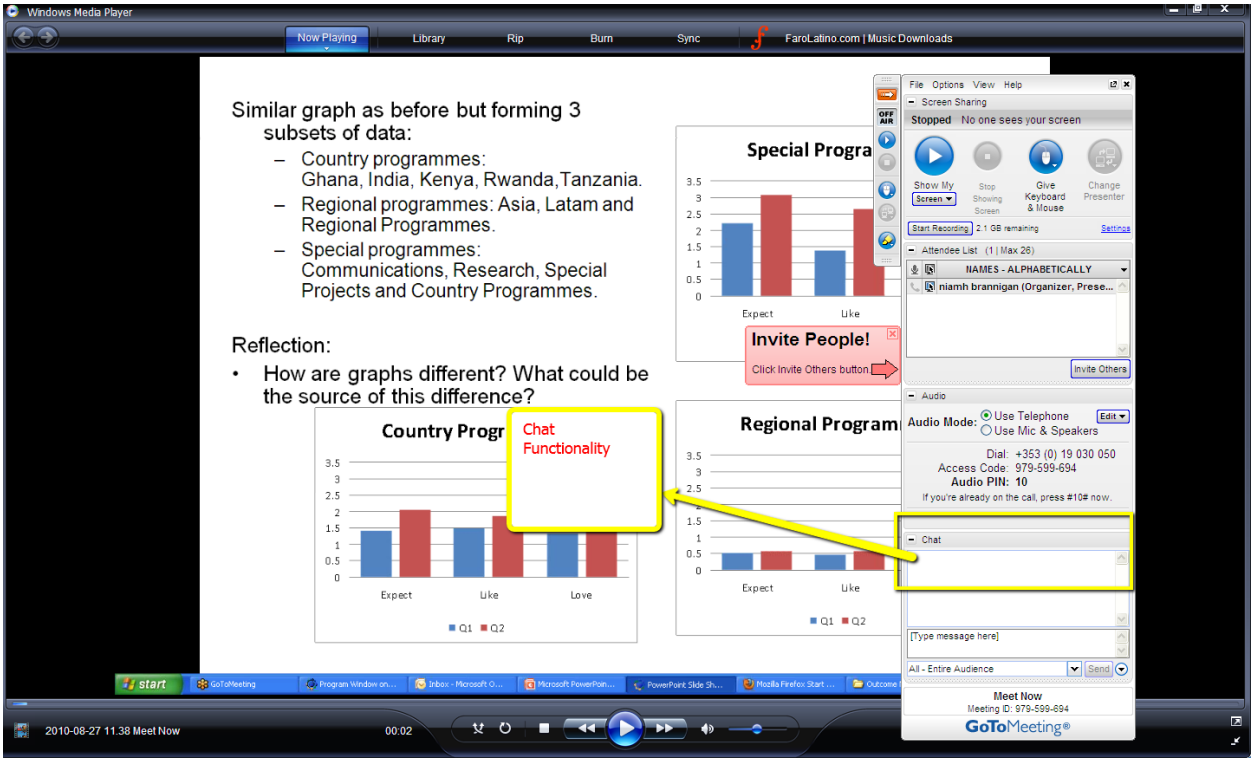

Figure 2: Chat functionality for an inclusive dialogic process

The license swapping feature of a Technology Enabled Platform permitted the non-management comprised Program Evaluation organizers to set up the Program Evaluation Meetings and Program Evaluation organizers' meetings (the latter in advance of the Q2 and Q3 Program Evaluation meetings

respectively). With status differentials an obvious barrier to dialog (Cousins & Whitmore, 1998; Green, 2000; Hunter & Gamble, 2000; Johnson & Ryan, 2000) it is deemed necessary for the Program Evaluation organizers to be comprised of non-senior-management (Karlsson, 2001).

The audio and video recorders provide the Program Evaluation organizers with the opportunity to listen to their program evaluation practice meetings in the dialog container. This recorded data can be used to identify potential barriers to dialog in the data itself (they way it is presented) or the questions posed by the Program Evaluation organizers. As dialog facilitators the Program Evaluation Organizers play a crucial role in leading the stakeholders into dialogic interaction (Zollera, 2000; Isaacs, 1999).

Figure 3: Video and Audio Recorder communication affordance

3.3.2 Exploring Assumptions and Building Shared Meaning and Mutual Understanding

In the dialog container stakeholders are invited to interpret program evaluation information while the Program Evaluation organizers suspend judgment (Karlsson, 2001). This synchronous interpretation of program evaluation information is enabled by screen-share functionality.

Figure 4: Screen-share Function which enables stakeholders to synchronously view and interpret information

The screen share functionality makes it possible for the Program Evaluation organizers to pose probing and reflective questions (Barge & Little, 2002, p. 148) to stakeholders to encourage dialog, on the basis of the data presented to them. These questions prompt the exploration of assumptions that influence the actions of the stakeholder group (Argyris, 1993; Schein, 1996; Schein, 1993; Isaacs, 1999) which in turn can bring the stakeholder group to a place of elevated awareness of the complexity of their programs, and ultimately lead to better program planning (Karlsson, 1996; Preskill & Torres, 1999).

The screen share functionality also makes it possible for the Program Evaluation Organizers to set up Program Evaluation organizers' meetings where the Program Evaluation Organizers can present the data to one another as a team and prepare for the real Program Evaluation Meetings in Q2 and Q3 (See Appendix 6 excerpts from transcripts of Program Evaluation Organizers a Technology Enabled Platform).

The four members of the Program Evaluation organizing team analyze data from the program evaluation self-assessment (Bough et al.,1985) and reflection exercises (Moon, 1999; Schon, 1991)

engaged in by all internal stakeholders in quarter two and quarter three respectively (including the Program Evaluation organizers) themselves. This analysis undertaken prior to setting up the dialog container provides the data for the presentations shown to internal stakeholders during the Q2 and Q3 Program Evaluation meetings. The shared moderator controls allow each of the four members of the Program Evaluation organizing team to present their own analyzed sets of data and concepts to the internal stakeholder group to facilitate reflection on programatic issues (Karlsson, 2001). This in turn prompts the exploration of assumptions (Argyris, 1993; Schein, 1996; Schein, 1993; Isaacs, 1999) which is the object of the dialog (Isaacs, 1999). *Different* information created by each of the Program

Evaluation organizers can be interpreted by the stakeholders while judgment is suspended (Karlsson, 2001). Each Program Evaluation organizers leads the process of critical inquiry (Karlsson 2001) by asking questions (Barge & Little, 2002, p. 148) during the presentation of the data sets and concepts they have created. Instead of one person leading the dialog, four persons share the responsibility of leading the dialog (Zollera, 2000) through the Shared Presenter Control function.

Figure 5: Moderator Control which enables shared facilitation of dialog container

3.4 Description of the Learning Experience

The learning experience is designed to cultivate dialog through the creation and management of a *dialog container* for the purpose of the program evaluation over two quarters of an annual program cycle – quarter two and quarter three. The objective of the dialog in the context of program evaluation is to bring the internal stakeholder group to an elevated understanding of issues related to their programs (Greene, 2001; House & Howe, 1999; Karlsson, 2001; Mark, Henry, & Julnes, 2000) through the exploration of assumptions (Argyris, 1993; Schein, 1996; Schein, 1993; Isaacs, 1999) and the building of shared meaning and mutual understanding (Isaacs, 1999; Bohm, 1996; Buber, 1961). For the purpose of brevity the learning experience of the Q3 Program Evaluation meeting and Q3 Program Evaluation organizers' meeting is described. However, data is harvested from all four meetings to aid a richer analysis and to increase confidence in the findings.

3.4.1 Preparing the Dialog Container

The Program Evaluation Organizers aggregate program evaluation information from the Q3 program evaluation cycle. This information is extracted from online journals where the internal stakeholders undertake self-assessment (Bough et al., 1985) and reflection (Moon, 1999; Schon, 1991) on their Q3 programs. The Program Evaluation Organizers then analyzes the information and summarize it in four

sets of data to be presented to the internal stakeholder team on a Technology Enabled Platform for the Q3 Program Evaluation Meeting. The data sets are comprised of graphs, questions and stories. The data is designed to support the creation of a dialog container (Bohm 1996; Cissna & Anderson 2002; Isaacs, 1994) where internal stakeholders will explore assumptions (Argyris, 1993; Schein, 1996; Schein, 1993; Isaacs, 1999) and build shared meaning and mutual understanding (Isaacs, 1999; Bohm, 1996; Buber, 1961) around the issues identified in the data – the object of the dialog. Figure 6 presents an example of data prepared for the Q3 Program Evaluation meeting on a Technology Enabled Platform. Please see Appendix 2 for the full presentation for the Q3 Program Evaluation Meeting on a Technology Enabled Platform.

Figure 6: Figure 6: Example of data prepared for Q3 Program Evaluation meeting on a Technology Enabled Platform

The Program Evaluation organizers hold a meeting on a Technology Enabled Platform prior to the Q3 Program Evaluation Meeting to prepare the dialog container for the Q3 Program Evaluation meeting.

The Program Evaluation organizers follow an agenda they have prepared for their meeting (see Appendix 3) (Arnett & Arneson, 1999; Bohm & Edwards, 1991; Ellinor & Gerard, 1999; Isaacs, 1999). Each of the Program Evaluation organizers, as per the agenda, presents their data and key concepts (Isaacs, 1999) to the other Program Evaluation Organizers. Using the Screen Share function (see Figure 4) the Program Evaluation organizers discuss what questions they will pose to the internal stakeholders during the Q3 Program Evaluation meeting. Each Program Evaluation organizer in turn flicks between screens to elucidate points using the data and concepts in the presentation (see Appendix 2 for full presentation). The Program Evaluation Organizers time one another to ensure that the presentation falls within the agreed time frame for the Q3 Program Evaluation meeting (Isaacs, 1999). They record the entire meeting (see Figure 3) as a record of proceedings and to use as a source of reflection on whether any of the key attributes of dialog are identifiable in their own meeting (Greene, 2001; House & Howe, 1999; Ryan & DeStefano, 2000).

During the meeting the Program Evaluation organizers use the Shared Presenter Control function (see Figure 5) to share control of the meeting and to take full ownership of each respective section of the four-part presentation. The Program Evaluation organizers test the audio, computer-to-computer, and chat functionality to ensure they are working (see Figures 1 and 2). The Program Evaluation organizers conclude the meeting and circulate minutes outlining remaining issues to be addressed before the Q3 Program Evaluation meeting.

3.4. 2 Overcoming Barriers to Dialog

Before the Q3 Program Evaluation meeting opens the Program Evaluation organizers meet on a Technology Enabled Platform and test the computer-to-computer and telephone dial-in functionality from their respective distributed locations (see Figure 1). However, the video affordance is not enabled so that stakeholders cannot be seen and senior managers identified, thus avoiding the pronouncement of status differentials (Weisband, Schneider, & Connolly, 1995). Bandwidth also makes this necessary if everyone with responsibility to the Program Evaluation process is to participate (Cousins & Whitmore, 1998; Green, 2000; Hunter & Gamble, 2000; Johnson & Ryan, 2000) .At the outset of the Q3 Program Evaluation Meeting the Program Evaluation organizers ensures that all invited internal stakeholders are included in the meeting (Karlsson, 2001) and that they can comfortably hear and see what unfolding in the dialog container. Once everyone is accounted for the first member of the Program Evaluation organizing team introduces the agenda for the meeting using the screen share function (see Figure 4) (Arnett & Arneson, 1999; Bohm & Edwards, 1991; Ellinor & Gerard, 1999; Isaacs, 1999). The Program Evaluation organizer opens the dialog container

by emphasizing the safety, openness, non-judgmental and non-hierarchal nature of the space (see opening paragraphs of Appendix 7). Following the presentation of the first set of data (see Appendix 2), the Program Evaluation organizer opens the floor to all internal stakeholders to answer questions that the Program Evaluation organizer has posed (see Appendix 7). Using the screen share function (see Figure 4) the internal stakeholder group is invited to respond in no particular order.

3.4.3 Exploration of Assumptions and Building Shared meaning and Mutual Understanding

The Shared Presenter Controls function is used to pass the moderator controls onto each Program Evaluation Organizer with responsibility for one of the four presentations of data sets (see Figure 5). Having used an on-demand Technology Enabled Platform prior to the Q3 Program Evaluation meeting to prepare for the meeting effective moderation is better assured (Barge & Little, 2002; Isaacs, 1999; Zollera, 2000). Competent moderation of dialog is practiced by each Program Evaluation organizer (Isaacs, 1999; Zollera, 2000) using the Screen Share function. Each Program Evaluation organizer uses the data and concepts in the presentation to elucidate key points around the object of the dialog (see Appendix 2).

One of the Program Evaluation organizers, following the agenda, takes responsibility for the timing of the Q3 Program Evaluation Meeting in the dialog container (Arnett & Arneson, 1999; Bohm & Edwards, 1991; Ellinor & Gerard, 1999; Isaacs, 1994). Acting as timer the Program Evaluation organizers alerts the other Program Evaluation organizers when they have one minute left in their presentations. The timer alerts all stakeholders when there is one minute left for dialog following the presentation. Probing questions are asked by the Program Evaluation organizers following each presentation (Barge & Little 2002), both scripted in the presentation and unscripted (see Appendix 2 for scripted questions and Appendix 12 for a list of probing questions copied from the Q3 Program Evaluation Meeting transcript).

3.5 Technology Employed

The dialog container for the Q2 and Q3 Program Evaluation organizers' meetings and the Q2 and Q3 Program Evaluation meetings is hosted by an off-the-shelf Technology Enabled Platform with multiple synchronous communication affordances including: video; audio; computer-to-computer conferencing; multiple user

licensing; audio and video recording; screen share; chat; and shared presenter controls. By using a Technology Enabled Platform with multiple communication affordances the entire dialogical experience (audio and video) can be captured and accessed by all participants following the meeting, thus serving as a record of events. A Technology Enabled Platform with multiple communication affordances does not necessarily allow for a great degree of aggregation of data and the researcher had to create transcripts of over nine hours of dialog for the purpose of data analysis (see Appendix 6 & 7 for excerpts from transcripts). However, the multiple communication affordances make it possible to selectively recreate the sensation of face-to-face dialog while removing some of the conditions of face-to-face encounters that inhibit dialog (such as hierarchy). An off-the-shelf Technology Enabled Platform with multiple communication affordances is chosen because it enables all stakeholders in a dispersed organization and some with limited bandwidth to access the Q2 and Q3 Program Evaluation meetings. Its on-demand affordance and ease-of-use interface allow all members of the Program Evaluation organizer team to use it to prepare thoroughly for the Q2 and Q3 Program Evaluation Meetings. The interactive, learning and collaborative affordances of a Technology Enabled Platform are explored and tested until each step in the process of creating a dialog container is designed to the researcher's satisfaction.

3.6 Summary

The dialog container is designed to invite the exploration of assumptions and building of shared meaning and mutual understanding for program evaluation. The dialog container is hosted by a Technology Enabled Platform. The multiple synchronous communication affordances of a Technology Enabled Platform allow Program Evaluation organizers to prepare the dialog container for Program Evaluation Meetings. The multiple synchronous communication affordances enable the Program Evaluation organizers to disable barriers to dialog and to invite internal stakeholders to explore assumptions and build shared meaning and mutual understanding around the objects of dialog stemming from program evaluation data. These enquiry based activities can contributed to the cultivation of an elevated awareness on the part of internal stakeholders of issues, challenges and thus patterns common to all of their programs. A Technology Enabled Platform provides scaffolding to elevated levels of awareness through its hosting of data and concepts in a non-hierarchal environment that prompt exploration of assumptions and the building of mutual understanding and shared meaning.

The next chapter will describe the methodology and the implementation of an exploratory case study over two quarterly evaluation cycles.

4. Methodology

4.1 Introduction

The purpose of this research is to explore the use of a Technology Enabled Platform with multiple synchronous communication affordances to support the creation of a dialog container for the purpose of engaging in internal stakeholder program evaluation in a distributed organization. This chapter will describe the methodology employed - *exploratory case study* – and expound on the research question that are addressed. The instruments and ethics utilized will also be described and implementation of the dialog process through a Technology Enabled Platform.

In pursuit of this purpose the following questions are asked:

> **How can a Technology Enabled Platform with multiple synchronous communication affordances be manipulated to create a dialog container for program evaluation?**
> **Specifically:**
>
> - In what ways can the multiple synchronous communication affordances of a Technology Enabled allow stakeholders to overcome barriers to dialog in program evaluation in a distributed organization?
>
> - In what ways can the multiple synchronous communication affordances of a Technology Enabled Platform allow enabler stakeholders to reach an elevated collective understanding of issues arising from evaluation of their programs through dialog?

4.2 Research Design Methodology

This is the first stage in an exploratory case study (Yin, 1984). The purpose of the exploratory case study is to provide development organizations with practical knowledge of how to manipulate a Technology Enabled Platform with multiple synchronous communication affordances to create a dialog container in which stakeholders can engage in dialog for program evaluation. The ultimate aim of engaging in dialog for program evaluation is to bring stakeholders (internal or external) to an elevated collective understanding of their programs which in turn can lead to better program planning.

While Adelman et al. (1980) argue that a case study should not be reduced to a prelim for further study, this case study finds freedom in its exploratory nature. It does not serve merely to inform subsequent studies but to probe the nature of complex human behavior intrinsic to this particular case (Stake, 1994) - without limiting itself to a simple narrative of events or testing of a theory. It is the very complexity of development programs with their plexus of actors (Nordtveit, 2010; Ramalingam, et al., 2008) and intersecting and often conflicting or misunderstood agendas, that demand new and *sensitive* exploration and detached consideration to better understand the contexts in which development agencies operate (Sanderson, 2002). To explore without a fixed agenda such complexity leaves scope for unanticipated findings to emerge. Dialog itself is distinguished by its employment of non-judgment and openness (Greene, 2001; House & Howe, 1999; Ryan & DeStefano, 2000). The wordbook dictionary ascribes the definition - 'travel for the purpose of discovery' - to the word 'explore'. To engage in dialog *is* to embark on that same journey of discovery by exploring assumptions (Argyris, 1993; Schein, 1996; Schein, 1993; Isaacs, 1999) and suspending judgment (Isaacs, 1999), to name some of the most important attributes of dialog.

A case study is also selected as the most appropriate methodology because it provides for a 'rich and vivid' description (Cohen, Manion, & Morrison, 2007: 253) of the events taking place in the dialog container. The case study enables the researcher to be involved in the case and the reader to bear witness to the stakeholders' perceptions of events (Cohen et al., 2007) through a present witness in the dialog container. While Shaughnessy, Zechmeister, & Zeichmesiter (2003) suggest that case studies can lack control, leading to bias, this is in fact what makes them a valuable methodology for exploratory research as indicated in the above paragraph. In the context of dialogical exploration there is some lack of control in the dialog container as the researcher chooses not to artificially train the other Program Evaluation organizers and stakeholders in the art of dialog. To do so would compromise the validity and usefulness of the study because the majority of development organizations do not train their staff in the art of dialog for program evaluation (Torres et al., 2000). The study therefore explores through loose parameters what unfolds in the process of manipulating a Technology Enabled Platform with multiple synchronous communication affordances to create a dialog container for program evaluation in a distributed organization. The parameters are slack enough to allow the researcher to *see* what otherwise with too *taut* parameters, might be overlooked. The boundaries set around the case provide for a rich description of the case with an exhaustive analysis of the data (Hitchcock & Hughes,

1995). The intention remains to share this study with the wider monitoring and evaluation development community and quite specifically with the Outcome Mapping community. As such the case study provides an accessible vehicle for the presentation of the study to both an informed and uniformed audience (Bassey, 1999). The account provided in Chapter 1 of the limitations of using quantitative methodologies alone to evaluate development programs invites this study to utilize both quantitative and *qualitative* instruments for data collection and analysis in order to preserve the integrity of the system under investigation (Sturman, 1999).

4.3 Participants

Twelve adults are invited to participate in this exploratory case study. They are referred to as *internal stakeholders* because they have a stake in the evaluation of their programs but are members of the organization conducting the evaluations so they are *internal* rather than external stakeholders (such as program beneficiaries). All internal stakeholders are managers at GESCI, an international development organization headquartered in Nairobi, Kenya. GESCI is a multilateral development agency funded by Swiss, Swedish, Irish and Finnish donors. GESCI provides strategic advice to Ministries of Education, Higher Education, and Science and Technology on the strategic integration of ICT in Education to improve the quality of teaching and learning in developing countries. The internal stakeholders are dispersed throughout seven countries (Britain, Ireland, Germany, Ghana, Rwanda, Namibia and Kenya) and two continents. At the time of the study four of the internal stakeholders are located at GESCI's head office in Nairobi, Kenya, including one of the Program Evaluation Organizers. The remaining internal stakeholders are working from home or from the offices of various Ministries of Education, Higher Education, and Science and Technology. Following some experimentation with Outcome Mapping Program Evaluation in 2009, GESCI decided to adopt Outcome Mapping as the official organizational Planning Monitoring and Evaluation (PME) methodology in early 2010. Internal stakeholders incorporate this Outcome Mapping PME into their planning in early 2010 through a Logical Framework Approach/Outcome Mapping strategy mapping exercise (see Appendix 14). Following three months of program implementation and collection of data, internal stakeholders are required to engage in the evaluation of their programs through the Outcome Mapping Program Evaluation process. The most significant and challenging component of this three-part evaluation process is the dialog that follows the *self-assessment* and *reflection* components of the evaluation process. The self-assessment and reflection components of the program evaluation process produce the data that will be aggregated, analyzed and summarized by the Program Evaluation organizers for presentation in the dialog container. The dialog component facilitates the creation of shared meaning and mutual understanding of programmatic issues emerging from the dialog. This is turn can help the internal stakeholder group reach an elevated and collective understanding of their programs and can contribute to better program planning. The Technology Enabled

Platform with multiple synchronous communication affordances replaces a previously employed a-synchronous discussion forum as the vehicle for group dialog. The discussion forum proves an unsuitable vehicle for the creation of a dialog container. The Technology Enabled Platform with multiple synchronous communication affordances is introduced for the 2010 Quarter 2 program evaluation meeting for the first time. There are four program evaluation cycles in a planning year. This research explores the use of a dialog container on a Technology Enabled Platform with multiple synchronous communication affordances for two of those quarters – Quarter 2 and Quarter 3. None of the internal stakeholders have ever used a Technology Enabled Platform with multiple synchronous communication affordances to create a dialog container before.

4.4 Research Bias

The researcher is aware of the potential for bias in the following areas:

- Anticipation of the organizational response to the findings and the influence this could have on the reporting of the findings by the researcher (Walford, 2001). Reporting of data due to uncertainty of response to findings by those in positions of power (Walford, 2001).

- The case study explores human behavior and, treats the issue of hierarchy. Both of these subjects could be considered potentially contentious depending on how the findings are greeted by internal stakeholders.

- Selective attention of the observer (Cohen et al., 2007: 410). While the researcher is present in the dialog container for all four meetings, almost 100 pages/over nine hours of dialog took place. The researcher potentially fails to pay full attention to the interaction in the container over the full course of the dialog transmission for four meetings.

- While *case study* allows for the participation of the researcher such involvement can also present opportunities for bias (Picciano, 2004). The researcher possesses more understanding of dialogic communication than the other members of the Program Evaluation organizing team. Such an imbalance of knowledge within the team responsible for creating the dialog container presents opportunities for the researcher to unfairly or coercively influence the other members of the Program Evaluation Organizers against their own judgment.

4.5 Data collection

There are no hard and fast rules to dictate what or how many data collection instruments to use in qualitative research (Cohen, et al., 2007). As such the researcher considers what is suitable for the purpose of this research specifically, and consequentially chooses several tools to collect the substantial and

disparate data produced by the study, which also allows for the integration of data (Mason, 2002) in order to corroborate any observed phenomena and demonstrate validation (Campbell & Fiske, 1959). The contrasting methods used enable cross-comparison and verification of results that it is hoped will increase confidence in the findings (Cohen, et al., 2007). The collection tools themselves aid careful organization of a very large volume of data (Miles & Huberman, 1994) into *more* manageable proportions (Cohen, et al., 2007). Most of the selected data collection tools allow the researcher to observe unobtrusively (Robson, 1993) the unfolding of events in the *dialog container*. The tools used to collect the data do not infringe on the proceedings in the container. Neither the researcher nor the internal stakeholders are distracted from the dialog at any point by the manipulation of data collection tools.

Maintaining the wholeness of the data while simultaneously conducting a deep exploration of the issues is advanced by the audio and video recording affordance of a Technology Enabled Platform. The entire proceedings of the two Program Evaluation organizers' meetings and the two Program Evaluation meetings in Q2 and Q3 can be experienced repeatedly, in their entirety. Written transcripts of the Program Evaluation organizers' meetings and the Q2 and Q3 Program Evaluation meetings are created from the four mp3 files. Two surveys are collected one after each of the Quarter 2 and Quarter 3 Program Evaluation meetings. The survey data is collected and aggregated using automated analytics from a web-based survey application. Minutes of meetings and memos are also saved for analysis. All of this information provides for a fragmentation of data (Cohen, et al., 2007) and filtering down (Parlett & Hamilton, 1976) by code and context specific domains (including critical passages). All of this analysis was undertaken in an attempt to answer the research questions.

4.5.1 Video and Audio Recorder

A Technology Enabled Platform hosts both the Program Evaluation organizers' meetings and the Program Evaluation meetings (see Figures1 -5). All meetings are recorded using the audio and video (for screen share) recording function (see Figure 3). In total four meetings are recorded on a Technology Enabled Platform and saved as mp3 files. Approximately 9 hours and 30 minutes of dialog are recorded: approximately 4 hours and 30 minutes of dialog from the two Program Evaluation meetings held in Q2 and Q3, and approximately 5 hours of Program Evaluation Organizers meetings held in Q2 and Q3 before each respective Program Evaluation meeting. The full proceedings of the meetings held in the dialog container are captured, thus allowing the researcher access to data in its wholeness via a wide angle lens (Parlett & Hamilton, 1976). At the same time the wholeness of data allows the researcher to remain faithful to the author of each piece of data i.e. to report verbatim (Cohen, et al., 2007). That includes the individual internal stakeholder who engage in dialog and the Program Evaluation organizers who engage in dialog *and* summarized data for presentation in the

dialog container for the Q2 and Q3 Program Evaluation meetings. In this way the researcher can do justice to what took place (Ball, 1990; Bowe, Ball, & Gold, 1992).

4.5.2 Minutes of Meetings and Program Evaluation Organizers Memos

The Program Evaluation organizers' meeting minutes serve to corroborate and highlight the effort made to prepare the dialog container for the Q2 and Q3 Program Evaluation meetings on a Technology Enabled Platform (see Appendix 4 for minutes). They also shed light on the potential origins and consequences of tension in both the Program Evaluation organizers' meetings and the Program Evaluation meetings (Campbell & Fiske, 1959). While they are not integrated with the data produced from the meetings held on a Technology Enabled Platform (Mason, 2002), they are consulted to highlight and corroborate findings. The minutes of all meetings, and the Program Evaluation organizers' memos (see Appendix 5 for memos) are easy to understand, accessible and factual (Finnegan, 1996), though it is acknowledged that such documents and records can be intentionally misleading (Finnegan, 1996).

4.5.3 Survey

A post Program Evaluation meeting survey is issued to internal stakeholders (including the Program Evaluation Organizers) following the Q2 and Q3 Program Evaluation meetings (see Appendix 21 for Q3 Program Evaluation Satisfaction Survey design). The surveys are issued to ascertain internal stakeholder satisfaction with the Program Evaluation meetings. The post Program Evaluation meeting Q2 survey format (see Appendix 21) is revised following the Program Evaluation Q3 meeting. It is adjusted to focus more specifically on internal stakeholder perceptions of the benefits of engaging in dialog to their understanding of issues arising from their programs (stemming from the program evaluation data sets). As dialog training is time-consuming and largely alien to the program evaluation process (Torres et al.,2000), participants are not trained in the art of dialog and so are unaware that the Program Evaluation organizers are explicitly trying to create a dialog container. As such, the survey attempts to ascertain participants' response to the container without inviting artificial responses from participants to suit the researcher, but which will prevent internal stakeholders from providing their unguarded response to the proceedings in the dialog container.

