



# ***Evaluation as Leadership***

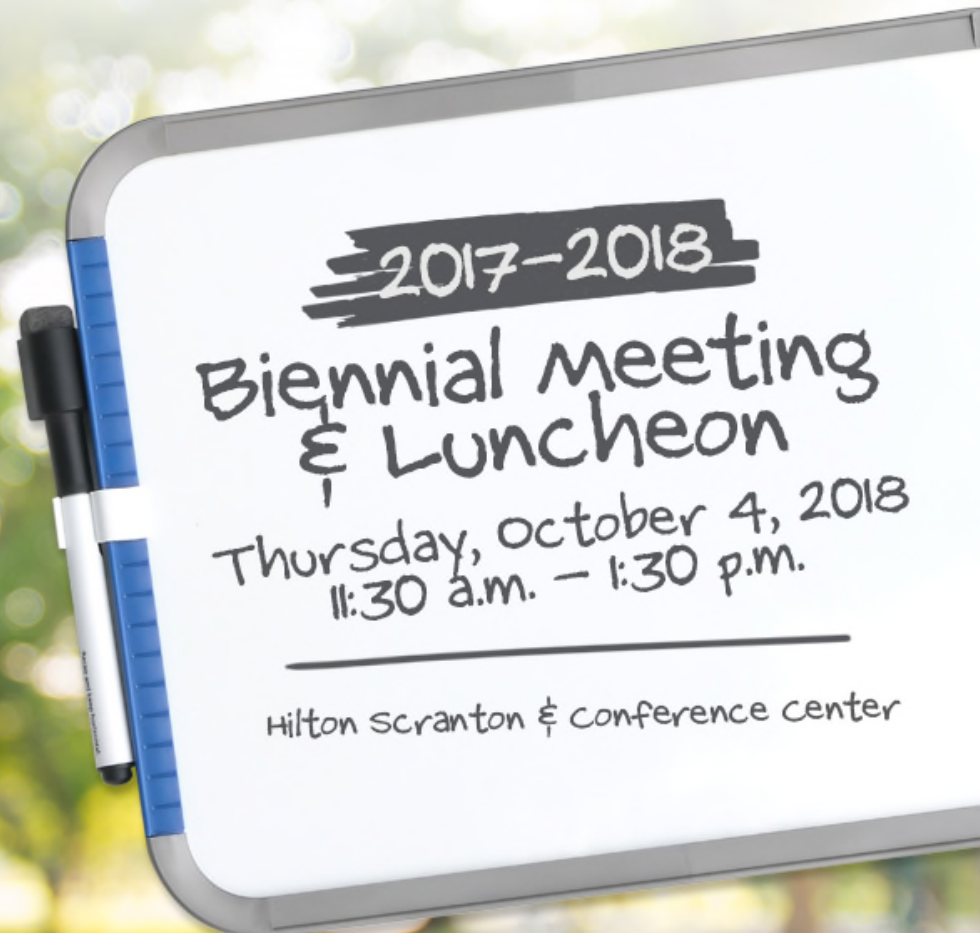
Michael Quinn Patton

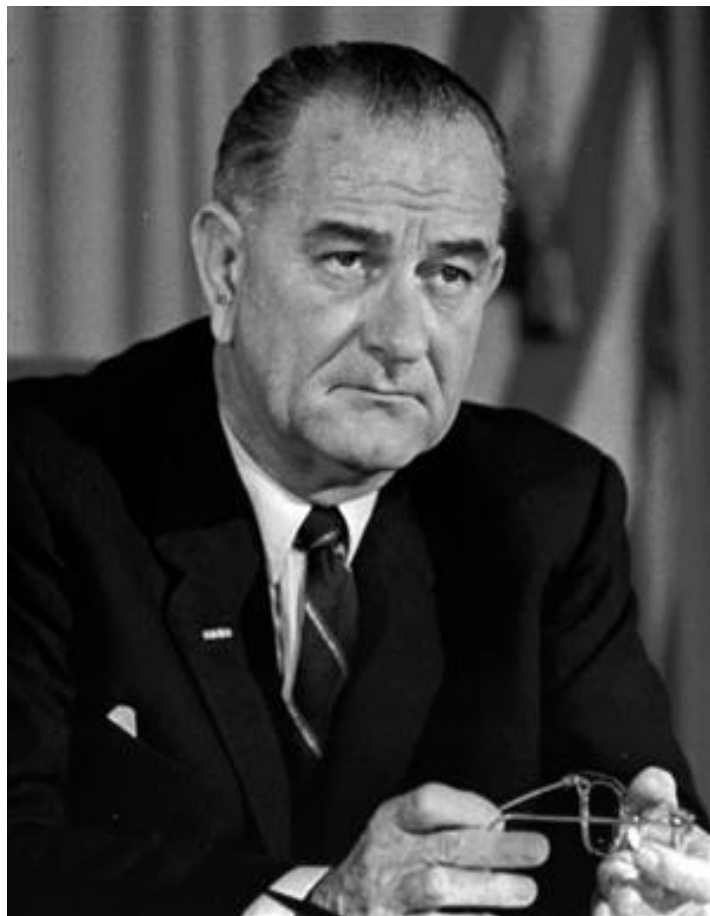
October 4, 2018



MOSES TAYLOR  
FOUNDATION  
*Advancing Our Legacy of Health*

**The Board of Directors and Staff  
of Moses Taylor Foundation  
invite you to our second biennial  
meeting & luncheon!**



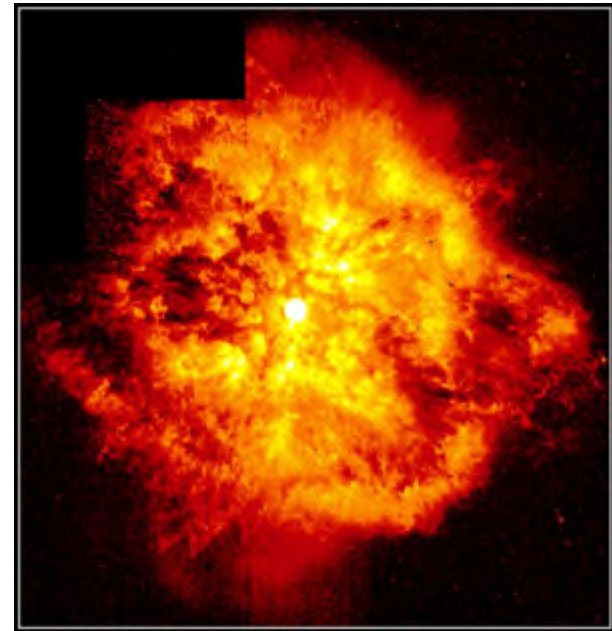


**LBJ**





***In the  
beginning...***

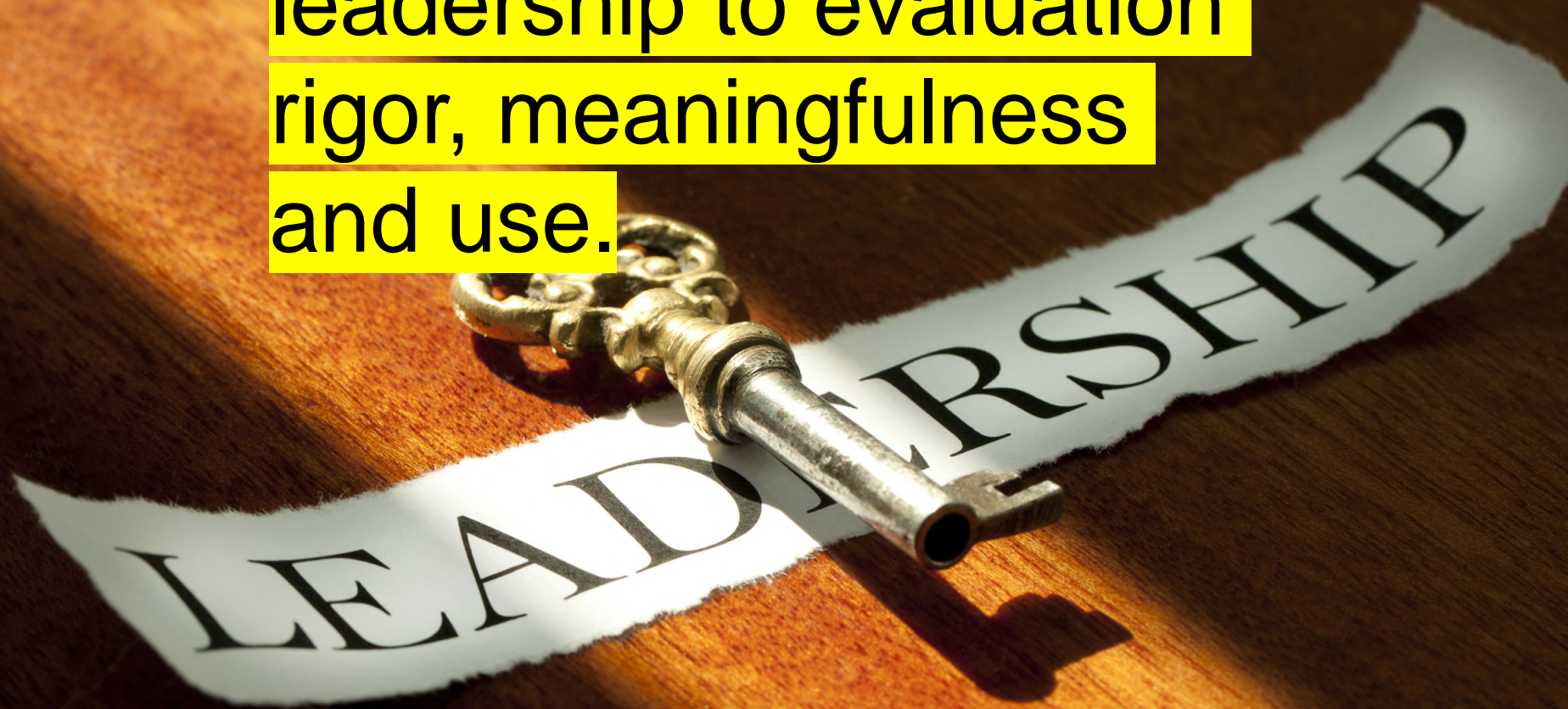


# Use of Evaluation Matters





The importance of  
leadership to evaluation  
rigor, meaningfulness  
and use.



