Evaluation In Organizations A Systematic Approach To Enhancing Learning Performance And Change

Evaluation in OrganizationsA Systematic Approach to Enhancing Learning, Performance, and ChangeBasic Books

Managing Information Technology Resources in Organizations in the Next Millennium contains more than 200 unique perspectives on numerous timely issues of managing information technology in organizations around the world. This book, featuring the latest research and applied IT practices, is a valuable source in support of teaching and research agendas.

Monitoring and Evaluation Training fills a gap in the literature by providing readers with a systematic approach to monitoring and evaluation (M&E) training for programs and projects. Bridging theoretical concepts with practical, how-to knowledge, authors Scott Chaplowe and J. Bradley Cousins draw upon the scholarly literature, applied resources, and over 50 years of combined experience to provide expert guidance for M&E training that can be tailored to different training needs and contexts, from training for professionals or non-professionals, to organization staff, community members, and other groups with a desire to learn and sustain sound M&E practices.

How does evaluative inquiry contribute to organizational learning? How can we practice evaluative inquiry in ways that maximize individual and team learning? This book provides a data-based approach to organizational learning and change and focuses on the use of evaluative inquiry processes with organizations rather than across large-scale, multi-site programs. It contains four illustrative case studies, interview extracts, strategy plans and flow charts, diagrams and advice boxes that consultants can use for implementing their own training and development sessions.

This Handbook provides a comprehensive ten-step model that will help guide development practitioners through the process of designing and building a results-based monitoring and evaluation system.

The volumes in this popular series provide nurse educators with material to help them plan, conduct, and evaluate their instructional goals and accomplishments. The series addresses a broad spectrum of teaching situations, classroom settings, and clinical instruction-supervision. At some time or another all teachers are faced with the need to measure and evaluate learning in a course, workshop, continuing education program, or educational setting. This book is a complete and very practical guide to student evaluation. Readers will learn how to: apply the concepts of measurement, evaluation, and testing in nursing education; plan for classroom testing, create and administer tests, and analyze test results; and assess clinical competencies.

Investments in IT are growing extensively and business managers worry about the fact that the benefits of IT investments might not be as high as expected. Information Systems Evaluation Management discusses this issue among others, through its presentation of the most current research in the field of IS evaluation.

New edition of a time-tested text/reference first published in 1979, providing an introduction to the broad set of research activities essential for designing, implementing, and appraising the utility of social programs. Chapters cover diagnostic procedures, tailoring evaluations, program monitoring, impact assessment, assessment of full-coverage p.

Eighteen case studies from the global marketplace look at evaluation practices in which the process is fully integrated into the design, development, and delivery of programs.

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, authors Hallie Preskill and Darlene Russ-Eft 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.

Building Evaluation Capacity provides 72 activities for learning how to design and conduct evaluation studies. These activities address the entire evaluation process. Each activity includes an overview, instructional objectives, time estimates, materials needed, handouts, and procedures for effectively using the activity, whether there are a few participants or an unlimited number in small groups. To help the reader locate specific kinds of activities, the book includes a chart that names the activity, the time needed to implement the activity, and whether background information or knowledge is required prior to implementing the activity. The book also includes several strategies for forming groups and a glossary of instructional strategies.

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.