Figure 7: web-based survey application

Both surveys are created, disseminated, completed and results aggregated through a web-based survey application (see Figure 7). The survey is issued to internal stakeholders via an email (Cohen, et al., 2007) with a link to the survey which would be completed online.

Figure 8: Link to Stakeholder Survey

The emails contain a short summary of the purpose of the survey (Dillman, Carley-Baxter, & Jackson, 1999; Dillman, Tortora, & Bowker, 1998a) (see Appendix 20 for Q3 Program Evaluation satisfaction survey email). The survey deliberately avoids extraneous use of graphics because recipients of plain surveys are more likely to complete them (Dillman, et al., 1999; Dillman, et al., 1998a; Dillman, Tortora, & Bowker, 1998b) (see Appendix 21 for Q3 Program Evaluation Satisfaction Survey design). The researcher is also conscious that some participants are completing the survey in developing countries where bandwidth is an issue. The survey makes deliberate use of radio buttons (Witte, Amoroso, & Howard, 1999) to avoid use of too many open-ended questions which are more difficult to complete in a web-based survey (Dillman, et al., 1999; Dillman, et al., 1998a).

Figure 9: Radio buttons for ease of survey completion

The survey makes each question compulsory contrary to Dillman's (1999) advice because internal stakeholders' are obliged to give feedback to the Program Evaluation organizers in order for the organization to improve the Program Evaluation process.

4.6 Data analysis

As with any study which examines dialog, copious amounts of data are produced which have to be reorganized into amenable proportions (Cohen, et al., 2007). Despite this necessitous task, every effort is made to preserve the quality and origins of the data (Cohen, et al., 2007).Content analysis is chosen as the method of analysis for its subtleties. The integrity of the data depends on the participants' partial lack of awareness of the specific issue being explored – dialog through a Technology Enabled Platform. Content analysis facilitates the researcher to observe unseen (Robson, 1993) the unfolding interaction in the dialog container. Domains, informed by the literature on dialog are created in advance of the analysis (Cohen, et al., 2007) and enriched with emergent categories or critical passages (Cohen, et al., 2007) throughout the process of analysis (see Appendix 11 & 12 for category and domain analyses). However, codes, the smallest unit of analysis are created in response to the data and retained context specificity (Cohen, et al., 2007) (see Figure 11a & 11b for codes). Despite commonly held reservations on the wisdom of introducing quantitative analysis to a largely qualitative study, some quantitative instruments of analysis are used. Weber (1990) is of the opinion that those content-analysis studies of the highest caliber have employed both quantitative and qualitative methods of analysis. It is important to re-emphasize the emerging field of dialogical enquiry (Isaacs, 1999) and thus the multiplicity of meanings that can be attributed to the data (Krippendorp, 2004).

The data is analyzed with a view to answering the research questions:

How can a Technology Enabled Platform with multiple synchronous communication affordances be manipulated to create a dialog container for program evaluation?
Specifically:

- In what ways can the multiple synchronous communication affordances of a Technology Enabled allow stakeholders to overcome barriers to dialog in program evaluation in a distributed organization?

- In what ways can the multiple synchronous communication affordances of a Technology Enabled Platform allow enabler stakeholders to reach an elevated collective understanding of issues arising from evaluation of their programs through dialog?

The main sampling units (Krippendorp, 2004) are the two Program Evaluation organizers recorded meetings (multimedia files) and the two recorded Program Evaluation meetings (also multimedia files). The remaining sampling units are the minutes from all of the four meetings held on a Technology Enabled Platform with multiple synchronous communication affordances and the memos between the Program Evaluation organizers. The data presented by the Program Evaluation organizers during the Q2 and Q3 Program Evaluation meetings is also considered part of the sampling unit, as are the two surveys issues following the Q2 and Q3 Program Evaluation meetings. Non-probability, purposive sampling (Cohen, et al., 2007) is used because the research seeks to answer questions set in the context of program evaluation. Therefore research subjects require specific knowledge (Ball, 1990) of Program Evaluation processes in development to participate. The research in no way aims to generalize beyond the parameters of this case study and seeks to secure in-depth information from this group of internal stakeholders only with the exception of the transcriber of the meetings who volunteered feedback on her experience transcribing the meetings (see Appendix 15).

Sampling follows a code, categorical and thematic/domain approach (Krippendorp, 2004) with the smallest units of analysis comprising words (no more than three) (Robson, 1993) (see Figures 11a and 11b for codes). Careful consideration is given to the choice of unit which was drawn directly from the four transcribed meetings. Due to the many interpretations that can be given to the content of dialog it is deemed necessary to analyze the data from the smallest unit of analysis up to sentences, and even paragraphs. By analyzing the data through both a small and wide lens the validity of the data is better assured.

Domains or themes are identified with a descriptive word which was attached to a corresponding category or critical passage. The individual codes are embedded in various critical passages. All coding conveys modes of thinking about situations; points of view held by participants; action and strategy (Bogdan & Biklen, 1992). The smallest units – the codes – are counted and presented in a code frequency chart (see Figure 11a & 11b) which party accounted for the quantitative analysis of the data (Cohen, et al., 2007) and unexpected features and inconsistencies are also observed and noted (Hammersley & Atkinson, 1983).

For clarity of analysis mutually exclusive categories are used (in the form of critical passages) and the researcher considers the categorization process to be quite exhaustive (Robson, 1993) because the entire transcription of the four meetings are analyzed. While the inference of categories can no doubt compromise the reliability of the data, the categories comprise actual passages from the transcribed meetings so there is no margin for compromise. More than one domain is awarded to some categories to enrich and do justice to the

data (Hammersley & Atkinson, 1983). Following the coding, categorization process the data is reviewed again and domains of meaning are created for significant groups of categories (Spradley, 1979). Spradley's (1979) advice is not taken with regard to domain selection however as given the volume of data generated by the research it is felt that a sample will not do justice to the breadth of domains contained in the data. As such the full data (all transcribed data from the four meetings) is reviewed – codes and categories – before domains are created.

Domain coding seeks to acknowledge both the existence and the incidence of category codes believed not to be mutually exclusive. A domain code used once depending on the context can convey rich meaning and where this occurs it is acknowledged in the findings. On the other hand, the frequency of codes, categories and domains can also and independently imply significance, though not always. During coding every effort is made to respect the fidelity of the words in the text. Only the domain codes are descriptive and imply interpretation of categories. Only on occasion are similar codes used to convey the same meaning(Cohen, et al., 2007) where internal stakeholders from different cultures use different words to communicate the same idea or meaning. Categories are also counted (under domains) and associations, both explicit and underlying (LeCompte & Preissle, 1993) made. Anderson and Arsenault (1998) draw attention to what might often be overlooked: content analysis can only analyze what is there and not what is missing. In the case of dialog analysis, what is missing i.e. moments of silence and omissions of information - can often be equally as telling as the content of dialog itself (Bakhtin, 1981).

A number of approaches are adopted for the final analysis of the data. Trends, differences and anomalies are identified; frequency of occurrences of codes and domains were made; and color-coded and alphabetically organized tables of categories and domains are created to show the relationship between categories and domains (Krippendorp, 2004), as well as summarizing the data in an efficient way (Miles & Huberman, 1994).

4.7 Ethics

Implementation of the Research

All internal stakeholders (including the CEO) are notified that the research is taking place and willingly agree to participate (see Appendix 18 & 19). There is a considerable time lapse between permission and implementation of the research. This is due to the fact that the researcher conducted an earlier study (not referred to in this research) and this research is a continuum of same. Thus permission is sought again on the same grounds as the previous study. However, during implementation (which takes place some months after internal stakeholders are again reminded of the fact that they continue to be part of the study) no internal stakeholders give any hint as to their acknowledgement that the research is indeed about dialog and that their interactions in the dialog container during the Program Evaluation meetings are being observed. While

deception is not intentionally employed (Cohen, et al., 2007), it better serves the research for the researcher not to remind internal stakeholders that their interactions in the dialog container are being observed. No harm came to the internal stakeholders (or was foreseen to come to them) and it is felt that the risk was worth taking because the research will benefit the larger development community and thus the public good (Aronson, Ellsworth, Carlsmith, & Gonzalez, 1990). To have reiterated this or to have reminded internal stakeholders that their utterances were being noted for research may compromise the validity of the data as internal stakeholders may feel conscious of being observed, and thus dialog may take on an artificial tone. Internal stakeholders are given the option of not partaking in the study and a guarantee of anonymity is made on the part of the researcher who uses fake names in all of the findings, though no participants request that this precaution be taken.

4.8 Conclusion

Ample data of a qualitative and quantitative nature is harvested from the meeting transcripts, memos, minutes, surveys, presentations and impromptu feedback from the transcriber. The primary sampling units are the four transcripts from the two Program Evaluation Organizers meetings and the two Program Evaluation meetings conducted in Q2 and Q3. This data is captured by the video and audio recorder on a Technology Enabled Platform with multiple synchronous communication affordances. Other data collection tools include surveys and impromptu interview. The data is aggregated, analyzed and summarized with a view to exploring the usefulness and manipulability of a Technology Enabled Platform with multiple synchronous communication affordances, for the creation of a dialog container for program evaluation. Further, through the data the research seeks to discover how and if a Technology Enabled Platform with multiple synchronous communication affordances can address barriers to dialog and how it can enable the exploration of collective assumptions and the creation of shared meaning and mutual understanding. It is hoped that that the analysis can benefit the wider development community by making knowledge about the role of dialog in bringing internal and external stakeholders to an elevated understanding about the issues stemming from program evaluation. This may lead to better planning. Findings from the data will be discussed in the following chapter.

5. Findings

5.1 Introduction

The findings explore how a Technology Enabled Platform with multiple synchronous communication affordances can be manipulated to create a dialog container for program evaluation. Specifically the findings explore how the multiple synchronous communication affordances of a Technology Enabled Platform can be manipulated to enable internal stakeholders to overcome barriers to dialog in program evaluation.The findings also explore the ways in which the multiple synchronous communication affordances of a Technology Enabled Platform can be manipulated to bring internal stakeholders to an elevated collective understanding of issues arising from evaluation of their programs through dialog. The data is collected from approximately 9.3 hours of recorded transcript from four meetings: two Program Evaluation Organizers meetings, and two Program Evaluation meetings. One Program Evaluation Organizers meeting is held in Q2 before the Program

Evaluation Q2 meeting. The other Program Evaluation Organizers meeting is held in Q3 before the Program Evaluation Q3 meeting. All meetings are held on a Technology Enabled Platform with multiple synchronous communication affordances. In addition minutes of all four meetings, as well as Program Evaluation Organizers memos, presentations from the Q2 and Q3 Program Evaluation meetings, meeting agendas and an impromptu interview with the transcriber of the four meetings are collected. The findings and subsequent discussion is presented in answer to the research questions:

5.2 Answering the Research Question

How can a Technology Enabled Platform with multiple synchronous communication affordances be manipulated to create a dialog container for program evaluation?

In answer to this question the research finds that the screen share functionality of a Technology Enabled Platform is critical to the creation of a dialog container on a Technology Enabled Platform. The screen share functionality allows Program Evaluation organizers to use stories (Arnett, 1992; Black, 2005; Black, 2008; Gergen et al.2002) and data (Isaacs, 1999) in the form of graphs and questions which prove to be very effective scaffolds in the creation of a dialog container. Barriers to dialog are mitigated to some degree through the disabling of the video affordance (status differentials) and the ability to skillfully facilitate (non-defensive, non-judgmental and inclusive) dialog using shared moderator controls and the screen share functionality. A Technology Enabled Platform with multiple synchronous communication affordances can provide Program Evaluation organizers with the opportunity to thoroughly prepare for the dialog (Arnett & Arneson, 1999; Bohm & Edwards, 1991; Ellinor & Gerard, 1999; Isaacs, 1999) through practice sessions without completely compromising the spontaneous qualities of dialog (Heidlebaugh, 2008). However, a Technology Enabled Platform with multiple synchronous communication affordances cannot prevent Program Evaluation organizers from creating barriers to dialog through defensive behavior (Isaacs, 1999) and unconscious acknowledgment of hierarchy (Cousins & Whitmore, 1998; Hunter & Gamble, 2000; Johnson & Ryan, 2000) in the dialog container. These tendencies however can be largely confined to practice sessions on a Technology Enabled Platform with multiple synchronous communication affordances. Fragmentations of views are after all a natural initial output of genuine dialog before a higher collective understanding, and even acceptance of polarity is reached (Isaacs, 1999; Heidlebaugh, 2008). However, it is more productive if this fragmentation is confined to the Program Evaluation organizer meetings so that the Program Evaluation organizers can remain united and present for the facilitation of dialog in the dialog container during the Program Evaluation meetings. A Technology Enabled Platform with multiple synchronous communication affordances can most definitely be manipulated for the exploration of collective assumptions (Argyris, 1993; Schein, 1996; Schein, 1993; Isaacs,

1999) and the building of shared meaning and mutual understanding (Isaacs, 1999; Bohm, 1996; Buber, 1961). However, if Program Evaluation organizers are explicitly trained in the art of dialog they may be able to truly embody the spirit of dialog (Isaacs, 1999) with consistency and remain unattached to the outcome of dialog in program evaluation. Thus they will be able to preserve the sanctity of the dialog container for others more effectively.

5.3 Answering the Research Sub-Question 1

In what ways can the multiple synchronous communication affordances of a Technology Enabled allow stakeholders to overcome barriers to dialog in program evaluation in a distributed organization?

5.3.1 Hierarchy

A Technology Enabled Platform mitigates the influence of hierarchy in the dialog container to some degree by removing face-to-face interaction. The absence of the physical presence of authority dilutes the influence that authority has on the ability of internal stakeholders to speak freely and unselfconsciously. A Technology Enabled Platform with multiple synchronous communication affordances also guarantees that all stakeholders with a vested interest in program evaluation can equally participate in the dialog container. From the outset the need to include all internal stakeholders playing a decision-making role in the evaluation of programs (Chidambaram & Tung, 2005) makes status differentials an inevitable reality as senior management carry the greatest responsibility for program success or failure. This is not considered disadvantageous to the initial creation of the dialog container for the Q2 and Q3 Program Evaluation meetings as the Program Evaluation organizers recognized that for genuine, purposeful communication to take place senior management had to be present (Zollera, 2000) in the dialog container.

However, A Technology Enabled Platform with multiple synchronous communication affordances cannot mitigate the tendency of the Program Evaluation Organizers, as moderators, to give more weighting to senior management input in the dialog container than other internal stakeholders (Weisband, Schneider, & Connolly, 1995) (see Figure 10). While the Program Evaluation Organizers unanimously agree on the importance of senior management participating in the Program Evaluation meetings (see Appendix 8), they also agree that the dialog container should be a non-hierarchal space and communicate this to all internal stakeholders in the opening moments of the Q3 Program Evaluation Meeting (see Appendix 7 for other excerpts from the Q3 Program Evaluation meeting):

I think it is also important to know that we have tried to design the space to be as flat as possible to enable colleagues to say what they think, to share their opinions and to offer up ideas even if they might in other forms think that they are a little bit work here or they are too left and centre.(Program Evaluation Organizer Q3 Program Evaluation Meeting)

Nevertheless, cognizance of hierarchy and authority is often difficult to set-aside when day-to-day activities occur in a hierarchal organization. Figure 10 clearly depicts the discrepancy between the numbers of acknowledgements granted senior management by the Program Evaluation Organizers as moderators (especially the CEO in the Q3 Program Evaluation meeting) compared to other internal stakeholders. It should be noted that the CEO was unavailable to participate in the Program Evaluation Q2 meeting. Had the CEO participated it is likely, judging from the Program Evaluation Q3 data that the acknowledgement of senior management in the container would have increased by another 20 – 30 points. In the Q3 Program Evaluation meeting, one of the stakeholders does not participate so the number of acknowledgements is likely down on average by 10 – 15 points. Even without reference to the organizing team themselves acting as internal stakeholders and thus recipients of acknowledgement (due to complications caused in data analysis due to the organizers dual role as internal stakeholders and Program Evaluation organizers); it is still clear that unconscious bias is evident in the dialog container.

Figure 10: Status Differential Graph - Acknowledgement and Reference to Senior Management and Non-senior-management by the Program Evaluation Organizers as moderators in the Q2 and Q3 Program Evaluation meetings

The CEO

The CEO is very supportive of the Program Evaluation Organizers' efforts to create the dialog container for the Program Evaluation process as he makes clear in the Q3 Program Evaluation meeting (Isaacs, 1999):

The Program Evaluation process is very important for us and excellent for organizational learning but we haven't perfected it yet. We have been depending on the ministry to engage in program evaluation and yet we were not doing it ourselves. Now we are gaining the knowledge and understanding of how to undertake it ourselves.(CEO, Q3 Program Evaluation Meeting)

The CEO's inputs serve as important sources of validation of the whole Program Evaluation process to other internal stakeholders. The sense of ease the CEO feels in the container is evidenced by the

number of inputs he makes in the Q3 Program Evaluation meeting – ten in total. The dialog container is designed to make internal stakeholders feel comfortable engaging in dialog. But by this very fact it may also intimidate other internal stakeholders because the CEO unconsciously threatens to dominate the container due to his own sense of ease in the space. The Program Evaluation organizers compound this situation by repeatedly referring to the CEO, the CEO's inputs and the CEO's opinions (see S.M.3 Q3 in Figure 10).

Examples of Program Evaluation Organizers' acknowledgments of CEO inputs in Program Evaluation Q3 meeting (see Appendix 7 for more examples):

I think that the issues John [CEO] has raised are very important because what this is showing us, first and foremost, is a differentiation in progress markers…..

I think John's comment is critical at this point and…..

I think John's point is logical and now that we've gone through it and…

I think the points that John has raised are important….

The findings concur with other studies that have found higher status members to be more talkative in groups (Berger, Conner, & Fisek, 1974; Webster & Driscoll; 1978**)**. Their strong influence over final outcomes (Berger, Conner, & Fisek, 1974; Webster & Driscoll; 1978**)** is evident in the minutes of the Q2 and Q3 Program Evaluation meetings circulated to all stakeholders shortly following the Program Evaluation meetings (see Appendix 2). The Q3 Program Evaluation meeting minutes include a list of eight action points, at least five of which stem from senior management contributions (see Appendix 4). However, the findings also suggest that the presence of authority, contrary to Burbules (1993) view, does not prohibit dialog from taking place because hierarchy can be neutralized sufficiently to enable some free expression of genuine interest in the issues at hand (Heidlebaugh,2008). Examples are provided later in this chapter.

5.3.2 Defensiveness

Defensiveness acts as a barrier to dialog (Isaacs, 1999). From the outset internal stakeholders are assured that the dialog container is not designed as a mechanism for passing judgment on one another's programs. This is explained by one of the Program Evaluation organizers at the outset of the Q3 Program Evaluation meeting (see Appendix 3):

This space is for one to be creative, to say what you think. It's not a space where anyone has to defend their program or to stand over something. It's a different space and one where we can explore our assumptions about things. (Program Evaluation Organizer, Q3 Program Evaluation Meeting)

When moderating the Program Evaluation Organizers employ neutral adjectives like 'interesting' to avoid passing judgment on internal stakeholders' inputs and to thus avoid provoking defensiveness:

We are looking at an engagement model based on new types of party …….the shift in the organizational model is ***interesting.*** *The* ***interesting*** *thing is that the proposals were based on emerging practice.* (Program Evaluation Organizer, Q2 Program Evaluation Meeting)

….it's to point out colleagues that this is a very ***interesting*** *analysis for me, because…… (Program Evaluation Organizer,* Q3 Program Evaluation Meeting)

It is ***interesting*** *because we now have information from three quarters ….* (Program Evaluation Organizer, Q3 Program Evaluation Meeting)

But it is quite ***interesting*** *for example in Q1 that the influence domain was very much directed at individual groups and that organizations took up the most part of influence*….(Program Evaluation Organizer, Q2 Program Evaluation Meeting)

The Kenya program is very ***interesting,*** *look at the stories coming out there*….(Program Evaluation Organizer, Q2 Program Evaluation Meeting)

When moderating the Program Evaluation Organizers employ adjectives with even greater abundance in the Program Evaluation organizers' meetings. Here exhaustive preparations give rise to a greater likelihood of defensive behavior due to attachment to the outcome of the Program Evaluation meetings. However, when taking internal stakeholders through the presentation of data using the screen share function and moderator controls, the moderators are extremely careful to employ neutral adjectives to describe data and to comment on internal stakeholders' inputs. They also stress that the data itself is not necessarily neutral.

This is highly subjective…….(from Q2 Program Evaluation Meeting)
It is not a very rigorous piece of analysis, nevertheless……. (Program Evaluation Organizer, Q3 Program Evaluation Meeting)

....change stories can tell us a lot ……. (Program Evaluation Organizer, Q3 Program Evaluation Meeting)

…I would be curious to know… (Program Evaluation Organizer, Q3 Program Evaluation Meeting)

Figure 11 a: Code Frequency Chart Part 1

The sessions are not entirely free of defensive behavior. Ironically it is the Program Evaluation organizers' meetings that witness the greatest degree of tension emerge in the dialog container during the discussion of data sets using the screen share function.

Figure 11 b: Code Frequency Chart Part 2

Concerns are raised by two of the Program Evaluation Organizers during the Q3 Program Evaluation Organizers' meeting over possibly 'manipulating data sets', all be it unintentionally (see Appendix 6). Some of this concern stems from the fact that issues to be explored in the Q3 Program Evaluation meeting - Research, Innovation and Experimentation (RIE) - are selected by the Program Evaluation Organizers because one member of the team reacts defensively to criticism of RIE during the Q2 Program Evaluation meeting. This Program Evaluation Organizer subsequently describes dialog surrounding RIE in the Q2 Program Evaluation Meeting as 'contentious' (see Appendix 6). Defensive

reactions in the Q2 Program Evaluation dialog container influence the choice of issue to be explored in the Q3 Program Evaluation dialog container and the data to be analyzed. In between the Q2 and Q3 Program Evaluation meetings the process of choosing the focus of the data analysis causes some, not insurmountable tension among the Program Evaluation Organizers. This tension inculcates in some members reservations over the referred to manipulation of data to pacify or meet the demands of one member of Program Evaluation organizing team who pushes for RIE to be the chosen focus of the Q3 Program Evaluation meeting.

However it is the multifarious nature of dialog, leading to differing interpretations of *how* a dialog container on a Technology Enabled Platform, should be managed, that gives rise to most of the tension in the dialog container during the Program Evaluation Organizers' meetings.

One of the organizers is adamant that the Program Evaluation Organizers not dictate too narrowly the terms of the dialog in the container. The organizers insist that they, as moderators, must allow internal stakeholders time to explore concepts (provided by the data sets visible through the screen share function):

*……..we need at this point give them [internal stakeholders] a chance to stay in this high level space for a few minutes and then go on to the questions….. (*Program Evaluation Organizer, Q2 Program Evaluation Meeting*)*

The same Program Evaluation organizer continues:

*It's not just about the content, it's not just about grounding managers; it's about cultivating a culture of creative thinking, dialog and exchange of ideas. There are so many other bigger issues that are never going to be taken up because we are going straight into the nitty gritty. I am just saying; give them a chance to open up……. Let them talk about the bigger things. (*Program Evaluation Organizer, Q2 Program Evaluation Meeting)

Tension over the interpretation of Program Evaluation indicators rises to the surface in the Q3 Program Evaluation organizers' meeting as one organizer expresses confusion over the interpretation of concepts presented using the screen share function:

I disagree and am confused and am going to have to go back because this is not what l learned…... *(*Program Evaluation Organizer, Q3 Program Evaluation Meeting)

Another organizer denies that there is any cause for tension….
There is no real problem here. . (Program Evaluation Organizer, Q3 Program Evaluation Meeting)

Still the first organizer insists that there *is* reason for tension…
I think there is possibly a problem when colleagues are measuring progress and on the one hand and we are saying something different on the other……. I'm not saying there is a problem but l think it's an issue. . (Program Evaluation Organizer, Q3 Program Evaluation Meeting)

This tension is not diffused through the creation of mutual understanding and the creation of shared meaning (Isaacs, 1999; Bohm, 1996; Buber, 1961). There is no modeling of the spirit of dialog here (Isaacs, 1999). Lack of appreciation of the organizer's expressed confusion (B. Campbell & Mark, 2006) is palpable in the dismissal of their contribution by the other organizer, who refuses to acknowledge the complexity of beliefs around an issue (Argyris, 1993; Schein, 1996; Schein, 1993; Isaacs, 1999; Black 2008) by insisting that the presentation continue, with a reference to time:,

We could spend a lot of time on this matrix. I would just ask Veronica to finish the power point.
(Program Evaluation Organizer, Q3 Program Evaluation Meeting)

However, it is the issue of dialog itself and the creation of the dialog container that once again creates ripples of tension among the Program Evaluation organizers. The primary advocate for dialog in the organizing team stresses the importance of allowing 'time to talk about things', through open-ended questions that might invite 'long, meandering dialog' that 'can be refreshing' and create 'new team dynamics'. The advocate among the Program Evaluation Organizers asks the rest of the team not to 'dismiss' this as a source of 'organizational learning'. (Q3 Program Evaluation Meeting)

Again, rather than navigate their diverging views (Black, 2008; Isaacs, 1999; Kellett, 1999; Senge, Kleiner, Roberts, & Ross, 1994) in an attempt to build shared meaning and mutual understanding the concerns of the dialog advocate are denied by another organizer;

I don't think there is any issue Evie.
(Program Evaluation Organizer, Q3 Program Evaluation Meeting)

The meeting is moved on abruptly, with another reference to time:
And speaking about time, there are a few elements that need to be dealt with and its 12.32 on my slide. How long more do you think this will take? (Program Evaluation Organizer, Q3 Program Evaluation Meeting)

Defensiveness or fragmentation must rise to the surface in order to be addressed (Isaacs, 1999) and in many cases and more often than not, it *is* dealt with through the exploration of assumptions (Argyris, 1993; Schein, 1996; Schein, 1993; Isaacs, 1999) and building of mutual understanding and shared meaning (Isaacs, 1999; Bohm, 1996; Buber, 1961). This is aided by the screen share funcationality which allows the Program Evaluation organizers to use data to clarify their thinking on the one hand and address fragmentation on the other. Examples of how conflict, defensiveness, tension and fragmentation are overcome and how a higher level of understanding on identfied issues is reached (Isaacs 1999) will be dealt with in the next section.

5.4 Answering the Research Sub-question 2

In what ways can the multiple synchronous communication affordances of a Technology Enabled Platform allow enable stakeholders to reach an elevated collective understanding of issues arising from evaluation of their programs through dialog?

The key dialogic affordance of a Technology Enabled Platform is the screen share functionality. This allows the Program Evaluation organizers to use data (Isaacs, 1999) and stories (Arnett, 1992; Black, 2005; Black, 2008; Gergen et al.2002) to encourage the collective exploration of shared assumptions (Argyris, 1993; Schein, 1996; Schein, 1993; Isaacs, 1999) and the creation of shared meaning and mutual understanding (Isaacs, 1999; Bohm, 1996; Buber, 1961). The Program Evaluation Organizers analyze data from the Q2 and Q3 Program Evaluation meetings. They subsequently aggregate the data into four presentations, each designed to prompt reflection and the exploration of assumptoins on the part of the internal stakeholder group. The screen share functionality allows the organizing team to create a dialog container to prepare for the Q2 and Q3 Program Evaluation meetings. The screen share function allows the organizing team to hold practice sessions in the dialog container where they present the aggregated data to one another and engaged in dialog concerning the optimal approach for facilitation of dialog container for the Q2 and Q3 Program Evaluation meetings.

