

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

Bell & Howell Information and Learning
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
800-521-0600

UMI[®]

NOTE TO USERS

This reproduction is the best copy available.

UMI[®]



Université d'Ottawa • University of Ottawa

**Organizational Consequences of Evaluation as a Function of
Strategic Planning**

by

Mary Lysyk

Faculty of Education

School of Graduate Studies and Research

A thesis submitted in conformity with the requirements of the
Degree of Master of Arts in the University of Ottawa

© M. Lysyk 2000



**National Library
of Canada**

**Acquisitions and
Bibliographic Services**

**395 Wellington Street
Ottawa ON K1A 0N4
Canada**

**Bibliothèque nationale
du Canada**

**Acquisitions et
services bibliographiques**

**395, rue Wellington
Ottawa ON K1A 0N4
Canada**

Your file Votre référence

Our file Notre référence

The author has granted a non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of this thesis in microform, paper or electronic formats.

The author retains ownership of the copyright in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de cette thèse sous la forme de microfiche/film, de reproduction sur papier ou sur format électronique.

L'auteur conserve la propriété du droit d'auteur qui protège cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

0-612-57135-1

Canada

Abstract

Many organizations in both the public and private sector are turning to evaluation and strategic planning activities in order to generate systematic evaluative information about the organization. It is often hoped that this process will help build a 'learning organization'. However, the relationship between evaluation/strategic planning activities and their organizational consequences have not been well documented and empirical studies are needed to further explore this relationship.

The present study examines within-organization perceptions of organizational learning capacity (OLC) and the extent to which they are influenced by the strategic planning/evaluation (SP/E) process. These relationships are explored within the context of an organizational learning conceptual framework. The framework is based on the results of over two decades of research in the areas of evaluation utilization, strategic planning and organizational learning. Participation by organization members in the SP/E process and SP/E Utilization are cast as predictors of perceived OLC. These relationships are tested using retrospective survey data collected from 46 staff members at an Ontario children's treatment centre.

Contrary to expectations, the results showed that Interactive Processes (for example, staff participation and involvement) were found not to be strongly related to perceived OLC or SP/E Utilization. Based on written comments from organization members, the retrospective nature of the study influenced the ability of respondents to recall the details of their participation. Those who did,

identified formal discussion groups (with the consultants and/or discipline manager), 'day away' workshops and casual conversations as their primary method of participation. Staff members in administrative roles within the organization did identify greater participation in the SP/E, however a relationship was not observed between organizational role and perceived OLC.

Findings associated with the conceptual consequences of SP/E Utilization are encouraging. More specifically, respondents who were prone to rate the organization higher on dimensions of OLC were also likely to suggest that learning took place as an outcome of the SP/E initiative.

An unexpected outcome was that both Job Satisfaction and SPE/ Attributes of Implementation were found to explain a relatively large percentage of the variability of perceived OLC. For SPE Attributes of Implementation, respondents that rated the process (including technical quality, timeliness, relevance and contextual understanding) positively were likely to view OLC more favorably than those who did not. This finding supports the view that the SP/E Process itself has potential for enhancing an organization's learning capacity. Of interest is the fact that SP/E Attributes were also perceived to be a factor stimulating conceptual learning. Since conceptual learning was shown to directly enhance OLC, an argument can be made that SP/E Attributes can both directly and indirectly enhance OLC.

For Job Satisfaction, the relationship was also direct and positive. This finding suggests a powerful link between organizational members' job satisfaction and their perceptions about OLC. In light of this relationship, it can

also be argued that enhancing OLC could play a significant role in promoting job satisfaction, a very desirable outcome for today's organizations.

Future research using longitudinal designs that incorporate both quantitative and qualitative methods is suggested. These methods would help capture and measure the complex variables involved in the SP/E process and OLC constructs. As well, a "between organization" design model would add further to our understanding of and clarification of these complex relationships.

Dedication

This thesis is dedicated to my parents, Dmytro and Paraskevia Lysyk. It was they who taught me the tremendous joy, satisfaction and benefits of a life committed to learning.

Acknowledgements

This thesis could not have been completed without the direction, knowledge, feedback and support of many. I would like to begin by expressing my deepest gratitude and appreciation to the following individuals:

Professor Brad Cousins, my thesis supervisor, for introducing me to the world of organizational learning, evaluation utilization and collaborative practice. He not only inspired this work but patiently guided it through its different phases. His input, expertise and timely encouragement helped this work come to fruition. Brad's research and teachings will serve as an inspiration to me always.

Professor Rene Forgette-Giroux and Professor Swee Goh, my thesis committee members, provided invaluable contributions, feedback and guidance throughout this work. Professor Goh's work in organizational learning helped set the foundation for this study.

I would like to thank the case organization's executive director for giving me the green light to proceed, and for providing encouragement and enthusiasm for the project.

I am deeply indebted to the members of the case organization for taking the time from their very hectic work schedules to participate in this study.