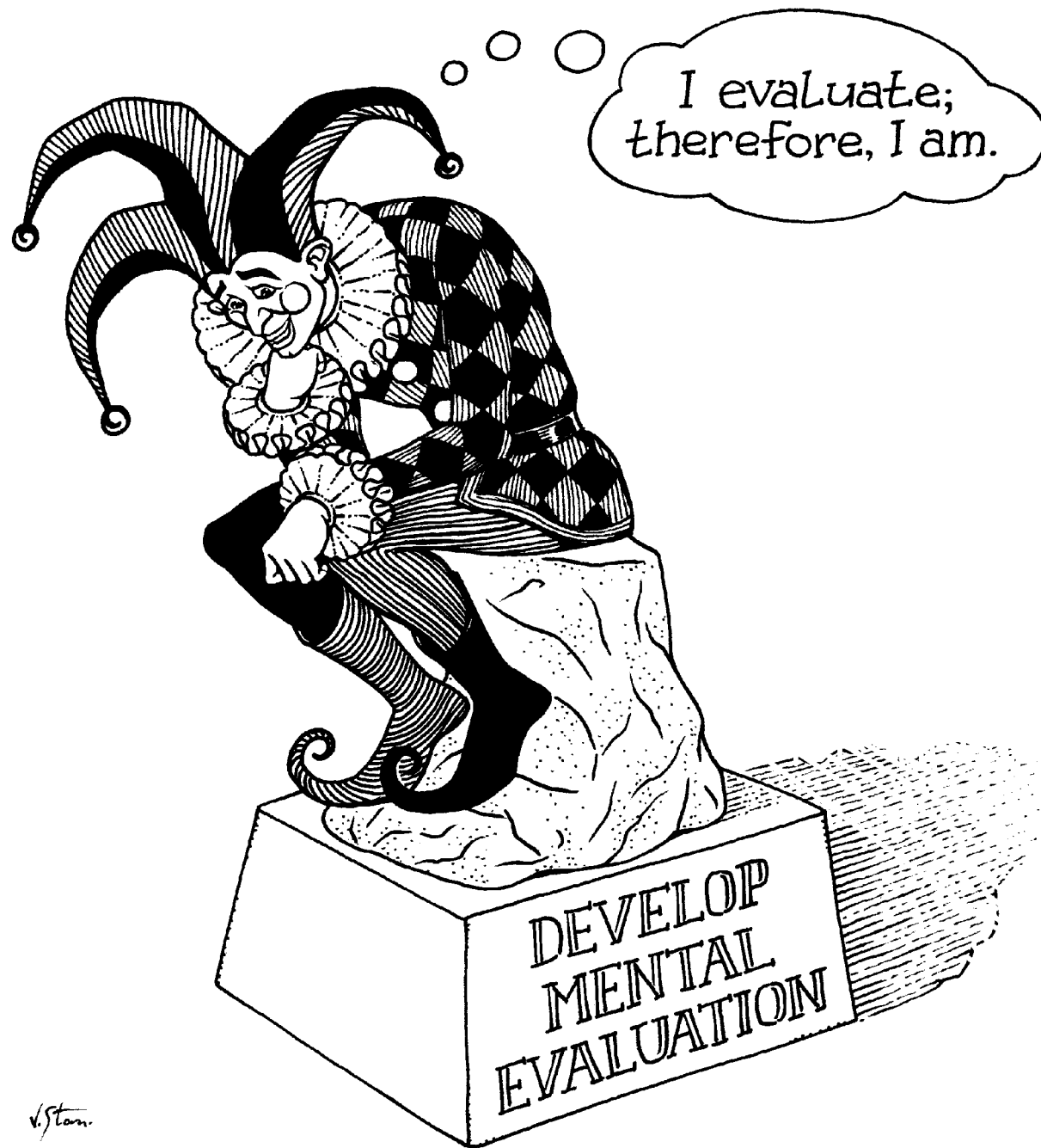
# Leadership Development

Reality-Testing,  
Results-Oriented,  
Learning-Committed  
Leadership



## SPEAKING TRUTH TO POWER

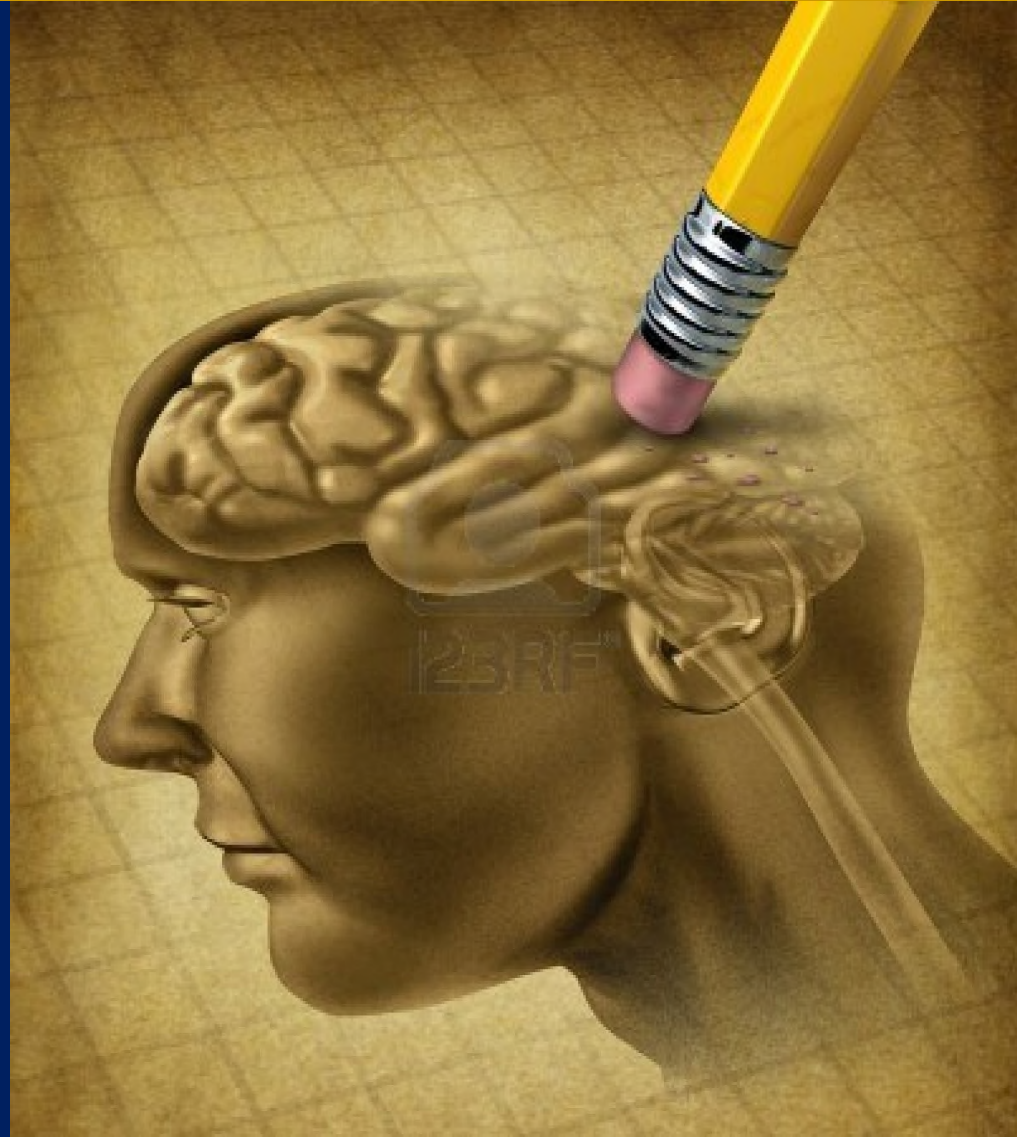




v. Stan.

# ***Reality-testing***

- Selective perception
- Neurological processing
- Behavioral finance



The image features a pair of red curtains with vertical folds, framing a white rectangular area in the center. The curtains are a deep red color and have a slight sheen. The white area contains text in red.

