



Evaluation Strategies for Communicating and Reporting

2nd Edition

ENHANCING LEARNING
IN ORGANIZATIONS

ROSALIE T. TORRES
HALLIE PRESKILL
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Evaluation Strategies For Communicating And Reporting Enhancing Learning In Organizations

Jennifer Martineau, Kelly Hannum



Evaluation Strategies For Communicating And Reporting Enhancing Learning In Organizations:

Evaluation Strategies for Communicating and Reporting Rosalie T. Torres, Hallie Preskill, Mary E. Piontek, 2004-12-15

Rosalie Torres Hallie Preskill and Mary Piontek have furnished a text that is not only thorough but also easily accessible to both the beginner and the experienced practitioner alike. Not only are they masters at writing with jargon free clarity what they have to say demonstrates their apparent underlying methodological grasp of the field. They have succeeded in practicing what they preach. John Scougall Western Australia Institute for Sustainable Technology and Policy at Murdoch University. This is a book that addresses some of the overlooked taken for granted aspects involved with the planning conducting and reporting of good evaluation. This book helps evaluators improve the utilization of evaluation results by using an ongoing integrative collaborative learning approach with project stakeholders. Through the use of collaborative techniques and emphasis on various communicating and reporting formats evaluators gain knowledge and skills that will assist them in helping organizations learn grow and improve. Steven R Aragon Human Resource Education University of Illinois at Urbana Champaign. This is among the most thorough and practically applicable texts written about communicating and reporting evaluation findings. The additions of the new sections in this edition reflect the changing nature of work related communication in general of which evaluators need to be aware and take advantage. This is a significant contribution to our practice. Jennifer Martineau Center for Creative Leadership. Do your communicating and reporting strategies seem outdated. Are you looking for ways to communicate more effectively. The Second Edition of Evaluation Strategies for Communicating and Reporting Enhancing Learning in Organizations helps full time evaluators and those with evaluation responsibilities successfully plan conduct communicate and report the findings of evaluations using creative techniques. This comprehensive book is designed to help evaluators facilitate understanding learning and evaluation use among individuals groups and organizations by communicating and reporting more effectively. It guides the reader through the phases of an evaluation from early planning stages through the final reporting and follow up. Evaluation Strategies for Communicating and Reporting has been thoroughly revised and updated creating 75% new material and 34 new case examples. The Second Edition provides worksheets and instructions for creating a detailed communicating and reporting plan based on audience needs and characteristics. Authors Rosalie T Torres Hallie Preskill and Mary E Piontek cover advances in technology including Web site communications Web and videoconferencing and Internet chat rooms. Also mentioned are several additional topics for consideration including communicating and reporting for diverse audiences and for multi site evaluations. This book is intended for graduate program evaluation students in departments of education public policy and organizational studies. Managers researchers practitioners and anyone responsible for designing conducting or managing evaluations will find this book invaluable. New to this Edition. New creative coverage of communicating and reporting techniques by way of photography cartoons poetry and drama in formative evaluations. New coverage of how to communicate evaluation processes.

and interim findings to stakeholders during the evaluation New coverage of the use of technology in communicating and reporting evaluations illustrated with examples and complimented by guidelines tips and cautions for using these high tech formats Actual examples from well known evaluators that illustrate various communicating and reporting techniques A recap of how the latest information on learning processes mediates the way that readers and stakeholders assimilate and use information

Evaluation Strategies for Communicating and Reporting Rosalie T. Torres, Hallie Preskill, Mary Piontek, 1996-04-12 What communicating and reporting strategies best serve individual and organizational learning How can these strategies be implemented This book answers these questions by providing a model for doing evaluation in a way that helps individuals and organizations grow and improve It will be invaluable to evaluators in facilitating individual team and organizational learning by communicating and reporting more effectively As well as illustrating the steps to improving communication through all phases of an evaluation from planning to the final report and follow up the book also provides practical tips and useful examples