I am also grateful to Diana Macintosh, for her insight, thoughtful reflections and confidence building words.

To my family, friends and colleagues, your collective moral support, patience and humor was very appreciated throughout.

Finally, I would like to thank John Bartholomew, for his encouragement and support, during the final phase of this work.

TABLE OF CONTENTS

	Page
Abstract	i
Dedication	iv
Acknowledgements	v
List of Tables	ix
List of Figures	x
CHAPTER 1: Introduction	1
1.1 Statement of the Problem	1
1.2 Literature Review	2
1.3 Conceptual Framework	3
1.4 Prior Research	5
1.4.1 Organizational Learning Capacity (OLC)	5
1.4.2 Internal Organizational Characteristics	17
1.4.3 Environmental Influences	26
1.4.4 Learning Systems: Evaluation as a Function of (SP/E)	27
1.5 Research Focus – Predicted Relationships (Figure 1)	39
1.5.1 Path 1: SP/E Utilization will enhance Organizational Learning Capacity	41
1.5.2 Path 2: SP/E Interactive Processes can directly affect SP/E Utilization	43
1.5.3 Path 3: SP/E Interactive Processes directly enhance the development of Organization Learning Capacity	44
1.5.4 Path 4: SP/E Attributes of Implementation influence SP/E Utilization	45
1.5.5 Path 5: SP/E Interactive Processes and SP/E Attributes have reciprocal impact	46

CHAPTER 2: Method	48
2.1 Introduction	48
2.2 Sample	48
2.3 Instrument	49
2.4 Procedure	52
CHAPTER 3: Results	58
3.1 Overview	58
3.2 Path-by-Path Analysis	61
3.2.1 Path 1: SP/E Utilization will enhance Organizational Learning Capacity	61
3.2.2 Path 2: SP/E Interactive Processes positively affect SP/E Utilization	71
3.2.3 Path 3: SP/E Interactive Processes directly enhance the development of Organizational Learning Capacity	73
3.2.4 Path 4: SP/E Attributes of Implementation influence SP/E Utilization	74
3.2.5 Path 5: SP/E Interactive Processes and SP/E Attributes have reciprocal impact	76
3.2.6 Internal Organizational Characteristics	76
3.2.7 Other demographics	82
3.3 Post Hoc Analysis	85
CHAPTER 4: Discussion	90
4.1 Overview	90
4.2 Study Outcome – Re-drawn Framework (Figure 4)	91
4.2.1 Path 1: S/E Utilization will enhance Organizational Learning Capacity	91
4.2.2 Path 2: SP/E Interactive Processes positively affect SP/E Utilization	94
4.2.3 Path 3: SP/E Interactive Processes directly enhance the development of Organizational Learning Capacity	95
4.2.4 Path 4: SP/E Attributes of Implementation influence SP/E Utilization	96

4.2.5	Path 5: SP/E Interactive Processes and SP/E Attributes have reciprocal impact	97
4.2.6	Path 6: SP/E Attributes directly influence OLC	98
4.2.7	Path 7: Job Satisfaction explains a large percentage of the variability of Organization Learning Capacity	99
CHAPTER 5: Limitations, Implications and Recommendations		103
5.1	Study Limitations and Implications for Future Research	103
5.2	Recommendations for Evaluation Practice	104
5.3	Conclusion	105
REFERENCES		107
APPENDICES		
A.	Survey on Organizational Outcomes of Strategic Planning	
B.	Survey on the Usefulness of Local Research	
	Survey on Evaluation Practice	
C.	The Learning Organization Survey	
D.	Permission to Conduct Study (Letter dated October 09, 1996, Re: M.A. Thesis Proposal)	
E.	Questionnaire Covering Letter	

List of Tables

Chapter 1

Table 1: Definitions of Organizational Learning

Chapter 2

Table 2: Variable Construction and Descriptive Statistics

Chapter 3

Table 3: Zero-order intercorrelations among Organizational Learning Capacity (OLC), SP/E Impact, Interactive Processes, SP/E Attributes and Internal Organizational Characteristics (IOC)

Table 4: Stepwise Multiple Regression Analysis

Table 5: Stepwise Multiple Regression Analysis: OLC Aggregate

Table 6: Stepwise Independent Samples t-Test for Equality of Means

List of Figures

- Figure 1. Conceptual Framework: Organizational learning capacity as a function of strategic planning/evaluation (SP/E) activities.
- Figure 2. Organizational Roles- Survey Respondents
- Figure 3. Participation in the SP/E Initiative
- Figure 4. SP/E Steering Committee Membership
- Figure 5. Years of Work Experience
- Figure 6. Participation in Past Strategic Planning Initiatives
- Figure 7. Education Level
- Figure 8. OLC Scores-public sector
- Figure 9: Conceptual Framework Redrawn: Organizational learning capacity as a function of strategic planning/evaluation (SP/E) activities.

