

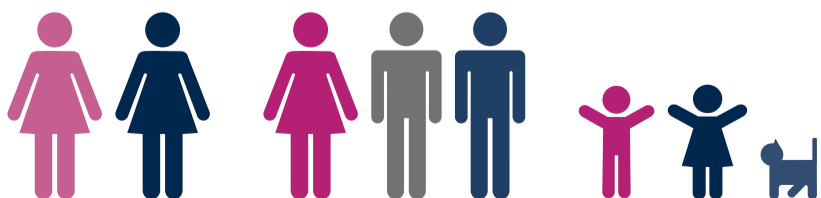
BUILDING YOUR ORGANISATION'S ABILITY TO DO EVALUATIONS

PART
3

Evaluation Capacity Planning (ECP) Tool

Using Evidence for Impact

AUGUST 2016





What is this tool for?

The purpose of the ECP Tool is to enable you to build your organisation's evaluation capacity by developing an action plan. By using this tool, you will be able to recognise where your organisation's strengths lie and therefore focus on strengthening the 'weaker' areas. This tool will help you to answer the following questions:

- What are our strengths and areas of improvements?
- How do we build our evaluation capacity?

What is this tool about?

The ECP Tool comprises two different worksheets. The first one is an individual summary worksheet, which provides an overview of the ratings you gave in the questionnaire of the ECA Tool. The second worksheet is a detailed work plan highlighting critical areas that need to be strengthened, as they contribute to building your organisation's evaluation capacity.

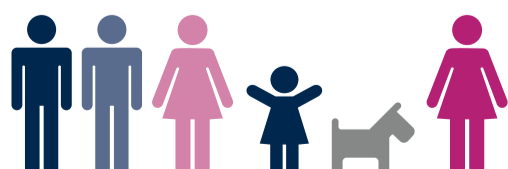
How do we use this tool?

You need to refer to the ECA questionnaire you just completed and transfer your answers to 'my summary worksheet'. The purpose of this worksheet is to enable you to see at one glance the areas where your organisation displays strengths, and the areas requiring improvements. This will help focus and guide the following discussions.

The discussions need to be centred on the Context, Organisation and People/Individuals, and more specifically, on the stronger and weaker areas of each dimension. It is important to identify the key areas of concern to be prioritised and addressed in order to build the organisation's evaluation capacity. The overall group needs to be divided into three smaller groups, if possible, in order to discuss the three areas of Context, Organisation and People/Individuals. It may not always be possible to reach a consensus within each group on the organisation's strengths and areas of improvements – this is fine. When each group has identified key areas of concern, they need to discuss these with the overall group – feedback will help to clarify which concerns should be prioritised.

Each group reports in the 'group worksheet summary' a maximum of nine areas of concern to be addressed, as well as some ideas on how to address them (i.e. three critical areas related to Context, another three related to Organisation and a final three related to People/Individuals). The planning worksheet contains a series of targeted questions to guide your thinking about ways in which your organisation will be able to develop, implement and assess the strategies aimed at increasing evaluation capacity.

At that stage, the overall group needs to agree on a common strategy to proceed, as this will become a key reference document, or asset, for the organisation's leaders and staff to build evaluation capacity.





THE FOLLOWING QUESTIONS ARE PROMPTS TO GUIDE THE DISCUSSION:

Looking at the ratings for Context, Organisation and People/Individuals:

- What do the ratings tell us we are doing well on?
 - What do the ratings tell us we could do better on?
 - Does this make intuitive sense?
 - Any surprises, puzzles?
-

Looking at the *low* ratings for Context, Organisation and People/Individuals:

- How do we make sense of this?
 - What do we think is going on here?
 - What opportunities might this present?
 - What do we need to do to improve our capacity in this area?
-

Priorities for our evaluation capacity building:

- What are the ratings telling us about the gaps/priorities for evaluation capacity building in each dimension?
 - What could we do to improve our capacity in each area?
 1. Keep (what strengths/capacities can we build on?)
 2. Amend (what do we need to change?)
 3. Add (what do we need to introduce?)
 4. Delete (what is holding us back? What do we need to stop?)
-

Timeframe for building our evaluation capacity:

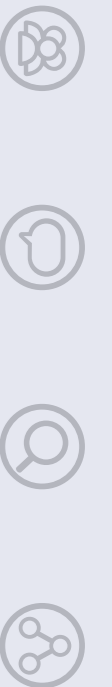
- What can we achieve in six months? 12 months? 18 months? 24 months?





