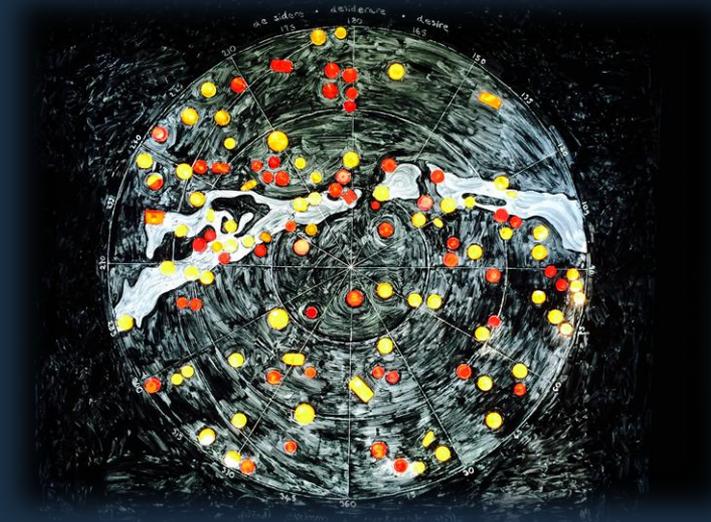


The value of Developmental Evaluation in organisations



MOI! Stakeholder Forum, Tuesday November 10, 2020
Petri Uusikylä, Frisky & Anjoy



What is evaluation?

- Evaluation is a systematic assessment of the design, implementation and outcomes of an intervention. It involves understanding how an intervention is being, or has been, implemented and what effects it has, for whom and why. It identifies what can be improved and estimates its overall impacts and cost-effectiveness”.

HM Treasury (2020): Magenta Book. Central Government Guidance.



Different types of evaluation?

- **needs analysis** — which analyses and prioritises needs to inform planning for an intervention
- **ex ante impact evaluation** — which predicts the likely impacts of an intervention to inform resource allocation
- **process evaluation** — which examines the nature and quality of implementation of an intervention
- **outcome and impact evaluation** — which examines the results of an intervention
- **sustained and emerging impacts evaluations** — which examines the enduring impacts of an intervention some time after it has ended
- **value-for-money evaluations** — which examines the relationship between the cost of an intervention and the value of its positive and negative impacts
- **syntheses of multiple evaluations** — which combine evidence from multiple evaluations



Who does the evaluation?

