

INDEX

A

- Action plans
 - using evaluation findings to develop, 109–111
 - monitoring implementation of, 111
 - stakeholder role in developing, 110
 - See also* Communicating results
- Adefuin, J., 5
- Advice for Reporting Data (worksheet), 105e–107e
- Advocate role, 4
- Archival documents/data, 93–96
- Assessor evaluator role, 3

B

- Basic Elements of a Final Evaluation Report (worksheet), 104e–105e
- Behavioral observation
 - evaluation using, 75–79
 - qualitative data example of, 78e
 - quantitative data example of, 79e
- Bias
 - definition of, 42e
 - response-shift, 43, 44
- Boundary spanner role, 4
- Building Evaluation Capacity: 72 Activities for Teaching and Training* (Preskill & Russ-Eft), 3

C

- California Endowment, 5
- Cao Yu, H., 5
- Capacity builder role, 4
- CCL (Center for Creative Leadership)
 - how change is measured by, 46e
 - on retrospective pretest and posttest assessments, 44
 - on 360-degree assessment retests, 45
- Center for Problem-Oriented Policing, 42
- Change
 - based on evaluation findings
 - determining needed, 107–108
 - designing evaluation to observe, 38–39
 - evaluation as tool for enhancing, 5
 - using evaluation finding to facilitate, 111–113
 - leadership development impact of
 - social/systems, 16fig, 19
 - methods and issues of measuring, 43–48
- Change measurement
 - climate survey retests, 45–46
 - culture survey retests as, 46–47
 - degree-of-change ratings as, 44–45
 - how CCL approaches, 46e
 - pre and post-initiative assessments as, 44

Change measurement (*continued*)
response-shift bias problem of, 43, 44
retrospective pretest and posttest
assessments as, 44
return on investment (ROI) as, 47–48
shifting perspectives challenges
individual, 43*e*
360-degree assessment retests as, 45
Change survey, 71–74
Change Survey (worksheet examples),
72*e*–74*e*
Checklists
Communicating and Using Evaluation
Findings, 114*e*
Designing and Conducting the Evaluation,
99*e*
Focusing the Evaluation, 35*e*
Climate survey retests, 45–46
Communicating and Using Evaluation
Findings: Checklist, 114*e*
Communicating results
Advice for Reporting Data worksheet,
105*e*–107*e*
Basic Elements of a Final Evaluation
Report worksheet, 104*e*–105*e*
checklist on, 114*e*
identifying specific courses of action,
107–109
mechanisms for, 102–103
what information and when to, 103
who receives information on, 103
See also Action plans
Community
data collection through statistics on,
90–93
determining leadership development
expectations of, 16*fig*, 18
Concurrent evidence, 42*e*
Confidentiality issue, 112
Construct validity, 42*e*

Content validity, 42*e*
Control groups, 39
Criterion validity, 42*e*
Culture survey retests, 46–47

D

Daily evaluation, 57–59
Data
appropriate use of evaluation, 112*e*
archival documents and, 93–96
confidentiality of individual, 112
qualitative, 32, 78*e*, 106*e*–107*e*
quantitative, 32, 79*e*, 105*e*–106*e*
storage and treatment of, 96–97
Data triangulation, 323
Data-collection methods
archival documents and data, 93–96
behavioral observation, 75–79*e*
change survey, 71–75
considering goal of evaluation for
selecting, 33
considering purpose and use of
evaluation for selecting, 32–33
daily evaluation, 57–59
end-of-initiative evaluation, 59–64
expectations survey, 55–57*e*
focus group, 79–87
group dialogue, 87–90
guideline for using multiple, 38
interview, 64–69
learning survey, 69–71
matching evaluation questions to,
31–32
practical and feasibility issues of, 33–34
response rates to, 97*e*–98*e*
workplace or community statistics,
90–93
See also Samples/sampling
Day 1 Evaluation (worksheet), 58*e*–59*e*
Degree-of-change ratings, 44–45

Designer evaluator role, 3–4
Designing and Conducting the Evaluation Checklist, 99*e*
Developing Evaluation Questions (worksheet), 24*e*–25*e*
Dialogue data-collection, 87–90
Documents
 data-collection using archival, 93–94, 96
 example of archival, 94*e*–95*e*