CHAPTER 1: Introduction

1.1 Statement of the Problem

Organizational knowledge and learning have been referred to as an organization's most valuable asset (Stewart, 1994). In an effort to manage and direct this resource, many organizations in both the public and private sectors have engaged in the strategic planning process, using participative principles. As part of this process applied social research methods are often used to generate systematic evaluative information about the organization and its environment. Many organization theorists suggest that strategic planning and systematic inquiry processes can lead to improved organizational learning capacity (Argyris & Schön, 1978; Cousins, 1995a; Daft & Huber, 1987; Fiol & Lyles, 1985; Huber, 1991) but, to date, empirical tests of this relationship have been few in number. The purpose of the present study is to provide such a test. In the study, evaluation is cast as a function of strategic planning (SP/E).

The study focuses on within-organization perceptions of organizational learning capacity (OLC) and the extent to which they are influenced by the SP/E. Recently scholars have developed theoretical arguments that maintain that in addition to the findings arising from an evaluation, it is the evaluation process that contributes to enhanced utilization patterns and organizational learning capacity (Cousins & Earl, 1992, Shulha & Cousins, 1997; Jenlink, 1994; Patton, 1997; Preskill, 1994). Participation by organization members working in collaboration with evaluators to carry out evaluations is therefore cast as a

powerful predictor of perceived OLC and SP/E utilization. Empirical studies are needed to further validate these relationships.

1.2 Literature Review

The section begins with the conceptual framework that guides the study. The review that follows will present a summary of the relevant scholarly literature in the fields of organizational learning and the organizations learning capacity. The internal and external organizational characteristics and influences that organizational theorists hypothesize have been linked to organizational learning will then be addressed. This is followed by the roles that evaluation and strategic planning initiatives can play as learning systems that are believed to have an impact on an organization's learning capacity. The review synthesizes what is known about strategic planning, evaluation/knowledge utilization and their influences on organizational learning but also identifies the gaps in knowledge that appear to be evident. It is these gaps that serve to stimulate and direct the present study.

The chapter concludes with the section, *Summary of Predicted Paths*. The predicted relationships and influences between the different constructs are described. They are based on the factors that have emerged in the strategic planning, evaluation and knowledge utilization literature as having the potential to influence organizational learning capacity (e.g. Weiss, 1984; Cousins & Leithwood, 1986; Torres, Preskill & Piontek, 1996).

1.3 Conceptual Framework

The present study will explore the relationship between evaluation activities and their consequences within the context of the organizational learning conceptual framework presented in Figure 1. This conceptual framework is based on the results of over two decades of research in the areas of organizational learning and the contexts in which it might be expected to occur. More specifically, the data on how strategic planning with evaluation activities can be useful in formulating strategy and thus in facilitating organizational learning are of central interest. They are the four primary framework components:

- 1) characteristics of the strategic planning/evaluation process;
- 2) direct strategic planning/evaluation specific consequences;
- 3) broader changes in the organization's learning capacity; and
- 4) the context in which strategic planning/evaluation takes place including internal organizational characteristics and external environmental influence.

In Figure 1, the hypothesized interrelationships have been labeled. The arrows indicate the direction of influence. The five constructs within the category of organizational learning capacity (OLC) were based on findings of prior research (e.g. Argyris & Schön, 1978; Fiol & Lyles, 1985; Richards & Goh, 1995, Senge, 1994; Goh & Weisner, 1995). OLC is considered the dependent variable in this study. Strategic planning/evaluation processes (SP/E) which