External evaluation

- Experts
- Consultants
- Researchers

Internal evaluation

- Individual
- Team
- Organisation

Peer Review

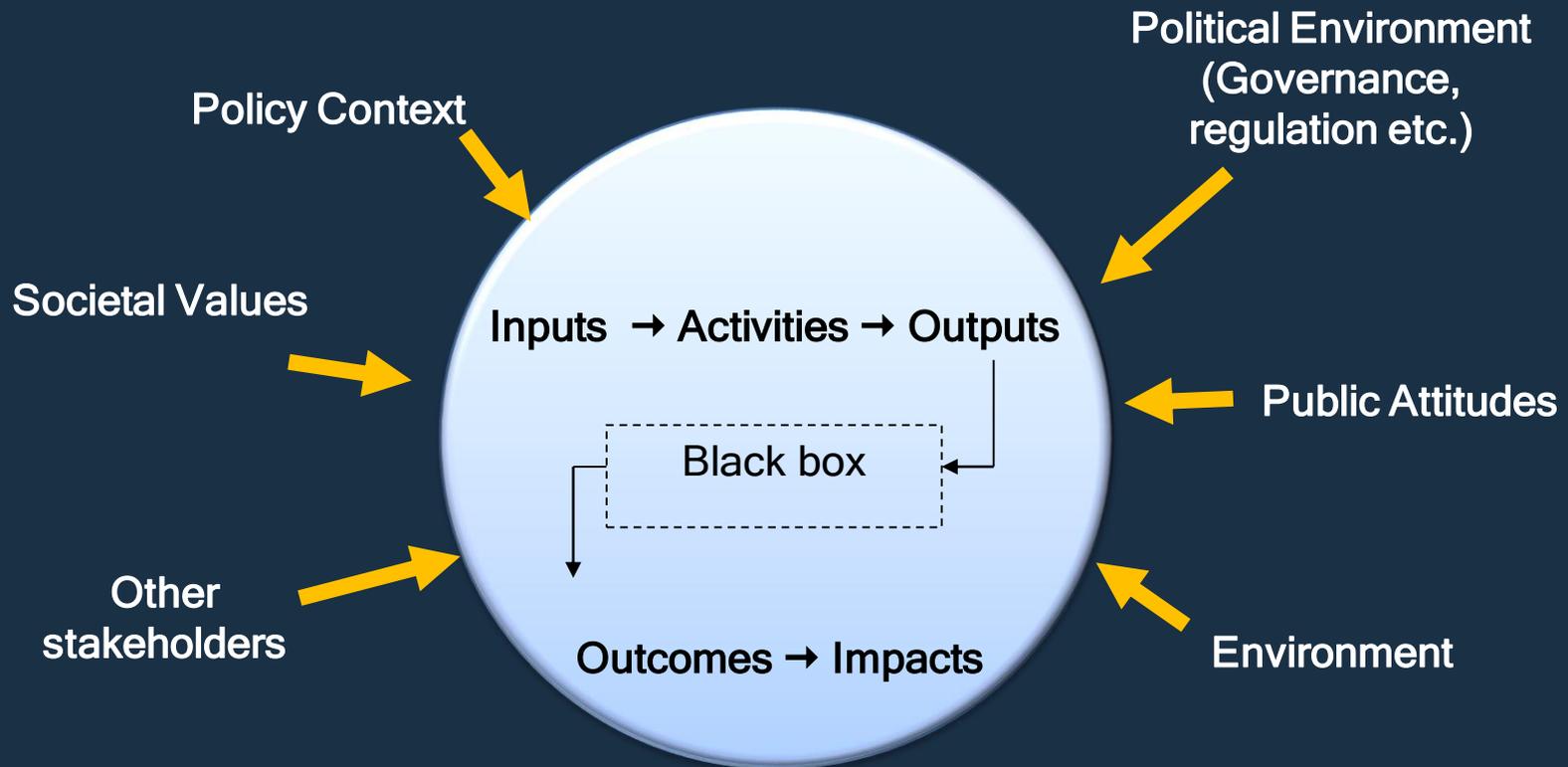
- Other organisation / other museum
- Colleagues



MOI – MAKING AN IMPACT



WE ARE NOT ALONE IN THE UNIVERSE



Traditional evaluation	Developmental evaluation
Purpose: Supports improvement, summative tests and accountability	Purpose: Supports development of innovation and adaptation in dynamic environments
Roles & relationships: Positioned as an outsider to assure independence and objectivity	Roles & relationships: Positioned as an internal team function integrated into the process of gathering and interpreting data, framing issues, surfacing and testing model developments
Accountability: Focused on external authorities and funders based on explicit and pre-ordinate criteria	Accountability: Centered on the innovators' values and commitment to make a difference
Options: Rigorously options-focused, traditional research and disciplinary standards of quality dominate	Options: Utilization focused: options are chosen in service to developmental use
Measurement: Measure performance and success against pre-determined goals and SMART outcomes	Measurement: Develops measures and tracking mechanisms quickly as outcomes emerge; measures can change during the evaluation as the process unfolds
Evaluation results: Detailed formal reports; validated best practices, generalizable across time and space. Can engender fear of failure	Evaluation results: Rapid, real time feedback; diverse, user-friendly forms of feedback. Evaluation aims to nurture learning
Complexity & uncertainty: Evaluator tries to control design implementation and the evaluation process	Complexity & uncertainty: Learning to respond to lack of control; staying in touch with what's unfolding and responding accordingly
Standards: Methodological competence and commitment to rigor, independence; credibility with external authorities and funders; analytical and critical thinking	Standards: Methodological flexibility eclecticism, and adaptability; systems thinking; creative and critical thinking balanced; high tolerance for ambiguity; open and agile; teamwork and people skills; able to facilitate rigorous evidence-based perspectives