**Setting the  
stage:**

*Leading in  
framing*

*what*

**EVALUATION**

*means in  
your context.*



# Nonprofit Leaders' Image of Evaluation





***Evaluative Thinking***  
**embedded in**  
**organizational culture**  
  
and  
  
**Evaluation viewed as**  
***a Leadership Function***

# Spread of False Information

MIT  
Study  
March,  
2018

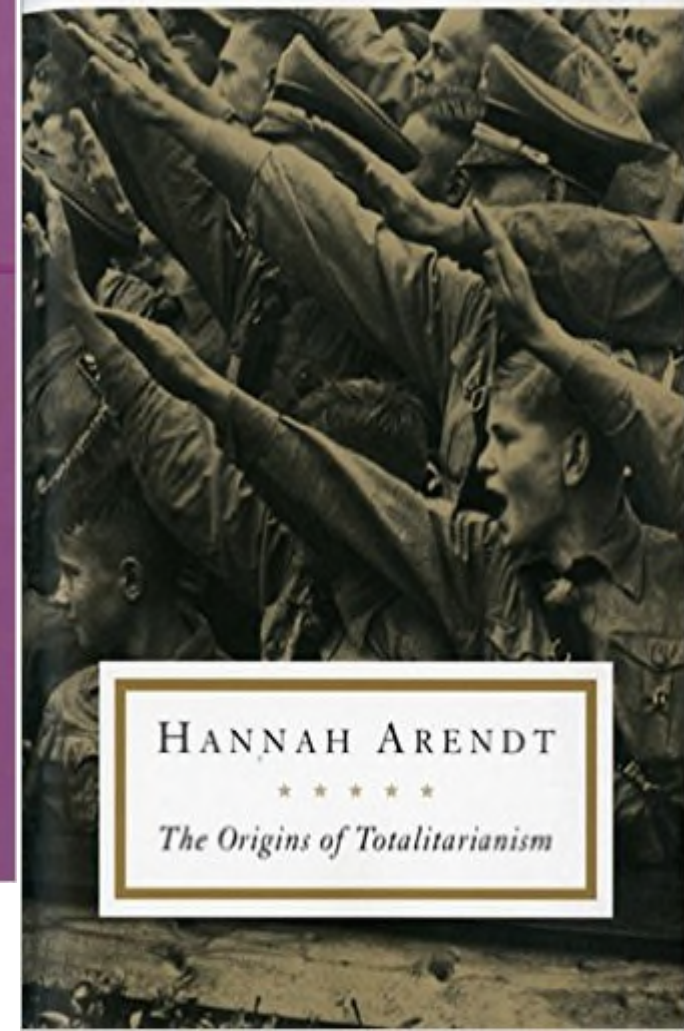
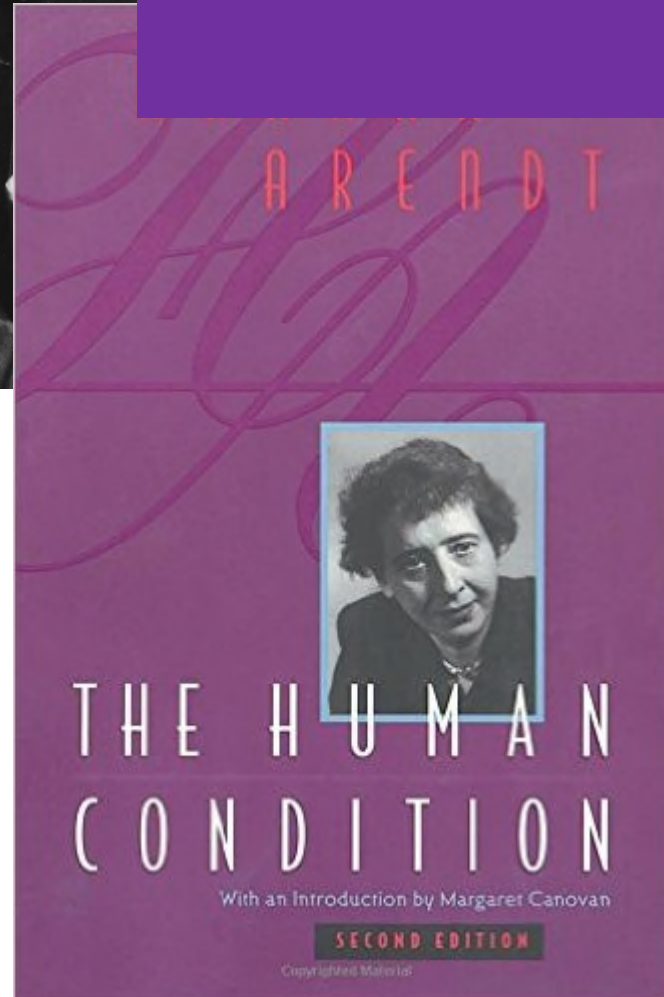


# MIT Study Results

- ❑ False stories are 70 percent more likely to be retweeted than true stories are.
- ❑ Takes true stories about six times as long to reach 1,500 people as it does for false stories to reach the same number of people.
- ❑ Falsehoods reach a cascade depth of 10 about 20 times faster than facts.



# The banality of evil



ON THE  
LIFE AND DEATH  
IMPORTANCE  
OF THINKING

ELIZABETH  
MINNICH

# the evil of banality

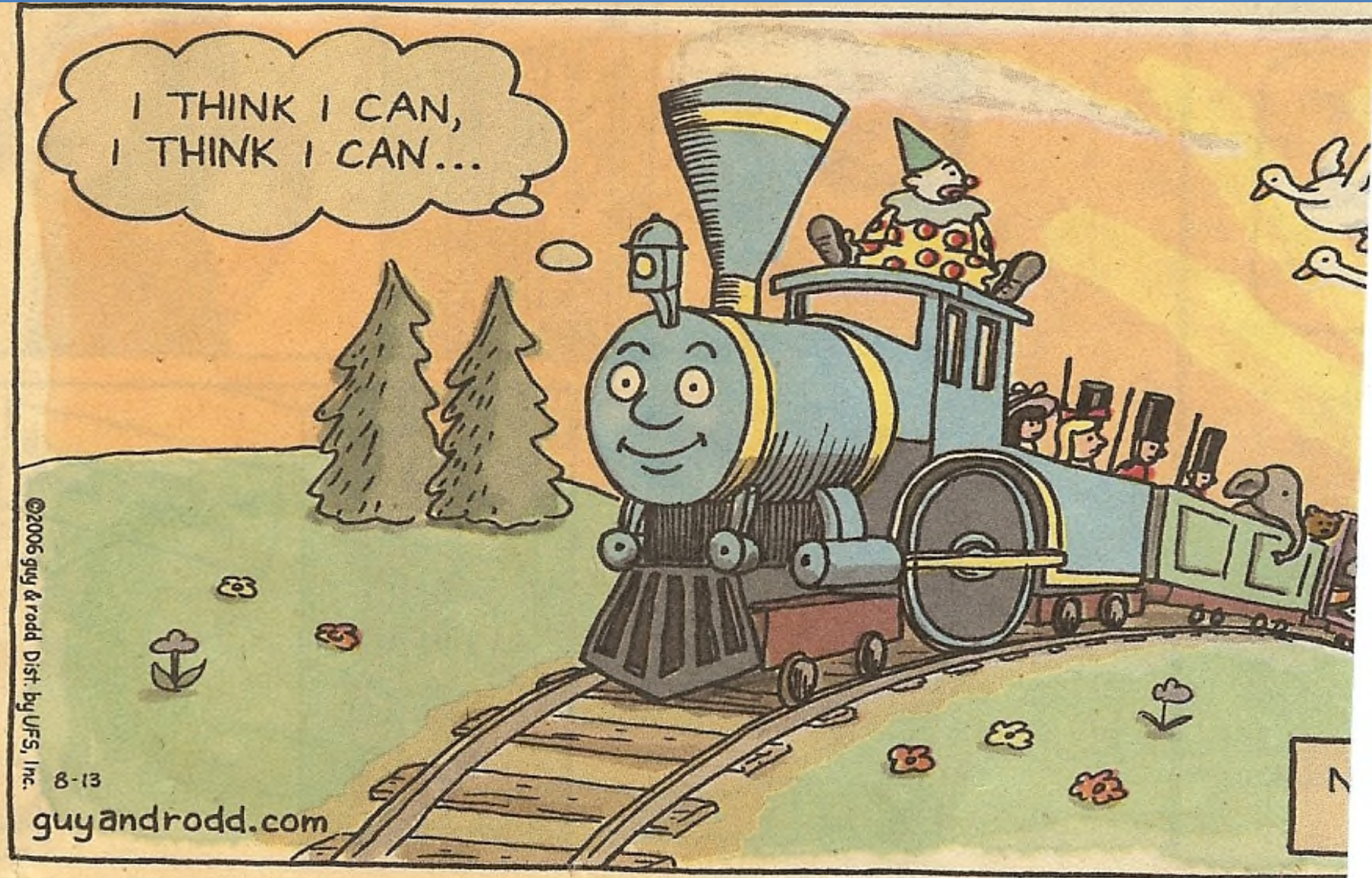




# Leadership & Evaluation

*Reality-Testing,  
Results-Oriented,  
Learning-Focused  
Leadership*

# The Little Engine That Could



# Leadership Development

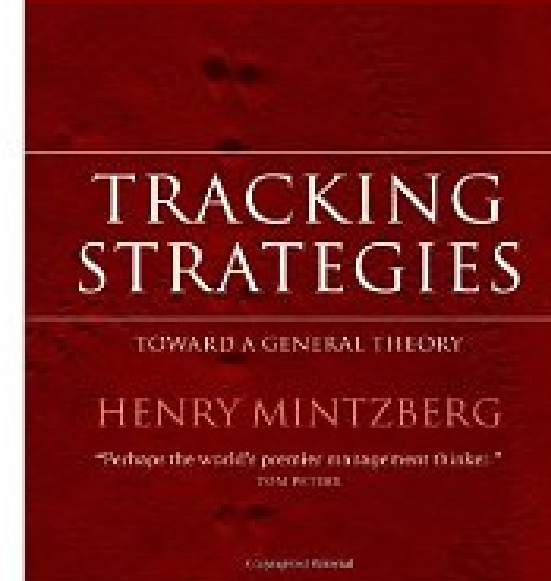
Reality-Testing,  
Results-Oriented,  
Learning-Committed  
Leadership