Predicted relationships 

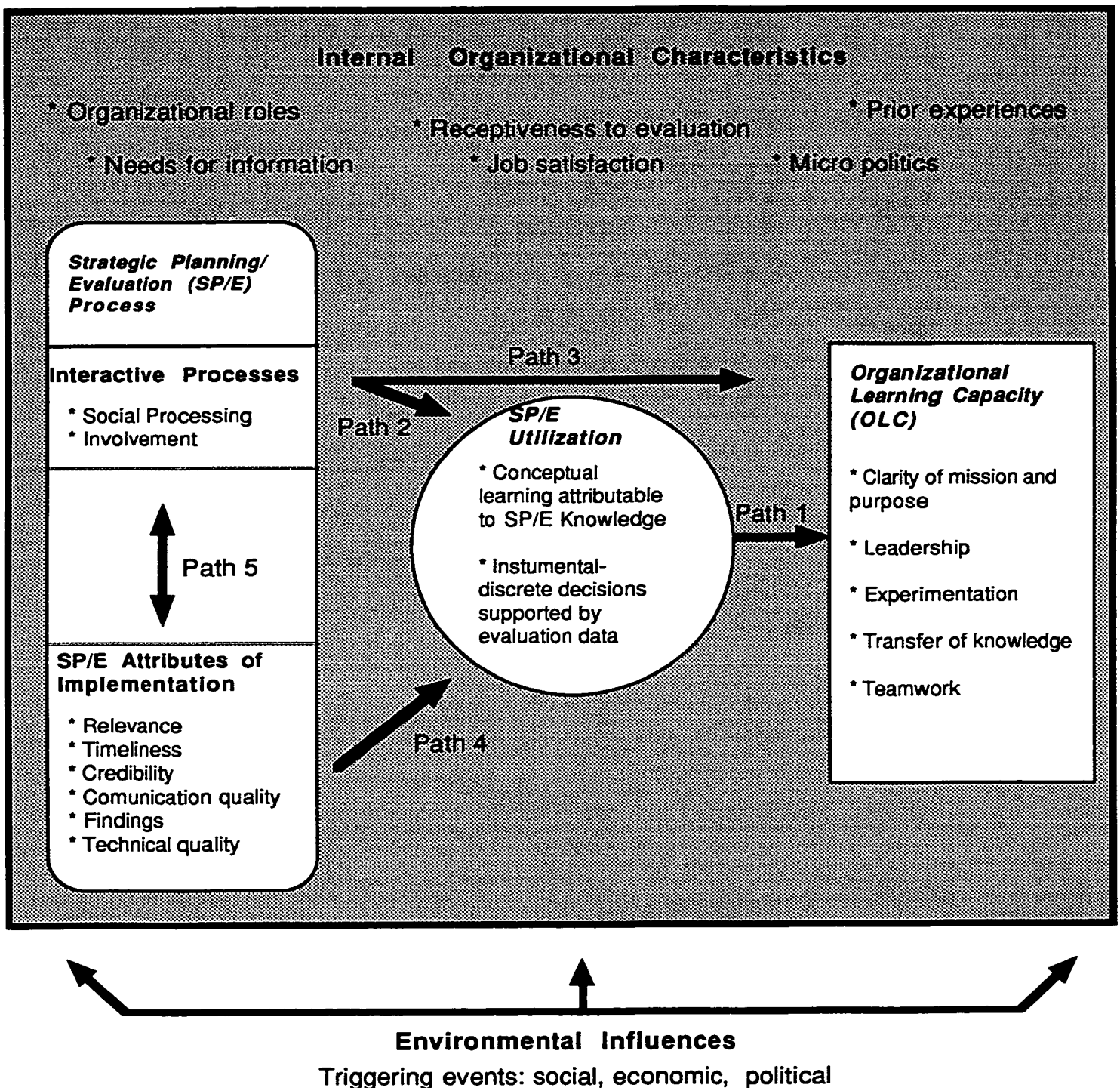


Figure 1: Conceptual framework

Organizational learning capacity as a function of strategic planning/ evaluation (SP/E) activities

utilize a collaborative approach between evaluator and organization members have been linked to the development of an organization's capacity to learn (e.g. Jenlink, 1994; Cousins and Earl, 1995; Torres, Preskill & Piontek, 1996). The SP/E category is subdivided into *Interactive Processes* and *Attributes of Implementation* (e.g. Weiss, 1984, Cousins & Leithwood, 1986, Patton, 1997). The SP/E process is thought to influence OLC, both directly, due mostly to the Interactive Processes of SP/E and indirectly through the content, finding or other attributes of the evaluation (e.g. Alkin, 1995; Preskill & Caracelli, 1996; Patton, 1997).

Prior research has shown that *SP/E Utilization* is a direct strategic planning/evaluation specific consequence (e.g. Huber, 1991; Shadish, Cook & Leviton, 1991; Owen, 1992; Johnson, 1998). In the framework, it has also been cast as an intermediate variable that is emerging in the evaluation and knowledge utilization literature as having the potential to foster organizational development (e.g. Weiss 1981, Kennedy, 1984; Patton, 1996; Johnson, 1998).

1.4 Prior Research

1.4.1 Organizational Learning Capacity (OLC)

The ability to learn is the critical skill needed if businesses [organizations] and individuals are to be successful (Wick & Leon, 1993, p.330).

In 1978, Argyris and Schön wrote what is now considered by many to be the first serious treatment of organizational learning as a psychosocial construct in organizational studies. Their seminal book, Organizational Learning, provided

a foundation on which many other authors developed thinking in this area. Presently, many scholars and administrators view organizational learning theories as conceptual frameworks suited to questions of organizational reform and change (Cousins, 1996; Huber, 1991; Levitt & March, 1988; Senge, 1994).

In many ways, Bandura's work in social learning theory (1977, 1986) provides a theoretical cornerstone for thinking about organizational learning. Bandura construes social learning as an interactional phenomenon, which is dependent on interrelational properties of individual considerations, environmental events and behaviors. In his view, knowledge is not defined by individual events, but rather by the development of meaning among individuals. Fundamental to this theory is the assumption that individuals act on their perception of reality and not necessarily on information processed through direct personal experience (Bandura, 1986).

Further to this, we cannot separate individual learning from organizational learning. The two are powerfully and inextricably linked (Senge, 1994, Torres, 1994). Torres, Preskill and Piontek (1996, p. 9) put simply: "what does not happen at the individual level can not happen at the organizational level." Therefor there must be a commitment to learning at the individual level, but it does not stop here.