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Figure 12: Domain Frequency Chart

5.4.1 Diffusing Tension

The presentation of the data creates tension primarily in the organizers' Program Evaluation meetings as Figure 8 demonstrates (Q2 and Q3 Organizers Program Evaluation Meetings – OPEM), where tension surfaced as the organizers try to reach a mutual understanding on how the dialog container should be managed in the Q2 and Q3 Program Evaluation meetings respectively. However, it is only through this fragmentation of views (Isaacs, 1999) that the organizing team can reach sufficient (though not full) mutual understanding about how to facilitate the dialog container in the Q2 and Q3 Program Evaluation meetings. By allowing tension to rise to the surface in the preparatory meetings, the organizing team reduces the likelihood of tension derailing the actual Q2 and Q3 Program Evaluation meetings in the dialog container on a Technology Enabled Platform. This fragmentation of issues and subsequent building of sufficient mutual understanding and shared meaning is partly enabled by the screen share functionality. The screen share functionality allows the organizing team to synchronously see the data which is the object of their dialog.

5.4.2 Digging Deeper

In the Q2 and Q3 Program Evaluation meetings the organizers use the screen share function and shared moderator controls function to present data to stakeholders. They subsequently probe internal stakeholders with questions based on the data in an effort to engage them in dialog (see Figure 12). This prompts internal stakeholders to 'dig deeper' using the data as a guide (see Figure 12). Following the presentation of data sets (see Appendix 2) in the Q3 Program Evaluation meeting the Program Evaluation organizers ask the internal stakeholders some probing questions:

What do you think when you look at this data?

Figure 13: Question Frequency Chart

The Program Evaluation organizers engage in prolific questioning to prompt internal stakeholders to speak (Barge & Little, 2002, p. 148), but also to reflect (see Figure 13). However, not all of the questioning is necessarily good (Barge & Little, 2002).In the Program Evaluation organizers' meetings questioning is primarily used rhetorically and to illustrate points (see Figure 13). In the Q2 and Q3 Program Evaluation meetings the Program Evaluation organizers are careful to employ questioning more prudently and to genuinely seek responses from stakeholders using the data, presented via the screen share function, as a guide.

From there internal stakeholders, look at the data on the screen and begin to 'dig deeper' (see Figure 12) to explore their assumptions and gain understanding of issues rising from the data. One stakeholder asks very openly:

Am l failing in the program or am l failing in my timing of my love to see status or indicators? (Internal Stakeholder, Q3 Program Evaluation Meeting)

The Program Evaluation organizer goes on, encouraged by the internal stakeholder's openness, to identify a contradiction present in the internal stakeholder responses to the data:

I have a question here because on the one hand Enda thinks we are doing quite well and on the other hand we have colleagues suggesting that we may not be doing as well as we should, and l am just wondering why we have that difference in opinion. (Program Evaluation organizer, Q3 Program Evaluation Meeting)

The screen share functionality allows the Program Evaluation organizers to highlight different data sets and use concepts to elucidate issues of importance (Isaacs, 1999) such as why the internal stakeholders,

….have different understandings of issues and activities… (Program Evaluation Organizer, Q3 Program Evaluation Meeting)

This demonstrates how the screen share functionality and shared moderator controls can help to create mutual understanding in-spite of differences (Burbules & Rice, 1991).

5.4.3 Acknowledgement and Non-judgment

The Program Evaluation organizers enthusiastically acknowledge stakeholders' contributions in the Q2 and Q3 Program Evaluation meetings in order to build trust in the dialog container. Trust is a point of concern for the Program Evaluation organizers in the Q3 Program Evaluation organizer's meeting as the organizers highlight the importance of creating a space of safety where internal stakeholders can:

….talk openly, and admit when their average is, *way below the line*.

The Program Evaluation organizers recognize that,

Dialog if facilitated well builds trust in a team

They are anxious to engage in non-judgmental observation of the data using the screen share function in the Q2 and Q3 Program Evaluation meetings in order to cultivate that safe space for stakeholders to open up (see Figure 8).

5.4.4 Stories

The Program Evaluation organizers do not anticipate the impact of stories on the dialog. The screen share function permits internal stakeholders to read through the stories (taken from the analyzed evaluation data) and to then comment on what they consider the most significant story and why.

Figure 14: Change Stories as presented in Q3 Program Evaluation meeting in the dialog container

The use of stories provokes the most reflective responses from internal stakeholders who choose stories that are examples of organizational practices that are putting:

….. our [the organization's]vision in the right direction
(Internal Stakeholder, Q3Program Evaluation Meeting)

And organizational practices that,

are building a lot of capacity amongst ourselves as a team and even as we engage with our partners at the back of our mind there is always reflection in terms of all the aspects that we have been discussing at the beginning of the year.
(Internal Stakeholder, Q3Program Evaluation Meeting)

The stories acted as the catalyst for the exploration of assumptions:

About the way we do things at GESCI (
Internal Stakeholder, Q3Program Evaluation Meeting)

And why GESCI tends
….to think of research as something on the periphery, something we add on
(Internal Stakeholder, Q3Program Evaluation Meeting)

Instead of something the organization is engaging in all of the time as a matter of course.
The internal stakeholders' demonstrate an appreciation of the whole above fragmentation, recognizing patterns of organizational behavior in 'the way we do things around here' and organizational practices that are building capacity across programs. The acknowledgement of the whole trumps silo thinking overall in the Q2 and Q3 Program Evaluation meetings (see Figure 12).

5.5. Internal Stakeholder Satisfaction

Post Q2 and post Q3 Program Evaluation meeting surveys reveal that the majority of internal stakeholders are satisfied with the Program Evaluation dialog. They are also largely satisfied with the Program Evaluation organizers' moderation of both meetings. However, internal stakeholders are unsatisfied (71%) with the time management of the Q2 Program Evaluation meeting which went over by 45 minutes. This is primarily due to the tension created by the issue of RIE and one of the Program Evaluation team's lengthily response to issues concerning RIE. For the full Q2 and Q3 Program Meeting survey results see Appendix 16 & 17.

Figure 15: Q2 Program Evaluation Satisfaction Survey results – Time allocation satisfaction

Subsequently the Program Evaluation organizers go to great lengths during the Q3 Program Evaluation organizers' meeting to time each segment of their presentation exactly, and to commit to the meeting duration specified on the Q3 Program Evaluation meeting agenda distributed to internal stakeholders (see Appendix 3). The Q3 Program Evaluation meeting survey reveals that while half of those surveyed *did* make changes to

their program following the Q2 Program Evaluation meeting, half also felt that the Program Evaluation meetings alone do not provide enough opportunity to engage in group dialog on program performance, direction and resource allocation. This is a very important finding as it tentatively indicates that the dialog for program evaluation does positively impact the program evaluation planning process (Karlsson, 1996; Preskill and Torres, 1999). While plans are created annually they are supposed to be adjusted after each quarterly program evaluation cycle. This is the first time that evidence of this 'adjustment' to plans has been provided.

Figure 16 Q3 Program Evaluation Satisfaction Survey Results – Program Changes and Opportunities for Dialog

5.6 Discussion

To create the dialog container for the Q2 and Q3 Program Evaluation meetings the Program Evaluation Organizers engage in exhaustive preparation on a Technology Enabled Platform with multiple synchronous communication affordances. The screen share function and shared presenter controls, as well as the computer-to-computer and telephone dial-in affordance make it possible for the organizers to thoroughly prepare for the Q2 and Q3 Program Evaluation meetings. Due to the distributed nature of the organization it would be very difficult to prepare for the meetings without access to a Technology Enabled Platform with multiple synchronous communication affordances. Some barriers to dialog are addressed by a Technology Enabled Platform with multiple synchronous communication affordances. These include hierarchy (Cousins & Whitmore, 1998; Hunter & Gamble, 2000; Johnson & Ryan, 2000) in the dialog container through the disabling of video; inclusive dialog and equal access (Chidambaram & Tung, 2005), through the computer-to-computer and telephone dial-in options; skillful moderation using non-judgment (Karlsson, 2001) to avoid defensive behavior (Isaacs, 1999) enabled by the support of data including key concepts (Isaacs, 1999) through the screen share function. However a Technology Enabled Platform with multiple synchronous communication affordances cannot prevent Program Evaluation organizers from both engaging in defensive behavior (Isaacs, 1999) in the dialog container and focusing inadvertently on status differentials (Cousins & Whitmore, 1998; Hunter & Gamble, 2000; Johnson & Ryan, 2000). Without the aid of dialogic training the organizers fail at times to embody the spirit of dialog (Isaacs,1999) that helps to preserve the sanctity of the dialog container for the exploration of assumptions by the internal stakeholders. However, the fragmentation of views that arise in the Program Evaluation organizer meetings, while not all addressed in the true spirit of dialogic inquiry, do lessen the likelihood of fragmentation among the Program Evaluation organizers flaring up in the Q2 and Q3 Program Evaluation meetings (Isaacs, 1999; Heidlebaugh,2008). Structure in the form of 'time' is used as an excuse to ignore fragmentation at times and does therefore compromise to some degree the free and spontaneous nature of dialog (Black, 2008; Buber, 1998). Though on the whole dialog can be planned (Arnett

& Arneson, 1999; Bohm & Edwards, 1991; Ellinor & Gerard, 1999; Isaacs, 1999), can have goals (Heidlebaugh, 2008) and can be led (Zollera, 2000).

The aggregation of the quarterly evaluation data into graphs and stories and their subsequent presentation to internal stakeholders using the screen share function proves a useful scaffold. Both act as scaffolds in the exploration of assumptions (Argyris, 1993; Schein, 1996; Schein, 1993; Isaacs, 1999) and building of mutual understanding and shared meaning. The use of a Technology Enabled Platform with multiple synchronous communication affordances to achieve the above is evidenced in the diffusion of tension; use of acknowledgment and non-judgment by the Program Evaluation organizers in their moderation during the Q2 and Q3 Program Evaluation meetings; the identification of patterns and focus on the whole through the stories; the internal stakeholders' deep self-enquiry 'digging deeper'; and the diffusion of tension at times in the container. Much of this is made possible by the synchronous communication affordances of a Technology Enabled Platform. Without the opportunity to hold face-to-face meetings a dialog container cannot be created without utilizing technology. But perhaps the great effort spent overcoming the challenge presented by distribution inculcated in some of the Program Evaluation organizers an attachment to the Q2 and Q3 Program Evaluation meeting process that created tension among them as a team. Perhaps this is understandable as there is always an agenda, no matter how subtle in dialog (Bakhtin, 1981). The important thing is that the tension caused in part by different agendas or perspectives rises to the surface so that it can be acknowledged and then assuaged. The occasional tension, polarization of views and fragmentation of opinion in itself is healthy. However, rather than embrace polarity in the knowledge that to do so dissolves tension, the views of one Program Evaluation organizer are at times abruptly dismissed because those views were in conflict with another Program Evaluation organizer. This tension does not mar the atmosphere of trust in the container, but it threatens to. This research concludes that a Technology Enabled Platform with multiple synchronous communication affordances can be manipulated to overcome barriers to dialog and to guide internal stakeholders to an elevated understanding of their programs. This can be achieved through the exploration of assumptions (Argyris, 1993; Schein, 1996; Schein, 1993; Isaacs, 1999) and building of mutual understanding and shared meaning (Isaacs, 1999; Bohm, 1996; Buber, 1961).

However, the creators of a dialog container will benefit from dialogic training as the greatest catalyst in the creation and successful management of a dialog container is the embodiment of the values of dialog in the creators themselves. This is not something that a Technology Enabled Platform can provide or prevent. This is down to the intention of the creators to remain unattached to the outcome of dialog so that the dialog container can be sustained for others to reach a higher state of awareness about their programs. This may in turn lead to better program planning.

6. Conclusion

6.1 Unexpected Findings

Quite a remarkable and unanticipated finding of the research was uncovered during an impromptu dialog about the study with a transcriber who assisted in the transfer of the data from multi-media format to text. The transcriber is a local female entrepreneur in Nairobi and former secretary. Following the handover of some of the transcribed files she began to spontaneously describe how much she enjoyed listening to the dialog. Using dialogic and programmatic terminology with fluency and understanding she related how she felt something in common with the internal stakeholders participating in the dialog container who described how 'boundary' partners influence their programs. The transcriber realized that her small business also had boundary partners and that listening to activities in the dialog container made her realize how important 'speaking freely and openly' with her partners (employees, community and local council) is to the betterment of those relationships, and consequently her business. Assumptions, she volunteered, were something she made all of time she now

realizes, which in reality she said could be false, and that one of the measures she could take to explore them is dialog.

This unexpected finding confirms that a Technology Enabled Platform (real player and a computer were employed by the transcriber to listen to and transcribe the data to text) can act as a conduit for the elevation of awareness through dialog even when the receptacle of dialog is not present in the container. Just by bearing witness to the dialogic process the transcriber explored assumptions about her relationships with partners and gained an understanding and new meaning of the potential of dialog to improve relationships and in so doing – her business.

She thought that the degree of communicative liberty demonstrated by the free flow of dialog in the dialog container is rare in organizations. This reminds the researcher that as there is always an agenda in dialog, so too is there bias in research. Critiques of defensiveness and hierarchy in the dialog container should be considered in view of the researchers' experience of working in an organization where hierarchy exists but so too does working autonomy and the relative freedom to express opinions about programs.

The transcriber's surprise at the seamlessness communication affordances of a Technology Enabled Platform is also noted. She described how, at first, she thought that the stakeholders were in a face-to-face meeting until she heard the organizers ask if people were there and if they could hear. Her observation implies that there is no obvious difference in the nature of dialog conducted over a Technology Enabled Platform or face-to-face. It seems that the true barriers to dialog as well as the ability to truly learn from the dialogic experience are largely down to those participating in the dialog container. See Appendix 15 for notes taken by the researcher following the impromptu dialog with the transcriber.

6.2 Main Findings

Further, and generally, dialog in program evaluation, through a Technology Enabled Platform with multiple synchronous communication affordances, offers rewards to those who engage in it (see Q3 Stakeholder Satisfaction Survey Results in Appendix17). This reward is bestowed in the form of heightened awareness of the origins of issues or problems; identification of phenomena common to multiple programs and/or organizational culture; and an understanding that there is wisdom and thus much to be gained from admitting on occasion that one does not have all of the answers.

The research finds that internal stakeholders in a distributed organization can indeed enjoy the benefits of dialog through a Technology Enabled Platform with multiple synchronous communication affordances, and that geographic dispersion should not act as a barrier.

However it is commonplace to become *attached* to the outcome of discussion and debate (Arnett, 1986; Black, 2005; Cissna & Anderson, 1998; Hyde & Bineham, 2000; Stewart, 1978; Stewart & Zediker, 2000). This entrenched pattern of behavior, manifest in defensiveness, may carry over to dialog, and A Technology Enabled Platform of itself cannot mitigate this. While the fragmentation of views in the dialog container need not be avoided (Black, 2008; Isaacs, 1999; Kellett, 1999; Senge, Kleiner, Roberts, & Ross, 1994) , they are only of benefit to internal stakeholders if they are skillfully navigated through dialog. To do this Program Evaluation organizers and moderators should maintain suspension of their judgment (Isaacs, 1999; Karlsson, 2001) so that the internal stakeholders can be guided through the fragmentation to the building of mutual understanding and shared meaning understanding (Isaacs, 1999; Bohm, 1996; Buber, 1961).

The findings acknowledge that structure can be used to good advantage in the creation of a dialog container and that internal stakeholders value structure and time-keeping. However, it must also be conceded that we, as one Program Evaluation organizer put it, are living in a 'performance culture' (see Appendix 6) and this culture creates little 'space' for dialog and its ascribed benefits. Structure in dialog is a matter of conforming to dominant organizational culture rather than a dialogic necessity. Structure is also used as an excuse to avoid the building of shared meaning and mutual understanding with those that express ideas and opinions at odds with dominant ones (Isaacs, 1999; Bohm, 1996; Buber, 1961).

The Program Evaluation organizers can use the synchronous communication affordances of a Technology Enabled Platform to create a non-hierarchal space, but a Technology Enabled Platform cannot prohibit them from unconsciously drawing attention to status differentials (Cousins & Whitmore, 1998; Green, 2000; Hunter & Gamble, 2000; Johnson & Ryan, 2000) through their own moderation.

A crucial ingredient in the creation of the dialog container in Program Evaluation meetings is the employment of non-judgmental moderation to inculcate in stakeholders a sense of trust in the dialogic process. Questioning is also used to great effect to invite internal stakeholders to probe, reflect and dig deeper. This is fortified through neutral commentary on internal stakeholder inputs.

The employment of data as a non-biased and trusted dialogic prompt is critical to the creation of a dialog container. The stories prove the most effective trigger for the exploration of assumptions and building of shared meaning and mutual understanding as they enable appreciation of other's perspectives in a group (Black, 2008) and promote perspective-taking that is different from issue-oriented discussion (Fraser, 1992; Polletta, 2006; Young, 1996).

Ultimately much rests on the ability of the architects of the container to detach themselves from the 'story', and from the 'content' in order to hold that space for others to benefit from the dialogic process. Forgetting the

sanctity of this principal, the dialog container can be sullied by egoism. In the dialog container there should be no *right* and *wrong*. That can be reserved for debate and discussion. There should only be awareness, understanding and the imbibing of knowledge. The architects of the dialog container must understand this to preserve the space for others to engage in meaningful dialogic interaction.

6.3 Limitations

Most of the literature on dialog emanates from academic European and North American cultural traditions (Anderson & Cissna, 2008). The internal stakeholder group has not been trained in the art of dialogic communication in order to preserve the authenticity of the findings. However, it cannot be assumed that all evidence of dialogic interaction can be attributed to the creation of a dialog container and the intention of the Program Evaluation organizers to facilitate dialog. Without another internal stakeholder group communicating outside a dialog container it is not possible to conclude with accuracy to what degree the internal stakeholders engaged in dialog due to the efforts of Program Evaluation organizers to create the dialog container. It's not possible to ascertain with certainty the true influence of status differentials on the internal stakeholder group in the general day-to-day working environment. The researcher makes the assertion that status differentials influence the behavior of the internal stakeholder group on the basis of the literature and on the researcher's observations of the internal stakeholder group over the researcher's four years of employment with the organization under research. To conduct a baseline of internal stakeholder perception of status differentials is beyond the scope of this research and far too sensitive an issue for the researcher as an employee of the organization to address explicitly. Due to the brief duration of the research (conducted over approximately a six month period) it is not possible for the research to conclude with certainty whether program planning improved due to the experience of internal stakeholders in the dialog container. To claim such a finding with absolute confidence would require the researcher to interview internal stakeholders following the completion of the 2011/2012 planning cycle which has yet to be concluded. However, there is initial indication from the Q3 Program Evaluation meeting survey that the planning process was to some degree impacted by the experiences of internal stakeholders in the dialog container. The findings of the research should be considered in light of these limitations.

6.4 Future Research

The study recommends further research into the effect of dialogic training on both Program Evaluation organizers and internal and/or external stakeholders in a dialog container on a Technology Enabled Platform. This might reveal the kind of benefit, if any, of such training on Program Planning. It might also uncover the communicative traits tacit to some, learned by some, and alien to others. Possession of this knowledge could empower development organizations to employ dialog to greater effect in program evaluation and thus planning.

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8. Appendices

Appendix 1

Quarter 2 Program Evaluation Meeting Presentation on a Technology Enabled Platform

Appendix 2

Quarter 3 Program Evaluation Meeting Presentation on a Technology Enabled Platform

Appendix 3

Program Evaluation Meeting Agendas

Agenda for Program Evaluation Organizers Team Meeting November 17th 2010

1) Overview of OJ analysis on progress markers - Ellen

2) Overview of SJ analysis input-output-outcome flows - Veronica

3) Overview of PJ analysis on research organizational practice - Caroline

4) Overview of PJ analysis on products/ services organizational practice - Evie

5) Reflections on Outcome Mapping team Q3 facilitation process

6) Next sTechnology Enabled Platforms - Preparation for Q3 manager monitoring call

Timing:

We have a time keeper (Ellen); Moderator (Evie); Note-keeper (Veronica); Technical Controller (Ellen); Wrap Up/SumCaroline (Caroline)

Moderator must manage the 'whole' meeting and continually check that all of the key questions have been asked. Moderator must moderate the discussions.

15 to allow people to get in

20 mins
- 5 -7 present
- 15 minutes for dialog

20 mins
- 5 -7 present
- 15 minutes for dialog

20 mins
- 5 -7 present
- 15 minutes for dialog

15 to wrap up

Send all ppts on one slide

Meeting organizer/ moderator - Evie

Minutes - Ellen

Presenters - all team members

Agenda for Q3 Program Evaluation Meeting November 25th 2010

Go To Meeting - 11GMT/1pm Windhoek/2pm Nairobi

1. Welcome: Evie to moderate(10 mins)

2. Overview: Outcome Journal analysis on progress markers – Ellen (5 mins)

Group dialog on progress markers – Evie to moderate (15 mins)

3. Overview: Strategy Journal analysis on strategies related to inputs, outputs & outcomes – Veronica (5 mins)

   Group dialog on strategies – Evie to moderate (15 mins)

4. Overview of Performance Journal analysis on research in organizational practice – Caroline (5 mins)

   Group dialog on research in organizational practices – Evie to moderate (15 mins)

5. Wrap up: Caroline to summarize key discussions, recommendations & action points – (10 mins)

Appendix 4

Minutes of Program Evaluation Meetings

Minutes of Q3 Program Evaluation Organizers Meetings, November 17th, 2010

Participants: Caroline, Evie, Veronica, Ellen

Agenda:

1) Overview of OJ analysis on progress markers - Ellen

2) Overview of SJ analysis input-output-outcome flows - Veronica

3) Overview of PJ analysis on research organizational practice - Caroline

4) Overview of PJ analysis on products/ services organizational practice - Evie

5) Reflections on Outcome Mapping team Q3 facilitation process

6) Next sTechnology Enabled Platforms - Preparation for Q3 manager monitoring call

Meeting organizer/ moderator - Evie

Minutes - Ellen

Presenters - all team members

Meeting summary

- Ellen showed two options for individual graphs with an example on communications. Evie analyses it. Potential use to initiate discussion on boundary partner and sphere of influence analysis at the manager's meeting.
- Veronica presented a new version of the strategy journals analysis, looking in particular at the outputs and outcomes. Debate on strategies, should every strategy relate to behavioral changes? Debate on discussion questions, more questions on the why rather than the what? What do we mean by strategy? Veronica had to leave the meeting.
- Caroline presented a PPT on research organizational practice. Discussion about the process and results. Considerations about how to present data during the call.
- Evie, presentation of organizational practice: Assessing and (Re) designing Products, Services, Systems, and Procedures (attached). Evie also provided information and literature on facilitation of dialog for the meeting.

About the Q3 Program Evaluation Meeting

- Date and time set: Thursday 25th Nov at 11 GMT. Duration: 90 mins.
- Evie sends out invitation in Outlook with go to meeting link (today)
- Roles for the meeting; Evie moderator. Veronica: Notes. Caroline: Final holistic summary (wrap-up). Ellen: Timekeeper.

- 0’ to 15’: people get in and intro
- 16’ to 35’: 5 mins Ellen graphs presentation, and then 15 mins for discussion (lead by moderator. Note: use an example (i.e. communications), then ask everybody else to look at their own graphs and reflect
- 36’ to 55’: 5 mins Veronica on strategy journals, 15 mins for discussion (lead by moderator)
- 56’ to 75’: Caroline Research organizational practice, 15 mins for discussion (lead by moderator)
- 76’ to 90’: wrap up

- PPT with all data has to be sent out to everyone on Monday, Caroline collects them. For each topic 2/3 slides + 1 slide for discussion.

Minutes of Q3 Program Evaluation Meeting, November 25th 2010

Go To Meeting - 11GMT/1pm Windhoek/2pm Nairobi

Participants;

Evie; John; Conor; Enda; Ava; Lily; Ellen; Veronica; Caroline

Apologies;

Nina

Welcome

- C gave brief background to the Outcome Mapping and quarterly review process was provided and the purpose of continuous improvements and making us an as efficient and effective organization as possible reinforced.
- Critical team feedback from last quarter’s meeting that the Outcome Mapping team has tried to address in this quarter is;
    - Time management
    - Too much content. This quarter fewer selected topics have been put in focus.
    - Difficult understand some Outcome Mapping concepts. Intention to clarify the concepts and how they link to our operations over time.

Outcome Journals - Analysis on progress markers

- Additional graphs are available on the GESCI SharePoint, comparing outcomes from different quarters and patterns across programmes.
- C new graph is introduced this quarter to look at the information from a different angle. This quarter each program's progress markers are compared to the overall GESCI program marker average.
- All managers were asked to look at their own program's graph and reflect upon the discussion questions.

Outcome Journals - Group dialog on progress markers

- If we don't see a correlation between the love to see average vs. individual program's practice, does it mean we have failed? And then, failing in practice or in my indicators?
- The example of Knowledge Building and research was discussed and the program seem to be doing well, however a general decline compared to the overall GESCI benchmark in Q3. It was noted that the progress markers show changes in partner behaviour, and the KBR program has been proceeding quite well and pushed the program forward, even though different emphasis in different quarters.
- Regarding Country program's development the performance may be less than expected due to a difference between our initial ambition and the time it has shown to take to sign funded contracts. We were quite ambitious in the beginning of the year when setting the goals. Still, the like to see rating shows the way it does as we have developed program proposals and have many in pipeline. Yet, few of them have been signed. The lesson learned from this work is that we constantly need to have many new programmes in pipeline and take the long lead times into consideration. It was also mentioned that outcomes and progress markers for existing operational programmes are different from the progress markers of new program development.

Action points – 2011 planning

- **Need to look at both goals and performance** – Do we set realistic progress markers? Do we need to be more specific about who our boundary partners are? Will goals be more realistic if they are discussed between line manager and program manager on a yearly basis?
    - Yes this is probably a good idea.
    - The concepts were new to the team in 2010; the focus in 2011 should be a better coordination and integration with collective program planning where we identify common goals and objectives.
- **When evaluating our programmes in 2011 -** we will probably have to look at both our defined goals and with the actual performance. We should aim to develop various different programmes per year and to develop them in different ways depending upon the situation.

- **We will need to Figure out new ways of getting our programmes known -** for example we need to Figure out how to market ourselves and develop program proposals when entering a new country. Business development to a large extent depends upon personal relationships, we must look at how each and every one of us can leverage on our connections and relationships.

Strategy Journal - Analysis on strategies and results

- Key findings from this quarter's strategy journals were presented and this quarter special emphasis was put on different result dimensions and lessons learned.

Strategy Journal - Group dialog on strategies and results

- The need to evaluate programs collaboratively or in teams should be added to the lessons learned in this quarter. We should evaluate our programmes in a collaborative manner on a quarterly basis in 2011.
- For 2011 we should try to identify the patterns that are similar to many of our programmes. We need to identify where our gaps are, for example skills gaps where we need to source consulting support? (or search with our partners for support)
- We have become better at collaborative planning in initial program stages, but at the evaluation stage we're not yet collaborating. Goals must be set collaboratively, and outcomes assessed jointly. It was pointed out that collaboration is related to tasks and it doesn't mean that everyone should be involved in everything. Important to sort out what kind of collaboration (whom to collaborate, what collaborate around, when collaborate?) is required for different tasks.
- We can make better use of Time task, clearly identifying tasks in the work plans etc. We need to explore the views on collaboration and how we can make the best use of the two new tools that have been introduced in 2010 (Time task and Outcome Mapping journals)
- Results will be reported through our Outcome Mapping system/procedure to our donors starting in 2011. So our 2011 planning will be based on the lessons we're learning now. There is now a formal agreement with Side about connecting our internal evaluation methodology to our reporting.
- A lot more synergies could be identified between our programmes. Many positive things are happening and learning's shared that could contribute to other country programmes as well. The Outcome Mapping process could and should be a vehicle to share these learning's.
- Our shift to focused collaborative planning of new programmes is working well. Also, close collaboration with our boundary partners in our country programmes feeds back to our organisational learning as well. For example, work with partners such as NEMA in Kenya regarding the development of a Planning Monitoring and Evaluation framework pushes our own development, so close partnerships

with our boundary partners works well.

Actions points

- **Outcome mapping will be integral to our program planning and management system** in 2011. We will be reporting our results through the Outcome Mapping process.
- **There needs to be more synergy between programmes/ projects** – which should be understood in relation to joint goal setting and assessment with **c**ollaboration emerging in specific tasks.