# Henry Mintzberg

## Strategic Thinking

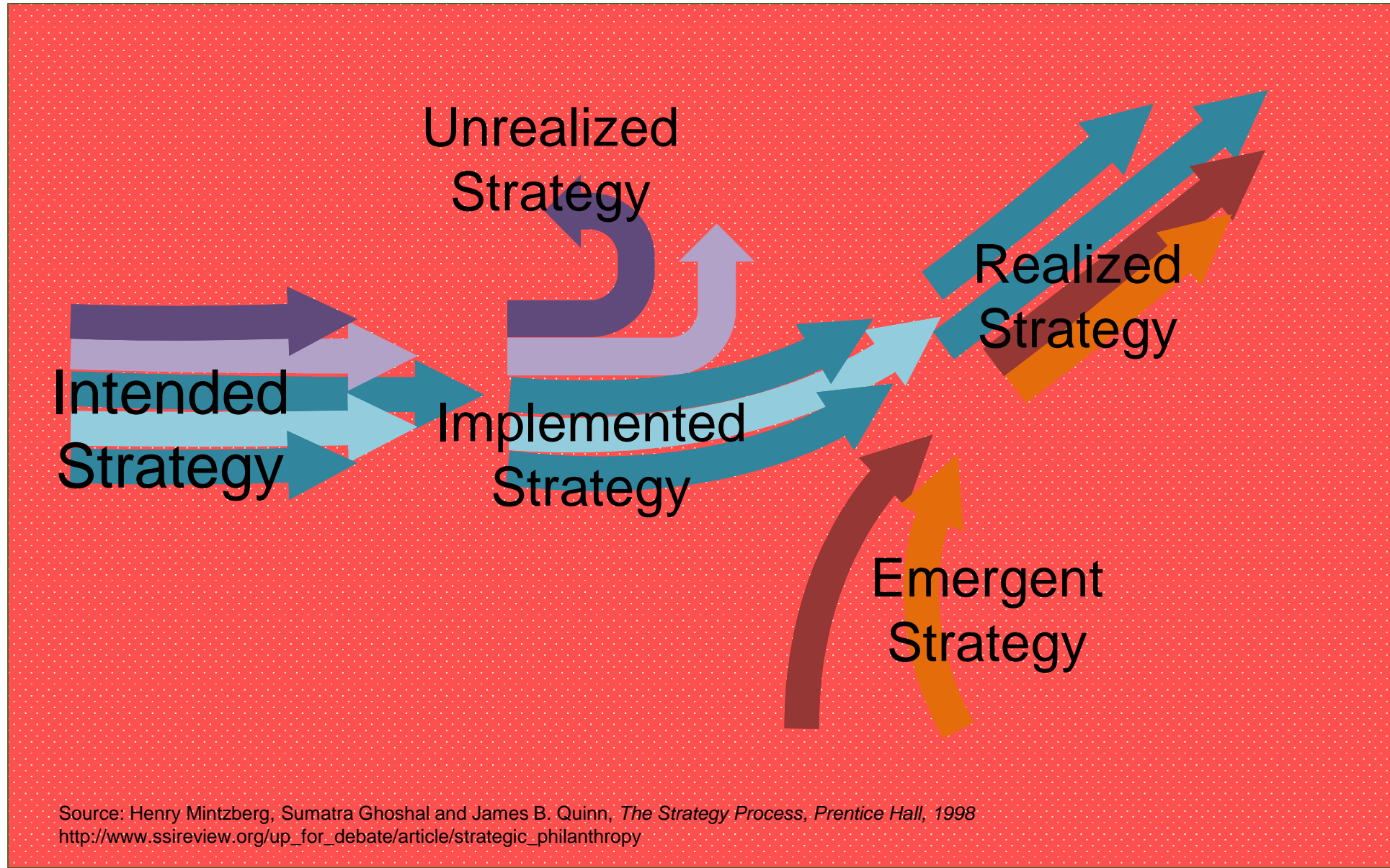


## Evaluation of strategy Implementaion



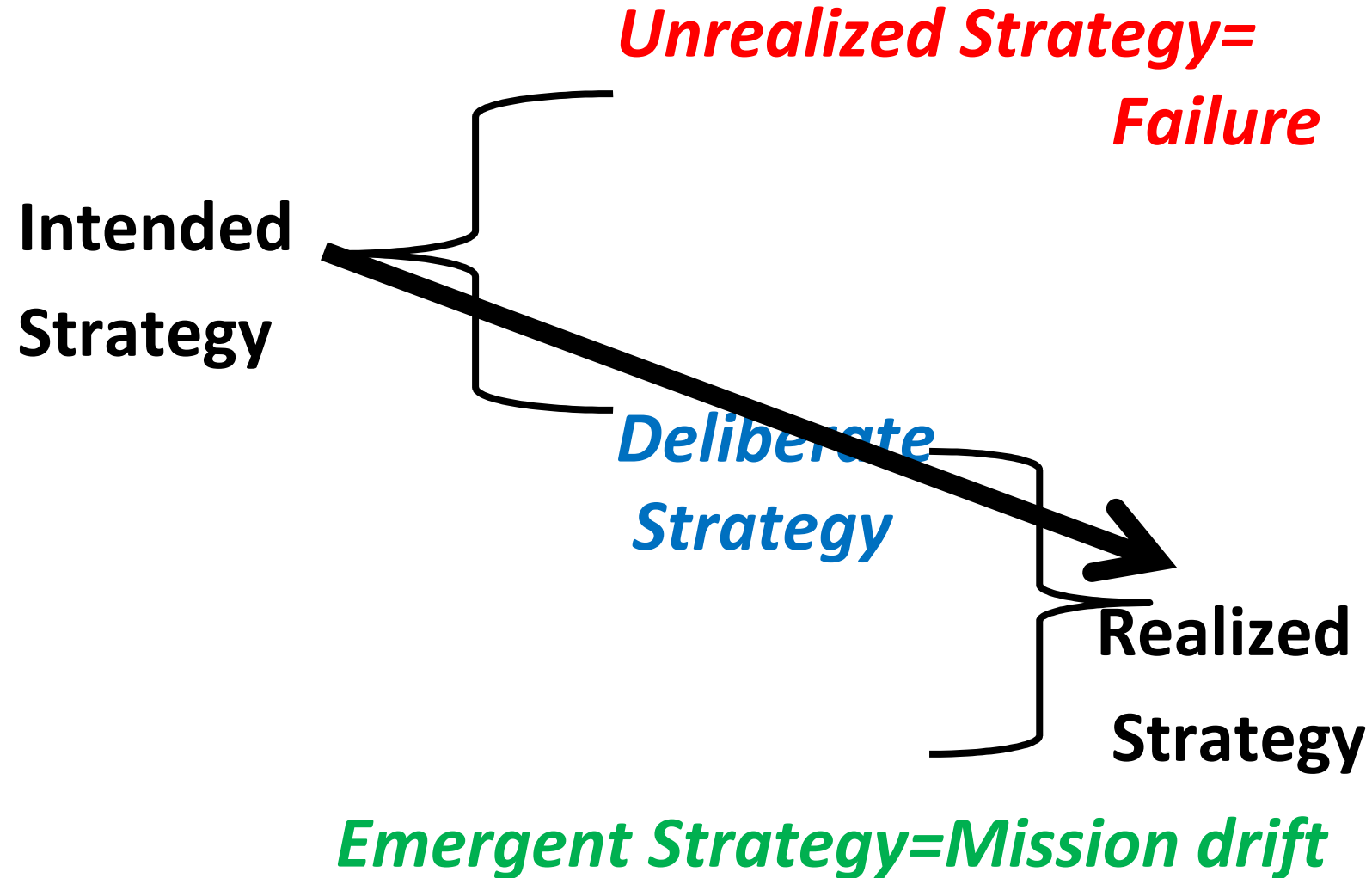


# Adaption-Focused Strategic Evaluation

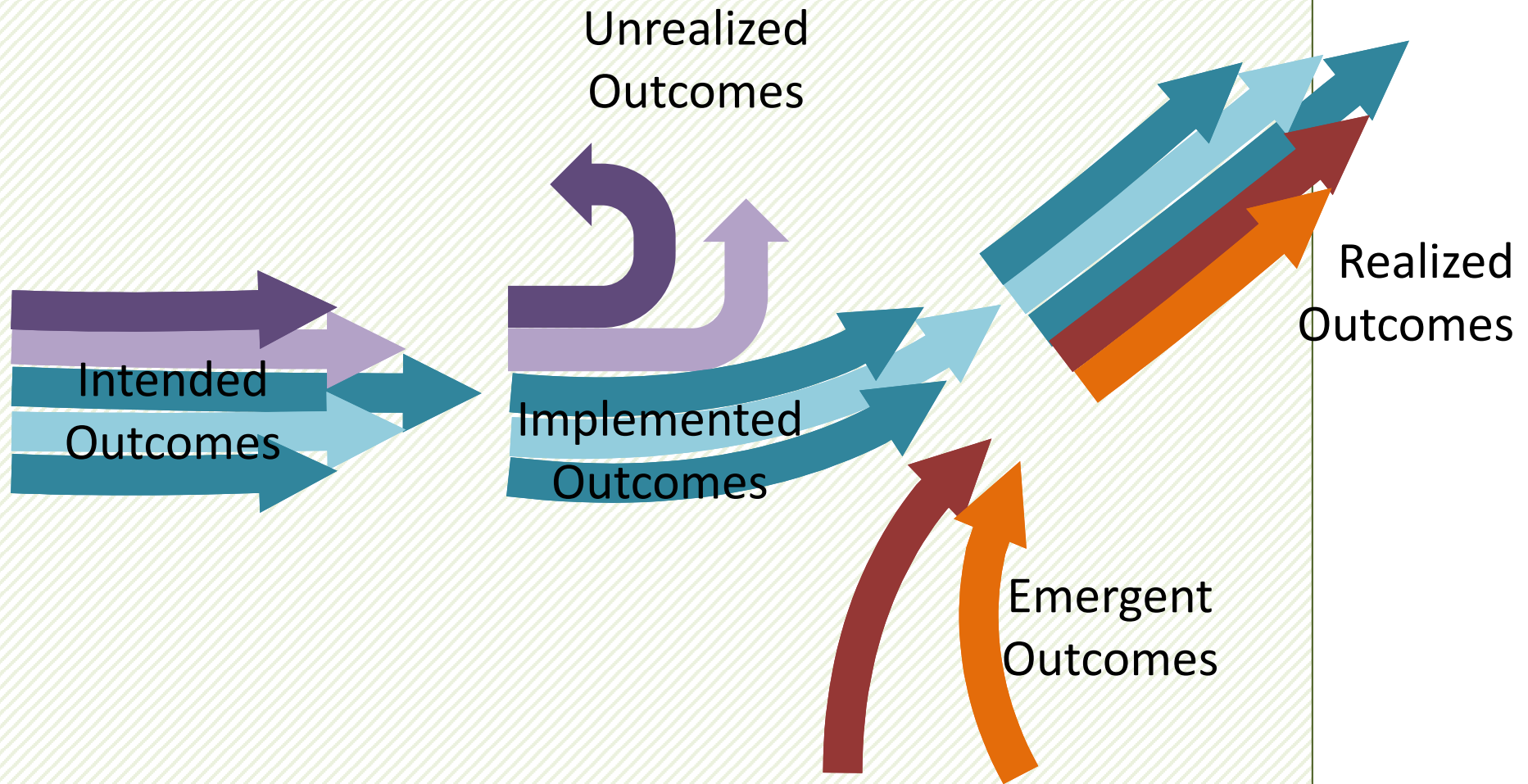


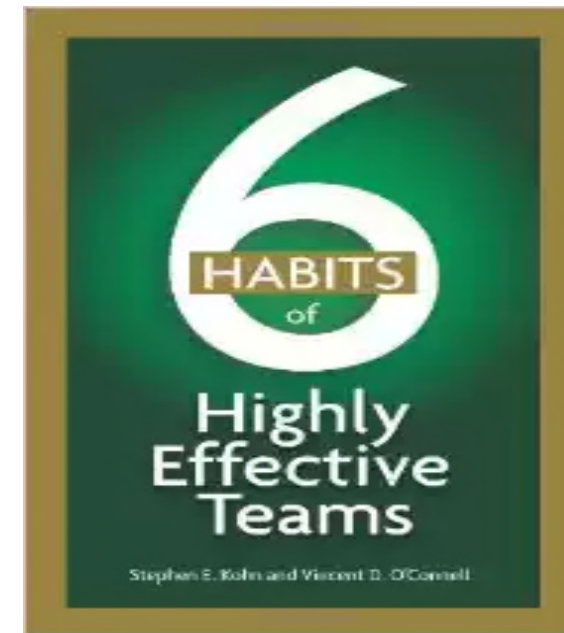
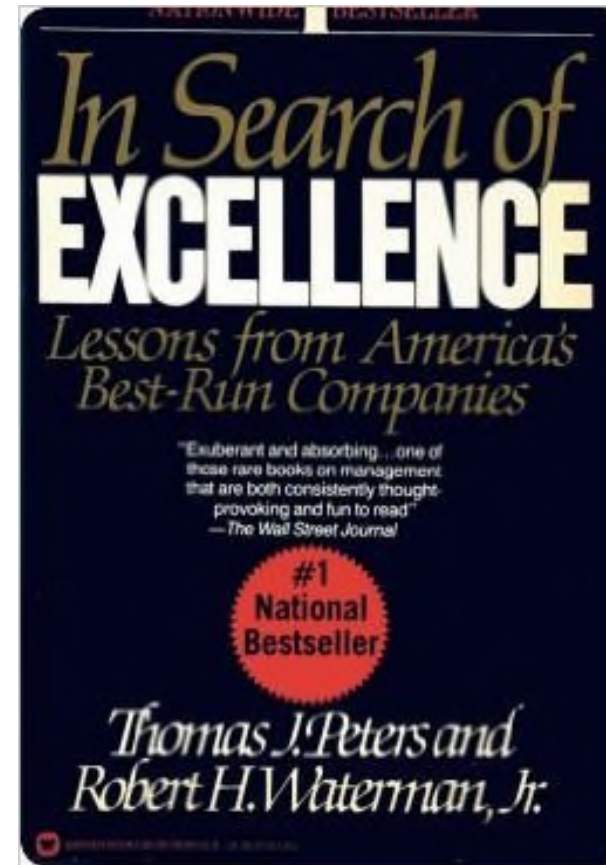
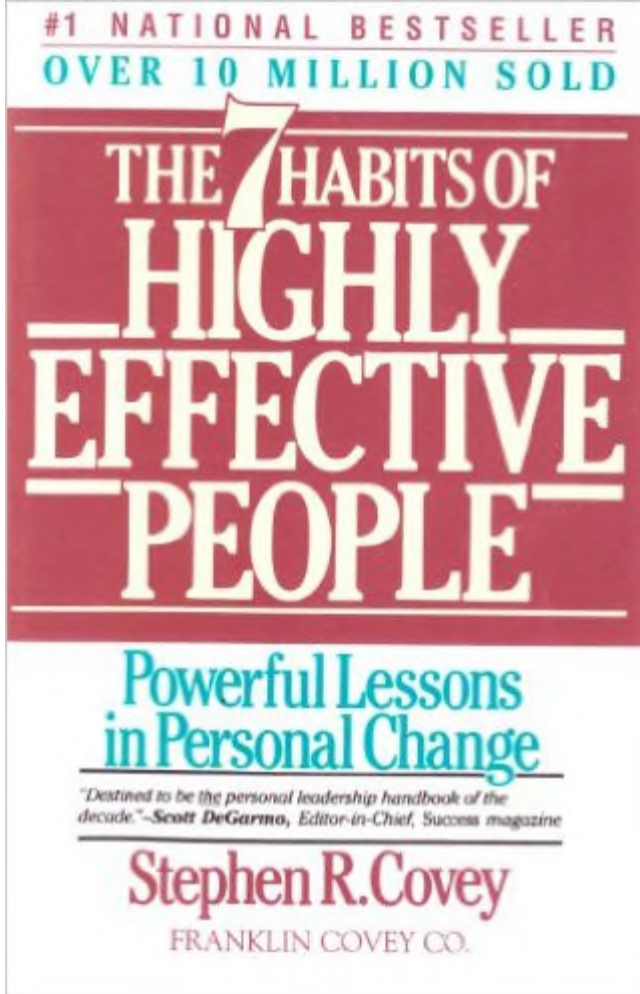


# Traditional Accountability Focus



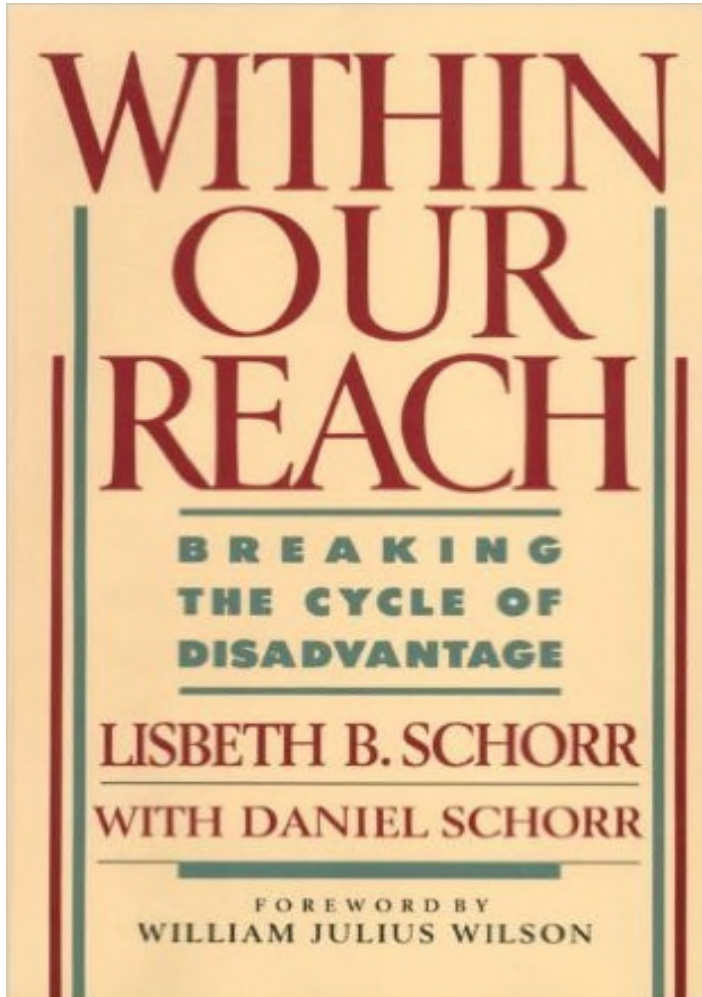