What most perspectives on organizational learning and the development of learning capacity in organizations have in common is a view that organizational learning is not merely the sum of the organization members' learning (Argyris & Schön, 1978; Fiol & Lyles, 1985; Levitt & March, 1988; Petrie

& Alpert, 1982). It is viewed as a process that unfolds over time and is linked to knowledge acquisition and improved organizational performance (Garvin, 1993). However, the similarities appear to end here. As Cousins (1996) and Garvin (1993) note, frameworks differ in the extent to which they subscribe to the view that behavioral change is required for learning.

We now turn to an overview of different conceptual perspectives and anticipated organizational learning outcomes.

Organizational knowledge representation

The foundation underlying this perspective is that individual images and shared mental maps or representations of theories in use are created within organizations (Argyris & Schön, 1978). According to these authors, learning occurs when there is a discrepancy between what is expected to occur and what the actual outcome is. This is referred to as "error detection" and is considered to be a triggering event for learning (Argyris & Schön, 1978). According to Argyris (1993), learning as the detection and correction of error is intimately linked with action. Observable organizational actions which are valid and can be implemented, tested and refined, are a key criterion for learning. They also coined the terms "single loop" and "double loop" learning. Single loop learning is considered to be shallow and does not invoke changes to the organization's theory in use. Double loop learning results in a questioning of the status quo and ultimately changes the existing culture itself (Simon, 1991). These contrasts

and their relationship to organizational learning capacity will be discussed in greater detail later in this chapter.

Behavioral versus cognitive distinctions

Here the debate is whether a behavioral change is needed as an indicator of organizational learning. More specifically, one view here is that learning is a process of improving organizational actions through the development and interpretations of the environment, cognitive systems and memories are developed (Fiol & Lyles, 1985). Therefore, according to Fiol and Lyles (1985), observable organizational actions are a key criterion for learning. However, other contemporary theorists, for example Weick (1991), favor a cognitive model that views learning solely through an information processing perspective. Therefore, observable organizational actions are not seen as a necessary criterion for learning. For example, Levitt and March (1988, p.324) believe that "the encoding of lessons learned through the history of the organization into routines that guide behavior", is all that is required for learning to occur. Shaw and Perkins (1991, p.3) further build on this theme "... the capacity of an organization to gain insight from its own experience, the experience of others and to modify the way it functions [behaviour] according to such insight."

Daft and Weick (1984) discuss cognition development as the development of shared understandings and mental representations of the organization and how it operates (Senge, 1994). Fiol and Lyles (1985) combined the notions of cognitive and behavioral learning and developed a

contingency chart with cognitive and behavioral continua as the x and y axes, respectively. This leads to the theory developed by Fiol and Lyles (1985) of four distinct organizational outcomes:

- 1) no change (low on both dimensions);
- 2) high learning with no observable organizational action;
- 3) significant organizational action without a cognitive basis; and
- 4) high on both dimensions, considered to be the ideal.

Huber (1991), in his review of organizational learning, hypothesized that increasing the range of potential organizational behaviours appears to be both central and sufficient as the minimum condition in which organizational learning will take place. Huber further describes organizational learning as being composed of four constructs: knowledge acquisition, information distribution, information acquisition and organizational memory.

System-structural versus interpretive perspectives

Daft and Huber (1987) address the ideal that there are two types of organizational learning systems: system structural versus interpretive. They further postulate that organizations alternate between the two depending on circumstances, requirements and needs. In system structural learning, we assume an objective environment where the rational analysis of data leads to understanding from which the organization's actions will be determined. In contrast, in interpretive systems, learning is a consequence of discussion and deliberation and leads to the development of shared interpretations (mental

models) among organizational members (Senge, 1994). Social interaction is core to this process. Changing assumptions and trial and errors activities round out this perspective.

Levels of learning

An important dimension of organizational learning is the concept of levels of learning (Argyris & Schön, 1978; Fiol & Lyles, 1986). As mentioned previously, low levels or "single loop" organizational learning results in a refinement, fine-tuning or incremental change of existing assumptions, beliefs and norms. Put simply, it is the process of error detection and correction. It is concerned with how best to achieve existing goals and objectives (Best, 1987). High level or "double loop" learning reflects a much deeper penetration into underlying assumptions and beliefs within the organization (Argyris & Schön, 1978). This type of learning is considered to be non-incremental because the organizational response will occur within a newly formulated "mental map" (Levitt & March, 1988; Senge, 1994). Such learning reflects in fundamental ways change in the culture of the organization itself (Simon, 1991). Finally, deutero-learning is discussed. This is considered by theorists to be the most important level, as it is the organizations ability to learn how to learn or, put another way, how to accomplish effective single and double loop learning (Argyris & Schön, 1978; Best, 1987). Organizational members actively turn to prior experiences and previous contexts for information about what was learned in the past (Torres, Preskill & Piontek, 1996). The development of new strategies for

learning occurs as new understandings and perspectives evolve (Torres, Preskill & Piontek, 1996). Organizational systems and structures need to be developed that permit critical reflection by organization members and dialogue.