Evaluation Strategies for Communicating and Reporting Rosalie T. Torres, Hallie Preskill, Mary E. Piontek, 2005 Rosalie Torres Hallie Preskill and Mary Piontek have furnished a text that is not only thorough but also easily accessible to both the beginner and the experienced practitioner alike Not only are they masters at writing with jargon free clarity what they have to say demonstrates their apparent underlying methodological grasp of the field They have succeeded in practicing what they preach John Scougall Western Australia Institute for Sustainable Technology and Policy at Murdoch University This is a book that addresses some of the overlooked taken for granted aspects involved with the planning conducting and reporting of good evaluation This book helps evaluators improve the utilization of evaluation results by using an ongoing integrative collaborative learning approach with project stakeholders Through the use of collaborative techniques and emphasis on various communicating and reporting formats evaluators gain knowledge and skills that will assist them in helping organizations learn grow and improve Steven R Aragon Human Resource Education University of Illinois at Urbana Champaign This is among the most thorough and practically applicable texts written about communicating and reporting evaluation findings The additions of the new sections in this edition reflect the changing nature of work related communication in general of which evaluators need to be aware and take advantage This is a significant contribution to our practice Jennifer Martineau Center for Creative Leadership Do your communicating and reporting strategies seem outdated Are you looking for ways to communicate more effectively The Second Edition of *Evaluation Strategies for Communicating and Reporting Enhancing Learning in Organizations* helps full time evaluators and those with evaluation responsibilities successfully plan conduct communicate and report the findings of evaluations using creative techniques This comprehensive book is designed to help evaluators facilitate understanding learning and evaluation use among individuals groups and organizations by communicating and reporting more effectively It guides the reader through the phases of an evaluation from early planning stages through the final reporting and follow up *Evaluation Strategies for*

Communicating and Reporting has been thoroughly revised and updated creating 75% new material and 34 new case examples The Second Edition provides worksheets and instructions for creating a detailed communicating and reporting plan based on audience needs and characteristics Authors Rosalie T Torres Hallie Preskill and Mary E Piontek cover advances in technology including Web site communications Web and videoconferencing and Internet chat rooms Also mentioned are several additional topics for consideration including communicating and reporting for diverse audiences and for multi site evaluations This book is intended for graduate program evaluation students in departments of education public policy and organizational studies Managers researchers practitioners and anyone responsible for designing conducting or managing evaluations will find this book invaluable New to this Edition New creative coverage of communicating and reporting techniques by way of photography cartoons poetry and drama in formative evaluations New coverage of how to communicate evaluation processes and interim findings to stakeholders during the evaluation New coverage of the use of technology in communicating and reporting evaluations illustrated with examples and complimented by guidelines tips and cautions for using these high tech formats Actual examples from well known evaluators that illustrate various communicating and reporting techniques A recap of how the latest information on learning processes mediates the way that readers and stakeholders assimilate and use information

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Building Evaluation Capacity Hallie Preskill, Darlene F. Russ-Eft, 2015-08-14 The Second Edition of *Building Evaluation Capacity* provides 89 highly structured activities which require minimal instructor preparation and encourage application based learning of how to design and conduct evaluation studies Ideal for use in program evaluation courses professional development workshops and organization stakeholder trainings the activities cover the entire process of evaluation including understanding what evaluation is the politics and ethics the influence of culture various models approaches and designs data collection and analysis methods communicating and reporting progress and findings and building and sustaining support Each activity includes an overview instructional objectives minimum and maximum number of participants range of time required materials needed primary instructional method and procedures for facilitators to help learners in the most common evaluation practices