# How adaptive outcomes evaluation works





## The lessons of successful programs

- Regularly crossing traditional professional and bureaucratic boundaries.

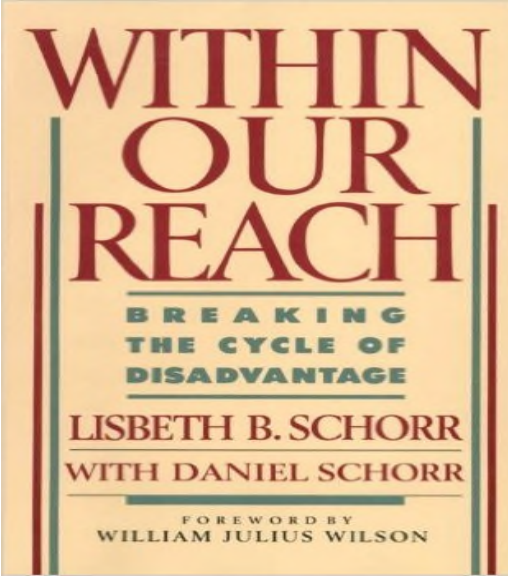


1988

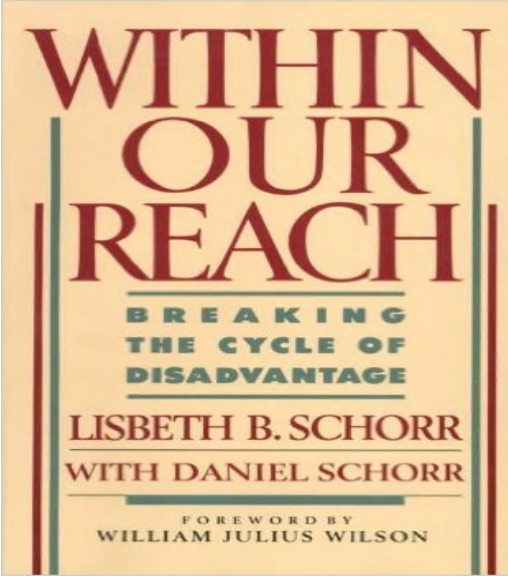


**Successful programs adapt -- or circumvent traditional professional and bureaucratic limitations when necessary-- to meet the needs of those they serve; professionals are able to redefine their roles to respond to severe, but often unarticulated needs.**