Performance Journal - Analysis on research in organizational practice

- Outcome Mapping provides 8 organizational practices; we haven't looked at all of them but have only selected one to be introduced this quarter. The *use* of research was a topic that came out strongly last quarter why Research, Innovation & Experimentation (RIE) was selected. How we're using research was analysed on the basis of our MSC stories.

Performance Journal - Group dialog on research in organizational practice

- The most significant change story?
    - Outcome Mapping or Rwanda. Outcome Mapping since it has changed the way we do business, makes us constantly question ourselves and if we're achieving what we're set out to do. It's important for our effectiveness as an organization. Rwanda in hindsight has made a big difference for GESCI with its potential for generating and giving us more programmes. Through the Rwanda engagement GESCI has taken the lead in contextualizing the UNESCO standards in the African region and hence means significant growth potential.
    - Outcome Mapping since brings home the challenges we're facing in identifying behavioural change with our partners. It improves our understanding of our partner engagements. Further we were early adopters of this methodology which was good.
    - Outcome Mapping. For a long time we've said we haven't had C&E capacity within GESCI. But we're building this capacity internally now through Outcome Mapping.
    - Both Outcome Mapping and Rwanda. Both stories are important from an internal perspective, but they both also relate to how we engage with external partners. It is significant that GESCI is taking the lead in making UNESCO standards applicable to different contexts and accessible to the various systems.
- Outcome Mapping is something very important, and it's good we're building internal C&E knowledge. Research and how to include this into our work will be important looking forward.

- We have to define what we mean with implementation, and research, collaboration etc. It will be important for us as an organisation to agree upon our definition of key concepts.

Other comments and reflections

- There is a lot of text in the ppt-slides. Reading and understanding could be made easier through less content.
- Three key evaluative questions;
    - Who needs the information? – This question still needs to be addressed by GESCI. Reporting to ourselves or to our donors? Parked this discussion for now though.
    - What is the info needed?
    - How can this information be collected?

Action Points

- Who needs the information; what is the information that is need? How can the information be collected?
- How will prepare our reports for internal dissemination and for external dissemination to donors/ funders?
- Implementation – we should support program / project implementation in partner countries with the support of research, monitoring and evaluation – something we are just beginning to come to grips with

Summary of key discussions, recommendations & action points

- Different requirements Seeking funding and requiring resources vs. up and running projects
- Optimism vs. realism should be considered when setting program goals and result expectations.
- Team and line manager collaboration is probably a good idea when setting program targets.
- How can we leverage branding and marketing when entering new markets?
- There is a need to elaborate tools and processes for collaborative evaluation.
- We need to identify gaps regarding GESCI skills sets.
- Outcome Mapping will be incorporated into the PME system of 2011 and be used for our reporting to donors. 2010 has been a practice period, next year we'll really go live.
- Outcome Mapping was identified as the MSC of all stories. In particular it was selected for its internal effects, but also for its impact in our ability to advice our partners.
- Regarding evaluation procedures we need to define
    - Who needs the information? Are we reporting to ourselves or to our donors?

- What is the info needed?
- How can this information be collected? What kind of collaboration is needed, when is it needed and how do we make it happen?

Appendix 5

Program Evaluation Organizers Memos

November 2nd 2010

To Program Evaluation Organizers

From Evie, member of Program Evaluation Organizers

Subject: Dialog for Q3 Program Evaluation Meeting

This is to acknowledge recent of your email and this timely and helpful discussion.

Certainly there are many critical points that you have raised that we need to consider in our Outcome Mapping internal meeting this week on Q3 review (Btw - is this meeting planned for today? I have been out of touch and am unclear from the 'go to meeting' notice as to when it is taking place).

Re the Outcome Mapping indicators for organizational performance - Veronica has also expressed to me in Nairobi her reservations (almost on a par with yours) on manipulating the data sets to 'fit into' the performance RIE indicators - and I would clarify with you and our team what I clarified with Veronica on this issue - and that is the following:

· The organizational performance journal requires specific indicators that would be defined by the team during a planning period - these were the only indicators we did not have (remember we had the Outcome Journal progress marker indicators/ and the strategy maps already positioned in the Outcome Mapping/LFA fusion plans - so it was quite easy to draw down from these indicators)

· So - yes we are making very tentative links in the organizational performance analysis - as we attempt to identify organizational practices in the changes stories related to research or product design/ repackaging

· However - our overall approach combines a mixture of quantitative (progress marker graph patterns over Q1 - Q2 - Q3/ sources of evidence ratings/ inputs-outputs-outcomes frequencies) and qualitative (change story categorization / filtering/ interpretation of significance of msc) approaches to try and ensure a holistic approach - taking into consideration that both approaches (quantitative & qualitative) have their limitations

· In general our organizational Outcome Mapping journals (outcome, strategy and performance) are flawed - as they are not aligned to the new emergent organizational model of engagement that is based on cross-functional work package contribution to programs that can be more definitively measured

· But - just as we are becoming more attuned with measuring/ reporting on our progress through Time Task - it is still important to walk the teams through the use of the Outcome Mapping tools/ journals - so that when programs/ projects are more coherently and cohesively developed next year to reflect cross-functional team work, contribution & synergies - everyone is on a par with what is expected in relation to monthly and quarterly reporting and review

· But I do see how the performance journal on organizational products/ services practices has presented a challenge for your analysis Evie - more particularly because as you have come to realize - I do not think that in-depth analysis on two organizational practices will be that helpful in Q3. One in-depth analysis would be quite sufficient - in particular the analysis related to Research which has been quite contentious - and it is this very area of contention/tension that can provide a rich opportunity for dialog, expansive analysis and learning. To prepare for the dialog - I categorized the stories and organized the filtering through survey monkey simply

to ensure that the initial filtering of story selection would be as neutral as possible/ and would draw from a filtering conducted with our full team (rather than one or two members as happened the last time). There was no intention to define the use of survey monkey as the tool for our analysis - it was more of an exploration of online tools such as survey monkey to involve the team as efficiently and as effectively as possible in the first round of filtering - prior to next round which should involve the managers as part of the Q3 monitoring call in the selection/ rationale/ reflection on the msc story of all - precisely so as to promote the kind of deeper dialog and reflection that you are advocating from your research.

· My only observation here - is that in order to get rich dialog - there is all of this prep that we have to contend with - with limited data sets - that are not properly aligned to authentic Outcome Mapping processes - data sets that are still somewhat contrived if we are honest - as team members are still coming to grips with concepts of 'progress markers'/ 'strategy mapping'/ 'organizational performance'.

· That being said - I have the following final observations:

- Ellen has prepared the Outcome Journal graphic summaries of progress marker attainment across Q1, Q2 and Q3

- Veronica has prepared an overview of Strategy Journal input-output-outcome flows for Q3

- Caroline has prepared a more in-depth analysis of organizational research practices as reflected in the Outcome Journal change stories across Q1, Q2 and Q3

- Evie has prepared a preliminary analysis of organizational design & development practices for products and services

- I see one gap area that is not covered - and it is an analysis of Outcome Journal 'lessons learned' from Q1 - Q2 - Q3. This is an area that Conor specifically requested information / overview on - and it is something that we might consider as we meet to finalize our prep for Q3 review.

Let me know what you think,

Best wishes,

Caroline

November 12th 2010

To Program Evaluation Organizers

From Evie, member of Program Evaluation Organizers

Subject: Analysis of Data for Q3 Program Evaluation meeting

I have read through all of the documentation and I am very impressed by the analysis.

Following your leads I undertook the analysis of the MSC Stories in the Outcome Mapping journals through the organizational practice number 4 lens:

Assessing and (Re) designing Products, Services, Systems, and Procedures (attached)

What to do

I'm sorry to send you such a long and meandering email of my reflections but I have been mulling over these issues for weeks and even had a dream about Outcome Mapping recently (very worrying!). I don't expect or desire you to respond to this email. It's a long one and we could get into a very protracted discussion over email which will take up a lot of time unnecessarily.

Instead I would ask you to read through this, acknowledge receipt of it, mull over it, and save your response/ideas/suggestions/advice for our internal meeting.

No agenda

I also stress colleagues that I don't have the answers to the questions I present to you. I'm seeking to engage in dialog with you about these issues in our next meeting, and nor am I suggesting that our entire meeting be consumed by these issues - certainly not. I can put these issues on the agenda as well as the other more practical issues related to the team review meeting.

Here are my observations and questions about the process thus far:

Survey Monkey

1. I did not use survey monkey for the analysis (though I was very impressed with how Caroline used it in the analysis of Org Practice 7) because when I undertook the survey for the research practice I did not feel entirely sure of the validity of my own answers because I could not always see the RIE in the data but felt I had no option but to answer because it was a-synchronous and the survey had to be completed. Survey Monkey is an excellent tool for efficient triangulation, cross-referencing and analysis of data. With some adjustments I think we can definitely automate the process of analysis going forward using Survey Monkey. How did you feel and what did you think when undertaking the survey? Could we make some adjustments or is it satisfactory as is?

Shared meaning of terms

2. Following on from this, when I began to analyze the MSC stories through the Assessing and Redesigning lens I faced the same issue. I asked myself whether I was looking too hard for meaning in the data because I wanted it to fit the practice? If I was doing this then how valid would my analysis be? Do I need to first establish what we mean and what we are looking for in the org practice with the Outcome Mapping team? Do I need to define the meaning of the practice with you rather than define it myself? Would it help to discuss it first?

Remaining Neutral

3. Am I trying to prove a point? I was very conscious while undertaking the analysis that I was not trying to prove that this organizational practice was or was not actively practiced in GESCI. I'm wary of pushing an agenda on the team. I have to be careful not to use Outcome Mapping to set the terms of discussions as I see fit. I must remain open and allow the wider team to make comments and observations freely without taking a position. I think the content of the dialog must inform following reviews and I must not latch on to any one issue and allow that to frame the following review without due justification. Together I think we must carefully analyze the content of the next review meeting and decide how this should inform following reviews.

To quantify or not

4. I sent my analysis to Ellen and asked her what I might do with it next. I could quantify it as Caroline as done so well. Is there another way? On the one hand I recall Robert Chambers encouraging us to quantify qualitative data to make it more persuasive but on the other hand I recall my lecturer only recently warning us not to do this because it's misleading due to small sample sizes. Is there another way to present the qualitative data?

Let's discuss

5. Ellen didn't think I should do anything else with the data at this stage except share it with you in its raw format. I would like the opportunity to briefly discuss it with you in our next meeting and the challenges I faced when trying to analyze the data through the org practice 4 lens. I want to explain my thinking to you and get your opinion as part of the validation of the analysis. I think it's really exciting that we have the opportunity on this C&E project to experiment with different approaches so let's keep it up for the time being.

One practice or two

6. Then I was thinking that both organizational practices might be too much for the wider team to take on.** I thought that we should treat two practices but I have changed my mind since and for the following reasons which I would really like you to think about and respond to during our next meeting:**

Two different objectives

Better project and program design
One of objectives of this review process is certainly to monitor and evaluate the progress our progams and projects are making and hopefully use that to improve our program and project design and approach. I say hopefully because there is no evidence yet to suggest that this data is being used to improve program and project design. The team meeting will provide the opportunity for the collective 'learnings' of the annual review cycle to be used to inform 2011 program and project design (again, hopefully).

Cultivating a learning organization
Another and possibly more critical reason for engaging with Outcome Mapping instead of one of the many other C&E methodologies available, is that, thoughtfully applied, Outcome Mapping can actually change organizational culture. Outcome Mapping is a vehicle for the cultivation of an organizational that endorses and practices reflective practice, openness and creativity. This culture is fostered when we regularly create spaces for open dialog as a team. There is no other opportunity to do this in GESCI - none! We have discussions. We have debates. We have arguments. This is necessary. This is essential if we are to get on with the job of running the organization and running programs. However, dialog and reflection are a different matter and key ingredients in the learning process. Without these it is difficult for us to identify patterns in programs (that work and don't work); it is difficult for us to articulate our strategies (because we create no distance between us and the strategy - we are blind to it); it is difficult for us to suggest radical new ideas because we are afraid of

being judged; it is difficult for us to admit we did not do something successfully, and therefore difficult for us to correct our practice/approach. In short, without spaces where we can reflect and engage in open non-judgmental dialog it is difficult for us to learn as a team - to get on the same page. As such, is it really necessary to analyze two practices? From a content perspective maybe , yes. From a process perspective, no.

7. What do you think?

8. Walking a fine line

I'm always torn between wanting to present a tight analysis of data that is going to trigger a desired response (recognition of the validity of the data and some concrete outcomes), and wanting to ensure that there is a space for honest reflection and open dialog on the team's terms. I would hate to see Outcome Mapping turn into a touchy feely version of the LFA because there is too much emphasis on data and not enough cultivation of open dialog on the team's terms. Yet I'm conscious that there is always a risk that without enough scaffolding the team will not engage in open dialog. Then again, with too much data and too much analysis and cogent answers/outcomes pre-prepared, the team may feel that open dialog and reflection is rendered pointless. Can we provide scaffolding through our moderation? Through dialog?

9. Learning from the literature and the meta

I would like to prepare some pointers on dialog based on my research to help us guide the next meeting. If not, then maybe my research can help guide the team meeting or Q4 review. Either way, to make the current Outcome Mapping research valid we must consult the literature on the learning activities that underpin Outcome Mapping and use the findings from the meta to improve our Outcome Mapping intervention. We are doing this to some degree, certainly. And it is not your job to consult the literature on these things but mine as part of my thesis so I will share this information with you as we go along and we can discuss it.

Thanks for taking the time to read this colleagues. I hope it triggers some ideas that we can experiment with .

Best,

Evie

Memo to Program Evaluation Organizers

From Evie: Member of Program Evaluation Organizers

Subject: Cultivating dialog in the Q3 Program Evaluation Meeting, November 18th 2010

Dialog and group enquiry for organisational learning Memo to Program Evaluation Organizers

There are many definitions of dialog but most emphasise the exploration and creation of meaning on important issues and the examination of shared assumptions (Beveridge, Minkes, & Gear, 1997; Dixon, 1999; Gear, Vince, Read, & Minkes, 2003). Thinking alone or in silos as we know from our experience in GESCI makes cross-functional collaboration difficult and it inhibits collective learning. However, there is nothing unusual in this behaviour because there is a proclivity for thinking alone in organisations which Isaacs (1999) describes as a pervasive and worldwide problem, as such, few organisations have been able to develop processes for collective reflection and engagement (Vince, 2002). Building shared meaning is an important learning process

but from our perspective additional tangible outcomes of dialog must be sought. The exploration and building of shared meaning enables us to develop new and aligned actions (Dixon, 1999), which will enable GESCI to become a more efficient and effective organisation. Ultimately, all dynamic capabilities are grounded in learning processes (Eisenhardt & Martin, 2000; Zollo & Winter, 2002) and dialog as one such learning process is a central element of any model of organisational transformation (Schein, 1993).

Why is dialog becoming so important to organisation learning now? Schein (1993) attributes this importance to the rapid rate of change in the environment and as such organisations must learn rapidly. He also states that the growth of technological complexity in all functions, organisational structures and designs are moving toward knowledge based and distributed information forms. Schein continues by saying that emerging subunits in organisations will continue to emerge with their own subcultures with different assumptions and learning experiences. Organisational learning, Schein notes, will require the evolution of shared mental models that cut across the subcultures of organisations. Dialog provides a means of creating shared mental models that is critical to effective group communication.

Some of the barriers to dialog in organisations include the provocation of defensive reactions and 'avoidance strategies'. There is also a tendency to explore only those assumptions that do not pose a threat to organisational power structures (Liu, 2001). Our challenge is to create spaces and opportunities for the team to take risks in order to learn (Vince, 2001; Vince & Martin, 1993) through the 'suspension' of everyday constraints (Isaacs, 1999). Technology can help us to do this and can introduce a 'critical element' to the managerial function which many managers find hard to accept or do (Gear, et al., 2003). Outcome Mapping provides the means to create this space through its emphasis on reflection and dialog. But how do we foster dialog? What can we do to encourage dialog to take place and to reduce defensiveness (both our and the wider team's)?

Here are some sTechnology Enabled Platforms:

1. Focus on the *underlying* reasons that support opinions voiced (Gear, et al., 2003)
2. Enquire as to why some people could be agreeing and others disagreeing with a particular statement (Gear, et al., 2003).
3. Avoid asking individual people to respond pointedly because this can be seen as a threatening process to those whom the person disagrees (Gear, et al., 2003).
4. The emphasis should be on gaining an understanding of the reasons behind *collective* views rather than individual ones (Gear, et al., 2003).
5. Encourage dialectical enquiry which values holism by accepting differences and contradictions (uncovers assumptions and frames that cause tunnel vision) (Baker, Jensen, & Kolb, 2005).

6. Do not try to force consensus or agreement. We do not have to find solutions (Gear, et al., 2003).
7. Acknowledge people, however small their contribution (Schein, 1993).
8. Encourage the natural flow of conversation. Do not feel the need to give direct feedback on every point. The whole group is the object of learning.(Schein, 1993)
9. The role of the individual is somewhat blunted by the goal of reaching a higher level of communication as a group (Schein, 1993).
10. Discourage competitiveness (in terms of getting as much air time as possible) and examine your own assumptions (Schein, 1993)

Baker, C. C., Jensen, V. J., & Kolb, N. C. (2005). Conversations as Experential Learning. *Management Learning, 36*(411).

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Eisenhardt, K., & Martin, J. (2000). Dynamic Capabilities: Where Are They? *Strategic Management Journal, 21*, 1105-1121.

Gear, T., Vince, El., Read, C., & Minkes, C. V. (2003). Group enquiry for collective learning in organisations. *Journal of Management Development, 22*(1-2), 88-102.

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Vince, El. (2002). Organising Reflection. *Management Learning, 33*(1).

Vince, El., & Martin, V. (1993). Inside action learning: an exploration of the psychology and politics of the action learning model. *Management and Education Development, 24*(3), 205-215.

Zollo, C., & Winter, S. G. (2002). Deliberate Learning and the Evolution of Dynamic Capabilities *Organization Science, 13*, 339-351.

Appendix 6

Excerpts from Transcript of Program Evaluation Organizing Meetings

Q2 Program Evaluation Organizers Meeting Excerpts from Transcript

C: So… and in the second quarter, these strategies change where you have an almost even distributional cause and persuasive strategy. That would almost seem as if, you know, there has been a definite move between the two quarters, reaching or kind of raising the bar in terms of influence from organizational to institutional or from groups to environmental level, and raising the bar on the types of strategies, which is quite interesting. The thing about it is that these are the most significant change stories. This is a very ideal perception or an idealistic representation of progress between the two quarters. Because it doesn't necessary represent real progress in the sense that this would be the most significant progress that managers have identified.

Now there were lots and lots of stories between quarter one and quarter two change stories in manager's diaries. We have identified four stories that would represent the most significant change between the two quarters. The four stories were stories from each domain of individual influence, group influence, organizational influence and environmental influence. We see that the stories come from across programs. These stories don't necessary represent the programs that have made the most progress. But they represent stories from programs that represent or illustrate change that may be significant for us as an organization in terms of the learning we want to draw from this quarter. We see that stories from country program and projects i.e. Kenya program, Ghana program and the communications program and they are four very different stories but they illustrate different strategies e.g. the country program looks at developing or a shift in the organizational way of doing things in terms of developing projects and programs. And it also represents the cause of strategy which has an immediate output. It represents an immediate change.

The Kenya program is very interesting because it looks at change in terms of joint engagement with partners. And working on power partners to define action plan etc. so it very much represents supportive strategies to establish networks with partners in relationships to effect change. …… …….

Our point in demonstrating this was to show from all of that data analysis, some quality in data which illustrates the kind of change that was happening in the programs. It's an ideal kind but illustrates the actual strategies, experimentations; the programs were developing from quarters one to two.

If we could move on to the next slide, whoever has the controls…..

…… ……

Our real question is related to the whole dialog in this quarter about strategies, progress, what we understand by progress and the ripple effect and about direction in which we are moving our strategies or the direction in

which we are focusing our change. Are we trying to change at environmental level or promote change at group level? Are we trying to promote simultaneous change at both levels from local to global? Again which of these stories is most significant for us and why?

There's a quick question Veronica: Of those 4 stories which would you choose of hand as most significant?

V: 20 secs.mmm…….I have to go back and see the review……mmmm.. I actually find they are all quite different, I find it difficult to choose so it's a difficult question….

……
……

C: I do realize in one respect you should have said that we are to have another run through. In many respects we wouldn't present like this at the meeting. We are coming now towards the second part of the strategy journal and we should be coming towards the key questions to the end. Because all of this should be build in towards the key questions the e-mail l sent yesterday to all of the team. I made comments on Veronica's questions which l thought were very good but they have define true and they have to actually depend on to what are the key questions we want to put to managers at the end. We are going to have this discussion among ourselves about what Evie is telling us about that. We need to do that we need to have come through it and see what they are telling but actually we wouldn't that to managers.

E: I know that, but I am still saying, l know that but I am still making the point that it's still unrealistic to think that we'll get through this in 15 min. but we'll see. We'll see. So the strategy journals…

……
……

E: So, then I think we are at your slides. Sorry, I have to say l am not of the opinion that this slide should be here. I think we have already given them so much information and they may be at the point now right now where they need to share their thoughts before we give them more data. To go to this slide now is not an appropriate thing to do as we're leaving them no margin for their own interpretation. I think now it's the time where we go straight from there to the questions. And then in the end when we finish you could combine and say this is what we have thought in terms of emerging themes.

……
……

We need at this point give them a chance to stay in this high level space for a few minutes. I mean at this point this is very purposively feeding into the program learning and having specifically improved programs and I think it's very good and I think it should be the last slide. I think we should pause before moving on.

……
…….

E: There is so much going on in addition Caroline. There are so many other bigger issues that are never going to be taken up because we are going straight into the nitty gritty. I am just saying give them a chance to open up the conversation now. Let them talk about the bigger things. Let them talk about the supportive verses the persuasive etc. They have already gotten so much information: it's the time to let them talk about them.

Q3 Program Evaluation Organizers Meeting Excerpts from Transcript

E: Its really interesting as well, am delighted that my love to see is quite below average because l have been thinking for a very long time why this is so and l think that some of the reasons could be.... the more l think eco-mapping l think my boundary partners that l chose for this which are stakeholders, l really have very little access to them unlike my colleagues whom actually is see as stakeholders a lot like in Kenya for example when you have meetings with them. My stakeholders are very elusive they are the sort of global stakeholder's community. So l think it is very difficult for the communications function to influence the stakeholders in the love to, very difficult. Which leads me think should they be my stakeholders because one of the thing that are really emphasized at the Outcome Mapping workshops are that if you do not have direct influence on your boundary partners they are not your boundary partners and should really be adamant about that, because we don't want to say well sometimes this sometimes that; sometimes you work with these people and you know they are not this or that! No! If you do not have direct influence on your boundary partners then they are not your boundary partners. Sometimes this raises a couple of questions for me looking to 2011, who will be my boundary partners; should l be more specific?

C: l think this is a very good analysis, and l think that the issues that you said has raised and it's an issue Lina, that we have come across the workshop with NEMA on monetary and evaluation and so on. The more we go into this, it's an issue that we need to be much clearer about. Who exactly are we trying to influence?

……
……
…….

E: I think another issue is that it's possible that some colleagues, we are in a performance culture. We are in an LFA mind set, most organizations are in a performance culture, that's not true. And we are trying to create a space for colleagues to say this is good because l don't mind; I am comfortable to say, look my average is way below the line not reaching my love to, l don't feel like l am wasting and that's good reason enough for this to be presented because l didn't achieve my love to target. While for some other colleagues this might be difficult.

……

……

…….

But l think what is more important for us is to help colleagues to understand what these concepts are. Because also you have to realize that part of the issues is not just ticking boxes but a lot of understanding of the concepts. In many respects you can only talk through this with examples. That's the only way you can actually surface this tension etc. So in summary what am trying to say is people will be nervous, they have already shown that. Yes, it's a risk for you Evie to kind of talk openly about this but don't worry you are taking this risk within a safe environment where there will be similar data sets. And the overall issue is to use the risk to leverage the risk the tension will create to help people to articulate these issues because while they are not articulated, this kind of behavior will continue in the organization.

……

……

E: Veronica l think apart from discussion it just creates clarity. It's giving us and especially the team a real concrete idea. So this is basically from the data. This is what we ourselves have defined as causal persuasive strategies. The team do you agree? But l think that is really really good.

……

……

C: Atmosphere of trust, perhaps you could have put in as an output ... Trust is actually essential, an essential output to actually support collaboration. If the partner doesn't want to trust do you want to have it? I have a problem with the terminology we are using because with the atmosphere of trust....These are outputs these aren't changes in behavior. These are outputs from this kinds of strategies so we are not looking at changes in behavior yet.

……

……

E: I disagree and am confused and am going to have to go back because this is not what l learned and l think that one of the reasons l am not seeing love to see is because l am looking for behavioral change specifically. And one of the reasons why l think colleagues,(one of them not all of them) is because we are mixing behavioral change with other kinds of change and other kinds of change are easy to measure and am not saying that's not valid, l think that some of the concepts are confusing because of the fusion and because we are mixing and matching things.

E: I think there is possibly a problem when colleagues are measuring progress and on the one hand we are saying you know we are looking at love indicators and indicators on the progress markers and we are saying that how come we are having this deep in communications and why is there this anomaly. Should one or two team members be looking specifically at behavioral changes and say am not achieving like to and the other says l am achieving love to but it's not a behavior change its other stuff. We need to be on the same page. Am not saying there is a problem but l think it's an issue.

And it's the same when we go to analyze data because not just looking at behavior change l think that's why everything fits in the analysis. Like when we were looking at research, when we were looking at the design l felt like everything is covered by this because am not just focused on behavioral change am trying to look at everything.

C: We are looking at everything Evie. We are looking at logical framework and we are looking at eco-mapping. We could spend a lot of time on this matrix. I would just ask Lina to finish the power point.

Appendix 7

Excerpts from Transcript of Program Evaluation Meetings

Q3 Program Evaluation Meeting

E: Its 11:05 now so l am going to start. Lily, l think everybody has muted their microphones because of potential interference so if you want you can do that and when you want to speak you can always unmute. I think that everybody should be able to see my screen and if not please say so.

Welcome everyone to Q3 review meeting and we seem to have a full house which we as the Outcome Mapping team are really pleased about. Before we begin the Q3 review we would like to say that as we accrue more data through the review process, we do hope to be able to identify patterns and strategies and even if those patterns and strategies are not articulated yet and even anomalies in our program design approach and our style of work be a collaborative, cooperative or individual. We also hope that these quarterly meetings will enable us to explore each individual's assumptions about the way we do things at GESCI. And through this we might be able to create shared meetings or at least understand why we have different understandings of issues and activities. All these over time we hope will help us to become a wiser more efficient and effective organization.

We also like you to know that after every review meeting you do complete you do undertake a survey for us which we really do appreciate and we think it's important that we let you know that at the beginning of every review meeting how we have acted on the feedback you have given us about your experience with the Outcome Mapping and with the meeting.

One observations for many colleagues was that time management was an issue. We at Outcome Mapping will try to be really really hard on ourselves on time and I hope that's reflected in this meeting because we don't want to go way over the time we are all very busy. The other thing is that you made comments that there have been too much content and after we reflected as a team, we agree that there was too much content and we have tried to narrow down for example in the last performance journal we focused on one organization practice when were originally going to focus on two because we don't want everyone to be over loaded. We want to be able to explore ideas and patterns and we don't want too much data to handle that. So with fewer themes, we also understand that it was difficult to understand some of the Outcome Mapping concepts which we acknowledge and even as an Outcome Mapping team we took also long to get to grips with the concepts and l think what we can say about that is that overtime we should be all be able to come to terms with them a little bit better as we used in our planning and we hope that all these will inform the 2011 planning process.