Evaluative Inquiry for Learning in Organizations Hallie Preskill, Rosalie T. Torres, 1999 How does evaluative inquiry contribute to your organizational learning How do you practice evaluative inquiry to maximize individual and team learning Offering you a way of thinking about and conducting evaluative inquiry in every kind of organization *Evaluative Inquiry for Learning in Organizations* provides a data based approach to organizational learning and change By focusing on the use of evaluative inquiry processes within organizations rather than across large scale multisite programs authors Hallie Preskill and Rosalie T Torres are able to bridge the gap between what research says about individual team and organizational learning and what it says about evaluation The authors lay the foundation and context for evaluative inquiry by including How organizations are changing What it means to learn at the

individual team and organizational levels The four learning processes that facilitate evaluative inquiry Through the use of an illustrative case the authors guide you through the three phases of evaluative inquiry from focusing the inquiry to developing action plans Also included are interviews from four different organizations Land O Lakes Colorado Department of Education Ford Motor Company and Presbyterian Hospital and Healthcare Services These interviews allow you to hear how participants perceived and experienced these procedures This exciting volume concludes with additional considerations when practicing evaluative inquiry including an exploration of the evaluator s role and challenges to implementing evaluative inquiry in today s organizations Written for evaluators managers consultants and trainers *Evaluative Inquiry for Learning in Organizations* shows you how to integrate evaluative inquiry into your organization s work processes so that its members are better able to make their organizations successful

Evaluation Theory, Models, and Applications Daniel L. Stufflebeam, Chris L. S. Coryn, 2014-10-13 The golden standard evaluation reference text Now in its second edition *Evaluation Theory Models and Applications* is the vital text on evaluation models perfect for classroom use as a textbook and as a professional evaluation reference The book begins with an overview of the evaluation field and program evaluation standards and proceeds to cover the most widely used evaluation approaches With new evaluation designs and the inclusion of the latest literature from the field this Second Edition is an essential update for professionals and students who want to stay current Understanding and choosing evaluation approaches is critical to many professions and *Evaluation Theory Models and Applications Second Edition* is the benchmark evaluation guide Authors Daniel L Stufflebeam and Chris L S Coryn widely considered experts in the evaluation field introduce and describe 23 program evaluation approaches including new to this edition transformative evaluation participatory evaluation consumer feedback and meta analysis *Evaluation Theory Models and Applications Second Edition* facilitates the process of planning conducting and assessing program evaluations The highlighted evaluation approaches include Experimental and quasi experimental design evaluations Daniel L Stufflebeam s CIPP Model Michael Scriven s Consumer Oriented Evaluation Michael Patton s Utilization Focused Evaluation Robert Stake s Responsive Stakeholder Centered Evaluation Case Study Evaluation Key readings listed at the end of each chapter direct readers to the most important references for each topic Learning objectives review questions student exercises and instructor support materials complete the collection of tools Choosing from evaluation approaches can be an overwhelming process but *Evaluation Theory Models and Applications Second Edition* updates the core evaluation concepts with the latest research making this complex field accessible in just one book

Integrating Community Service into the Curriculum Enakshi Sengupta, Patrick Blessinger, Mandla Makhanya, 2020-08-19 The book contributes to an understanding of an educational shift prevalent in our society toward creating humanizing conditions through pedagogy that will seek co existence within the lines of policy while influencing system wide change

The Annotated Bibliography of International Programme Evaluation Craig Russon, Karen Russon, 2012-12-06 The evaluation profession has experienced rapid growth in the past five years Prior to 1995