A succinct summary of the current theorists discussed above and their definitions of organizational learning are provided in Table 1.

TABLE 1
Definitions of Organizational Learning

Author(s)	Definition of Organizational Learning
Marlene Fiol Marjorie Lyles (1985)	Organizational learning refers to the process of improving actions through the development and interpretation of the environment, through which cognitive systems and memories result. Observable organizational actions are a key criterion for learning. Specifically low level and high level learning are discussed.
Chris Argyris (1993) D.A. Schon (1978)	Organizational learning primarily implies a double loop learning perspective. This involves identifying and discussing shared mental models and enhanced understanding through close and open examination of core values, assumptions and beliefs. Problematic issues are identified and corrected.
George P. Huber (1991)	Increasing the range of potential organizational behaviours appears to be both necessary and sufficient as the minimal condition for learning. Organizational learning is described as being composed of four constructs: knowledge acquisition, information distribution, information acquisition, and organizational memory.

Authors (s)	Definition of organizational learning
George P. Huber Richard L. Daft (1987)	Organizational adaptation to the environment. This definition considers two types of perspectives: system-structured and interpretive. The system-structured approach represents the organization as a system for transmitting data (thereby raising the importance of physical characteristics of messages). It assumes that organizations exist in an objective environment and understanding leads to action. The interpretive perspective assumes that the organization gives meaning to data. Learning is a consequence of discussion and shared interpretations, changing assumptions and trial and error activities.
Peter Senge (1994)	Learning organizations are organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.

Enhancing an organization's learning capacity

Richards and Goh (1995) describe two major steps needed to develop an organization's learning capacity: acquisition of knowledge and a defined, dynamic decision making framework within the organization. This dynamic framework (or mental model) builds on the idea that changing existing organizational frameworks is key to organizational learning (Argyris & Schön, 1978). These cognitive frameworks are described as the "unspoken rules that people use to make [guide] decisions in the organization" (Richards & Goh, 1995). The theory holds that organizational learning will occur when there are changes to this framework that are accepted by organization members (De

Geus, 1988). However, the difficulty of changing this framework within an organization is obvious, it may be built on a foundation that goes back many years in the history of the organization. Some theorists maintain that such change will only happen if the organization faces a major crisis or "trigger" (Fiol & Lyles, 1985). Others suggest that a major strategic change is needed, which will affect almost all aspects of the organization and lead to a change in the culture and identity of the organization (Lant, Milliken & Bipin, 1992).

A strategic vision will help facilitate this change, followed by promotion of the new direction and ultimately a gradual acceptance by organizational members (Bartlett & Ghoshai, 1998, Larsen Tonge & Ito, 1998). The organization should also be learning to take a proactive position and anticipate needs for change and not merely go through crisis after crisis before it learns.

As well, according to Richards and Goh (1995), knowledge acquisition and production are central to organizational learning. It is not enough for the organization to merely gather information. Integral to the learning process is gathering the relevant information, processing, analyzing, interpreting then communicating it to other team members and organizational leaders. Such activities will help increase cognitive and behavioral repertoires of organizational members and thus enable continuous adaptation within the organization while remaining grounded in a sound vision and mission (Richards & Goh, 1995).

In the present study, OLC is conceptualized as a multidimensional construct consistent with that described by Richards and Goh (1995) and Goh and Weisner (1995) and is the dependent variable in the investigation. It is a

learning paradigm with five specific, interrelated yet conceptually distinct dimensions:

- Clarity of mission and purpose: the degree to which organization members have a clear vision/mission of the organization and understand how they contribute to its success and achievement. This is consistent with other theorists ideas that fundamental to conceptions of organizational learning is a shared understanding among organizational members of how it operates, what its values are (Cousins, 1996; Torres, Preskill, & Piontek, 1996). There is also a mechanism in place to reexamine these assumptions, practices, policies and values.
- Leadership: the role of leaders in the organization with respect to helping organization members learn and elicit behaviors that are consistent with an experimenting and changing culture. Specific concepts include reframing problems into opportunities and encouraging the development of new approaches and ideas. The importance of staff recognition and rewards are emphasized here. These are encouraged not only for productivity, but also for how new ideas and information are applied to the job (Goh & Weisner, 1995; Torres, Preskill, & Piontek, 1996). Argyris and Schön (1978) stress that senior managers are key agents for organizational learning and can either lay the foundation or be the most destructive force.

- Experimentation: the degree of freedom organization members enjoy in the pursuit of new ways of getting the job done and freedom to take risks.

The underlying belief here is that every experience is a potential learning experience for organizational members (Torres, Preskill, & Piontek, 1996). As well, it assumes that strategies to measure progress have also been considered by the staff member or team in order to determine effectiveness of the new theory or procedure. Staff also assumes the responsibility of holding themselves accountable.