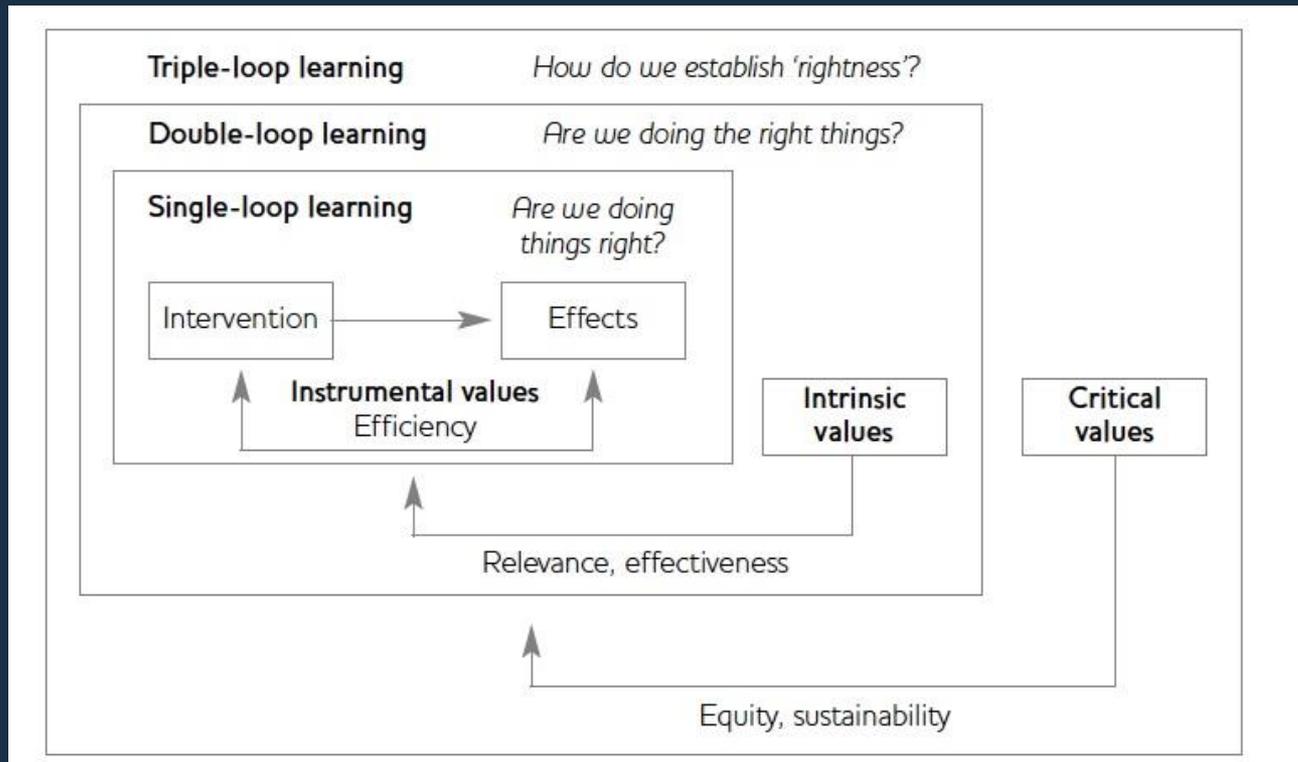
EVALUATION QUESTIONS FOR MUSEUMS

CUSTOMERS	Who are we for?
ACTORS	Who does the work?
TRANSFORMATIONS	What is being changed?
WELTANSCHAUUNG/WORLD VIEW	What is the view that drives the transformation?
OWNERS	Who holds power or authority?
VISION	What is our vision?
THEORY OF CHANGE	How we are going to achieve our goals?
ENVIRONMENTAL CONSTRAINS	What can limit the system from functioning?

Modified from from Jung & Love (2017).
Systems Thinking in Museums. Theory
and Practice.