there were five national evaluation organizations the American Evaluation Association AEA the Asociacion Centroamericana de Evaluacion ACE the Australasian Evaluation Society AES the Canadian Evaluation Society CES and the European Evaluation Society EES In November 1995 AEA and CES cosponsored an international evaluation conference in Vancouver of the conference was Evaluation for a New British Columbia The theme Century A Global Perspective Delegates from 50 countries throughout Europe Australia New Zealand Asia Africa and Central and South America attended the conference The conference combined workshops and lecture formats to bring participants the most up to date and relevant information in a variety of sectors Following the Vancouver conference there was a gestation period after which several national evaluation organizations in Europe were born AEA CES Evaluation 95 On Site Program In 1997 EES held a conference in Stockholm The theme of the conference was What Works and for Whom More than 280 evaluation professionals from 30 countries in Europe and throughout the world attended the conference The conference provided a forum for academic professionals and civil servants to meet and share their experiences Leaders emerged with goals to increase membership and to create extensive professional networks within the society EES Newsletter 2 97 Morbidity and Mortality Weekly Report ,1999 *The Program Evaluation Standards* Donald B. Yarbrough, Joint Committee on Standards for Educational Evaluation, 2011 Includes a new section on evaluation accountability this Third Edition details 30 standards which give advice to those interested in planning implementing and using program evaluations *Organizational Learning and the Learning Organization* Mark Easterby-Smith, Luis Araujo, John Burgoyne, 1999-04-16 The introduction chapter by Mark Easterby Smith and Luis Araujo introduces the reader to the unresolved issues with which the field is still grappling today All in all this is an interesting and useful book for both researcher and manager alike First and perhaps most importantly the book incorporates multiple perspectives on learning the psychological sociological and the philosophical Second the book is neither purely theory driven nor purely empirically driven Theoretical contributions are complemented by empirical studies which help to illustrate the application of the theoretical constructs I suspect that this would be of immense value to the practicing manager Finally the book provides a critical commentary on the state of the field in a nice compact way which should enhance its value to scholars in this area a book which is both useful and interesting *Organisational Studies* Most importantly the book incorporates multiple perspectives on learning the psychological sociological and the philosophical provides a critical commentary on the state of the field in a nice compact way which should enhance its value to scholars *Organization Studies* A valuable resource for academics and practitioners in management and corporate strategy as well as those involved in management training and development European Foundation for Management Development This is a particularly interesting and useful work because it combines some chapters which deal primarily in concepts or indeed theories and others which describe the experiences of trying to carry out the practices involved in creating both either organisational learning and or the learning organisation *Industrial and Commercial Training* The editors overall assessment is that there has been

insufficient dialogue between the two camps of action research and theorizing As a contribution to mapping this divided house the text is an apt illustration of these problems The editor s overview is of interest Stephen Gibb University of Strathclyde MCB University Press The debates surrounding concepts of organizational learning and the learning organization receive a welcome synthesis in this book International experts explore the links between the two fields of enquiry which hitherto despite their intersecting concerns have represented separate constituencies literatures and perspectives The book provides a much needed integrated framework of concepts and theories which draws on current insights from management cognition theories of knowledge and learning management practice and work psychology

Evaluating the Impact of Leadership Development Jennifer Martineau, Kelly Hannum, 2004 Approaching issues from an evaluative perspective enables leadership development professionals to consider multiple perspectives and draw lessons as a natural part of the way work is done

High Impact Internal Evaluation Richard C. Sonnichsen, 2000 Today rapidly changing organizations need the best tools for driving high performance meeting customer needs measuring outcomes and improving service delivery This book shows students and professional evaluators how to effectively use the tools of internal evaluation to determine a business or program s effectiveness efficiency economy and performance The author combines his extensive experience and theory into an indispensable resource for students novice internal evaluators experienced evaluation professionals and for managers responsible for evaluating their own programs

The Handbook of Leadership Development Evaluation Kelly Hannum, Jennifer W. Martineau, Claire Reinelt, 2006-11-28 With the increase in the number of organizational leadership development programs there is a pressing need for evaluation to answer important questions improve practice and inform decisions The Handbook is a comprehensive resource filled with examples tools and the most innovative models and approaches designed to evaluate leadership development in a variety of settings It will help you answer the most common questions about leadership development efforts including What difference does leadership development make What development and support strategies work best to enhance leadership Is the time and money spent on leadership development worthwhile What outcomes can be expected from leadership development How can leadership development efforts be sustained