E

End-of-initiative evaluation, 59–64
End-of-Program (worksheet), 81*e*–84*e*
Evaluation
 advantages of using both external/internal, 2–3
 common reasons for leadership development, 1
 context for, 5
 cyclical nature of the process, 4–5
 daily, 57–59
 end-of-initiative, 59–64
 as enhancing change, 5
 See also Evaluation findings; Leadership development
Evaluation design guidelines
 for assessing change at different levels, 39
 assessing multiple changes that can be observed, 38
 use control groups for comparison, 39
 for designing evaluation plan, 48–55
 examining impact from multiple perspectives, 37–38
 to look at change over time, 38–39
 for measuring change, 43–48
 use multiple-data-collection methods, 38
 use pilot study, 40*e*
 for reliability and validity, 41*e*–42*e*
 use time-series designs for comparison, 42
Evaluation findings
 Advice for Reporting Data, 105*e*–107*e*
 appropriate use of, 112*e*
 Basic Elements of a Final Evaluation Report, 104*e*–105*e*
 checklist on communicating, 114*e*
 used to create broader change and learning, 111–113
 as data-collection method selection factor, 33
 developing detailed action plan following, 109–110
 effectively communicating, 102–107*e*
 four critical activities to complete, 101
 identifying specific courses of action using, 107–109
 monitoring action plan's implementation, 111
 planning how to use, 34
Evaluation focus
 checklist for, 35*e*
 defining purpose to establish, 10–15
 determining impact over time, 19
 determining resources for, 15
 determining surface expectations, 19–20, 21*e*–22*e*
 determining types and amount of impact, 15–19
 determining/prioritizing evaluation questions for, 23–31
 identify and engage stakeholders for, 8–10*e*
 importance of establishing, 7–8
Evaluation plan design
 on data storage and treatment, 96–99*e*
 on data-collection methods, 55–96
 elements of, 49

- Evaluation plan design (*continued*)
 - example 1: ABC Program Longitudinal Outcome Evaluation, 50*t*–51*t*
 - example 2: MNQ Program Pilot and Evaluation, 52*t*–54*t*
 - importance of creating a good, 48–49
 - Evaluation questions
 - creating focus through, 23
 - Developing Evaluation Questions (worksheet) for, 24*e*–25*e*
 - examples of matching development initiatives to, 26
 - Focus Group (Several Months After the Program), 85*e*–86*e*
 - Group Dialogue Questions (worksheet example), 89*e*
 - guidelines for writing survey, 76*e*
 - matching data-collection strategies to, 31–34
 - prioritizing, 31
 - target population for, 26–30*e*
 - Evaluators
 - external, 2–3
 - internal, 2–3
 - multiple roles played by, 3–4
 - EVALULead model, 20
 - Executive Sponsor Interview (worksheet), 68*e*
 - Executive summary, 104
 - Expectations survey, 55–57*e*
 - External evaluators, 2–3
- F**
- Fetterman, D. M., 15
 - Final Program Evaluation (worksheet), 60*e*–63*e*
 - Findings. *See* Evaluation findings
 - Focus Group (Several Methods After the Program) [worksheet], 85*e*–86*e*
 - Focus groups
 - data-collection using, 79–80, 86–87
 - End-of-Program worksheet, 81*e*–84*e*
 - Focus Group (Several Methods After the Program) worksheet, 85*e*–86*e*
 - Focus. *See* Evaluation focus
 - Focusing the Evaluation Checklist (worksheet), 35*e*
- G**
- Gerger, S. R., 44
 - Greenbaum, T. L., 80
 - Ground Rules for the Dialogue Method (worksheet), 88*e*
 - Group dialogue, 87–90
 - Group Dialogue Questions (worksheet example), 89*e*
 - Gulanick, N. A., 44
- H**
- The Handbook of Leadership Development Evaluation* (Hannum, Martineau, & Reinelt), 5, 14, 20, 39, 47
 - Hannum, K. M., 1, 3, 5, 14, 18, 20, 39, 47
 - Howard, G. S., 44
- I**
- Inouye, T., 5
 - Internal consistency, 41*e*
 - Internal evaluators, 2–3
 - Interrater agreement, 41*e*
 - Interviews
 - Executive Sponsor Interview worksheet, 68*e*
 - guidelines on data-collection using, 64–65, 67, 69
 - Participant Interview worksheet, 66*e*–67*e*
- J**
- Joint Committee on Standards for Educational Evaluation, 37, 113

K

Katzev, A., 44
Kraemer, H. C., 40
Krueger, R. A., 80

L

Langone, C. A., 44
Leadership development
 determining types and amount of
 impact, 15–19
 expectations for, 16*fig*, 19–20, 21*e*–22*e*
 list of possible outcomes for, 10
 See also Evaluation
Leadership development initiatives
 addressing surface expectations in,
 19–20
 evaluation findings used to broaden,
 108, 111–113
 exploring need for follow-up activity
 to, 109
 matching evaluation questions to, 26
 pre- and post-initiative assessments
 of, 44
 retrospective pretest and posttest
 assessments of, 44
Learning
 using evaluation finding to facilitate,
 111–113
 surface expectations on, 19–20
Learning Opportunities
 (worksheet), 11*e*
Learning survey, 69–71
Learning Survey (worksheet), 70*e*