IT IS ALL ABOUT LEARNING!



Hummelbrunner 2015



Single, double and triple loop learning

- **Single-loop learning** is based on instrumental values embedded in an intervention. These underpin the intervention logic and can be derived from the respective documents, either explicitly or (probably more often) only implicitly. Instrumental values inform evaluation criteria of 'efficacy' (does it work?) and 'efficiency' (how well does it work using available resources?).
- **Double-loop learning** can surface and reflect the intrinsic values underpinning the various framings of an intervention being evaluated. Questioning purpose and underlying assumptions will involve looking beyond the instrumental values of an intervention and take the values of various stakeholders into account, which can be personal, organisational or social values. Intrinsic values inform the evaluation criteria of 'relevance' (why is it important that the intervention works and works well?) and 'effectiveness' (are the right things getting done?).
- **Triple-loop learning** can reveal critical values, that is, the values underpinning behaviour and cognition patterns in a particular situation. These are often connected with power relations or issues of expertise and legitimacy – which in turn can be explored when reflecting on boundary choices. Critical values inform evaluation criteria of equity (who benefits from an intervention and why?), as well as aspects of sustainability (are the actors that are needed for sustaining effects adequately involved?).



CASE FINLAND: MUSEUM-DRIVEN EVALUATION FRAMEWORK SINCE 2016 (First model in 2006)

MAIN CHARACTERISTICS

- Based on museums strategic mission
- Holistic and museum-specific approach
- Self-assessment
- Emphasises dialogue, development and learning
- Utilises external inputs and is evidence-based (research, statistics etc.)
- Transparent and open interface

CHALLENGES

- Requires strategic capacity and systems thinking
- Variation between museums in terms of evaluation process
- Difficulties in comparing museums
- Based on explicit knowledge (tacit knowledge?)
- Requires systems thinking and adaptive management



Six Evaluation Areas of the New Finnish Model

- 1. Strategic choices and objectives** – The area focuses on museum's interaction with its operational environment. The museum must have a clear view of its impact objectives and the related activities.
- 2. Communities, networks, customers and audiences** – The area focuses on for whom and with whom the operations and services are planned and executed in order to achieve the intended impacts.
- 3. Resources** – The area focuses on how the material resources are put into active use to improve the impact of operations.
- 4. Competence and practices** – Permanent, long-term impacts can rarely be achieved without competent staff and good leadership. Openness, trust, interaction and shared responsibility are the cornerstones of innovative and agile working community.
- 5. The museum today** - In order to create long-term impact, the museum must make cultural heritage and significance of art present in people's lives today. The area focuses on the relevance of museums in today's society.
- 6. The museum in the long term** – Good planning, understanding of temporal trends and self-criticism help the museum to identify and choose operating models that will be valid in the future too. If the museum has a long-term view, it will be able to meet its responsibilities.



Developing Evaluation Capacity in German Museums

- ▮ **Coaching:** Supporting an individual during training or development in order for them to reach a specific personal or professional goal.
- ▮ **Dialogue:** A range of learning conversations that go beyond knowledge transfer to include knowledge articulation and translation.
- ▮ **Expert Advice:** Advice from experts in response to specific queries. It might include a process to clarify and reframe the question that is being asked.
- ▮ **Mentoring:** Supporting a colleague by sharing professional and personal experiences in order to support their development and growth
- ▮ **Learning Circle:** Allows a group of individuals to meet and explore an issue and learn from each other in the process.
- ▮ **Peer Learning:** An approach to learning where tacit knowledge is transferred from practitioner-to-practitioner. Peer learning can have many different objectives and take a number of forms.
- ▮ **Reflective Practice:** Involves an individual reflecting on their work allowing them to learn from their own experiences and insights and engage in a practice of continual learning.
- ▮ **Self-paced Learning:** Viewing learning materials, such as previously recorded webinars, at your own pace.
- ▮ **Training:** Development of knowledge and skills in conducting and/or managing an evaluation in a structured setting.



The Art of Evaluation



“ When the cook tastes the food, that’s formative; when the guests taste the food, that’s summative.”