The identification of gaps from systematic reviews is essential to the practice of "evidence-based research." Health care research should begin and end with a systematic review. A comprehensive and explicit consideration of the existing evidence is necessary for the identification and development of an unanswered and answerable question, for the design of a study most likely to answer that question, and for the interpretation of the results of the study. In a systematic review, the consideration of existing evidence often highlights important areas where deficiencies in information limit our ability to make decisions. We define a research gap as a topic or area for which missing or inadequate information limits the ability of reviewers to reach a conclusion for a given question. A research gap may be further developed, such as through stakeholder engagement in prioritization, into research needs. Research needs are those areas where the gaps in the evidence limit decision making by patients, clinicians, and policy makers. A research gap may not be a research need if filling the gap would not be of use to stakeholders that make decisions in health care. The clear and explicit identification of research gaps is a necessary step in developing a research agenda. Evidence reports produced by Evidence-based Practice Centers (EPCs) have always included a future research section. However, in contrast to the explicit and transparent steps taken in the completion of a systematic review, there has not been a systematic process for the identification of research gaps. We developed a framework to systematically identify research gaps from systematic reviews. This framework facilitates the classification of where the current evidence falls short and why the evidence falls short. The framework included two elements: (1) the characterization the gaps and (2) the identification and classification of the reason(s) for the research gap. The PICOS structure (Population, Intervention, Comparison, Outcome and Setting) was used in this framework to describe questions or parts of questions inadequately addressed by the evidence synthesized in the systematic review. The issue of timing, sometimes included as PICOTS, was considered separately for Intervention, Comparison, and Outcome. The PICOS elements were the only sort of framework we had identified in an audit of existing methods for the identification of gaps used by EPCs and other related organizations (i.e., health technology assessment organizations). We chose to use this structure as it is one familiar to EPCs, and others, in developing questions. It is not only important to identify research gaps but also to determine how the evidence falls short, in order to maximally inform researchers, policy makers, and funders on the types of questions that need to be addressed and the types of studies needed to address these questions. Thus, the second element of the framework was the classification of the reasons for the existence of a research gap. For each research gap, the reason(s) that most

preclude conclusions from being made in the systematic review is chosen by the review team completing the framework. To leverage work already being completed by review teams, we mapped the reasons for research gaps to concepts from commonly used evidence grading systems. Our objective in this project was to complete two types of further evaluation: (1) application of the framework across a larger sample of existing systematic reviews in different topic areas, and (2) implementation of the framework by EPCs. These two objectives were used to evaluate the framework and instructions for usability and to evaluate the application of the framework by others, outside of our EPC, including as part of the process of completing an EPC report. Our overall goal was to produce a revised framework with guidance that could be used by EPCs to explicitly identify research gaps from systematic reviews.

Including 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.

The Practice of Evaluation: Partnership Approaches for Community Change provides foundational content on evaluation concepts, approaches, and methods, with an emphasis on the use of evaluation and partnership approaches to effect change. Real examples in every chapter illustrate key ideas and concepts "in action" on topics such as organizational development, capacity building, program improvement, and advocacy. Editors Ryan P. Kilmer and James R. Cook, and the chapter authors, highlight pragmatic approaches to evaluation that balance the needs of stakeholders in an ethical way, to provide useful, usable, and actionable guidance for program improvement.

The past decade has shown that performance measurement has gained prominence in the health care field. This breakthrough book addresses the urgent need for a systematic review and understanding of the science and art of performance measurement systems. Given the mandatory requirements toward accreditation, all health care providing organizations will have to demonstrate value through scientific, quantitative methods of measurement. No other book offers the much needed how-to guidance found in this reference. Written by well-recognized experts and authors in the healthcare field, the authors' provide step-by-step instruction on the design and evaluation of performance measurement systems. In understanding how a performance assessment project works, this book discusses the two most important disciplines for designing and evaluating performance systems: epidemiology and psychometrics. Each of these disciplines are discussed in length so the reader will understand why a systematic approach to assessment and evaluation of performance systems is necessary.

Whether you're responsible for evaluating all your organization's workplace learning and performance interventions or just specific interventions, this workbook helps you get evaluation results you trust. Learn how to approach evaluation strategically and to link results to your organization's goals, strategies, and performance indicators. Dozens of evaluation tools, checklists, and examples help you build a comprehensive evaluation strategy or answer a specific evaluation question.

Organizational Assessment: A framework for improving performance

Take control of your resources and get the most out of your work with this helpful guide on organization and productivity. From new product launches to large-scale training initiatives, organizations need the tools to measure the effectiveness of their programs, processes, and systems. In Evaluation in Organizations, learning theory experts Darlene Russ-Eft and Hallie Preskill integrate the most current research with practical applications to provide a fully revised new edition of this essential resource for managers, human resource professionals, students, and teachers.