A Practical Guide to Needs Assessment Catherine M. Sleezer, Darlene F. Russ-Eft, Kavita Gupta, 2014-01-21 A Practical Guide to Needs Assessment Third Edition For fifteen years A Practical Guide to Needs Assessment has been the go to text for those who are seeking useful systematic approaches to needs assessment Needs assessment is the first step in training performance improvement and community development projects This thoroughly revised and updated edition contains a treasury of resources including a toolkit of ready to use templates and job aids that you can customize for your own use Illustrative case studies and tips show how to assess needs for individuals teams organizations government agencies and communities This book combines a how to text and reference tool for trainers performance improvement professionals and students Managers and community leaders use it to get to the root of their learning and performance problems make

effective decisions and obtain support for their most pressing issues Updates to the third edition include Links to online resources including a needs assessment book that you can download for free ethical guidelines and vendors who assess individual group and organizational needs A new chapter on the complex needs assessment approach with new toolkit forms A summary of the recent advances in our knowledge about learning training and performance that you can use to quickly prepare for client meetings Guidelines on workforce surveys such as employee engagement surveys An Instructor s Guide that contains discussion questions assessments materials and new exercises for each chapter You can use this book to quickly access up to date information on the fundamentals of needs assessment including current models theories and resources You can also learn how to manage and report a needs assessment project and access professional ethical guidelines Learn five approaches to needs assessment knowledge and skills analysis job and task analysis competency based needs assessment strategic needs assessment and complex needs assessment

Strategic Communications for Nonprofit Organizations Sally J. Patterson, Janel M. Radtke, 2009-01-27 How a nonprofit s strategic communications department defines its issues and policies determines whether the public views it as an effective organization Strategic Communications for Nonprofit Organizations Second Edition supports nonprofits in using their resources most effectively The Second Edition includes a dedicated web site equipping professionals with the worksheets forms surveys and self assessment tools needed to create a total communications plan Plus the book s step by step instructions demonstrate nonprofit communications strategies that work Practical and clear this in the trenches book provides nonprofit CEOs with expert insights to achieve their mission

Evaluability Assessment Michael S. Trevisan, Tamara M. Walser, 2014-08-06 Evaluability assessment EA can lead to development of sound program theory increased stakeholder involvement and empowerment better understanding of program culture and context enhanced collaboration and communication process and findings use and organizational learning and evaluation capacity building This book provides an up to date treatment of EA clarifies what it actually is and how it can be used demonstrates EA as an approach to evaluative inquiry with multidisciplinary and global appeal and identifies and describes the purposes and benefits to using EA Using case examples contributed by EA practitioners the text illustrates important features of EA use and showcases how EA is used in a variety of disciplines and evaluation contexts This text is appropriate as an instructional text for graduate level evaluation courses and training and as a resource for evaluation practitioners policymakers funding agencies and professional training

Evaluation Peter H. Rossi, Mark W. Lipsey, Howard E. Freeman, 2003-10-14 Since Peter H. Rossi, Mark W. Lipsey and Howard E. Freeman first published Evaluation: A Systematic Approach more than 90,000 readers have considered it the premier text on how to design, implement and appraise social programs through evaluation In this completely revised Seventh Edition authors Rossi and Lipsey include the latest techniques and approaches to evaluation as well as guidelines to tailor evaluations to fit programs and social contexts With decades of hands on experience conducting evaluations the

authors provide scores of examples to help students understand how evaluators deal with various critical issues They include a glossary of key terms and concepts making this the most comprehensive and authoritative evaluation text available Thoroughly revised the Seventh Edition now includes Substantially more attention to outcome measurement Lengthy discussions of program theory including a section about detecting program effects and interpreting their practical significance An augmented and updated discussion of major evaluation designs A detailed exposition of meta analysis as an approach to the synthesis of evaluation studies Alternative approaches to evaluation Examples of successful evaluations Discussions of the political and social contexts of evaluation Outcome-Based Evaluation Robert L. Schalock, 2005-12-17 Outcome based evaluation continues to play a central role in the larger field of policy analysis and speaks to the needs and interests of administrators students policymakers funders consumers and educators In a thoroughgoing revision of the first edition of this classic text and reference published by Plenum in 1995 the author broadens the coverage from his previous emphasis on developmental disabilities to include other areas of human and social service delivery such as education health mental health aging substance abuse and corrections

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