M

Managers of and Those Working with the
 Target Population (worksheet), 30*e*
Martineau, J. W., 1, 3, 5, 14, 18, 20,
 39, 47
Maxwell, S. E., 44

McGuigan, W., 44
McGuire, J. B., 87
Measuring change. *See* Change
 measurement
Morgan, D. L., 80

N

Nance, D. W., 44
Network building, 18

O

Organizations
 climate survey retests of, 45–46
 culture survey retests of, 46–47
 determining leadership development
 expectations of, 16*fig*, 19–20, 21*e*–22*e*
 determining types and amount of
 impact on, 15–19

P

Palus, C. J., 87
Participant Interview (worksheet),
 66*e*–67*e*
Participants
 confidentiality of individual, 112
 interviewing, 66*e*–67*e*
 response rates of, 97*e*–98*e*
 samples of, 31–32
Patton, M. Q., 14
Peterson, D. B., 45
Phillips, J. J., 90
Pilot Study Is a Good Evaluation Tool
 (worksheet), 40*e*
Plan. *See* Evaluation plan design
Planner evaluator role, 3–4
Post-initiative assessment, 44
Pratt, C., 44
Pre-initiative assessment, 44
Preprogram Expectations Survey Example
 (worksheet), 56*e*–57*e*

Preskill, H., 3, 5, 101

Purpose

evaluation focus by establishing, 10–12

Purpose Definition (worksheet),
12e–14e

Q

Qualitative data

advice for reporting, 106e–107e

behavioral observation, 78e

data-collection method using, 32

Quantitative data

advice for reporting, 105e–106e

behavioral observation, 79e

data-collection method using, 32

Questions. *See* Evaluation questions

R

Ralph, K. M., 44

Reflective practitioner, 4

Reinelt, C., 1, 3, 5, 14, 18, 20, 39, 48

Reliability and Validity (worksheet),
41e–42e

Resource determination, 15

Response rates, 97e–98e

Response-shift bias, 43, 44

Retrospective pretest assessment, 44

Return on investment (ROI), 47–48

Rohs, F. R., 44

Russ-Eft, D., 3

S

Samples/sampling, 31–32

See also Data-collection methods

Sawyer, D., 42

Social/systems change, 16fig, 19

Stakeholder Identification (worksheet),
9e–10e

Stakeholders

action plan development role of, 110

deciding who receives evaluation

findings, 103

determining leadership development

impact on, 15–19

gathering and consulting on evaluation

findings, 109

identifying and engaging, 8–10e

Surface Expectations (worksheet),

21e–22e

Surveys

change, 71–75

expectations, 55–57e

guidelines for writing questions, 76e

learning, 69–71

workplace, 91e–92e

T

Target population

importance of understanding your, 26

managers of and those working with,
29, 30e

Target Population (worksheet) on,
27e–28e

Teams/groups, 16fig, 17

Thiemann, S., 40

360-degree assessment retests, 45

Time-series designs, 42

Torres, R. T., 5, 101

Trainer evaluator role, 4

Translator role, 4

V

Validity, 41e–42e

W

Wandersman, A., 15

Websites

California Endowment, 5

Center for Problem-Oriented

Policing, 42

- on leadership development initiatives, 20
- list of possible outcomes for leadership development, 10
- time-series designs, 42
- W.K. Kellogg Foundation, 14
- W.K. Kellogg Foundation, 14
- Workplace statistics, 90–93
- Workplace Statistics Survey (worksheet example), 91e–92e
- Worksheets
 - Advice for Reporting Data, 105e–107e
 - Basic Elements of a Final Evaluation Report, 104e–105e
 - Behavioral Observation: Qualitative Data, 78e
 - Behavioral Observation Rating Table: Quantitative Data, 79e
 - Change Survey examples, 72e–74e
 - Communicating and Using Evaluation Findings: Checklist, 114e
 - Day 1 Evaluation, 58e–59e
 - Developing Evaluation Questions, 24e–25e
 - End-of-Program, 81e–84e
 - Executive Sponsor Interview, 68e
 - Final Program Evaluation, 60e–63e
 - Focus Group (Several Methods After the Program), 85e–86e
 - Focusing the Evaluation Checklist, 35e
 - Ground Rules for the Dialogue Method, 88e
 - Group Dialogue Questions (example), 89e
 - Learning Opportunities, 11e
 - Learning Survey, 70e
 - Managers of and Those Working with the Target Population, 30e
 - Participant Interview, 66e–67e
 - Pilot Study Is a Good Evaluation Tool, 40e
 - Preprogram Expectations Survey Example, 56e–57e
 - Purpose Definition, 12e–14e
 - Reliability and Validity, 41e–42e
 - Stakeholder Identification, 9e–10e
 - Surface Expectations, 21e–22e
 - Target Population, 27e–28e
 - Workplace Statistics Survey (example), 91e–92e