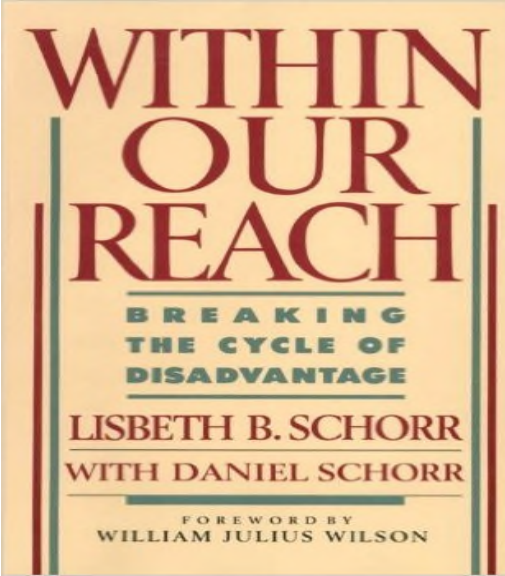




- **Successful programs see the child in the context of family and the family in the context of surroundings.**
- **Services are coherent, easy to use, and provide continuity of service and relationships.**



- **Program staff are skilled, highly committed, establish interpersonal relationships with clientele, and are perceived by those they serve as people who care about them and respect them, people they can trust.**



- **Staff members and program structures are fundamentally flexible, adaptive, and learning-oriented.**

**The importance  
of  
*Organizational Culture*  
in  
supporting use & learning**

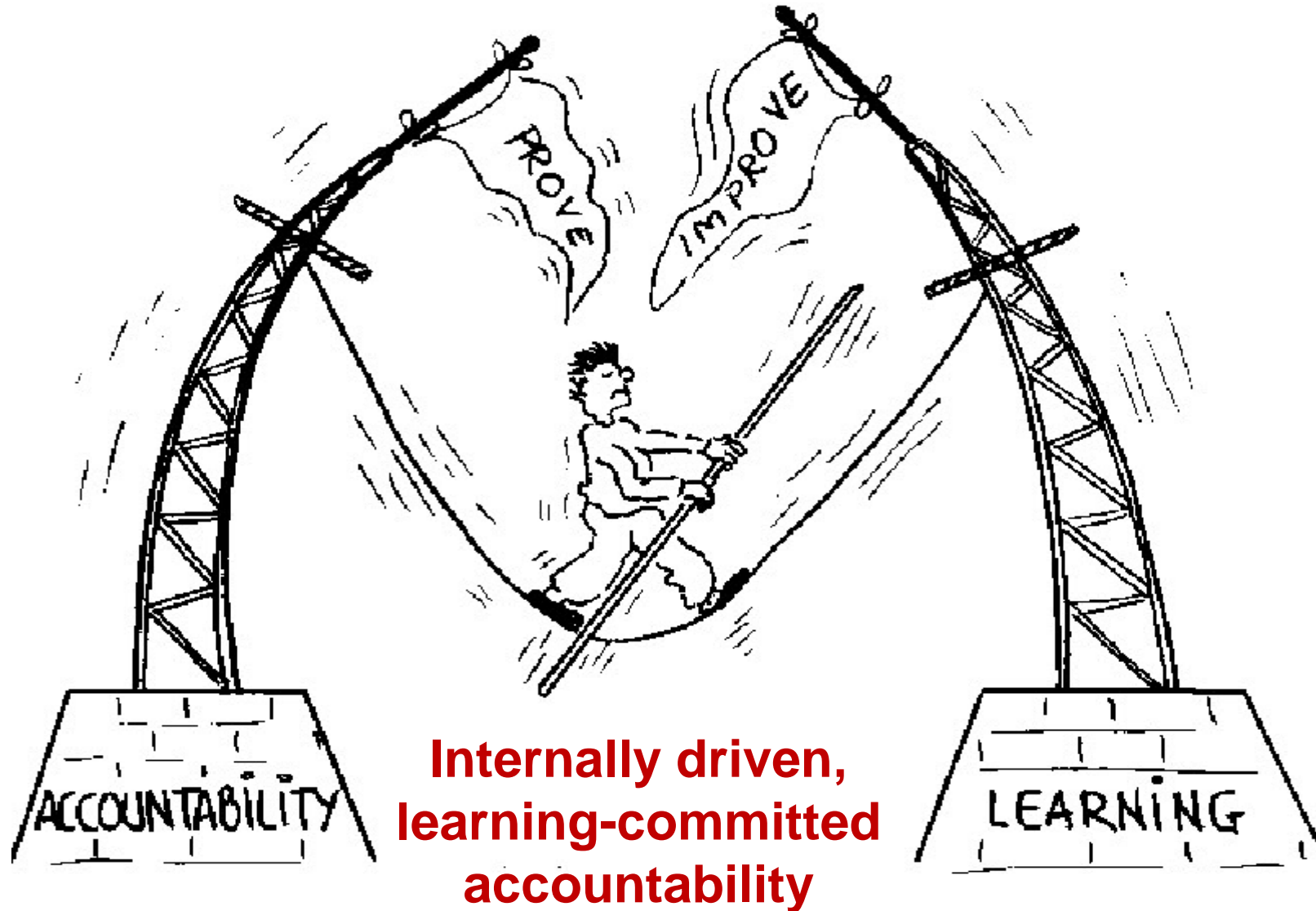
# Baseline Situation Analysis

What are the critical organizational culture factors that affect evaluation use for learning in your organization?

- Enablers/facilitating factors
- Barriers to use



# ***Learning-committed***

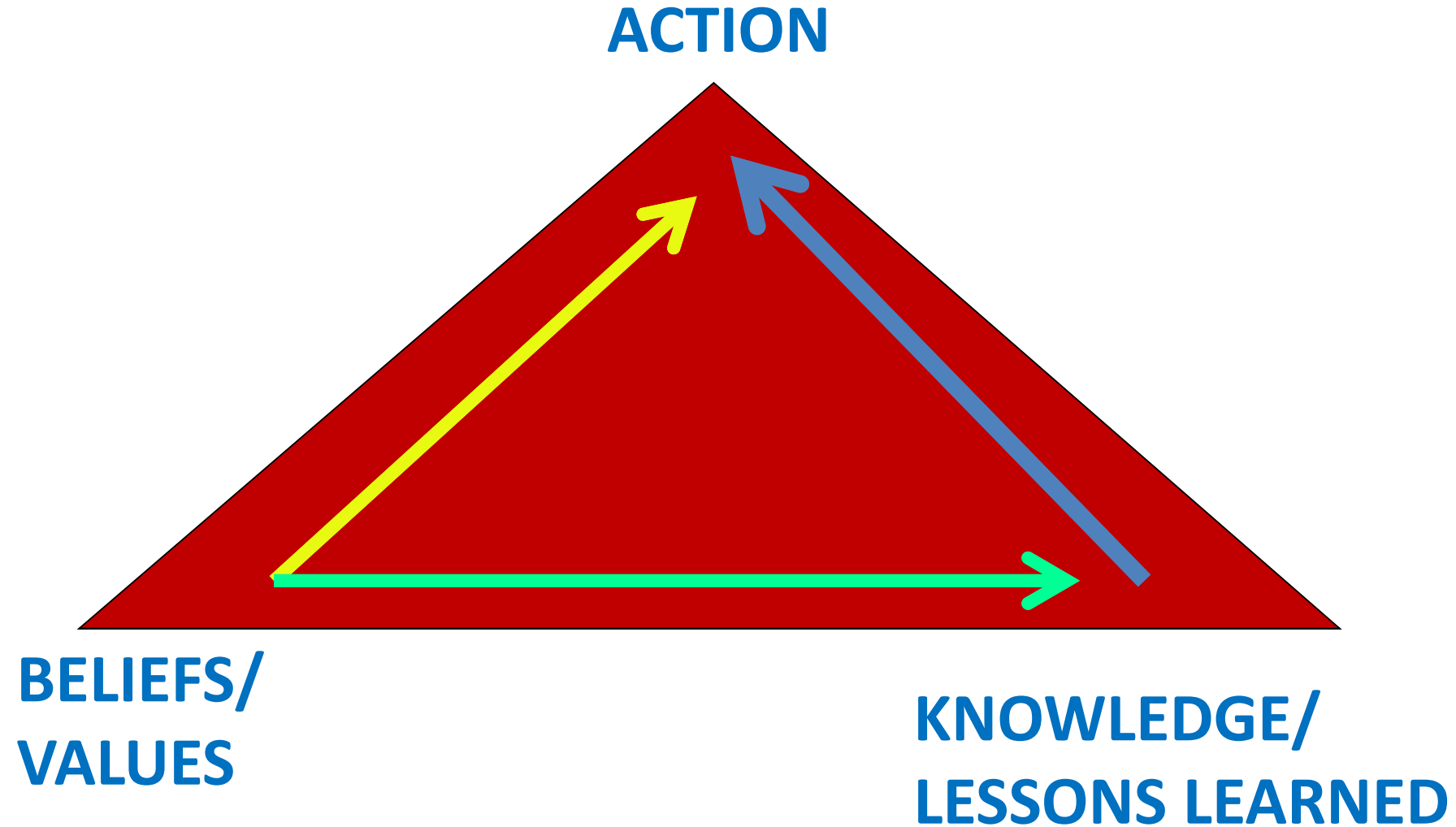


# Four Leadership Functions

1. Create, support, and nurture a results-focused, reality-testing, learning-committed culture.

# TRIANGUALTED LEARNING FRAMEWORK

KNOWLEDGE



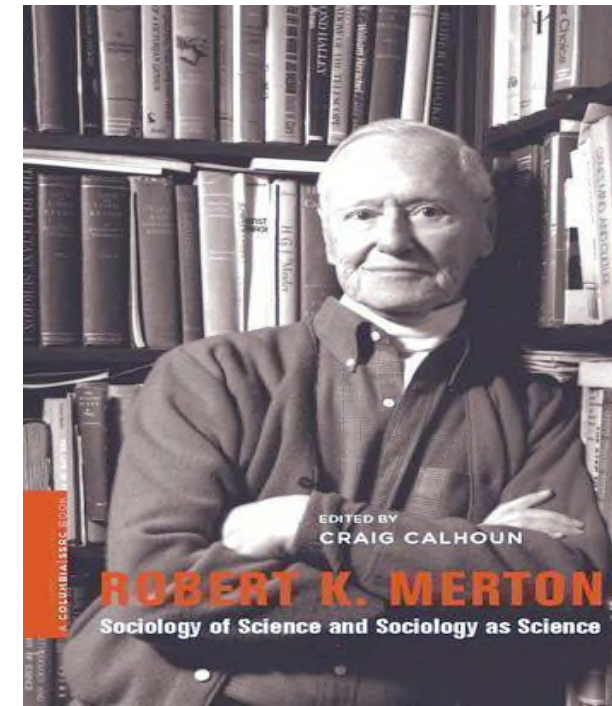
# Thomas Theorem

“What is perceived as real  
is real in its consequences.”