The Human Resources Program-Evaluation Handbook is the first book to present state-of-the-art procedures for evaluating and improving human resources programs. Editors Jack E. Edwards, John C. Scott, and Nambury S. Raju provide a user-friendly yet scientifically rigorous "how to" guide to organizational program-evaluation. Integrating perspectives from a variety of human resources and organizational behavior programs, a wide array of contributing professors, consultants, and governmental personnel successfully link scientific information to practical application. Designed for academics and graduate students in industrial-organizational psychology, human resources management, and business, the handbook is also an essential resource for human resources professionals, consultants, and policy makers.

""This important volume represents a paradigm shift in the evaluation field ? presenting an approach that shifts evaluation from being something that we ?should? do to something that stakeholders can ?look forward? to doing, even something they might actually love doing? turning what can often be drudgery that ends up with reports that sit on shelves to dynamic processes that are downright fun, while at the same time profound, resulting in accelerating positive change in organizations, programs, and those who are part of them. The book challenges the basic tenets underlying evaluation, pushes the boundaries of the discipline. The field may never be the same." "?Malcolm J. Odell, Jr., "Appreciative Inquiry Consulting, LLC"I am delighted that the authors have taken AI and found new uses for this approach. They provide concrete examples of the many ways evaluators have successfully used the AI approach in a wide variety of program and geographic settings. Combining theory and practice, this book is an important contribution to the evaluation field." "?Gail Johnson, "The Evergreen State College"Reframing Evaluation Through Appreciative Inquiry is the first book to introduce the application of Appreciative Inquiry (AI), an approach for organizational development and change, to the practice of evaluation. Authors Hallie Preskill and Tessie Tzavaras Catsambas lay out the theoretical foundation of AI and build a bridge between the theory and practice of applying AI to evaluation. Key Features: ? Provides a step-by-step guide: Written in a clear, accessible style, the text explains the way this particular approach has been used to frame, design, and conductevaluations in various sectors worldwide. Reflects specific real-world applications of AI to evaluation practice: Numerous U.S.-based and international case examples enhance readers? ability to see the nuances of applying AI to evaluation in a wide variety of international and multicultural, organizational, community, and population contexts. Offers a whole-systems approach: This text provides a whole systems approach which enables evaluation to deal with complex and dynamically changing programs. Intended Audience: ? This book will appeal to a broad audience that includes evaluators, management and organization development consultants, program staff, and researchers in a wide variety of organizational and community settings. It is an ideal supplemental text for graduate courses that require students to practice evaluation.

Healthcare decision makers in search of reliable information that compares health interventions increasingly turn to systematic reviews for the best summary of the evidence. Systematic reviews identify, select, assess, and synthesize the findings of similar but separate studies, and can help clarify what is known and not known about the potential benefits and harms of drugs, devices, and other healthcare services. Systematic reviews can be helpful for clinicians who want to integrate research findings into their daily practices, for patients to make well-informed choices about their own care, for professional medical societies and other organizations that develop clinical practice guidelines. Too often systematic reviews are of uncertain or poor quality. There are no universally accepted standards for developing systematic reviews leading to variability in how conflicts of interest and biases are handled, how evidence is appraised, and the overall scientific rigor of the process. In Finding What Works in Health Care the Institute of Medicine (IOM) recommends 21 standards for developing high-quality systematic reviews of comparative effectiveness research. The standards address the entire systematic review process from the initial steps of formulating the topic and building the review team to producing a detailed final report that synthesizes what the evidence shows and where knowledge gaps remain. Finding What Works in Health Care also proposes a framework for improving the quality of the science underpinning systematic reviews. This book will serve as a vital resource for both sponsors and producers of systematic reviews of comparative effectiveness research.

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.

The second edition of Patton's classic text retains the practical advice of the original. It shows how to conduct an evaluation in a way that will be useful -- and actually used. Patton has included new stories, new examples, new research findings, and more of his evaluation humour. He adds to the original book's insights into the changes in evaluation during the past decade and incorporates recent research on utilization.