If I move to the presentation now we have the Outcome Mapping journal , strategy journal and the performance journal. And as with other review meeting we have had, we'll have a very brief presentation because we would like to keep it to as few slides as possible and then the most of the time we'll be engaging in dialog about the issues. I think it is also important to know that we have tried to design the space to be as flat as possible to enable colleagues to say what they think, to share their opinions and to offer up ideas even if they might in other forms think that they are a little bit work here or they are too left and centre. But this space is for one to be creative, to say what you think and it's not a space where anyone has to defend their program or to stand over something. It s a different space that we can kind of explore or share the assumption of things.

So to begin with the Outcome Mapping journal which Ellen is now going to present. Ellen I'll hand over to you.

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El: We move on to the next slide. This quarter we are introducing a new type of graph. We are always looking at new ways to use the same information we have to look at it from a different angle. The idea this quarter is to compare each of the programs or project against the general average of all the programs and projects accumulated. This is an example of that type of graph. Well you can see that the blue line is the average of all the programs and all the projects put together. The red line is in this case an example it's not the real project data is separated into three groups you can see from the left, the expect to see indicator for Q1, Q2; in the centre it is the like to see indicator for the same Q1,2,3 and on the right hand side it is the love indicator for Q1,2,3. So again the blue line is always the average indicator and the other color line is specific program and projects.

Is the data relevant; does it mean something and what can we learn from this; how is it useful or not? So that is the idea.

Are there any questions?

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E: Ok thank you Ellen

E: May be its better now if everybody is on mute. I think one of Ellen's question was is this data meaningful to you? Do you find it interesting? Would anyone like to say anything about that? What do you think when you look at this data? I mean if you think that it is useless please say so!

30sec pause

J: After research my question is if we have not too much correlation in the love to see analysis and like to see in indicators. Does that mean l have failed or did l fail to establish what l love to see and l defined that like to see? Am l failing in the program or am l failing in my timing of my love to see status or indicators?

E: Do you see a difference between the two? Failing in the program and failing in your indicators, is that a direct correlation?

J: Which one is the case; should l look at my indicators or should l look at the problems actually in the program? If l have a kind of failing situation here in average is something else than reality in my program.

C: Evie, can l comment on John's. Can you move the slide forward to my program results?

E: I was just thinking that in power point we had these other slides before the questions which l think was a little bit more helpful. I think it helps Caroline to look at some of these programs as you suggested.

C: So here is knowledge building and in relation to John's question should l be looking at the knowledge and research or should l be saying to myself, ok, expect to see, l seem to be doing well against the general average

of the overall programs. I have very high presented the progress in terms of indicators but there is something happening here from Q2 to Q3 there is a decline in my achievements in progress markers in this area. And in the like to see as well l seem to be doing very well in Q1 and Q2, a decline in Q3 and in love to see, I really …

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My point is, these graphs are showing us the lowest degree of complexity that we should be taking into account when we are actually monitoring our progress along these indicators. So in answer to John's question, l would respond and say, that basically l would consider my programs have been doing quite well. I have achieved quite well on the expectancy and like to see and even though they have been tempering off in Q2 and Q3 it seems that they have been actually pushing my program forward to see if l can get more indicators, more progress in the love to see area. So l don't want to take up too much time with this but l don't think these graphs are very very good because they tell us a lot about our individual programs. They also tell us a lot about the average programs.

E: Thanks Caroline for that and l think that it's very difficult to achieve those results because of the complexity of the programs. Could there be a reason that the communications slide all the way down. Does anyone think there could be other reasons why some of the programs are showing less progress in that area? What other reasons could there be besides from being very difficult?

10 sec……..

Y: Can l point out here that our current situation is a bit different especially one or two years back because when you are successful and you have love to see here rising, you are not even making any progress in the program, it seems you are getting signature on the funding agreement and l think that is not counted as a progress. Other programs are basically starting when the funding agreement has been signed then you are able to measure what is the influence and the outcome of the program itself. We are entering in a new area where part of the people here are aiming to get something up and running we can't assume that we have resources. Some of the people might actually create the resources of the program first and then we can start evaluating the efficiency and see the outcome of the programs. So l think the country programs here doesn't really tell you how efficient Rwanda program is. I think you can get efficiency through the program development. Am l right?

Al: That's correct. Yes John. That's correct

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E: What does that say Conor because am coming back to you about something you said about being realistic. How do you marry the realism to sort of the expectation that the donors have. The expectation of raising funds and yet have realistic indicators. May be that applies to all of us because by looking into communication l see it is hard to get love to see indicators, another thing l thought like to see; are my indicators realistic? If my bank partners as global stakeholders may have very little access to the fund do l need to go back to 2011 and say may be more specific about who my bank partners are so that l can have more specific targeted strategies and that my indicators can be realistic. What do you think about that, everybody!

Y: Should l make my goals on what makes me happy, what l love to see. You can be realistic or not but really do you look at your goals or do you look at your performance.

E: Is there anyone with a comment on what John said there?

Al: I think you have to look at both your goals and performance. If l continue with my particular case we may have been optimistic that within one year we will develop a program in every country and get contracts signed, the reality has shown that it actually takes time to get those programs developed. Developing the program is the easy bit which is what you see kind of arise between Q1 and Q2. Which is why we were focusing on developing the programs. When it comes to actually turning those programs on paper into a signed contract, in some cases there is significant time lag. So some of the things we thought we would get funded very early in the year may get funded next year. So we need to look realistically how many programs can actually mature in a given year. We should definitely aim at developing many programs by the end of the year and aim to mature smaller number of programs. So you have to look at both goals and performance

E: Conor is there anything you think we could be doing more differently aside from creating more programs giving you in terms of the way we work together, is there anything we could do to help us to create more programs; that would make the development proposals more efficient?

Al: Definitely, this year we began to see a concerted marketing effort coming and a communication effort coming and being put in place. We need to Figure out other ways of making ourselves much better known. The more we are known the more likely we are able to get programs which is a little bit of a chicken and egg situation. We know from past experience that if we are operating in a country it's a bit easier to get funding for that country from local donors than if you are entering a completely new country. We have to Figure out how we liberate our branding and marketing depending on the country.

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Can l ask anybody to comment on what Conor has said.

C: Evie, we just have one more minute.

C: I think John's comment is critical at this point and l realize that we've got a minute left. But it is also important to clarify that you know a lot of these love to see, like to see etc these concepts were new to colleagues and John has pointed out basically what we have been doing this year is everybody incorporate these types of progress markers into their logical framework planning. And in fact we had an LFA /Outcome Mapping fusion. Basically people were asked in January, February of this year to incorporate it. They had some literature put up there. I think John's point is logical and now that we've gone through it and now that we are learning the actual significance of these goals and so on, the focus now in 2011 is that we would do this with our Line manager, our project managers or that we look at these in terms of our new model planning based on work packages, projects which have work packages, boundary partners as well. This needs a lot more work in the next planning session in terms of coordination.

E: Caroline l cannot think of a better point to finish on what John said followed by your comments. This has been leading to that, collective collaboration, planning as an organization where we as an organization identify common goals and objectives in a collaborate capacity and we are sort of all on the page in 2011.

And on that note l will finish off, that was a really good session. Thank you everybody, l hope my other colleagues are going to be more vocal before we go forward. Now we are moving on to strategy journals and l will hand over to Veronica. Veronica is going to take us through this.

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On the lessons learned portion. We move to the next slide. We need to point out that from the internal point of view organization teamwork how important that it is to involve colleagues cross functionally, engaging teamwork but also how it is important that we integrate the communications program, to communications functions to individual programs. And with our collaboration with boundary partners we acknowledge that it is thorough and good procedures to on various situations and piloting collaboration with the partners and also that we should acknowledge our role as catalyst or facilitators of the process. May be its not necessary that we lead the process, only by supporting our partners we can build stronger relationships. And that we should also be careful in making different assumptions regarding our partners use and understanding we should really listen to them and understand them quite well.

With the partnership and donor dialog , we do list many comments and notes on how we do acknowledge that partnerships take time to establish, they are very complex and that it's easier to get to a level where we get strong interests and genuine interests for partners to engage in funding and to get 25% signature literally on the paper is really challenging.

I think that makes us the summary of the main conclusions from the strategy journal in this quarter.

E: OK. Thank you Veronica I think that was thorough and colleagues you can go on mute now.

Well l could start with these questions perhaps for ourselves l would first start by asking if anyone has comments about how useful they found the presentation, themes and lessons learned. Did you find it useful?

20sec

Colleagues! Ava can l call on you to give me some feedback on these. Did you find it useful? Does it make sense? Is there anything you disagree with?

E: No there is nothing that l disagree with but at the lessons learned, the outcome is very possible. I also think there is a need to evaluate programs collaboratively either with line managers or as a team. Because everything we are doing , we are doing more internally.

E: So you are also supporting what John and Caroline said that going in 2011 we should define our plans collaboratively and then have collaborative evaluation?

E: Yes. I think that is important. I think that is lacking in that area as well.

E: And what advantage do you see that bringing to your work as a manager?

E: There is always the issue of seeing yourself better in a mirror

E: Ava l think that's an very important point.

Could l ask whether colleagues would they support Ava's suggestion or does anyone have comments on that?

5 sec

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E: I have a question here because on one hand Enda thinks we are doing quite well and on the other hand we have colleagues suggesting that we may not be doing well as we should and l am just wondering why we have that difference in opinion.

C: The other fact is that there are two. One after the planning stage we have done it but we have gone as far as the review stage

E: Do you think that we have planned collaboratively?

C: I think so we have already on our programs because every program has to consult and do so collaboratively

E: Do some of us have a different understanding of what collaborative planning means?

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J: What we are doing now that the Outcome Mapping will be developed in a full result based management system , we have agreed that the funding system will be our focus for the coming year and that kind of management system will promote planning policies. We are to report our results through the Outcome Mapping process is not only having forums like this one, we have actually owned our outcomes . It all actually depends on the process we are practicing here and our new planning will be based on those outcomes that we are having in our collaborating plan. That's the way to go and we have now agreed on it and that it what we are doing. So let's be very careful what we are speaking here we have to do it as well in practicing it.

E: Yes which means that we have to be very carefully think about our indicators and our goals and make sure that they are ambitions but yet they have to be realistic because we are going to be reporting on them. Thank you very much for that Enda.

C: You have a 30 sec time?

E: Ellen how are we doing with time?

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Evie if you could quickly move to the next slide fairly quickly.

In order to ask this question one of the issues in the last Q2 call was concepts when you say research, strategies what are you talking about. So colleagues I went into our own literature to see how do we define research

anyway. Something interesting came up and this is the definition for Lily from some literature we had in 2009. Research is a process in which we attempt to achieve systematically and with the support data the answer to your question the resolution of the problem. It also reminds us of something John said about our planning frameworks doings, problem solving template. In other words we take research as very high blown academic, basically it's something we are doing all the time. As we are answering questions and solving problems but the only difference is what we are looking for in the stories the focus on systematic and the support of data etc. Innovation, process of creating change , evolution, application of knowledge etc but that second paragraph, innovation is about risks, about taking unplanned opportunities forward, but it's also the use of the existing knowledge and adapting it to a local context. Experimentation the last one you have two levels we have scientific level of experimentation but also in a natural setting.

Basically if you look then from Q1,Q2 to Q3 the stories based on these conceptual frameworks the tentative links you can see that actually within our organizational practices we have at least tentatively being incorporating research, innovation a little less in Q21, experimentation quite a bit in Q1 and then in Q2 quite a bit of research, innovation bit of experimentation and the same in Q3. The overall point of change story most significant change is you bring everybody's stories together for Q1, Q2 and Q3, there's something like 30 stories then you filter them. As OMT we filtered them. Out of all those stories which for us is the most significant on research, innovation and experimentation. This is a qualitative analysis it's not quantitative. So you are not necessarily looking for something very scientific but we are trying to find out the rational for picking that story over others. We are looking to see why we would consider one story more than the other significant and again this is not a measure of how good some programs are doing over others but it's a measure of what is emerging for us that is significant. If you see in the story that was picked was used to do review and to undertake ELA workshops and also the use of research to under pin emerging areas like the Kenya TV program. The rational there in the first column on the last box is that it reflects high level actions that move forward by research in our organization practice and it also represents the value of research for partnership building, innovations etc In the 2nd column the story that the OMT selected the most significant was on the Outcome Mapping itself and again its rational because its partly an example of innovation etc but also it is an example of adapting it for our use and our practice. Our other partners are adapting it.

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I have gone overtime sorry.

E: Am just going to go back to the stories so that colleagues can pick. Thanks Caroline for a thorough review of these organizational practice components of the Q3 review. So colleagues what was the most significant story? The floor is open.

10sec

Y: In my observation we do have a lot of texts in our slides so it's difficult to find what is the most significant. Secondly, in evaluation there are two important questions that we have been very much attached to two of them, the third the most critical question is kind of hanging somewhere. These questions basically we have to define and the third one is who needs the information and then secondly what is the information that is needed and third how can the information be achieved. Are we reporting to ourselves? Or are we reporting to our funding agencies? That's something that might be better to discuss later on not necessarily in this meeting.

E: Ok it's a good point but as you said we'll pack it for now and may be raise it at a later date because l think it is important. We continue now, which story do you think is most significant. We are running out of time.

5sec

Al: Am torn between two stories. l definitely think the adoption of outcome mapping and the rigorous system right before our eyes, for me, is the most significant change for the organization. But at the same time l see its really changing the way we do business. Its requiring us to pose the question to ourselves on whether we are achieving what we set out to do which is very important.

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E: Based on what Conor has said, Can l ask colleagues, Conor has picked two stories here. One Conor thought how this is important beyond donors our internal needs and the other one is external . Do other colleagues see it that relationship that may be one fits into the other and vice versa?

10sec. I am going to pick on Lily

Lily did you hear what l said?

V: Could you repeat that?

E: Conor pointed out two stories one he sort of indicated was internal that the Outcome Mapping meet needs beyond those of the donors that is internally and the other one for Rwanda he said was very significant and had potential growth and its shift towards implementation. Do you see the relationship between the two types of stories. Is it right to say one was internal and the other external.

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V: The Outcome Mapping one is the most significant story for me because it outlines very clearly the challenges that are associated with behavior change which we expect from our partners. The Outcome Mapping is forcing us to do business out there differently, to think and plan differently. These are things we are expecting from our partners and it brings down to us the process, what is required to change behavior which is not easy. I think it gives us a better understanding of what is expected and what we would love to see in terms of the engagements that we have with our partners. So for me that is the most significant story because internally we have to make certain shifts which we otherwise may not have made. What is also significant is that this was an emerging way of doing things which we adopted and now we see that others are also adopting this. That gives us some sort of headstart on this which l think is very good.

E: Thanks Lily that was very clear.

E: The Outcome Mapping story is also the most significant for me. Overtime we did not have capacity building to do monitoring and evaluation and l think we have been shy most of the time to undertake the C & E function with our partners. But what l see we are building a lot of capacity amongst ourselves as a team and even as we engage with our partners at the back of our mind there is always reflection in terms of all the aspects that we have been discussing at the beginning of the year.

E: Thanks Ava that's also very good input. Who's left Enda

Y: The Outcome Mapping is something very important for us but in more cases l would say that it can be an excellent organization but hasn't reached there yet. We have been depending on the ministry but have not been able to do it ourselves but l hope we are gaining that knowledge and understanding ourselves. Thus understanding what the ministry's place is and our place is. But there are areas that we have not looked into, the research is one. We have not really understood the meaning of research. We should be looking more in implementation in terms of the research. There are many significant things that we have achieved, innovation is one, outcome planning another but we have to realize that we are quite in the beginning in the learning process and that there are a lot of things that have to be developed in all these areas.

E: John do you think we have come closer to this process of developing and sharing understanding of the different phases of research?

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E: Thank you Caroline l don't think l have anything to add. I just going to ask John to go over the three points but you captured them. I don't have anything to add. We are going to write up the report as usual. We won't send you the survey for this until next week, Veronica and l have to do a little bit work on it. And that's it! Does anybody else have anything to add before we finish up?

10 sec

I take that as a no. Thank you everybody for participating and showing up.

Excerpts from Transcript of Program Evaluation Meetings

Q2 Program Evaluation Meeting

I wonder whether that has a lot to do with Conor's point about planning in the first quarter. There was a lot of difficulty in outputs a lot of causal, persuasive and support strategy being put in position. And then in the second quarter here, we see on the strategy domain again a shift and almost equal proportion strategies.etc.

Evie If we can move forward to the next slide.

Pause 10 sec

We are talking a lot of themes, theoretical concepts here colleagues. What are we talking about when we talk about causal and so on. These are all the terminology, the concepts that are grappling within eco-mapping and coming to terms with in terms of a fusion of this kind of conceptual framework into a logical framework. So what we did then colleagues in analyzing the stories we took all the stories that were about 16 – 20 stories or whatever, and we grouped them. We just took them cut and paste then grouped them under what we interpreted as stories for individual influence, group influence, organizational influence and environmental influence. Then colleagues we chose through OMT the four most significant change stories from Q1 to Q2. From each group what was the most significant change story at the individual level, group level and organization level. I want to be careful here, these stories do not necessary represent programs that have made the most significant progress etc. This is highly subjective and again it is related towards those questions at the beginning. We are looking at the review in terms of that with the most significance as an organization at this point in time. Why would these stories be significant? Is not necessary due to progress but l think it's in relation to what Lily had just said . Its related to how the organization is changing, how it is shifting in its own strategic orientation. So if we look at this story very very quickly, am sure you wont ...

E: Time is up Caroline

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The Kenya program, very interesting stories coming out there about tentative engagement, joint mutual planning etc. reflecting supportive strategies, establishing relationships, the rational new paradigm for capacity building based on mutual learning.

The Ghana program very nice story again there, looking at a supportive strategy, looking at googling treasury level where you are utilizing network relationships and then again the rational engagement with innovative partnerships with potential for research, experimentation that elusive research if we still have time to get into, and of course communication.

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So can l come back, l ended with Ava, can l go back to you and start with you? What would be the most significant of those four stories?

Silence.

C: Ava you are slightly biased there but go ahead. And why Ava? You can of course choose your own story if you wish, but go ahead.

10 sec

E: May Veronica pls back the slides so we cans see clearly:

C: Yes Yes Veronica thank you.

E: Can you hear me?

C: Yes

E: The most significant themes from these stories?

C: Yes. Which story would you choose as the most significant of all and why?

E: I think l would pick the organizational way of doing things. I don't know whether in this we are also evaluating how we are looking at them. The fact that we are also at a point where we are evaluating what we are doing, evaluating ourselves and discussing themes is very difficult thing to do other than .. (voice fades)

C: Ok and so which story Ava are you talking about I am not quite sure; is it the country program or....is it the organizational shift?

E: Yes. The country program and projects.

C: Ok. So we have country programs. Can l move quickly up to.. let me see, Nina

10 secs

Nina are you there?

N: Mmmmm Yes l am here. To me the communication program was the most significant.

C: And why?

N:Simply because l think increasingly what we are doing at the country level is being more publicized and that in itself is ....<text not clear> It also gives us credibility. We are focusing on an environmental influence.

C: Thank you Nina. Can l go to Conor?

10sec

V: I would go for the communications program. Because l think that during this quarter through the year specifically, what emanated from the yearly was the ability. It demonstrated very powerfully how our country work, our other work, how local depleted. How global debates can be our example.Interglobal awareness can be drawn from that story from the communication program

C: Thank you very much Lily

E: 4mins left colleagues

C: I think l have asked all colleagues, have l left anybody out? No? Because l think also we are gaining on time although we have lost on time. So therefore l cannot afford to be very comfortable.

This is quite interesting because what we heard from the manager's perspective, is 4 votes for communications, and 1 vote for country programs and you know, I think that there are almost like, two ends of the spectrum e.g. as Lily said it's the marrying of the local and the global and l think

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C: Caroline, before you just move on to that, I just have a small comment to make here. I want to say communication here is not a program because we are doing it as a function here. So I don't think we can call it a program because in communication it involves people and organization.

C: Yes. I see your point and it's a function. Evie, can you answer that. How do you see it program, project, function?

E: Time is up colleagues.

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Supposing then interestingly when we looked to the data there really wasn't and of course its subjected to a degree although it was rigorous it was myself and Veronica really who looked into this project analysis. But in supportive there wasn't really enough to distinguish supportive from persuasive. In other words there wasn't anything that really stood out as being supportive. I mean there were activities that were definitely persuasive and would lead to supportive depending on where you set the bar. What is supportive? Supportive is real capacity building. Supportive is seeing stakeholders that are sort of independently designing or doing things independently could cause of our support . If that's supportive then we didn't see anything that would definitely categorize as supportive in this closure which is interesting. Then the questions that l had were the underlying themes. What is common across the causal, persuasive and why does supportive contain so few programs when some programs are unused which we saw earlier. Identified with the strategy , they call themselves supportive, so why didn't we find supportive category and supportive characteristics?

E: So the floor is open and l will go to Lily.

Pause 20 secs

V: I am trying to Figure this one out.

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E: Yes. Thank you. Conor can l ask you why do we have this kind of contradiction between the data and what do you think? We don't see any support necessary yet in the journals we have indicators. We don't really see the data yet in the Outcome Mapping journals we have indicators in the look to see. Look to see which is the equivalent of supportive.

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Al: I have a confession to make. The categorization of the strategies is one of the theme l really haven't understood yet in the whole Outcome Mapping theme. It's something that l struggle with. The rest of the Outcome Mapping theme is quite clear to me. The categorization l struggle with sometimes so l can't really intelligently comment in fact as you are speaking am learning more and more about categorization.

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E: There is always going to be a degree of subjective with strategy types because what l consider supportive, l would love to, you might consider persuasive, l would like to. And this process is helping us l think understand what can be considered persuasive, supportive and causal. Because we can be describing wonderful activities, we don't think we have engaged in etc. We might be wanting them to be more than they are and so trying to be hard on ourselves. So I think this process continues this way, I think collectively as an organization OPPM will have to define what makes it a supportive strategy and what makes it persuasive strategy , the difference between the three of them.

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Al: Veronica I think it's fascinating you captured the increasing need or demand for research as well as the increasing importance of research in all one. I think that is something that we have always overlooked. I think that there is an emerging sub-theme which perhaps has not yet been captured and l think it needs to be captured before the end of the year. And that's even within those emerging areas, the slight shift from policy, capacity building work, more implementation type work. But perhaps that's a debate for another day.

V: Yes I think that can be quite a lengthy discussion but it is taken to the record. That's good. I think that Dennis left the college. Enda do you have any other areas that you would like to add?

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C: I think l am fine with that. The only thing is the living lab can come probably come as a sub-activity and not as a major heading. The leaving lab is one of the focus of the subheading we are really looking at, right, so I would call it as a leaving lab could be multiple themes of research, leaving lab could be one among them. I agree with Lily that the open distance e-learning or flexible learning is one of the areas severely emerging themes so probably it could really continue to exploring this space.

V: Ok. Looking from all the themes we have discussed, what strategies have been working and what seems to have not been working so much. Do you want to continue Enda on that one, what are your thoughts in reflecting this?

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In part four, Veronica summarized the data very well and we had some comments on what is working so well and those not working well. We said that the communication strategy was working very well. There were comments of how to integrate into our programs, how to integrate into our activities and also comments that we can plan for these, you have to nurture it. cultivate it, if we have to go forward. The differentiation between donor needs and stakeholders and also how moving in to that, aligning ourselves. We had comments how far GESCI has evolved from the idealistic organization to one that is now towing the line with its partners. Another comment on teamwork, collaboration and how they seem to be the common denominator indicators and how we capture the impact and how Outcome Mapping has captured the most as well.

I hope that l have summarized well, we'll be writing up our reports anyways. You can read it over and over again.

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……

C:I think that gives good lead but this has to be really looked into but we currently need to implement other programs and we need to support the strategy and those learning will also influence how we need to record correction to the remaining period of 2010.We also need to have planned how to achieve during this period of 2010 activities. This is more of the additional themes emerging and we need to see how we can incorporate them. That's part of the ongoing initiatives programs.

C: Thank you very much Enda you of course have a point that Lily had already indirectly brought up. Enda these files that we are actually presenting are findings for review that we actually carried out at the end of June and July and we have since had end of July and August. Part of the issue was weren't able to hold this and it's because we are still trying to actually institute to utilize this process as part of our organization nominee. So there was a lot of delay, it is not necessary it is simply actually draw our attention due to the fact that the delay was because we do so many things at the same time trying to institutionalize the process, experiment the process, trying to reciprocate the process etc so l think that Enda's observations, Lily's observations as well, a lot of these findings are already gone past or they are not current because other priorities have emerged or are emerging, Lily pointed out the ODL. And Lily can l come to you now and take it from there. Lily what do you see the remain of this action period of 2010 and what changes do you think we need to make if any.

V: l think we have the research issue, we really need to find a way to integrate research more into all our programs and activities and not just an afterthought. That should be one of the focus areas for 2010 especially in the region of programs.

……
……

C: But l would like to thank the group, l would particularly like to thank our colleagues, Conor, Enda those who have left or who are still here, all of our colleagues because of other priorities have had to leave, and also for bearing with us. You know we are still kind of experimenting this we are still grappling with it. This was the first time we the OMT have actually come together to present this format to see if it works and we want to

find truthfulness and keep improving it and so on and so forth. Thank you for your patience, your inputs and l would also like to thank the OMT , Evie for setting up the meeting and all of the technical aspects , and Veronica and the rest. Thank you very much. Can l now call Evie to

Al: Thanks Caroline

E: Yes l will be showing it right away l have the controls

Al: Alright thanks everyone

E: Thanks everyone

Bye Bye

Appendix 8

Correspondence between Program Organization Team and Management

From: Evie
Sent: 29 July 2010 15:00
To: John and Enda
Subject: Program Evaluation Report and Q2 meeting
Importance: High

Hi John and Enda,

After persistent prompting and persuading, all of the journals are complete save for the Ghana Strategy journal which we believe will be completed today or tomorrow. Although the ARP journal data and Ghana strategy journal data could not be included in all of the analysis, the important point at this juncture is that managers have finally completed them. It has been a very drawn out and difficult process but we have achieved our objective.

We are now of the opinion that because we took such a strong and very necessary stand on this issue (including references to managements' involvement), managers are finally accepting that this is compulsory and must be taken seriously. As such we don't expect the Q3 process to suffer from the same delays and resistance experienced this quarter. **However, it would be important for management to be quite pointed about the compulsory nature of Outcome Mapping internal M&E during the proposed mangers' meeting at the end of August/beginning of September.**

We are really getting to grips now with the different layers of Outcome Mapping and defining our own parameters for data analysis and for electronic adaptation of the Outcome Mapping methodology on Share Point. This evolving expertise is crucial to the application of M&E in our programs going forward and the subsequent reportage to Donors of program outcomes and impact. The summer is a very tricky period to hold a managers' meeting (we've learnt the hard way!) and so we have decided to postpone the meeting until **August end/September beginning** to ensure that all Outcome Mapping team members are present as well as all management and managers. We hope this is okay with you. We will discuss the exact date around mid-August.

For now we have posted all of the data analysis on Share Point for the everyone's perusal.

Thanks for your support.