- Transfer of knowledge: The systems that enable organization members to learn from others, from past failures and from other organizations. The organization must be structured in such a way as to speed the flow and accessibility of internal communication. As well, a feedback system needs to be in place so that staff can learn from past practices. Where possible, a mechanism for information sharing between similar organizations can aid significantly in the growth of all organizations involved.

- Teamwork: the degree of teamwork possible in the organization to solve problems and generate ideas. The move away from 'old organization' practices, for example homogeneous, autocratic systems that are focused on physical tasks accomplished through functional structures, is

particularly evident in this construct. Here, multi disciplinary teams, bringing different skill sets, experiences and perspectives work collaboratively at managing day to day operations as well as problem solving issues that have arisen, and more importantly, planning the direction for their particular area of focus. "It is only through working collaboratively with others who are striving toward the same goal that organizational learning will take place" (Torres, Preskill & Piontek, 1996, p. 30).

Anticipated outcomes of these processes are numerous and include knowledge acquisition and creation, jointly constructed cognitive representations of the organization and shared interpretations of information and consequently the direction the organization will be going (Cousins, 1996). Systems thinking or the idea of viewing the organization as a whole, integrated, interdependent with clear connections between the different departments, is a much desired outcome.

How can an organization measure its learning capacity? Goh and Weisner (1995) suggest that "survey analysis provides the organization with a quantified view of their learning, internally, as it relates to factors which are known to contribute to learning" (p. 1). Organizational members would complete the survey (including all levels of management). Since it is individual learning and sharing knowledge amongst organization members that is central to organizational learning, it is their perceptions about their organization that would

be of the most value (Torres et al, 1996, Senge, 1994; Goh & Weisner, 1995; Richards & Goh, 1995). Using survey methodology within the context of a 'within-organization' approach, provides direct feedback to the organization from its members, regarding what learning activities either encourage or discourage organizational learning and information exchange (Richards & Goh, 1995). This is in contrast to a 'between organization' model that compares the OLC of two organizations, but may not clearly relate which learning activities influenced (either negatively or positively) the organizations perceptions.

We now turn to a brief review of external and internal factors that have been shown to influence OLC. SP/E will be highlighted as a process likely to have a potent impact on OLC.

1.4.2 Internal Organizational Characteristics

Torres et al (1996), described the emergence of an organization that utilizes multi disciplinary teams to accomplish its work; has flexible and boundaries; is participative, diverse and innovative; has a professional culture of commitment and results; and values peer to peer relationships. The authors describe this organization as "an organization that has the capacity of self-renewal through interaction" (p.21.). They further describe a learning organization as one that promotes an environment of continues learning for all organizational members. The different organizational processes needed to promotes and develop this were described above by Richards and Goh (1995).

However, what is needed to motivate the individual in subscribing to this process?

Job Satisfaction:

When discussing the needs of individual members within an organization, an important construct for consideration is job satisfaction. When reviewing the priorities of managers and administrators within an organization, job performance becomes the key construct. In fact, the job satisfaction-performance relationship is one of the most frequently examined in the organizational sciences, but one of the least successfully resolved (Hochwarter, Perrewé, Ferris, and Brymer, 1999). Many authors suggest approaching this relationship by acknowledging its complexity and multi-faceted nature (Hochwarter, Perrewé, Ferris, and Brymer, 1999). Job satisfaction has often proven difficult to define, but progress has been made in this area. Most definitions now focus on satisfaction either as an affective or emotional reaction to one's jobs (Cranny, Smith, & Stone, 1992). There appears to be general agreement by theorists in the fields of psychology, sociology, and business administration, that job satisfaction is defined as an "affective (i.e., emotional) reaction to a job. This results from the organizational member's comparison of actual outcomes with those that are desired" (Cranny, Cain Smith & Stone, 1992, p.1). Numerous studies have consistently shown that job satisfaction directly relates to positive affectivity and inversely relates to negative affectivity (Staw & Ross, 1985; Staw, Bell, & Clausen, 1986; Brief, Butcher, & Roberson, 1995;). More specifically, positive affectivity states have been shown to be correlated with higher work

performance. This is reflected in highly rated performance evaluations for these individuals (Staw, Sutton, & Pelled, 1994). Locke (1976) helped lay the basis for this position with his earlier impression that job satisfaction can be viewed as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" (p.1300).

It is presumed that there is a direct relationship between job satisfaction and increased individual productivity/performance. It would seem logical that from a global perspective, job satisfaction should lead to improved job performance. However, research that has attempted to assess the bivariate association between satisfaction and performance has provided discouraging results (Hochwarter, Perrewé, Ferris, and Brymer, 1999). Spector (1997), in his book Job Satisfaction: Application, Assessment, Causes and Consequences, reviews prior research examining these two variables, and concluded that a modest correlation does exist, but went further to say "the magnitude of correlation between job performance and job satisfaction is unexpectedly low" (p. 56). Schwab and Cummings (1970) felt that many of the unanswered questions about this relationship would be explained once potential moderators are examined.