Creating Knowledge Based Healthcare Organizations brings together high quality concepts closely related to how knowledge management can be utilized in healthcare. It includes the methodologies, systems, and approaches needed to create and manage knowledge in various types of healthcare organizations. Furthermore, it has a global flavor, as we discuss knowledge management approaches in healthcare organizations throughout the world. For the first time, many of the concepts, tools, and techniques relevant to knowledge management in healthcare are available, offereing the reader an understanding of all the components required to utilize knowledge.

In this groundbreaking first volume of SAGE?s Evaluation in Practice Series, best-selling author Donna M. Mertens explores the meaning of mixed methods evaluation, its evolution over the last few decades, and the dominant philosophical frameworks that are influencing thought and practice in the field today. Four chapters explore evaluation of the effectiveness of interventions, development of instruments, systematic reviews, and policy evaluations, while an additional chapter covers evaluation approaches often required in specific contexts including gender responsive evaluations, needs assessment, and evaluations in conflict zones. Practical in nature, the book guides readers' thinking about the design of mixed methods evaluations through the use of illustrative examples and explanations for further applications. SAGE's Evaluation in Practice Series offers concise, practical books for students and professionals working as evaluators.

This edition has been revised to include the latest techniques and approaches to evaluation as well as guidelines for how evaluation should be tailored to fit programs and social contexts. Plus, there is more focus on evaluation diagnostic procedures.

Written with a learning-by-doing approach in mind, 10-Step Evaluation for Training and Performance Improvement gives students actionable instruction for identifying, planning, and implementing a client-based program evaluation. The book introduces readers to multiple evaluation frameworks and uses problem-based learning to guide them through a 10-step evaluation process. As students read the chapters, they produce specific deliverables that culminate in a completed evaluation project.

One of the reasons some groups are more effective than others is collaboration; people implement evaluative decisions more willingly if they have collaborated on those decisions. This book introduces real-world applications of the Model for Collaborative Evaluations (MCE) in business, nonprofit, and education to make collaborative evaluations more accessible to you. The MCE is a systematic framework that revolves around a set of six interactive components specific to conducting a collaborative evaluation. It represents a practical attempt to capture the essence of collaborative evaluation from various perspectives in order to offer a valuable understanding of different stances that often arise when using this type of approach. A multidisciplinary team of authors enriches the diverse perspectives of this book with their international and cross-cultural expertise. The intention is to share a deeper understanding of how this approach is applied to build collaborative relationships within an evaluation, recognizing the level of collaboration will vary in each situation.

The second edition of Handbook of Practical Program Evaluation offers managers, analysts, consultants, and educators in government, nonprofit, and private institutions a valuable resource that outlines efficient and economical methods for assessing program results and identifying ways to improve program performance. The Handbook has been thoroughly revised. Many new chapters have been prepared for this edition, including chapters on logic modeling and on evaluation applications for small nonprofit organizations. The Handbook of Practical Program Evaluation is a comprehensive resource on evaluation, covering both in-depth program evaluations and performance monitoring. It presents evaluation methods that will be useful at all levels of government and in nonprofit organizations.

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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?

The Second Edition of Health Program Planning and Evaluation will help you to systematically develop, thoughtfully implement, and rigorously evaluate health programs across a variety of health disciplines. This thorough revision includes updated examples and references throughout, reflecting the major changes within the field. This outstanding resource

prepares students and professionals to become savvy consumers of evaluation reports and prudent users of evaluation consultants. It presents practical tools and concepts in language suitable for both the practicing and novice health program planner and evaluator.

This text provides an introduction to the theory and practice of internal evaluation. It presents the stages of internal evaluation growth, ways of identifying users' needs and selecting appropriate evaluation methods.

The 6th edition of Evaluation includes the most up-to-date techniques and approaches available in the field of implementing and appraising social programmes. The 6th edition has more of a focus on diagnostic procedures in evaluation.

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