Best,
Evie and the Program Evaluation Team

Appendix 9

Q3 Program Evaluation organizers meeting Qualitative Analysis – Categories and Domain Creation

Critical Passages/Categories	Domains
l think this is a very good analysis - acknowledgement	**Acknowledgement**
l think it is a fantastic idea that we show communication as an example through the discussions that we have had. - acknowledgement	**Acknowledgement**
: That's true Veronica - acknowledgement	**Acknowledgement**
Veronica the way you described it is exactly the way l see it. - acknowledgement	**Acknowledgement**
As Ellen always says, data is data we only have a certain level of data sets. - acknowledgement	**Acknowledgement**
V: l agree, very good comments. E: But l think your presentation is really very good - acknowledgement	**Acknowledgement**
And this is why l also think that Veronica's presentation is good in the sense that it looks at what kind of strategies - acknowledgement	**Acknowledgement**
E: I think it's a really good presentation and very very clear and powerful. Is there any danger that the team might think we sought of can drive this a little bit because of the tension at the last call. Or is it legitimate to do that because that was one of the issues that emerged at the call to be a little bit contentious. We covered ground at the last call, did we forget about it because we got quite interested in the research angle?	**Acknowledgement**
do agree with you Evie you have to be very careful about this. That is why again we help each other. In fact you raised the issues in the e-mail, I thought in a way it is right because it could seem the way we are presenting we are making the judgment etc. So you have to keep going back to your data set and saying, what exactly did the team say; how did we filtrate; how did we rationalize it. In the rationale then you present the data in a way which is much less contentious. The average rating is fairly strong. Yes we have to be systematic about our meetings etc but basically what l am saying is that it could be better. In terms of the work that you had in your domain, and l know you are coming to your section now, l thought that you were on the path to getting there. I thought that part of the problem was it perhaps that you were trying to fit too much data in too many domains. - acknowledgment and disagreement	**Acknowledgement . Raising issues . Non-judgment**
Acknowledge people however small their contributions.	**Acknowledgement**
Veronica l think apart from discussion it just creates clarity. It's giving us and especially the team a real concrete idea. So this is basically from the data. - the data is very important	**Building shared meaning**
A lot of problems we are seeing in the Outcome Mapping is the fact that we don't have the same models because in terms of literature we've got so big in organizational practices. We have some sort of meaning but the rest of the team doesn't have that so Outcome Mapping is trying to establish some shared meaning in very important domains like, strategy. We don't share the same meaning of strategy. That's one domain where we are trying to establish to share the same meaning. Let's just say that dialog is a very important way of creating this learning space and that it is different from discussion and debate.	**Building shared meaning**
The team do you agree?	**Creating Mutual Understanding**
Could Veronica make that point?	**Creating Mutual Understanding**
: Is everyone ok with this slide?	**Creating Mutual Understanding**

E: Could we include it in the survey an option for people to say l don't agree that this story ; could we have given them a choice of data?	**Creating Mutual Understanding**
These three concepts aren't fully understood or grasped. - the dialog is meeting a need	**Creating Mutual Understanding**
My point is l can see where you are coming from on this because perhaps you are mixing of the concepts a little bit because the strategy used aren't necessary the results.	**Creating Mutual Understanding**
But l think what is more important for us is to help colleagues to understand what these concepts are. - dialog can help this…	**Creating Mutual Understanding**
Because also you have to realize that part of the issues is not just ticking boxes but a lot of understanding of the concepts. In many respects you can only talk through this with examples. That's the only way you can actually surface this tension etc. - tension rising to the surface,,	**Creating Mutual Understanding**
Can you explain the first one, what is it telling us?	**Digging Deeper**
Why aren't you doing that? No! It is dig deeper. - the data is not there t serve judgment on people but to 'dig deeper'	**Digging Deeper**
But Caroline even in the fusion with Outcome Mapping even at causal level there is a behavior of change. - disagreement	**Digging Deeper . Tension**
No. If you have LFA you have straight forward out puts lodged through framework. There is never any mention of people, it's only the Outcome Mapping that brings in behavioral aspects which is what we presented. So the point is that you have.. - disagreement	**Digging Deeper . Tension**
: There is no real problem here. These are representing different changes in levels of maturity in terms of behavior.	**Digging Deeper . Tension**
I think there is possibly a problem when colleagues are measuring progress and on the one hand we are saying you know we are looking at love indicators and indicators on the progress markers and we are saying that how come we are having this deep in communications and why is there this anomaly. Should one or two team members be looking specifically at behavioral changes and say am not achieving like to and the other says l am achieving love to but it's not a behavior change its other stuff. We need to be on the same page. Am not saying there is a problem but l think it's an issue. - disagreement	**Digging Deeper . Tension**
How will we measure that influence?	**Encouraging reflection**
How do we know that these boundary partners are within our sphere of influence?	**Encouraging reflection**
And should we be changing ?	**Encouraging reflection**
Is there anyone else who would like to share or have ideas on your program?	**Encouraging reflection**
What do we mean by strategy? Are the definitions that we have presented here adequate to our understanding?	**Encouraging reflection**
E: What do we mean by strategies? Very very good question to ask the team, seriously! What do you think a strategy is?	**Encouraging reflection**
I was asking in redesigning. How do l know that if the following things happened? Localized reform, package etc	**Encouraging reflection**
Which one do you think? I think here what l would like to see is why?	**Encouraging reflection**
El: l was actually listening to what you were saying and reflecting. E: Well tell us of your reflections. Give us your reflections on them we never hear them. El: You are not going to like them. E: Tell us anyway - want to hear even the bad news!	**Encouraging reflection**
Why? Explain a little bit. - encouraging the dialog	**Encouraging reflection**
E: Why do you think this is happening? - encouraging the dialog	**Encouraging reflection**

Getting to the underlying reason of why we work in a certain way; why we behave in a certain way; why we adopt strategies. So getting the team to align not making them align their thinking but try and ascertain the collective, sort of trying to pull their attentions and then look at trying to get them think collectively why we do certain things. So asking questions on the why rather than the what at certain points in the facilitation process. We're gonna be deeper and may be the strategy journals are the type to go a little bit deeper towards the end of the discussion. - trying t get to the assumptions	**Exploration of assumptions**
I disagree and am confused and am gonna to have to go back because this is not what l learned and l think that one of the reasons l am not seeing love to see is because l am looking for behavioral change specifically. And one of the reasons why l think colleagues,(one of them not all of them) is because we are mixing behavioral change with other kinds of change and other kinds of change are easy to measure and am not saying that's not valid, l think that some of the concepts are confusing because of the fusion and because we are mixing and matching things. - disagreement	**Exploration of assumptions . Tension**
If the partner doesn't want to trust do you want to have it? I have a problem with the terminology we are using because with the atmosphere of trust....These are outputs these aren't changes in behavior. These are outputs from this kinds of strategies so we are not looking at changes in behavior yet	**Exploration of assumptions . Tension**
E: And do you think we are providing space through Outcome Mapping to allow people to stand back from what they are doing and actually try and articulate, or even somebody say; l don't have a strategy or somebody has a strategy? What is the strategy or articulate the strategy. Do you think this is a vehicle in which we can do this? But l agree with what you are saying. - can the dialog container help?	**Exploration of assumptions**
but it's ok if you could know the theory better to look at also the results on this kind of level. Does it make sense?	**Exploration of assumptions**
My point is that through the Outcome Mapping we are trying to break through these organizational cultural barriers that are so entrenched in terms of performance etc even though it is not articulated it is there. - and through dialog!	**Exploration of assumptions**
But l think from a learning point of view before trying to find what our strategies are we are trying to alter our approach and our program design. - evaluation is about learning	**Exploration of assumptions**
Maybe it's not an issue we are all learning and this is part of the process.	**Exploration of assumptions**
Now this is quite interesting. I would go back to you Evie and l would like you to explain this phenomenal. Why it would be as such.	**Non-judgmental observation**
It's really interesting as well, am delighted that my love to see is quite below average because l have been thinking for a very long time why this is so and l think that some of the reasons could be	**Non-judgmental observation**
most of our data sets are weak and they are flowed and not critic anybody or anything, it's just that we are starting on eco-mapping we are trying to grapple and understand what it is, we haven't fully understood - not intended to be judgmental but to elucidate	**Non-judgmental observation**
I still think that this is very good, I think that the combination looks interesting.	**Non-judgmental observation**
We are trying to open up and ask questions we are not trying to prove a point. And as long as we don't try and prove a point with the data l think that the time would be very open. But if we ever move on a path that this data is proving this do you agree, then we are in trouble. So once we come to terms with that then we'll be ok. and our presentations isn't trying to prove a point but by including the reservations that the team might also have and by being very transparent we are making sure you are not trying to prove a point you	**Non-judgment**

are just been open. What do you think? - non-judgment	
The questions for the managers are not do you agree or disagree with those stories but actually choose one of them and say why it's the most significant. - being right or wrong is not the objective	**Non-judgmental observation**
So l think it is very difficult for the communications function to influence the stakeholders in the love to, very difficult. - open	**Openness**
. Sometimes this raises a couple of questions for me looking to 2011, who will be my boundary partners; should l be more specific? - open	**Openness**
in other words can we measure up to the standards do we have to accept the fact that we cannot measure everything?	**Openness**
course it would be difficult and it was quite really difficult in Q2.	**Openness**
Whereas l think this kind of analysis using an example like Evie came up with communications and using Evie to explain it. - power of acknowledging the weakness of one's own program	**Openness**
What do you think of something like that? Either with lines or with dots.	**Probing**
What is our commitment to the donors?	**Probing**
What kind of behavioral change are you trying to bring about with this boundary partner?	**Probing**
How would you breakdown in terms of progress markers for what you want to see to expect, like and love?	**Probing**
so in other words what kind of behavior is demonstrated through the workshop facilitation?	**Probing**
What's the behavioral change?	**Probing**
For sources and evidence; when do we review? when do we localize? when do we perform? and when do we repackage	**Probing**
What relationships in partnership building strategies have been working?	**Probing**
How can we overcome the challenges that the partnerships can rise to?	**Probing**
What happened before that?	**Probing**
So this is the behavior?	**Probing**
OU using the language of behavior and she kept saying; what does that mean?	**Probing**
What themes are we mentioning a lot in the strategy journals?	**Probing**
What kind of strategies do we deploy to maintain modify the impact of programs at various levels?	**Probing**
Do we have a good balance for the outcome?	**Probing**
Veronica do you like the area or the line one?	**Probing**
Veronica have you got anything to add?	**Probing**
What kind of strategies do we want to obtain or modify?	**Probing**
Do we have a dilemma between them?	**Raising issues**
I think another issue is that it's possible that some colleagues, we are in a performance culture. - another issue and challenge for dialog	**Raising issues**
At this point are we making it more complicated than it needs to be?	**Raising issues**
No I don't really think so, its Evie that actually raised the question yourself. I think we shouldn't make it more complicated.	**Raising issues**
I don't really find it an issue.	**Raising issues**
There are many possible answers. One is that we are too focused on the output; show results! show results... Two is that we don't have enough time to reflect about their own plans and so we have a previous module of strategic plan and we move on to the next and people were just cut and paste, so they did not really really write or rethink the strategy they just paste it. - not enough	**Raising issues**

time for reflection ..can dialog make up for this	
Outcome Mapping measures behavior and l think that l think that's very difficult to measure	**Raising issues**
We are calling supportive behaviors, as behaviors but in the other category they are not. That's my issue. - tension	**Raising issues**
l know we have this issue, why are changes not coming and l agree that there is always a problem	**Raising issues**
The key problems in the last Q2 where people simply couldn't understand this.	**Seeing the whole . Raising issues**
My problem with Q2 was that you had the exact same trend on the organizational average but nobody picked up on it.	**Seeing the whole . Raising issues**
Nobody could see why it could be somehow different. - not seeing what we want them to see	**Seeing the whole . Raising issues**
and l think that the issues that you said has raised and it's an issue Veronica, that we have come across the workshop with NEMA on monetary and evaluation and so on. The more we go into this, it's an issue that we need to be much clearer about. Who exactly are we trying to influence? - seeing the whole	**Seeing the whole . Raising issues**
yeah. But the thing about this is do not forget that we have an LFA / Outcome Mapping fusion so not all of our outcomes are about behavioral change. You are looking at outcomes, you actually want to see behavior change anywhere until you actually have support to strategies positioned. And l think the more l look at this the more l think there is quite a logical development in the way Veronica is presenting this kind of looking at strategy that are bound to produce causal outputs and outcomes. - disagreement	**Seeing the whole . Raising issues**
We should try and not get too caught up in the story and that's what we are doing with our presentations like we are taking the example of communication, we are taking the example of research because it is about why we are engaging ourselves in certain practices and how we can have better programs.	**Seeing the whole . Raising issues**
Do not try to force consensus or agreement we don't have to find solutions.	**Seeing the whole . Raising issues**
Encourage the natural flow of the conversation. Do not feel the need to give direct feedback on every point. The whole group is the object of learning.	**Seeing the whole . Raising issues**
The answer should be on getting understanding of the reasons behind collective views rather than individual ones. To some degree individual opinions have to be sacrificed to understand what the collective view is.	**Seeing the whole . Raising issues**
But the call has to be very focused. - structure	**Structure**
We meet once in an year as a team. Is it acceptable to have a two hour meeting after every quarter? Is that really a big ask? Considering that it is difficult to us functioning as an effective unit and it's the only time we get to work together as a team? So l think that's something we can get to discuss later in the next call or internally if we could propose that. Well think about it! Once a quarter 2hrs! Would it be such a big ask? - questions and issue of time again	**Time**
The tension that was prevalent in the Q2 review was palpable. Don't get me wrong! The whole idea of tension is to get it out in the open and to enable this kind of reflection so that you can actually help everyone to move forward. - tension should rise to the surface in the dialog container!	**Tension . Understanding Dialog**
And the overall issue is to use the risk to leverage the risk the tension will create to help people to articulate these issues because while they are not articulated, this kind of behavior will continue in the organization.	**Tension**
We are looking at everything Evie. We are looking at logical framework and we are looking at eco-mapping. We could spend a lot of time on this matrix. I	**Tension**

would just ask Veronica to finish the power point. - ends abruptly	
C: I don't think there is any issue Evie, it's a bad timing. And speaking about time, there are a few elements that need to be dealt with and its 12.32 on my slide. How long more do you think this will take ? - abrupt	**Tension**
We don't want to create a space where people are sort of firing on each other because we do that all the time. People do that in organizations all the time. So we want this space to be different.	**Tension . Understanding Dialog**
Is an atmosphere of trust an output?	**Trust**
My question is; How did they know there was an atmosphere of trust? Because an atmosphere of trust to me means that people are trusting. That is a behavior. How did they know that? What happened before that? Did somebody do something that they responded to a form? Was there a discussion? Was there something?	**Trust**
Why was there an atmosphere of trust?	**Trust**
So in sumCaroline what am trying to say is people will be nervous, they have already shown that.	**Trust**
But you cannot get things out in the open unless you make it safe and unless you promote this kind of culture of reflection etc. - why dialog container is needed!	**Trust**
Yes, it's a risk for you Evie to kind of talk openly about this but don't worry you are taking this risk within a safe environment where there will be similar data sets. - being open	**Trust**
Dialog if facilitated well builds trust in a team.	**Trust**
Atmosphere of trust, perhaps you could have put in as an output ... Trust is actually essential , an essential output to actually support collaboration	**Trust**
And we are trying to create a space for colleagues to say this is good because l don't mind; I am comfortable to say, look my average is way below the line not reaching my love to, l don't feel like l am wasting and that's good reason enough for this to be presented because l didn't achieve my love to target. While for some other colleagues this might be difficult. - objective of dialog container	**Trust**
one of the key areas that they brought out in terms of leadership in this whole business of performance, organizational culture etc is trust! - trust is key and dialog can help establish that..	**Trust**
Encourage dialectical enquiry by accepting differences in contradictions and not trying to find solutions for everything.	**Understanding dialog**
Evie can you tell us what you see in that, to promote this kind of dialog and then in promoting how people come to grips with the concepts?	**Understanding dialog**
So there are two real issues there and this is where dialog comes in. - dialog is essential	**Understanding dialog**
l think l should process the first example of what you have explained , it's a really good analysis to promote dialog. - data that promotes dialog	**Understanding dialog**
Caroline when you were talking about your leadership course you actually echoing a lot of what is in this notes. About creating the space, about making people feel that they are not going to be judged, the organizational performance, creating space for colleagues to think collectively, to examine and shared assumptions because if we don't do that our actions will not be aligned and we are not going to have very successful strategies. That's all under the literature but coming down to some of the more practical sTechnology Enabled Platforms for the literature, focus on the underlying reason that support opinions voiced when you are trying to facilitate dialog.	**Understanding dialog**

E: I agree it's not the time for it either, however, l do think that to ask such open-ended questions in such a forum is actually really refreshing, really mind altering, creating a completely new dynamic among a team to actually ask questions that are never asked. Because if we ask more of these questions more often we wouldn't be in a position as an organization to raise an issue where we are not clear what a strategy is ; we don't really know the difference between strategy and planning (am saying we including myself am not pointing fingers); the cause of this system of like being busy, we don't have time to talk about things, we don't have time to engage in dialog, we don't have time to and the reasons that we are in this situation is because we don't have time for some very important things that don't actually happen very often but should really really take place on occasion. Which is the big question? The big open-ended question yeah might invite a-long-wide meandering dialog that can actually be very refreshing, very altering creating new team dynamics. It's not something to do this time but l don't think it's something that we should dismiss for in terms the organization we are learning its critical and may be its trickier that there are conversations and dialogs we should have as a team, l believe. - making time for dialog is an ongoing issue and creates tension in the team as well!	**Understanding Dialog**
Enquiries as to why some people could be agreeing and others disagreeing with particular statements. So why do we have divergent views about things. What are we going to learn from that? Avoid asking individual people to respond pointedly because this can be seen as threatening process. Like in a situation where someone is talking about their program we don't want a situation where we really challenge the person we want to facilitate a space that is kind of enquiring but not offensive.	**Understanding Dialog**
l would see ourselves as being more conscious of our moderation in terms of questioning the underlying assumptions that people have. In terms of finding out why the teams think in certain ways. So getting beyond the contents and getting beyond the story. Encouraging the team facilitation , trying to create a space where people don't need to be defensive by discouraging people defending their own program. One way of doing it that we have already established is by using the communication example which is a very good example, to me, how to facilitate dialog. By using dialog we are making it safe for the other team members to speak openly.	**Understanding Dialog**
C: I think it is critical, and l think it is something that we need to look at now as we kind of move into the next sTechnology Enabled Platform next week. How to balance we actually have dialog and not just kind of a whole series of presentations etc.	**Understanding Dialog**

Appendix 10 Q2 Program Evaluation organizers meeting Qualitative Analysis – Category and Domain Creation

Critical Passages/Categories	**Domains**
We have identified four stories that would represent the most significant change between the two quarters. - role of stories in elucidating key issues or sticking points as above	**Building shared meaning**

But they represent stories from programs that represent or illustrate change that may be significant for us as an organization in terms of the learning we want to draw from this quarter. - Using stories to learn as an organization	**Building shared meaning**
the stories illustrate organizational influence and environmental influence much more	**Building shared meaning**
….they represent shift, a shift which is based on the emerging practices in learning from organizations. - they represent learning in organizations	**Building shared meaning**
Now l want you to see something in it that its quite interesting that we have just done this off the cover or whatever, but all of us have come to a consensus, without influence from one way or another we have found that this is the story with the most significance from this quarter and we have justified it on the basis of strategy and also on the basis of new models and concepts - use of concepts to come to a consensus and not influencing one another	**Building shared meaning . Non-judgment .Using data to dig deeper**
Our point in demonstrating this was to show from all of that data analysis, some quality in data which illustrates straits the kind of change that was happening in the programs - using data to illustrate concepts	**Building shared meaning . Using Concepts**
What have our managers understood from those strategies?	**Building shared meaning . Using data**
All we need to do is report what you have seen and based on rigorous analysis. Don't forget that the more significant change is the very subjective approach but it has its purpose and its purpose is to actually bring us to that strange hand we just had altogether in unison: when Ellen said to Veronica, this is funny and I agree with you the way I see it: and that l said that this is from me etc. that's the way I see it too etc	**Building shared meaning**
what actually are the change stories telling us about that progress? Q	**Digging Deeper**
For example, what are they telling us about the influence, the direction of influence that the programs and the projects have had? Q	**Digging Deeper**
If there's this multi progress, what actually are the change stories telling us about that progress? Q	**Digging Deeper**
For example, what are they telling us about the influence, the direction of influence that the programs and the projects have had?Q	**Digging Deeper**
Was the influence directed at individuals in country engagements or whatever?Q	**Digging Deeper**
Was it directed, was it changed behavioral change that the projects and programs directed at groups? Q	**Digging Deeper**
And then we were looking to see what were the stories telling us about strategy?	**Digging Deeper**
What kind of strategy was used to influence this change?	**Digging Deeper**
And again what are the stories telling us about cause of strategies that are simply set up to bring about immediate outputs?	**Digging Deeper**
Or was it telling us about persuasive strategies which would influence our partners change?	**Digging Deeper**

Or were the stories illustrating support strategies to actually create environment for our partners that would enable change to take place?	**Digging Deeper**
Because it doesn't necessary represent real progress in the sense that this would be the most significant progress that managers have identified. - trying to get to truth through dialog	**Digging Deeper**
Again which of these stories is most significant for us and why?	**Digging Deeper**
There's a quick question Veronica: Of those 4 stories which would you choose of hand as most significant? Practice on one another - testing - 20 secs to answer	**Digging Deeper . Time**
C: That's the point of it Veronica, it is difficult and it forces you to rationalize. Why? - 'forces us…'	**Digging Deeper**
So taking up the information whether we created it or not and tailoring that to partners' needs is the key feature of a persuasive strategy in what we see emerging from data. - using the data	**Digging Deeper**
from Ellen's slide on the purely quantitative analytical feedback where we are in the progress markers is there something we learn about these progress markers?	**Digging Deeper**
What we have been looking at then moving deeper into the change stories, what are they telling us?	**Digging Deeper**
But then I would like to ask, what would a supportive strategy look like then? That's the question	**Digging Deeper**
It's an ideal kind but illustrates the actual strategies, experimentations; the programs were developing from quarters one to two. - using data to illustrate concepts	**Digging Deeper**
One of the questions for managers is... If we filtrate those four stories, out of those four stories which of them would managers choose the most significant of all and why? - Anticipating how to support exploration of assumptions	**Digging Deeper**
Ellen have you anything else to add? Q	**Encouraging Reflection**
Do you see how much discussion came out of that one question?	**Exploration of assumptions**
What is it that we can say that has come out of this? What are the trends so and so forth and what are the lessons that are learnt? - tension between results and dialog	**Exploration of assumptions**
there has been a definite move between the two quarters, reaching or kind of raising the bar in terms of influence from organizational to institutional or from groups to environmental level, and raising the bar on the types of strategies, which is quite interesting. - Non judgment	**Non-judgmental observation**
I don't think we are in a position to say this is what expectancy is, what is like, and love at the end of this call, that something that we are all going to learn over the next six months by the end of the year.	**Non-judgmental observation**

V: 20 secs.mmm…….I have to go back and see the review……mmmm.. I actually find they are all quite different, I find it difficult to choose so it's a difficult question….- non-committal there is no right or wrong in dialog	**Openness . Non-judgment**
But Caroline if that's the case then why have l got nothing in support? - questioning one another	**Probing**
So how did you see it?	**Probing**
So how did everybody find the space? Do you feel that it would work? V: Yeah it worked fine E: C: Aren't we going to have it now, it worked perfectly well in Nairobi, an audio conference E: It was an audio conference except anything we are going to remember we definitely the person presenting will have to mute everyone one else until the person finishes their bit of the presentations. - testing the features	**Probing . Technical affordances**
I actually see what you are saying that in fact there are some key points in this presentation. I think for example the first one comes with Ellen's question, that's after the indicators. The second call comes after the most significant change story. The third one comes in the strategies and for that Evie then you have to think the question. How can we for example that there is such a leaning towards persuasive strategies. Could it be the way we interpreted it, how come there is very little there in our breakdown? - consensus building in the face of tension by airing it, i.e. bringing fragmentation to the surface	**Raising issues . Acknowledgement**
one of the issues that we were saying all along is that we cannot spend the managers call time just making a presentation.	**Raising issues**
Are we trying to promote simultaneous change at both levels from local to global?	**Seeing whole . Encouraging reflection**
You have to interlink more. What are the journals telling us about the strategies the manager are moving; this is where you have this whole diversity of strategies emerging. Ok. So therefore, what is emerging in terms of creativity; in terms of collaboration; and in terms of contexts? What can we say overall is emerging and then you go into those questions because managers have to be grounded, they have to see how these …..- using questions to gain clarity	**Seeing whole . Encouraging reflection**
We have to do this in such a way that the presentation can logically lead to a greater understanding of the issues.	**Structure**
In many respects we wouldn't present like this at the meeting. We are coming now towards the second part of the strategy journal and we should be coming towards the key questions to the end. Because all of this should be build in towards the key questions the e-mail l sent yesterday to all of the team. - it's a practice session and the questions are very important	**Structure**

But I think what is important here we have the three categories of strategies, you have all of these themes and sub themes coming out of the category and also you have cut in the negative and the positive aspects. I am wondering is there a way that you can present that in summary form?	**Structure**
We rearrange, I think that would make it more effective. Not to say it's not effective but if managers are trying to kind of read it from the mind map…- trying to make it easier for managers	**Structure**
there are many different views of what is expectancy and what is lactic we have to find a good way to channel that discussions so that we internally maybe not realistic to achieve 100% of the alignment of that.	**Structure**
So l think the challenge for us will be keeping time for the different portions and we will have to be hard on that. And reaching and taking note and not conclusion necessarily would certainly bring the key issues after each of those quarters not losing them. At the end they also we are going to reach the summary and everyone is going to be tired and you still got to summarize after the first presentation right there.. These are the main issues and after this there are primary issues. - practical concerns	**Structure**
The whole business of moderation I think we have two options and one overall moderator, after each person presents re-directs questions to the managers. Or we can each moderate after our own presentation. There are pros and cons to both, kind of, as Evie said about a week or so, we need a very strong moderation and one who is also going to keep time and keep the flow going and keep thinking back. You know kind of the discussion moves forward from the progress markers, to stories, to strategies to the overall conclusion. What is it that we are seeing coming out of this? - decisions about the moderator	**Structure**
I think we should give one alert with all the documents in position and then the 2nd stage is what Evie starts kind of comparing managers bringing them into space and we give one alert just before the conference on Thursday. And that is. E: By the way l have recorded the entire call which would be used at a later date if need be.	**Structure . Technical Affordances**
I think about it because I did hear a kind of different backward noise but it did not bother me much. The problem of muting, when it becomes a mute it kind of eliminating. I just test to see if we can get away without muting or we mute. Ellen what do you think. El: Would people mute their own. That's what l normally do. E: We can ask them. If you know somebody in Nairobi… V: We are going to listen for a while then mute and if you want to speak on mute then it would be good, E: That's what l do, we'll see how it goes that could be something that we don't need to do but we'll see how it goes. - testing the software	**Technical affordances**
Sorry, I have to say l am not of the opinion that this slide should be here. - disagreement	**Tension . Raising issues**

instead of being at the point where we ask managers' for their views on what has been presented so far we are heading straight into the mind map - tension between presenting data and allowing time for dialog	**Tension. Time . Understanding Dialog**
But Veronica I disagree, we need at this point give them a chance to stay in this high level space for a few minutes and go on to the questions and give them a chance to like they are prawn to think but so many things will go on and they are going to be basic in my opinion to talk about some of these things and most significant change from the change story. - tension between giving them time to think and moving on to the detail	**Tension. Time . Understanding Dialog**
Guys I can't believe you think that such a prescriptive slide should be here and I really feel strongly about this. It's not just about the content, it's not just about grounding managers; it's about cultivating a culture of creative thinking, dialog and exchange of ideas. That's not going to happen when we give them all of these ground breaking information and by the way I think the Outcome Mapping journal to this travel journal was implemental. - what about dialog?	**Tension . Raising issues . Understanding dialog**
Instead of letting them discuss this and to find some of the transfer themselves, no.. we are removing that option for them and we are then going, and by the way, and this is for all the plans we are totally minded that they should do and even giving them questions or even telling you that planning is a priority or going from all those vague ideas by colleagues by really entrusting you this is what we want you to talk about. We shouldn't be doing it we want to build quarter factor.	**Tension . Raising issues . Understanding dialog**
There is so much going on in addition Caroline. There are so many other bigger issues that are never going to be taken up because we are going straight into the inter gritty. I am just saying give them a chance open up the conversation now. Let them talk about the bigger things. Let them talk about the supportive verses the persuasive etc. They already gotten so much information, it's too early to mind them; it's the time to let them talk about them.- let them engage in dialog!	**Tension . Raising issues . Understanding dialog**
Ok we have one and half hour in doing that and l think if we are to reach a conclusion, what would be the priorities of going forward or going to the details then l think we have to summarize the discussion. - Tension between expectations on us and allowing dialog to be open-ended	**Tension**
I agree with you. We said that there are two objectives to this call. One is yes we have to get reach specific conclusions that fit into the program design. But the second objective is to cultivate the culture of effectual dialog and to leave managers into a space where they can think, what our strategies are, how do we do team work, what are our indicators.. why do we have so much to look to. Why is that? - reiterating dialogic objective of call	**Tension . Raising issues . Understanding dialog**