## Merton corollary:

“What is real and not perceived,  
is real in its consequences.”





<b>Adaptive Action to Lessons Learned</b>		
<b>WHAT?</b>  <b>FINDINGS</b>  <i><b>OBSERVATIONS</b></i>  <b>Facts, Evidence, Conclusions</b>	<b>SO WHAT?</b>  <b>INTERPRETATIONS</b>  <i><b>LESSONS</b></i>  <b>Cognitive understandings/ insights</b>	<b>NOW WHAT?</b>  <b>APPLICATIONS</b>  <i><b>LEARNED</b></i>  <b>Behavior Change</b>

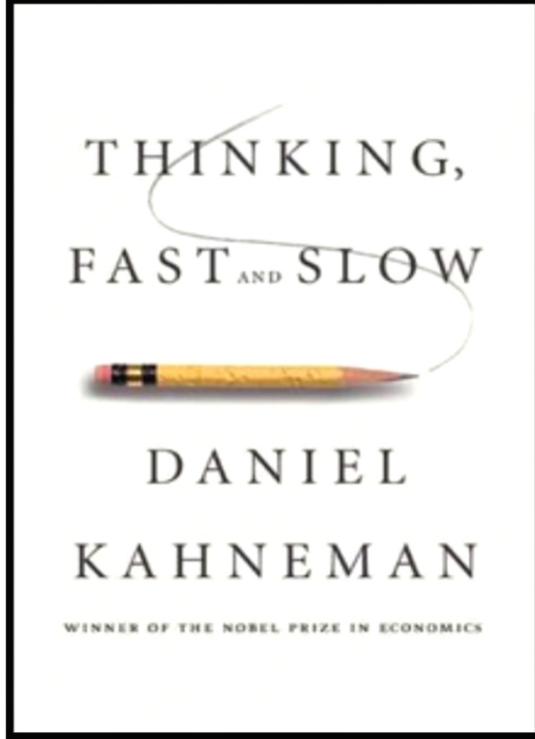


Learning in a



*Fast-Paced, Real-Time World*





Two systems that make up  
"the machinery of the mind:"

**System 1 — Fast thinking**

**System 2 — Slow thinking**



Kahneman has found that  
**we aren't made for making  
decisions.**

# SHORTER ATTENTION SPANS

- In-depth case-based learning
- Drop-outs
- Spend time with the data

ATTENTION DEFICIT





Setting a learning agenda

Systematic Reflective Practice



Elinor Ostrom,  
the 2009 Nobel  
Prize in  
economics:

**Trust matters**

Learning requires  
a culture of  
TRUST

The learning-focused evaluation question  
is not

“Does IT work?”

but the more nuanced question...

# Learning question

“What works for whom in what ways under what conditions with what results in what contexts?”



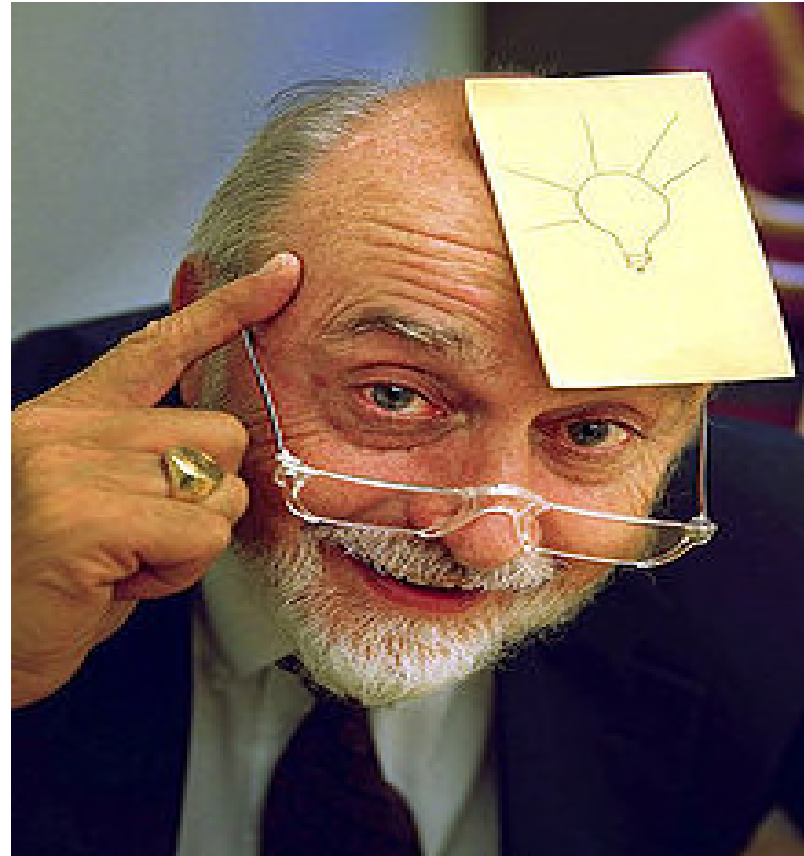
## Learn from Failure



50<sup>th</sup>  
anniversary  
of  
Minnesota's  
greatest gift  
to  
civilization



MINNESOTA'S  
MOST  
CELEBRATED  
FAILURE



1968

# Reporting Failure

## Learning from our mistakes

A collection from Overseas Volunteer Staff

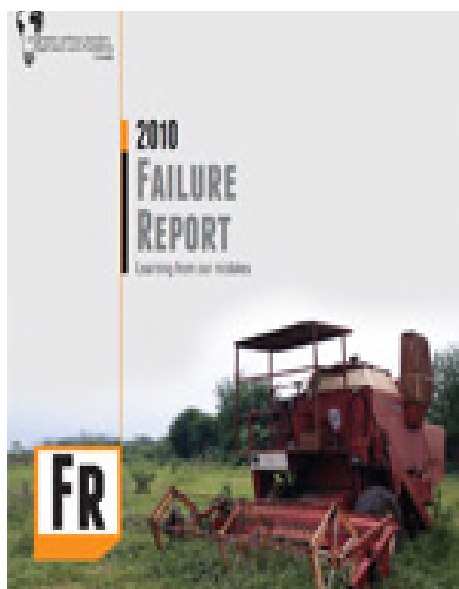


engineers without borders  
Ingénieurs sans frontières  
Canada

National Conference 2009



## 5 Years of Failure Reporting





# Leadership Functions

1. Create and nurture a results-oriented, reality-testing culture.
- 2. Lead in deciding what outcomes to commit to and hold yourselves accountable for.**

# E-**valu**-ation

Outcomes  
are  
an expression of  
**Values**



# ***Iroquois Confederacy 1744***



## 3 lessons on choosing outcomes

1. What gets measured gets done
2. Measure the wrong things, do the wrong things
3. Better to have rough measures of important outcomes than precise measures of unimportant ones.

Identify outcomes that matter to both those who do the work and those who receive services.



# Outcomes should be inspirational

When asked about the bottom line for not-for-profit organizations, the great management guru Peter Drucker said:

"The end results are people with changed lives."



Outcomes should specify  
how lives will be changed.

1. Create and nurture a results-oriented, reality-testing culture.
2. Lead in deciding what outcomes to commit to and hold yourselves accountable for.
- 3. Make measurement of outcomes thoughtful, meaningful and credible.**

There are no purely  
technical decisions in evaluation.

***Evaluative thinking critical,  
not just methods & measures***

1. Create and nurture a results-oriented, reality-testing culture.
2. Lead in deciding what outcomes to commit to and hold yourselves accountable for.
3. Make measurement of outcomes thoughtful, meaningful and credible.
- 4. Use the results -- and model for others serious use of results.**

# PURPOSEFUL LEARNING

Real learning occurs when you are purposeful in your learning. It requires a mindfulness and intention to take in data and information in an on-going manner.