Evaluation Capacity Planning (ECP) – My worksheet summary (name: _____)

SECTION 1. CONTEXT	SECTION 2. ORGANISATION	SECTION 3. PEOPLE/INDIVIDUALS
1. Values and principles 1.1 _____ 1.4 _____ 1.2 _____ 1.5 _____ 1.3 _____	5. Commitment of leaders to developing evaluation capacity in the organisation 5.1 _____ 5.3 _____ 5.2 _____ 5.4 _____	9. Readiness 9.1 _____ 9.3 _____ 9.2 _____ 9.4 _____
2. Purpose and history 2.1 _____ 2.4 _____ 2.2 _____ 2.5 _____ 2.3 _____ 2.6 _____	6. Learning culture 6.1 _____ 6.3 _____ 6.2 _____ 6.4 _____	10. Skills and knowledge 10.1 _____ 10.3 _____ 10.2 _____ 10.4 _____
3. Enabling environment 3.1 _____ 3.4 _____ 3.2 _____ 3.5 _____ 3.3 _____	7. Communication and information sharing 7.1 _____ 7.4 _____ 7.2 _____ 7.5 _____ 7.3 _____	11. Level of involvement 11.1 _____ 11.4 _____ 11.2 _____ 11.5 _____ 11.3 _____
4. Evaluation Capacity Building (ECB) purpose 4.1 _____ 4.3 _____ 4.2 _____ 4.4 _____	8. Resources and infrastructure 8.1 _____ 8.4 _____ 8.2 _____ 8.5 _____ 8.3 _____	12. Opportunity 12.1 _____ 12.3 _____ 12.2 _____ 12.4 _____



Evaluation Capacity Planning (ECP) – Group planning worksheet

Note: you can fill out this form in small groups (up to four people) or as a larger group (everyone)

SECTION 1. CONTEXT			
Identifying our three key focus areas <small>(What are our three key positive priorities which can be achieved in the next 12 months?)</small>	Developing and implementing our plans <small>(What strategies will most help us achieve our results?)</small>	Working out what we need to achieve our plans <small>(What kinds of resources and support do we think we will need to achieve our results?)</small>	Checking how well we are doing <small>(How will we know we have been successful? What will our success measures be? What will we see, hear and feel?)</small>
<i>Example. Better communication of the organisation's strategic direction to all staff</i>	<ol style="list-style-type: none"> Write the strategic direction down Explain it to all staff (e.g. morning meeting) Put it up on the staff's notice board 	<ol style="list-style-type: none"> Computer, printer and laminator to produce the strategic direction document Meeting room to communicate to staff 	<ol style="list-style-type: none"> All staff members know what the organisation tries to achieve, within what timeframe and why Our processes (the way we work) better reflect what our organisation is about and where it's going
1.			
2.			
3.			

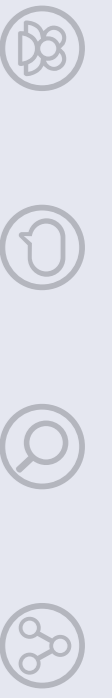




Evaluation Capacity Planning (ECP) – Group planning worksheet (continued)

Note: you can fill out this form in small groups (up to four people) or as a larger group (everyone)

SECTION 2. ORGANISATION			
Identifying our three key focus areas (What are our three key positive priorities which can be achieved in the next 12 months?)	Developing and implementing our plans (What strategies will most help us achieve our results?)	Working out what we need (What kinds of resources and support do we think we will need to achieve our results?)	Checking how well we are doing (How will we know we have been successful? What will our success measures be? What will we see, hear and feel?)
<i>Example. Being able to innovate (e.g. better service provision)</i>	<ol style="list-style-type: none"> Being aware of what other organisations do and discussing it with staff (e.g. can we do the same?) Getting support from managers when implementing new ideas 	<ol style="list-style-type: none"> Weekly or fortnightly time to discuss ideas with all staff Attending conferences to access new knowledge and increase our networks 	<ol style="list-style-type: none"> Getting regular feedback from our clients about how well we service them
4.			
5.			
6.			



Evaluation Capacity Planning (ECP) – Group planning worksheet (continued)

Note: you can fill out this form in small groups (up to four people) or as a larger group (everyone)

SECTION 3. PEOPLE/INDIVIDUALS			
Identifying our three key focus areas (What are our three key positive priorities which can be achieved in the next 12 months?)	Developing and implementing our plans (What strategies will most help us achieve our results?)	Working out what we need (What kinds of resources and support do we think we will need to achieve our results?)	Checking how well we are doing (How will we know we have been successful? What will our success measures be? What will we see, hear and feel?)
<i>Example. More targeted training for staff and volunteers</i>	<ol style="list-style-type: none"> 1. Develop mentoring within our organisation 2. Access external training when internal knowledge, skills and experience are not enough 	<ol style="list-style-type: none"> 1. All staff and volunteers to be engaged to share their knowledge, skills and experience 2. Budget allocated to each staff and volunteer to undertake external training – if required 3. External speakers to come and discuss particular issues/solutions 	<ol style="list-style-type: none"> 1. Improvement in service delivery – our clients are happier and feel better supported 2. Internal staff and volunteer survey (e.g. ability to deliver high quality services to clients)
7.			
8.			
9.			





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The Families Commission operates under the name Social Policy Evaluation and Research Unit (Superu)