They never get that chance in GESCI. They never stop to think about those things which is why we are not as a good organization as we could be this is one opportunity to do that and l am suggesting to achieve that we got to give them the slide before this and all that information they have and see what happens and see what they come up with and then we lead them into any secrecy.	**Tension . Raising issues . Understanding dialog**
Yeah, In that mode you are losing so much by having the questions at the end especially after the summary. We are losing a lot of ideas from the team members when we first begin to talk.	**Tension . Understanding dialog**
I know that, but I am still saying, l know that but I am still making the point that it's still unrealistic to think that we'll get through this in 15 min. but we'll see. We'll see. So the strategy journals…- Defensive Behavior	**Tension**
Let's look at themes. Pause 30 sec	**Time**
Our wide question is related to whole dialog in this quarter about strategies, progress, what we understand by progress and the ripple effect and about direction in which we are moving our strategies or the direction in which we are focusing our change - they understand the objective of the dialog which they situate in a question	**Understanding Dialog**
On the communication level a simultaneous dialog utilizing local events to fit into global debates, local global. - identifying dialog as an achievement	**Understanding Dialog**
In other words our key concepts have promoted all of this dialog among ourselves. - role of concepts again	**Understanding Dialog**
this is exactly the kind of dialog we should be developing on this.	**Understanding Dialog**

Appendix 11 Q2 Program Evaluation Meeting Qualitative Analysis – Category and Domain Creation

Critical Passages/Categories	**Domains**
and it's something that Conor also raised in his observation - acknowledgement	**Acknowledgement**
you have colleagues like Lily who is already pointing the way towards improving the way we use these tools - acknowledgment	**Acknowledgement**
I wonder whether that has a lot to do with Conor's point about planning in the first quarter. - acknowledgement	**Acknowledgement**
Is not necessary due to progress but l think it's in relation to what Lily had just said - acknowledgement	**Acknowledgement**
The country program and projects these reflected the causal strategies reflecting what Lily talked about that shift towards the way we do things. - acknowledgement	**Acknowledgement**

Particularly Lily you also mentioned the ELA and the powerful potential that was revealed through the ELA to actually communicate our work at this level. - acknowledge	**Acknowledgement**
And then you had Conor torn between country program and so on and	**Acknowledgement**
Ok but it's a good point Enda and thank you for raising it. - acknowledge	**Acknowledgement**
and Conor pointed out that we are moving into implementation and - acknowledgement	**Acknowledgement**
Am also very grateful to Conor for bringing something or articulating something that I think we all feel.	**Acknowledgement**
And I think that question, what Evie is saying is important - acknowledgement	**Acknowledgement**
Al: Veronica I think it's fascinating you captured the increasing need or demand for research as well as the increasing importance of research in all one. I think that is something that we have always overlooked. - light bulb	**Acknowledgement . Openness**
C: I think this tool is really good and am liking the goal to meet in the set ups so will ultimately capture this as one of your feedback. So am finding this as a very useful tool.	**Acknowledgement**
we only decided to present these graph as key subject as basis for reflection colleagues, to get us thinking a little bit more about these Outcome Mapping concepts and they are new concepts. - data supporting concept explanation	**Creating mutual understanding**
May Veronica pls back the slides so we cans see clearly:	**Creating mutual understanding**
So we started off with part one and one of the objectives of part one is to think about the differentiation between the indicators the regional functional country program and different people have different opinions of why that was among the reasons or suggestions but you know in this special programs there is a lot more control in the expectancy and that these are ongoing implemental programs and the fact they are not really programs but functions. So that was one thing making up differentiation.	**Building shared meaning**
We move to part two, which is about trying to understand where the progress was directed. We looked to what was the most significant change and interestingly communication was identified as the most significant change story, persuasive strategy because it was identified as taking local events on the ground and using them in the global context , the ELA advertise themselves, promoting themselves which managers said helped them in their work. The Outcome Mapping identified Kenya as the most significant change story because of working directly with stakeholders, collaboration, teamwork, and follow through.	**Building shared meaning**

In part three we looked at the qualitative data open and closed coding. Why most of the data is in persuasive and why data is in strategy and the supportive category. Conor raised a very important point to understand categorization and again that's something the OMT will take back and look into. Is this confusing or is there another way of looking at data? We also made a point that this is a learning process and that we are all at each quarter learning more and more and how Outcome Mapping works and a bit of terminology and again how Outcome Mapping is open to manipulation. In that section managers pointed out that in recent programs it will take time for new programs to get there but also we are engaging in supportive strategies and we don't even know we are. We don't know how to articulate so we need to go back to our journals and keep thinking forward and think very carefully what we are writing down.	**Building shared meaning**
In part four, Veronica summarized the data very well and we had some comments on what is working so well and those not working well. We said that the communication strategy was working very well. There were comments of how to integrate into our programs, how to integrate into our activities and also comments that we can plan for these, you have to nurture it. cultivate it, if we have to go forward. The differentiation between donor needs and stakeholders and also how moving in to that, aligning ourselves. We had comments how far GESCI has evolved from the idealistic organization to one that is now towing the line with its partners. Another comment on teamwork, collaboration and how they seem to be the common denominator indicators and how we capture the impact and how Outcome Mapping has captured the most as well.	**Building shared meaning**
trying to reciprocate the process etc so l think that Enda's observations, Lily's observations as well, a lot of these findings are already gone past or they are not current because other priorities have emerged or are emerging, Lily pointed out the ODL.	**Building shared meaning**
V: l think we have the research issue, we really need to find a way to integrate research more into all our programs and activities and not just an afterthought. That should be one of the focus areas for 2010 especially in the region of programs.	**Creating mutual understanding**
Evie l now understand what you are trying to say. I cannot speak for the other programs but certainly for the range of programs we are still very very far away from the love to see because implementation has not started yet.	**Creating mutual understanding**
We are talking a lot of themes, theoretical concepts here colleagues. What are we talking about when we talk about causal and so on.	**Creating mutual understanding**
So can l come back, l ended with Ava, Ava can l go back to you and start with you?	**Digging Deeper**
What would be the most significant of those four stories?	**Digging Deeper**
Ava you are slightly biased there but go ahead. And why Ava? You can of course choose your own story if you wish, but go ahead.	**Digging Deeper**
The most significant themes from these stories?	**Digging Deeper**

Yes. Which story would you choose as the most significant of all and why?	**Digging Deeper**
Ok and so which story Ava are you talking about I am not quite sure; is it the country program or....is it the organizational shift?	**Digging Deeper**
And why?	**Digging Deeper**
Hello Enda. What to you was the most significant story and why?	**Digging Deeper**
Thank you very much Enda. That leaves us with Lily. What for you from those four stories is perhaps the most significant change for this quarter.	**Digging Deeper**
Yes. I see your point and it's a function. Evie, can you answer that. How do you see it program, project, function?	**Digging Deeper**
E: Thanks Lily. Mmm Dennis what do you think?	**Digging Deeper**
Conor can l ask you why do we have this kind of contradiction between the data and what do you think?	**Digging Deeper**
E: Ava, what do you think?	**Digging Deeper**
E: Do you think it's useful to see the strategies broken down in this way? Like the data being maimed and grouped?	**Digging Deeper**
E: Well that was a short 15mins. Caroline l will turn to the OMT, what do you think?	**Digging Deeper**
Ava do you recognize the key words? So we don't lose out on opportunities that are important. Needs out there?	**Digging Deeper**
Or are we missing something else that we should put on the list?	**Digging Deeper**
V: Ok we move on may be over to Lily. Do you have anything to comment?	**Digging Deeper**
V: There is a lot of noise now, was there anything else you want to add, Ava	**Digging Deeper**

Who wants to go out first? Ava, what do you think?	**Digging Deeper**
Enda do you have any other areas that you would like to add?	**Digging Deeper**
Do you want to continue Enda on that one, what are your thoughts in reflecting this?	**Digging Deeper**
Lily, what would you say? What has been working so well and what has not been working that may be we should try to change?	**Digging Deeper**
V: Very interesting. Ava what do you say?	**Digging Deeper . Acknowledgement**
Conor what would you like to comment? Do you have anything you want to add in terms of what has been working and not been working very well?	**Digging Deeper**
Where was the progress directed? . Or was it directed towards at environmental policy level etc The second question was, what were the journals telling us about strategies that the program approaches were are using that affected the level of the influence?	**Encourage Reflection**
What were the programs, what were colleagues telling us in the Outcome Mapping journals about the direction of the influence of programs and projects?	**Encourage Reflection**
Do remember…	**Encourage Reflection**
Let's not forget..	**Encourage Reflection**
Moving to Q2 we can see a substantial increase; do you notice that?	**Encourage Reflection**
Why would these stories be significant?	**Encourage Reflection**
So what can l say about the stories you have on the individual country programs and projects, we chose that one. Under group influence the Kenya program, on the organization influence the Ghana program, and on the environmental influence the communication program. Why?	**Encourage Reflection**
. Ok we are saying from those four represented, what do you think is the most significant change of all in this discussion and the issue is the key question is WHY?	**Encourage Reflection**

Thank you very much for that Lily and l also like the way some of these issue are marrying together through this is managerial discussion. We want to change we want to focus more on critical area like research we are not quite sure. What we need to do is put this on the table for team meetings and team analysis straight up as one of the induction activities. So thank you very much for that Lily. - holism	**Exploration of assumptions . Openness . Seeing whole**
What is common across the causal, persuasive and why does supportive contain so few programs when some programs are unused which we saw earlier. Identified with the strategy , they call themselves supportive, so why didn't we find supportive category and supportive characteristics? E: So the floor is open and l will go to Lily.	**Exploration of assumptions**
E: There is always going to be a degree of subjective with strategy types because what l consider supportive, l would love to, you might consider persuasive, l would like to. And this process is helping us l think understand what can be considered persuasive, supportive and causal.	**Exploration of assumptions**
C: I think you have made yourself Ava very clear and l think also its related to a number of issues that have been raised throughout this managers call and one of them is again related to what Lily has pointed out is tended to think of research, it is something on the preference, something we add on, something that we looking separately for. - defensive	**Exploration of assumptions . Tension**
I think l have asked all colleagues, have l left anybody out? No?	**Hierarchy**
I think actually the most interesting response that was given there is Conor's. - placing value/judgmental	**Judgmental**
I was just pondering on one point that Ava said - non-judgmental	**Non-judgmental observation**
they are still very interesting because they can tell us a lot and the terms of influence we can see in them with the slides here (change stories)	**Non-judgmental observation**
This is quite interesting because what we heard from the manager's perspective, is 4 votes for communications, and 1 vote for country programs and you know, I think that there are almost like, two ends of the spectrum	**Non-judgmental observation**
Supposing then interestingly when we looked to the data there really wasn't and of course its subjected to a degree although it was rigorous it was myself and Veronica really who looked into this project analysis.	**Non-judgmental observation**

It's interesting that we have a slight tension between the Outcome Mapping and strategy journal because one would think that we have indicators and long to see indicators.	**Non-judgmental . Raising issues**
I wonder…	**Openness**
We talk about strategy as a strategic plan but I think for myself personally l would have to sit down and really think about how l could describe what kind of strategies for example communication program engages in. - openness	**Openness . Exploration of assumptions**
I have a confession to make. The categorization of the strategies is one of the theme l really haven't understood yet in the whole Outcome Mapping theme. It's something that l struggle with. The rest of the Outcome Mapping theme is quite clear to me. The categorization l struggle with sometimes so l can't really intelligently comment in fact as you are speaking am learning more and more about categorization. - very open	**Openness . Building shared meaning**
I don't have the answers and am just throwing out there.	**Openness**
You know how we are all there in the hall and are thinking what is that about and nobody wants to say, am not sure what that means.	**Openness**
V: To actually prioritize research integration. That's illusive. Am still trying to think how this can be done and l must confess I don't know how. May be am not thinking about it in the way you know outside the box as I should be. This is something those of you have seen the proposed work plan I think when the team gets together for the induction and strategic plan meeting this is definitely one of the areas which we have to take on and find a way to deal with. - open	**Openness**
Was it directed on strategic planning?	**Probing**
Was it directed to individual or ministries or whatever?	**Probing**
Was it directed towards departments or towards institutional organization or towards particular groups?	**Probing**
V: I think that something that struck me was that Ava and l and John have been working on the subject audio appraisal was the great need to be more flexible on delivering of opening distance learning and following up a lenient approach, more appropriate to fit in with the prevalent technologies already used in the countries. I would say open and flexible distance learning, I think that's an area that we could pay more attention to in the future.	**Raising Issues**

We are about to go into the final phase of the moderation and Evie is about to sum up. Can l just raise one or two points that have come up?	**Raising Issues**
I just want to make two additional comments to one related to research integration, Caroline. I have been doing quite a bit of thinking about this new strategic plan which is my second point and had an interesting dialog with the architect in developing the new program and the emerging thinking really is that, any program that we develop should have three components, a policy component, a research component, and an implementation of practice component and Caroline l think you recognize that triangle. - tension	**Raising Issues . Tension**
V: I am trying to Figure this one out.	**Reflection**
N:Am still observing	**Reflection**
as Lily said it's the marrying of the local and the global and l think Dennis mentioned this also bringing in the grass root country program - acknowledge	**Seeing the whole . Acknowledgement**
The kind of learning that is emerging from the tools and products and so on and feeding it into global debates and also the issue of repackaging it and the visibility.	**Seeing the whole - learning**
yeah, I have a few sort of philosophical comments. I think that you captured all the themes well. I think what's beginning to work very well is really trying to understand the needs of the stakeholders and responding directly to their needs.	**Seeing whole**
I agree while we recognize the importance of research we haven't done more to integrate it to our programs. I think that's an area we should be looking at very critically going forward.	**Seeing Whole**
The second point briefly, as we do these Outcome Mapping reviews please remember that we have to start writing a new strategy late this year probably early next year. This is fascinating because the more we learn and the more we identify what we are likely to be doing in the future it's easier to write the strategies. Just keep that in mind Veronica and Caroline.	**Seeing the whole - learning**

C: Thank you very much Conor and again l feel that as we move from one to another and look at the priorities, as you said Conor there is quite a bit that is captured there but I also think from what you have said Conor, we have to understand what research is. It's not just about academic research, leaving lab proposals as Enda said earlier, living lab is a sub-component of the research component and it shouldn't be kind of moving forward to living lab we should be looking at research in all of its sentiments. I also think it is good to recognize that it is in many respect when we say well, it should be policy, it should be research, practice ... The overall point l am making is, there is sometimes when we talk about this and moving into strategy we have to understand that many of these elements we have already incorporated in our policies but not necessarily articulated it as Conor points out. Because you know l do believe that all our documentation will indicate there is not one particular program that we have been involved but we have not prepared it on the basis of research. For example one of the emerging trends in the area of competencies was very well researched and we had a number of our specialist come and doing a lot of ground work in Rwanda with educational specialists, with regional specialists, with work in the schools and so on and so forth. And in many respect find some of the best components of the triangle. Looking at it from the stakeholders' perspective , leading from behind as Ava said and so on and then involving it in a kind of strategy, policy debate at national level but it hasn't been articulated that way. I also think that we should be more conscious of that but overall l actually feel that we have covered a number of basis in this call and as Conor said it is also to be very aware that as we move forward that this is actually something that we have to articulate - tension	**Tension. Seeing whole**
C: Lily can l move in there and ask what changes we need to make to improve on this. You highlighted this. What need to be integrated more; what changes need to be made in all these?	**Tension . Digging Deeper**
, before you just move on to that, I just have a small comment to make here. I want to say communication here is not a program because we are doing it as a function here. So I don't think we can call it a program because in communication it involves people and organization. -defensiveness?	**Tension**
10 sec	**Time**
20 secs	**Time**
10 secs	**Time**
20 sec	**Time**
30 secs	**Time**

C: Conor, Veronica and myself can we and Enda, we are overtime but overtime by 40min, not too bad. We have essentially concluded the meeting at this point we'll follow it through the evaluation. Are there any vital observations before we close out. Conor!	**Time**
C: Can l just comment here for a second? - interruption	**Willingness to Contribute**

Appendix 12 Q3 Program Evaluation Meeting Qualitative Analysis – Category and Domain Creation

Critical Passages/Categories	**Domains**
That's correct. Yes John. That's correct - participants giving good feedback to one another	**Acknowledgement**
I think John's comment is critical at this point - positive feedback	**Acknowledgement**
But I like Ava's terminology having to look yourself on the mirror…- positive feedback	**Acknowledgement**
I think Conor or Enda's point - acknowledging contributions	**Acknowledgement**
what are our goals as John has pointed out and so on - acknowledging feedback	**Acknowledgement**
Yes l agree with you Enda	**Acknowledgement**
Ok thank you Caroline for ending on that positive note. - positive feedback	**Acknowledgement**
I find it interesting that Conor…	**Acknowledgement**
I find it curious that Lily…	**Acknowledgement**
as we accrue more data through the review process, we do hope to be able to identify patterns and strategies - restating call objective	**Building shared meaning**
And through this we might be able to create shared meetings or at least understand why we have different understandings of issues and activities - we explain what the outcome of that process might be i.e. the creation of 'shared meaning'	**Building shared meaning and mutual understanding**
We want to be able to explore ideas and patterns	**Exploration of assumptions**
does it mean something and what can we learn from this?	**Building shared meaning . Learning**
I think one of Ellen's question was is this data meaningful to you?	**Building shared meaning**
This has been leading to that, collective collaboration, planning as an organization where we as an organization identify common goals and objectives in a collaborate capacity and we are sort of all on the page in 2011.	**Building shared meaning . Seeing the whole**
Does it make sense? Is there anything you disagree with? - calling on people by name	**Building shared meaning and mutual understanding**
now that we are learning the actual significance of these goals and so on	**Building shared meaning**
No there is nothing that l disagree with but at the lessons learned, the outcome is very possible. I also think there is a need to evaluate programs collaboratively either with line managers or as a team. Because everything we are doing , we are doing more internally. (Ava)	**Building shared meaning . Learning**
Do some of us have a different understanding of what collaborative planning means?	**Building shared meaning & understanding . Digging**

	Deeper
l would like to clarify that all of the stories were indicative of some element, that's what those graphs were earlier. What we have done here is we have filtered them and said which were the most significant for the Outcome Mapping team and why? The real reflection is why would that be significant?	**Building shared meaning and mutual understanding**
I think that you have made two very important points - feedback	**Building shared meaning**
In my observation we do have a lot of texts in our slides so it's difficult to find what is the most significant. - too much information on the slides	**Criticism**
Does that mean l have failed or did l fail to establish what l love to see and l defined that like to see? Participant asking question	**Digging Deeper**
Am l failing in the program or am l failing in my timing of my love to see status or indicators? Participant asking question	**Digging Deeper**
Do you see a difference between the two? F	**Digging Deeper**
ailing in the program and failing in your indicators, is that a direct correlation?	**Digging Deeper**
Which one is the case; should l look at my indicators or should l look at the problems actually in the program? Participant question - CEO	**Digging Deeper**
Does anyone think there could be other reasons why some of the programs are showing less progress in that area?	**Digging Deeper . Encouraging Reflection**
How do you marry the realism to sort of the expectation that the donors have?	**Digging Deeper**
Conor is there anything you think we could be doing more differently aside from creating more programs giving you in terms of the way we work together, is there anything we could do to help us to create more programs; that would make the development proposals more efficient?	**Digging Deeper**
l would first start by asking if anyone has comments about how useful they found the presentation, themes and lessons learned?	**Digging Deeper**
Ava can l call on you to give me some feedback on these. Did you find it useful? - Calling on people by name	**Digging Deeper**
E: And what advantage do you see that bringing to your work as a manager?	**Digging Deeper**
Could l ask whether colleagues would they support Ava's suggestion or does anyone have comments on that?	**Digging Deeper**
I have a question here because on one hand Enda thinks we are doing quite well and on the other hand we have colleagues suggesting that we may not be doing well as we should and l am just wondering why we have that difference in opinion. - very probing question	**Digging Deeper**
Do you think that we have planned collaboratively?	**Digging Deeper**
Caroline would you like to comment on that?	**Digging Deeper**
l wanted just before we go, an important question l think is; what relationship on partnerships building strategies are working well and why?	**Digging Deeper**
We have talked about that even in the Outcome Mapping journal the lengthy time it takes on influencing partners, so what's working well?	**Digging Deeper**
. As Evie moves on to the last slide, it's to point out colleagues that this is a very interesting analysis for me, because time and time again colleagues have raised the issue, are we using research in our programs	**Digging Deeper**

and projects ; are we using research to support our programs and practices? - self-questioning	
Which of those stories for us in this call was the most significant and why?	**Digging Deeper**
The last question is; how can we on the basis of the analysis use research innovation experimentation more effectively to support our programs and projects?	**Digging Deeper**
. I would say both have both dimensions but to a larger extent the Outcome Mapping has an internal dimension while the other one has an external dimension to a larger extent - high level response	**Digging Deeper**
John do you think we have come closer to this process of developing and sharing understanding of the different phases of research?	**Digging Deeper**
May be there are those areas where we are of different opinions and different understandings of really important concepts we should make an effort of thrusting them out as we have today.	**Embracing polarity**
the idea now is to use the next 10mins or so to discuss what each of us can see in our own graphs or other program and project graphs and think on what can we reflect from this. - emphasis on discussion and reflection using concepts and data	**Encouraging Reflection . Structure**
Do you find it interesting?	**Encourage Reflection**
What other reasons could there be besides from being very difficult?	**Encouraging Reflection**
The floor is open.	**Encourage Reflection**
Lily do you agree that there is an ORI component on this, what do you think about the role of research?	**Encouraging Reflection . Digging Deeper**
We also hope that these quarterly meetings will enable us to explore each individuals assumptions about the way we do things at GESCI - we're making it clear that we want to explore collective assumptions about how we work at GESCI	**Exploration of assumptions**
It s a different space that we can kind of explore or share the assumption of things. - exploration of shared assumptions	**Exploration of assumptions**
I think it is also important to know that we have tried to design the space to be as flat as possible to enable colleagues to say what they think, to share their opinions and to offer up ideas - emphasis the unhierarchal and flat nature of the space	**Hierarchy**
We are always looking at new ways to use the same information we have to look at it from a different angle. - always trying to find different ways of looking at assumptions	**Learning**
We also have to really learn how to make the best use	**Learning**
It's also an area that has lead us to examine carefully the distinction between just simply doing policies and strategies and actually crossing the boundary of implementation. - emphasis on 'has lead us'	**Learning**
But this space is for one to be creative, to say what you think and it's not a space where anyone has to defend their program or to stand over something. - don't need to be defensive as there is no right or wrong	**Non-judgmental observation**
We also like you to know that after every review meeting you do complete you do undertake a survey for us which we really do appreciate and we think it's important that we let you know that at the beginning of every review meeting how we have acted on the feedback you have given us about your experience with the Outcome Mapping and with the meeting. - encouraging participants before the call	**Openness**

One observations for many colleagues was that time management was an issue - not happy with the amount of time they have to spend in container…one reason why an agenda is essential?	**Openness . Structure**
too much content	**Openness**
I guess in some cases l was too optimistic at the beginning thinking that we would develop programs and get funding in relatively short times, the reality is that it is taking much longer anywhere between nine months to get the program developed and funded. - very open response ...acknowledging failure to some degree	**Openness**
Another lesson am really learning is - very open….	**Openness . Learning**
May be that applies to all of us because by looking into communication l see it is hard to get love to see indicators, another thing l thought like to see; are my indicators realistic? - very open and making connections so holistic	**Openness . Seeing the Whole**
Are we reporting to ourselves? Participant question	**Openness**
Or are we reporting to our funding agencies? Participant question	**Openness**
. How can we use this practice to put other programs and projects that you know may be we are not really at that point. How do you think we can take the learning from these stories adopted in other domains.	**Openness**
Is the data relevant?	**Probing . Openness**
how is it useful or not?	**Probing . Openness**
Are there any questions?	**Probing**
Would anyone like to say anything about that?	**Probing**
What do you think when you look at this data?	**Probing**
Am l right? Participant question	**Probing**
Is there anyone with a comment on what John said there?	**Probing**
Did you find it useful?	**Probing**
. Is it right to say one was internal and the other external?	**Probing**
Does anybody else have anything to add before we finish up?	**Probing**
That's something that strikes me throughout this conversation and all of the other ones. It's the same as collaboration, it is the same as research . This an issue around us as an organization to find out what we mean by these terms before we go to the next sTechnology Enabled Platform that's why we even choose research in the context of organizational practices. - holism...connecting the dots	**Raising issues . Seeing the whole**
So we can see the different patterns of each of the indicators - patterns emphasize holism	**Seeing the whole**
E: There is always the issue of seeing yourself better in a mirror - very reflective high level response	**Seeing the whole**
In other words John you talk about the kind of collaboration we engage in and whether that collaboration is actually effective. So l think am going to pick on those two because the issue of collaboration basically comes out in every single review, positive or negative review. We are always referring to collaboration. - focus on key concepts and summarize 'other' people's ideas	**Seeing the whole**
Any examples?	**Seeing the whole**
Do other colleagues see it that relationship that may be one fits into the other and vice versa? 10 secs	**Seeing the whole . Time**

The Outcome Mapping story is also the most significant for me. Overtime we did not have capacity building to do monitoring and evaluation and l think we have been shy most of the time to undertake the C & E function with our partners. But what l see we are building a lot of capacity amongst ourselves as a team and even as we engage with our partners at the back of our mind there is always reflection in terms of all the aspects that we have been discussing at the beginning of the year.	**Seeing the whole**
The Outcome Mapping is taking the activity beyond by seeing the behavioral change level with the partners, it causes us to deliver our vision in the right direction. So that brings the balance between these two.	**Seeing the whole**
The Outcome Mapping is something very important for us but in more cases l would say that it can be an excellent organization but hasn't reached there yet	**Seeing the whole**
everybody has muted their microphones because of potential interference - using technical affordances to ensure everyone can participate in the meeting	**Technical Affordances**
I think that everybody should be able to see my screen and if not please say so - everyone can see the moderator's screen	**Technical Affordances**
we don't want to go way over the time we are all very busy. - time always an issue as value of dialog always underestimated	**Time**
overtime we should be all be able to come to terms with them a little bit better - dialog takes time	**Time**
30 sec pause	**Time**
10 sec pause	**Time**
20 second pause	**Time**
10sec	**time**
We continue now, which story do you think is most significant. We are running out of time.	**Time . Digging Deeper**
5sec	**Time**
10 sec	**Time**
difficult to understand some of the Outcome Mapping concepts - use of concepts can also be difficult to understand and can block dialog…meet people where they are	**Understanding dialog**
we would like to keep it to as few slides as possible and then the most of the time we'll be engaging in dialog about the issues. - reinforcing what we'll be doing	**Understanding dialog**
Now the space is open for dialog - note use of the word 'space'	**Understanding dialog**

Appendix 13
Design Table - Stages in the creation of a dialog container on a Technology Enabled Platform with multiple synchronous communication affordances