# Walking the Talk:

Reinforcing

a

***Reality-testing,  
Results-oriented,  
Learning-committed  
organizational culture***



# HYMN to EVALUATION USE

Sung to the tune of  
*Auld Lang Syne*

**May all e-valu-a-tions done  
Be useful as they should,  
They tell us how to separate  
What is poor from what is good.**



**We gather data near and far  
To see what we can learn,  
The findings help us to decide  
What to keep and what to burn.**



**There comes a time for each of us  
When doubts may give us pause,  
We wonder what results will show,  
Will the world see naught but flaws?**

**But be assured there's naught to fear,  
If learn-ing is what you seek.  
Let outcomes guide your every move,  
Listen to the data speak.**



**We honor now the legacy  
of Moses Taylor's gift  
Compassion, hope, diversity  
Healthy lives we do uplift.**

**Informed decision-making with  
Account-a-bility  
Evaluation leadership  
Strengthens our community**

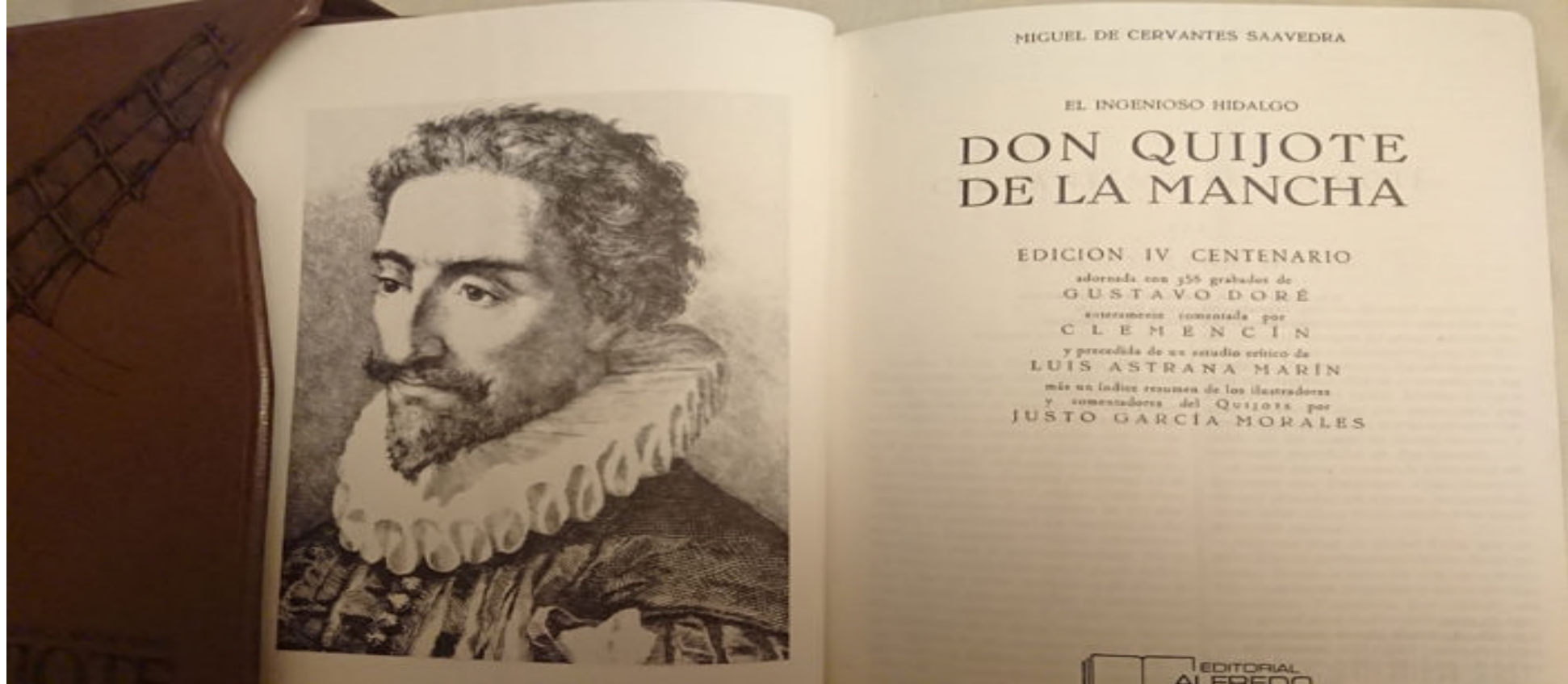


**Don Quixote,**

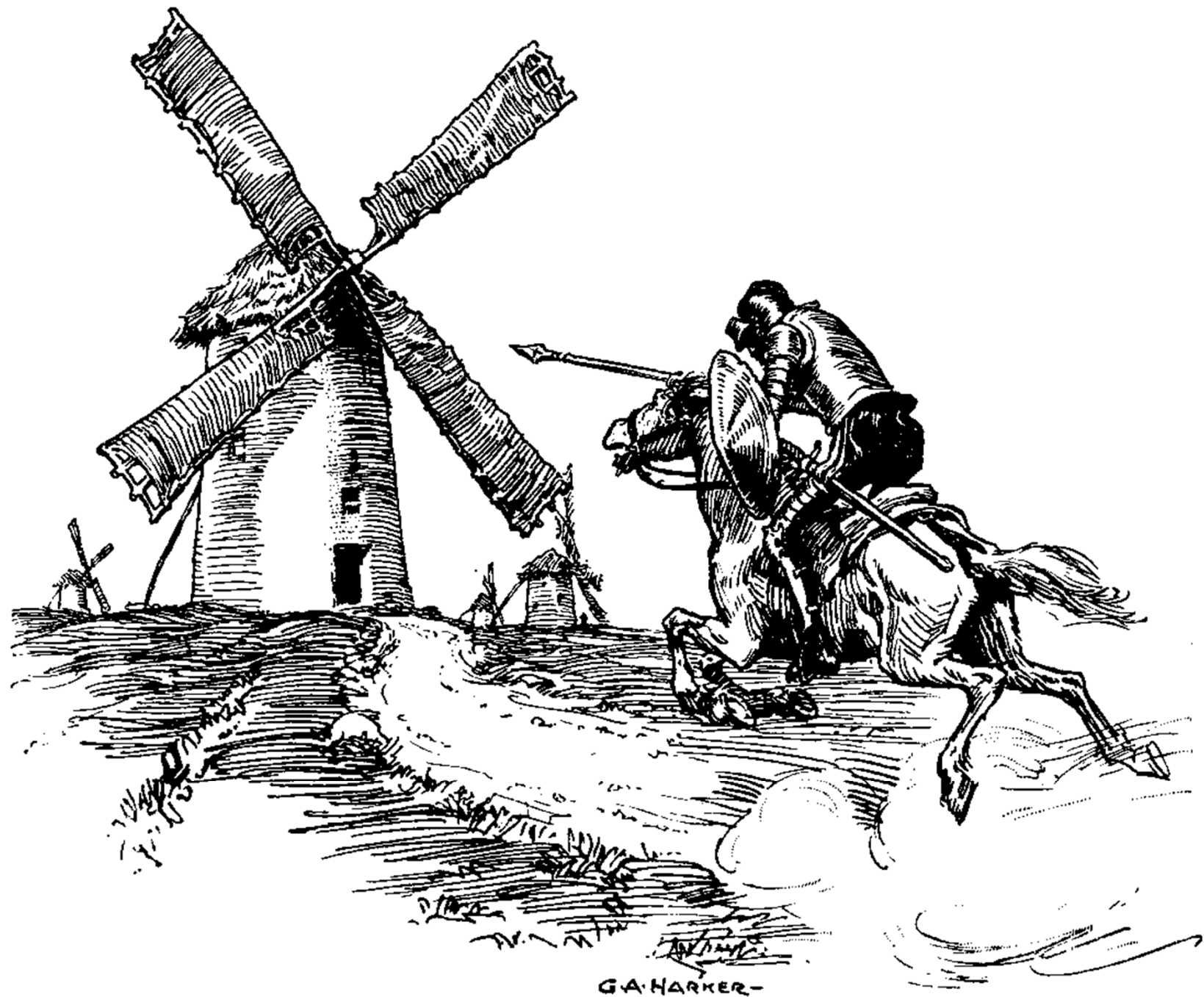
**Man of La  
Mancha**

**Miquel de  
Cervantes  
Saavedra**





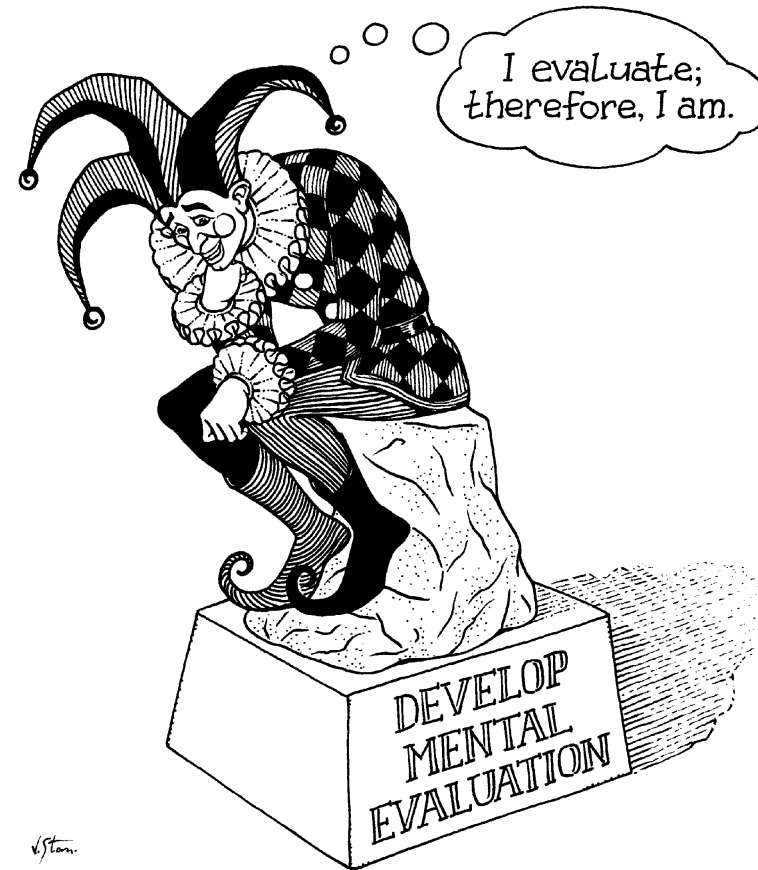
**“The truth ,may be stretched thin, but it never breaks, and it always surfaces above lies, as oil floats on water.”**



**Maddest of  
all...**







## ***Evaluation as Leadership***