Activities	Learning Principles	Technological Affordances
ENABLE ACCESS TO TECHNOLOGY ENABLED PLATFORM FOR EVERYONE AFFECTED BY Program Evaluation – TO NEUTRALISE HIERACHY : Organizing team chose a TECHNOLOGY ENABLED PLATFORM that could cater for multiple participants. Organizing team chose a TECHNOLOGY ENABLED PLATFORM that with audio and C2C capability so that those in developing countries with oft poor bandwidth were not excluded from participating (important for making dialog equitable) Organizing team tested audio and c-2-c quality on TECHNOLOGY ENABLED PLATFORM before first program evaluation call and established that all participants should be able to join the meeting either using audio or C2C Non-management members of organizing team take	*The right people have to be there in order for dialog to take place –those with responsibility to program evaluation.* *Establish space for democratic dialog marked by equality and lack of hierarchy* *Establish a field of genuine meeting and inquiry by providing access to TECHNOLOGY ENABLED PLATFORM*	**Multiple user accounts** – no limit on number of participants who can contribute. **Provide C2C option and traditional phone option** so that even those with poor connectivity can participate

turns in setting up mock/practice meetings on a Technology Enabled Platform using the available licenses Organizing team hold mock-meeting on a Technology Enabled Platform to anticipate challenges both technical and dialogical in real Program Evaluation call		
ANTICIPATE BARRIERS TO DIALOG The moderator is chosen before the meeting (from the organizing team) and prepares for group meeting by holding mock meetings on TECHNOLOGY ENABLED PLATFORM with organizing team Organizing team prepare presentation (using data from evaluation) and practice presentation on TECHNOLOGY ENABLED PLATFORM during mock-meeting (timing, questions, anticipating challenges) noting what triggers to use and what to say to establish space of equality for evaluation meetings.	Hierarchy can cause participants in subordinate positions in organizations to speak less (and sometimes not at all). TECHNOLOGY ENABLED PLATFORM have been known to mitigate hierarchy by removing the face-to-face component of communication. In order for dialog to enable the exploration of assumptions honest exchange of communication must take place and therefore hierarchy must be neutralized and a true container of democratic dialog set up that nurtures equality	**Disable video affordance** so that participants cannot be seen and senior managers identified. While all the technological affordances that imitate face to face could have been used this may have made hierarchy more pronounced and marginalized those participants with poor bandwidth who could not turn on video. Hence the video affordance was disabled. **License Swapping** enables any participant to set up a meeting and so the organizing team while all non-managers can fully control the meeting and act as facilitators of dialog **Moderator Controls** allows organizing team to moderate and share moderation responsibilities and give equal weighting to participant utterances, observations, encouraging all participants to speak and directing dialog away from dominant speakers, especially senior management if they are intimidating (albeit unknowingly) others from speaking **On Demand TECHNOLOGY ENABLED**

		PLATFORM Allows organizing team to use TECHNOLOGY ENABLED PLATFORM several times before Program Evaluation meetings to prepare for sessions. **Meeting Recorder** Allows organizing team to record practice sessions with a view to correcting their moderation and general management of practice sessions in order to be fully prepared for Program Evaluation meetings.
EXPLORE COLLECTIVE ASSUMPTIONS AND BUILD SHARED MEANING: The organizing team prepared a presentation using data from the evaluation process to facilitate dialog. The organizing team held mock-meetings before Q1 and Q2 Program Evaluation meetings respectively to run through the presentations anticipating what parts of the data and what questions would facilitate the exploration of assumptions and building of shared meaning. Organizing team watched and listened to the program evaluation meetings after Q1 to understand how they could better facilitate the exploration of assumptions and building of shared meaning through the presentation of data to support the object of dialog during the Q2 meeting using TECHNOLOGY ENABLED PLATFORM.	*Let the conversation flow and intervene to clarify and elucidate using concepts and data to support the object/s of the dialog:* *Participants are steered away from defensive behaviour* *Participants are asked questions to encourage to encourage the exploration of assumptions and the development of mutual understanding* *Participants are encouraged to air their*	**Shared Presenter Controls -** Multiple moderators can present data during a single meeting thus offering participants multiple perspectives on the issue at hand and thus encouraging collective enquiry and creative problem solving. **Mitigating Action** Feedback increases productivity in technology supported teams.

	uncertainties *Participants are guided to become conscious of the very process by which they form tacit assumptions and solidify beliefs*	
The organizing team practice sharing moderator controls, timing the exchange of controls and preparing each section of the presentation per moderator session in a mock-meeting on a Technology Enabled Platform *Four data sets were prepared, one by each member of the organizing team. The data sets accompanied questions to trigger collective enquiry. These presentations were then trialed in a mock-meeting with the organizing team assessing how well these questions and accompanying data did encourage or impede collective enquiry through a Technology Enabled Platform*	*Place primacy on the whole* *Encourage deeper enquiry* *Slow down the inquiry* *Befriend polarization*	**Multiple User affordance** **Presenter view** – allows presentations of data to be shared that provoke exploration of assumptions **Presenter view** – allows different members of the organizing team to moderate and present data, thus supporting the wider group's exploration of shared assumptions **Moderator Control** – moderator is in control of the presentation and can pace the dialog, ask individual participants to contribute and steer the dialog away from debate and discussion towards the exploration of assumptions

Appendix 14

Logical Framework Approach (LFA)/Outcome Mapping (Outcome Mapping) Strategy Mapping

Project Plan (Project ~ activity in the GESCI main log frame)

Project name: (like African regional program, or AKE alone)

Project team: (core team only)

Background: (Brief narrative and background highlighting the major/ priority objectives to be achieved in the year, resources needed and the outcomes expected)

Project structure and logic:

LFA-Outcome Mapping Project log frame	**Objectively measurable and verifiable indicators**	**Sources or Means of Verification**	**Important assumptions**
Overall Goal: Should be in line with the main log frame and usually is the expected long term development impact or ultimate benefit for our partners E.g. to empower and build the capacity of MoEs in [Name of partner country] to effectively and efficiently plan, deploy and integrate ICTs in education	Usually qualitative indicators of the intended impact	How the indicators will be assessed, sources of information, who will collect info	External conditions necessary to meeting goal. Also risks and major assumptions
Program Goal / Purpose: Should be related to goals and outputs- usually related to how the outputs will be utilized by the beneficiary to attain goal. Can	Indicators should be SMART and quantifiable or more like targets for each stated purpose Usually should show targets for uptake of outputs by	How the indicators will be assessed, sources of information, who will collect info	External conditions necessary to meeting purpose Also risks and major assumptions

have more than 1 purpose. What will be the immediate effects of the program, what improvements will be the program bring out to the beneficiaries E.g. MoE will develop policy or strategic implementation plan Or MoE capacity to deploy ICTs enhanced Knowledge gaps filled in resulting in better implementation and integration strategies	beneficiaries		
Boundary Partner and Outcome Challenge The most important boundary partner the program will work with (e.g. local communities/ government officials/ research networks etc.) to contribute to goal achievement The outcome challenge describes the tasks and responsibilities program boundary partner/s must carry out in order to contribute to goal achievement Boundary partner 1: outcome challenges Boundary partner 2: outcome challenges	**Progress markers** • Qualitative and quantitative indicators in the form of gradual progress markers (milestones) describing a progression of changed behavior in the boundary partner For each outcome challenges, progress markers Expect to see; Like to see; love to see		Data collection tools • Outcome Journal (progress markers) Strategy Journal (strategy maps)
Outputs: (basis for the activity plan)	**Indicators** should be SMART and quantifiable or more	How the indicators will be assessed, sources of information,	External conditions necessary to delivering outputs Also

Products or deliverables to achieve intended purpose. (Indicate what can be done this year and what has to be left to following years.	like targets for each stated output Should show targets for successful delivery or finalization of outputs	who will collect info,	risks and major assumptions
Output 1- e.g. comprehensive implementation plan			
Output 2			

Strategy mapping

The strategies used by the program to contribute to the achievement of an outcome. A strategy map can be created for each outcome challenge. Existing, intended and potential activities of the programme should cover all the Causal, Persuasive and Supportive strategy categories. Attention is required to direct strategy mapping at different levels – individuals and groups and the environment.

Program Strategies	Causal	Persuasive	Supportive
Aimed at a Specific Individual or Group	• *Cause a direct effect* • *Produce an output* *e.g., Deliver money, obtain research, prepare a report*	• *Arouse new thinking/skills* • *Always expert-driven* • *Single purpose* *e.g., Capacity-building activities, skill enhancement, methodological workshops, training*	• *Build a support network* • *Based on a supporter/mentor who guides change over time (this could be one person or a group of people)* • *Involvement is more frequent and sustained* • *Nurturing for self-sufficiency* • *Multipurpose (broader intent)* *e.g., Program member who provides regular guidance and input, expert (management,*

			fundraising. . .)
Aimed at Individual's or Group's Environment	• *Change physical or policy environment* • *Incentives, rules, guidelines* *e.g., Technical transfer, policy change, Internet access, terms of reference (TOR)*	• *Disseminate information/messages to a broad audience* • *Create a persuasive environment* • *Change/alter message system* *e.g., Radio, TV, Internet, publications, conferences, findings, workshops*	• *Create a learning/action network* • *Boundary Partners working together and collectively supporting each other on a regular basis* *e.g., Research network, participatory research program*

Your Activity Plan can be developed from your Strategy Map

Outcome Mapping (Outcome Mapping)/Logical Framework Approach Fusion

Formulation of the desired situation as well as the practices and behavior of project partners	**Overall Goal (Beneficiaries)**		***Impact indicators***
Description of concrete changes to be attained by the project (situational changes)	**Program Goal**		***Goal indicators***
Description of tasks and responsibilities of program partners	**Program Partner A** Outcome Challenge	**Program Partner B** Outcome Challenge	***Progress Markers*** *(Outcome Measurement)*
Definition of tasks and roles of the project team & outputs that are provided to partners.	**Output**	**Output**	***Output Indicators***
	Strategy map	**Strategy map**	
Mission: Defining the intended overall support by the external change agent	**Mission** of the Change Agent & **Project Management** (Budget, HR, **Organizational Practices**)		

Ambrose & Roduner 2009

1. BOUNDARY PARTNERS

Boundary partners are those individuals, groups, or organizations with whom the program interacts directly and with whom the program can anticipate opportunities for influence. These actors are called boundary partners because, even though the program will work with them to effect change, it does not control them.

The power to influence development rests with the Boundary Partner. Your program is on the boundary of their world. It tries to facilitate the change process by providing access to new resources, ideas, or opportunities for a certain period of time.

A single boundary partner may include multiple individuals, groups, or organizations if a similar change is being sought in all.

Examples of Boundary Partners:

- Local communities (NGOs, community leaders)
- Government officials and policymakers
- Private sector (ICT suppliers and service providers)
- Academic and Research institutions
- International institutions and organizations

Questions to help you identify your most important *boundary partner/s*:

Who are the ultimate beneficiaries of your program?

Who can the program influence most directly?

Where will you put most efforts and resources?

Who will be the most important boundary partner you will work with?

2. OUTCOME CHALLENGE

An outcome challenge describes how the behavior, relationships, activities, or actions of an individual, group, or institution will change if your program is extremely successful. Outcome challenges are phrased in a way that emphasizes behavioral change. The outcome challenge should be idealistic but realistic. This is done for two reasons: it stresses that development is done by, and for, people; and it illustrates that, although the program can influence the achievement of outcomes, it cannot control them. The program contributes to the change, but ultimate responsibility and power for change rests with the boundary partners themselves.

Example of an Outcome Challenge: *Below is a summary of an Outcome Challenge describing how the behaviour, relationships, activities or actions of Staff Development Committees in TTCs in Zimbabwe would change if the MoE's Teacher Education and Child Vulnerability Programme were to be extremely successful:*

Teacher Education and Child Vulnerability Program – Zimbabwe

Boundary Partner: Staff Development Committees in TTCs
Outcome Challenge: The program would like to see Staff Development Committees (SDCs) be continuously developing and implementing staff development workshops with a focus on Orphans and Vulnerable Children (OVC). They facilitate the inclusion of Staff Development activities in the college calendar. The SDC interacts with the whole college community: inviting college administration to meetings, assisting lecturers with review of syllabi; collaborating with IT unit to facilitate ICT support for OVC related staff development, organizing OVC related in-service training workshops for school-based TP mentors, assisting lecturers and students in the use of M&E. They are constantly networking with SDCs in other colleges as well as with OVC related organizations. They are open-minded, willing to learn, accepting other colleagues' views. (Ongevalle et al., 2008)[1]

Questions to assist you in developing your program's *outcome challenge*:

In order to contribute to the program goal, how will the boundary partner be behaving or acting differently? What new relationships will have been formed? How will existing ones change?

Write an outcome challenge statement about your most important boundary partner.

3. PROGRESS MARKERS

The progress markers for the outcome challenges can be categorised according to the current status of your programmes in relation to your Boundary Partner where:

Expect to see = Issues already dealt with and mostly in place

Like to see = Issues discussed and proposed, but not necessarily in place

Love to see = Future issues

In this way, it may be possible to detail a possible road map to determine the current status of your programme's influence and how the destination can be reached.

[1]Van Ongevalle, J., Chipimbi, R., Sibanda, M., Huysmans, H. And Willems, A. 2008. Teacher Education and Child Vulnerability Program, VVOB – Zimbabwe (2008-2013) – Outcome Mapping – Intentional Design [Online]. Available from Outcome Mapping Learning Community at: http://www.outcomemapping.ca/projects/index.php?region=2&action=search [Accessed 20 February 2009]

Example of Progress Markers: *Below is presented a set of progress markers (or* ***indicators*** *of behavioural change) that illustrate both the complexity and logic of the change progress that SchoolNet Namibia expects to influence in its engagement with Government Officials and Policymakers (Du Boisson, 2005):*

Boundary partner	**Government officials and policymakers - Ministry of Education**
Outcome challenge	**Endorsement of the ICT initiatives, approval of the implementation details and establishing guidelines for future implementation.**
Progress markers	
Expect to see	1. Negotiating with SchoolNet and other service providers on details of implementation 2. Setting a priority list for implementation 3. Taking control of the initiative 4. Allowing any service provider with a viable option to be able to participate 5. Formulating an ICT policy for education and a Policy Implementation Plan
Like to see	6. Efficient coordination of partnerships for delivery of ICT services to schools. 7. Establishing guidelines for integrating ICT effectively into learning and teaching 8. Setting operational objectives for implementation based on the ICT policy for education 9. Direct budgeting for expenditure by the Ministries of Education on the programme to be specified in the Policy Implementation Plan 10. Getting directly involved in sourcing and developing educational content and setting up a national library of educational resources. 11. Improving the efficiency of educational administration and management. 12. Produce people capable of working and participating in the new economies and societies arising from ICT and related developments
Love to see	13. Creating the critical mass of ICT skills at school level to be able to realise the country's vision for the future. 14. Setting specific guidelines on cost-effectiveness for ICT solutions for schools or putting implementation out to tender to see who offers the best option 15. Using the ICT initiative to facilitate a change in emphasis to student-centred learning and teaching.

Questions to assist you in developing your program's *progress markers*: What changes in behavior, activities, or relationships do you expect to see/ would you like to see/ would you love to see in your boundary partner?	
Expect to see	

Like to see	
Love to see	

STRATEGY MAPS

The purpose of the strategy map is to identify the strategies used by the program to contribute to the achievement of an outcome. A strategy map can be created for each outcome challenge.

The matrix below provides a method for dividing strategies into **six types**. Each of the six cells represents a different type of relationship between the program and the boundary partner it is attempting to influence. For most outcome challenges, a **mixed set of strategies** will be used because this has a greater potential for success, with one or two being dominant and the remainder being supportive.

- The three strategy types in the first row of the matrix are labeled "I" because they are aimed directly at specific **individuals**, **groups, or organizations**.

- The three strategy types on the bottom row of the matrix are labeled "E" because they are aimed at the **environment** in which the individuals, groups, or organizations operate. "E" strategies are meant to influence the boundary partners indirectly by altering the setting in which they operate.

- Both the "I" and "E" strategy types are further divided into three categories:
  - those that are **causal** (I-1 and E-1);
  - those relying on **persuasion** (I- 2 and E-2); and
  - those that are based on building **supportive** networks (I- 3 and E-3).

MATRIX 1: STRATEGY MAP

Strategy	***Casual***	***Persuasive***	***Supportive***

	I-1	***I-2***	***I-3***
Aimed at a Specific Individual or Group	☐ *Cause a direct effect* ☐ *Produce an output* *e.g., Deliver money, obtain research, prepare a report*	☐ *Arouse new thinking/skills* ☐ *Always expert-driven* ☐ *Single purpose* *e.g., Capacity-building activities, skill enhancement, methodological workshops, training*	☐ *Build a support network* ☐ *Based on a supporter/mentor who guides change over time (this could be one person or a group of people)* ☐ *Involvement is more frequent and sustained* ☐ *Nurturing for self-sufficiency* ☐ *Multipurpose (broader intent)* *e.g., Program member who provides regular guidance and input, expert (management, fundraising. . .)*
	E-1	***E-2***	***E-3***
Aimed at Individual's or Group's Environment	• *Change physical or policy environment* • *Incentives, rules, guidelines* *e.g., Technical transfer, policy change, Internet access, terms of reference (TOR)*	• *Disseminate information/messages to a broad audience* • *Create a persuasive environment* • *Change/alter message system* *e.g., Radio, TV, Internet, publications, conferences, findings, workshops*	• *Create a learning/action network* • *Boundary Partners working together and collectively supporting each other on a regular basis* *e.g., Research network, participatory research program*

Questions to assist you in developing your program's *strategy map*:

Strategy	**Causal**	**Persuasive**	**Supportive**
	I-1	***I-2***	***I-3***
Aimed at a Specific Individual or Group	What will be done to produce an immediate output?	What will be done to build capacity?	How will sustained support, guidance, or mentoring be provided to the boundary partner? By whom?

	E-1	***E-2***	***E-3***
Aimed at Individual's or Group's Environment	What will be done to change the physical or policy environment?	How will you use the media or publications to promote your work?	What networks/relationships will be established or used?

Your Activity Plan can be developed from your Strategy Map.

For more information on Outcome Mapping:

- IDRC Evaluation Unit [Online]. Available from: http://www.idrc.ca/en/ev-26586-201-1-DO_TOPIC.html [Accessed 6 October 2008]
- Outcome Mapping Community of Practice [Online]. Available from: www.outcomemapping.ca [Accessed 6 October 2008]

A Thinking Tool

This tool can be used to break main activity to sub activities and/or just for defining problems and their solutions (alone or with your counterparts).

Dewey Sequence Problem-Solving

One of the most effective methods of problem solving is the Dewey Sequence. Developed by educator John Dewey, this reflective thinking process which is a structured organized series of questions is best described by the questions listed below. Every member of the group must come prepared to answer each of the questions in sTechnology Enabled Platforms one through four as it pertains to your topic.

STechnology Enabled Platform One: Define the Problem
1. What is the specific problem that the group is concerned about? (In the case of your group this will be your policy question).
2. What terms, concepts, or ideas need to be defined?

STechnology Enabled Platform Two: Analyze the Problem
1. What is the history of the problem?
2. What are the causes of the problem?

3. What are the symptoms of the problem?
4. What methods, (approaches, policies, structures, processes) currently exist for dealing with the problem?
5. What are the limitations of these methods?

STechnology Enabled Platform Three: Determine Criteria for optimal Solution
1. What are the guidelines for a workable solution? (Sample criteria may include cost, ability to be implemented, enforced, i.e., band uniforms-comfortable, eye catching, weather resistant).

STechnology Enabled Platform Four: Propose Alternative Solutions
After the group has analyzed the problem and suggested criteria for a solution, it should begin to suggest possible solutions in tentative, hypothetical terms. Many suggest a variety of possible solutions without evaluating them. (Brainstorming).

STechnology Enabled Platform Five: Evaluate Proposed Solution
After the group has compiled a list of possible solutions, it should be ready to select the best possible solution in light of the criteria that the group developed in sTechnology Enabled Platform three.
1. Are there any disadvantages to the solution? Do the disadvantages outweigh the advantages?
2. Does the solution conform to the criteria formulated by the group? (The group may decide to modify the criteria).

STechnology Enabled Platform Six: Select a Solution
1. Weigh merits and deficiencies.
2. What would be the long-term and short-term effects of this solution if it were adopted?

STechnology Enabled Platform Seven: Suggest Strategies to Implement the Solution
Group members should be confident that the solution will indeed solve the problem. After the group selects the solution they must determine how to put the solution into effect.
1. How can the group get public support and approval for its proposed solution?
2. What specific sTechnology Enabled Platforms are necessary to implement the solution?
3. How can the group evaluate the success of its problem- solving efforts?

Appendix 15

Field notes recording impromptu dialog with Program Evaluation meeting transcriber

March 15th 2011

Note: 'You' refers to Miss Joyce, the transcriber and these notes were taken as she was relating her experience to the researcher.

Expect, like, love to see and how you are implementing that in your business

You had not thought about strategy before and this was also something that you were know thinking about for yourself. Dialog is very important you were surprised by how freely people speak and even though you heard

the emotion you thought this was a very positive thing as there were no long silences that would indicate that people were suppressing their opinions because some people take a back seat and others are up front but everyone wants to be involved and not just to be told what to do and this is the way it is and you want your colleagues to feel that they can speak freely.

And it was only when you heard people say ‘where are you?’ ‘are you there?’ for example that you realized this was not face-to-face and you wondered where people were. You learned a lot from this and found it very interesting to listen to the dialog.

The boundary partners. You now realize that you have lots of them, internally and externally

There was a lot of emphasis on team work which impressed on me its importance because team work always brings progress

The issue of collaboration also came up a lot and it’s important and we have to work together and live together with and know how to collaborate with the Kikuyus, the city council, rules and regulations. They have a tendency to harass people but we have to live together.

Normally in meetings one person dominates the whole thing and talk, talk, talk and the others come in later as AOB, so they are not able to express themselves. But here everyone had to give a report, to express what they think, or what their findings were. So there’s a difference. Many meetings have no Dialog in them, they’re just instructions, this is the way forward, this is what we’ll do, but this was a Dialog, it was different, they got to talk about their ideas. They also tried to be realistic with what they have in hand. It’s not just something to put on people but want to see what’s real. If that is the theory but is the practical part real, does it work that way?

We make assumptions about each other. I assume things and they are not true so it’s important to communicate.

Appendix 16
Q2 Program Evaluation Meeting Satisfaction Survey

Appendix 17
Q3 Program Evaluation Meeting Satisfaction Survey

Appendix 18
Letter of Research Permission from GESCI CEO

Part B

Please answer the following questions.

Yes/No

Has this research application or any application of a similar nature connected to this research project been refused ethical approval by another review committee of the College (or at the institutions of any collaborators)? _ No
Will your project involve photographing participants or electronic audio or video recordings? - No

Will your project deliberately involve misleading participants in any way? _ No

Is there a risk of participants experiencing either physical or psychological distress or discomfort?_ No
If yes, give details on a separate sheet and state what you will tell them to do if they should experience any such problems (e.g. who they can contact for help). _

Does your study involve any of the following?

- Children (under 18 years of age) - No
- People with intellectual or communication difficulties - No
- Patients - No

Details of the Research Project Proposal must be submitted as a separate document to include the following information:

1. Title of project

2. Purpose of project including academic rationale

3. Brief description of methods and measurements to be used

4. Participants - recruitment methods, number, age, gender, exclusion/inclusion criteria, including statistical justification for numbers of participants

5. Debriefing arrangements

6. A clear concise statement of the ethical considerations raised by the project and how you intend to deal with them

7. Cite any relevant legislation relevant to the project with the method of compliance e.g. Data Protection Act etc.

Part C

I confirm that the materials I have submitted provided an complete and accurate account of the research I propose to conduct in this context, including my assessment of the ethical ramifications.

Signed: Niamh Brannigan **Date:** 27/02/10

Lead Researcher/student in case of project work
There is an obligation on the lead researcher to bring to the attention of the SCSS Research Ethics Committee any issues with ethical implications not clearly covered above.

Appendix 19

Participant Consent Form

<PLEASE NOTE A COPY OF THE CONSENT FORM SHOULD BE GIVEN TO THE PARTICIPANTS AND A COPY KEPT BY THE RESEARCHER>

SCSS Research Ethics Consent Form (last revision:7 September, 2009)

TRINITY COLLEGE DUBLIN

INFORMED PARTICIPANT CONSENT FORM

LEAD RESEARCHERS: Niamh Brannigan

BACKGROUND OF RESEARCH: This research examines the effectiveness of online tools in enabling cross-functional horizontal organizational learning through outcome mapping. The research participants are colleagues of the lead researcher. All participants work for the Global e-Schools and Communities Initiative (GESCI) and are taking part in the wider Outcome Mapping planning, monitoring and evaluation (PME) process as part of an organizational initiative.

PROCEDURES OF THIS STUDY: Over the course of two 4 week periods in July and October participants will engage in the Outcome Mapping process, creating data sets using online wikis on a private organisational intranet (Sharepoint), a private GESCI owned discussion forum, face-to-face meetings where Outcome Mapping, its effectiveness and challenges are discussed by participants and a final interview. As participants are already familiar with the Outcome Mapping methodology for PME, and are participating in the Outcome Mapping process as part of their professional commitment to GESCI, risks to participants are minimal. The names and identities of all participants in the research will be protected. The qualitative field research will be undertaken with 12 adult members of the Global e-Schools and Communities Initiative who are dispersed across seven countries and three continents. In the first stage data will be gathered from a private GESCI ning discussion forum called 'Learning 21' that has been used by the participants for over 12months to reflect on the impact their activities have had on their boundary partners. Data from face-to-face meetings where outcome mapping has been discussed by participants (its effectiveness and how challenging it is to use) will also be analysed. In the second stage Outcome Mapping will be fully integrated into PME and evidenced through online wikis which each participant will keep on a private GESCI intranet (Sharepoint) that is only open to participants. The wikis will capture particpants' reflections on how their programme activities are influencing their boundary partners' behaviors and will include their indicators of impact both qualitative and quantitative. In the third phase participants will be interviewed to assess how effective they felt the online tools were in supporting their outcome mapping process for their programme. The research is set in the context of GESCI's quest to integrate PME into its operations at every level of the organization. As such the research will not introduce new concepts, tools or methods to the 12 members of the GESCI team.

PUBLICATION: There is no intended publication for this research but should it be published it would likely be found in an educational journal. It will be available to the current set of MSc Technology and Learning students from Trinity and all future students of the MSc in Technology and Learning at Trinity College Dublin. Individual results will be aggregated anonymously and research reported on aggregate results.

DECLARATION:

I am 18 years or older and am competent to provide consent.

I have read, or had read to me, this consent form. I have had the opportunity to ask questions and all my questions have been answered to my satisfaction and understand the description of the research that is being provided to me.

I agree that the data of the GESCI is used for scientific purposes and I have no objection should this data be published in scientific publications in a way that does not reveal my identity or the identity of the employees of the GESCI.

I freely and voluntarily agree to be part of this research study, though without prejudice to my legal and ethical rights. I also agree that employees of the GESCI may take part in this study, should they choose to, unless prohibited by the GESCI, and provided that they adhere to conditions laid out in this consent form.

I understand that I may refuse to answer any question and that I may withdraw at any time. I understand that GESCI may withdraw its consent and decline to participate at any time, in which case all GESCI employees would be prohibited from further participating.

I understand that my participation is fully anonymous and that no personal details about me will be recorded. I understand that the participation of all GESCI employees is anonymous and that no personal details about employees will be recorded.

All cautions will be communicated to participants before research begins.

<If the research involves viewing materials via a computer monitor> I understand that if I or anyone in my family has a history of epilepsy then I am proceeding at my own risk.

I have received a copy of this agreement.

PARTICIPANT'S NAME:
PARTICIPANT'S SIGNATURE:
Date: 25/03/2010
Statement of investigator's responsibility: I have explained the nature and purpose of this research study, the procedures to be undertaken and any risks that may be involved. I have offered to answer any questions and fully answered such questions. I believe that the participant understands my explanation and has freely given informed consent.
RESEARCHERS CONTACT DETAILS: 286 Griffith Avenue, Drumcondra, Dublin 9
INVESTIGATOR'S SIGNATURE:
Date:

Appendix 20

Post Q3 Program Evaluation Survey Email to Internal Stakeholders

Hi everyone, thank you again for taking part in what we hope you thought was a very interesting Q3 Program Evaluation Dialog. Your contributions were insightful to say the least. We're already looking forward to the next one! In order to improve our facilitation of dialog and our data analysis we need to know what your experience of this quarter's process was.

Could we trouble you to complete the Q3 feedback survey? It should take no more than 3 or 4 minutes to complete.

http://www.surveymonkey.com/s/BVZKRRW

Best,
The Program Evaluation Organizers

Appendix 21

Q3 Program Evaluation Meeting Satisfaction Survey Design