One moderator believed to play a key role is work value attainment (Hochwarter, Perrewé, Ferris, and Brymer, 1999). Henne (1986) wrote "the achievement of one's job values in the work situation results in the pleasurable emotional state known as job satisfaction" (p.21). Historically, the expression of personal values at work been shown to have a significant impact on outcomes such as job satisfaction and job performance (Locke, 1976). Locke (1976) further noted

that the work environment may be perceived more favourably (therefore leading to a more positive affect) if it allows employees to satisfy their values. There is an emerging body of evidence supporting this. Bruce & Blackburn (1992), have suggested that the influence of work related values is a central part of an individual's overall work experience. James & James (1989) stated that work values determine the meaningfulness of work. Further to this, positive work outcomes may be achieved through the attainment of core values in the workplace (George & Jones, 1997).

A recent study found that "the strongest positive relationship between job satisfaction and performance occurred when value attainment was high and positive affect (emotion) was high" (Hochwarter, Perrewé, Ferris, and Brymer, 1999, p.307). The authors therefore felt that the combined effects of these mediators appear to enhance the satisfaction-performance relationship, confirming previous studies.

What factors have been shown to promote positive job affect and work value attainment? To find the answer, we first turn our attention to the Fortune magazine's One Hundred Best Companies to Work for in America, (January 1999). More than 1000 large and middle-sized private sector firms were initially included and some 27 000 employees were polled to identify "the very best places to work and how they got that way" (Branch, 1999). The factors that were highlighted included "the level of trust, pride, and camaraderie that employees share with managers and their peers, as well as what practices the company has in place to support these" (Branch, 1999, p.118). Other factors that employees rated highly included: "continual training and humane treatment". Specific employee comments were that

"employees are trusted to make their own decision" (p. 121) and that the organization shows "respect for people as reflected in avoidance of layoffs and a commitment to professional growth" (p.121). The pension-fund management company, Frank Russell was rated 15th and employees highlighted events such as "annual celebration of employee accomplishments" (p. 122), as being key to employee's job satisfaction. The number one ranked company, Synovus Financial, has as its most distinguishing feature (according to its employees) "it's culture of the heart" (p. 121). It should be noted that all these companies are also industry leaders with revenues ranging up to hundreds of millions of dollars (Branch, 1999). In the early 1990's, Bill O'Brien, president of Hanover Insurance stated that managers fundamental task was to provide the enabling conditions for people to lead the most enriching lives they can (Senge, 1994). With this philosophy, his company rose to stand consistently in the upper quarter of its industry in profits and at that time and had grown 50 percent faster than the insurance industry's overall growth over the previous ten year period (Senge, 1994).

Studies about what employees want from their jobs have been conducted since the 1940s and repeated with similar results in the 1980's and 1990's (Nelson, 1999). In these studies, researchers asked employees and supervisors to rank 10 job factors in order of their importance to employees. Managers reportedly assumed that good wages, job security and promotions were the most important motivators. In fact employees ranked appreciation and thanks for their work as being first; being informed on what is going on in the organization, second; and understanding

towards employees personal problems ranked third. Managers ranked these as eighth, ninth and tenth (Nelson, 1999).

Based on the above, one could speculate that a positive relationship between job satisfaction amongst organization members and the organizations perceived OLC could exist. Empirical evidence supporting this relationship is unavailable.

Organizational roles:

Studies exploring the relationship between organizational role and OLC are few in number. Goh and Weisner (1995) set up a focus group where participants represented all levels within a private sector organization. Participants were given a profile of what a learning organization is as well as a list of questions to think about prior to the focus session. Of interest here, was the information on the groups within the organization that thought learning was high. What they found was that this group tended to be those individuals employed in support roles (Goh & Weisner, 1995). The authors hypothesized that as these individuals are more removed from in-depth day-to day-client challenges, perceptions of how well the organization was responding to and anticipating customer needs appear, therefore, to be more positive. On the other hand, participants in this study who perceived learning capacity to be low were those that work in the front line serving clients directly. Specific reasons cited by the participants for this negative perception included lack of clarity of mission and purpose, lack of empowerment, respect, and inappropriate

leadership style (Goh & Weisner, 1995). Manager's perceptions did not clearly emerge from this study. In traditional 'top-down' management strategy, top management and the senior team, are often key strategists. Senior managers gather information from different sources, share and process this information and initially keep this information within the boundaries of that level. Feedback and input is later obtained from lower organizational levels. Final recommendations are then determined at the highest level and shared with each subsequent lower level. In such a system, it could be hypothesized that OLC would be perceived more positively as rank increases, due to the intense sharing of knowledge and decision making involvement that occurs at the higher levels within the organization.

Need for information:

Ideally, a learning organization is proactive, and is constantly reviewing its current practice to ensure that it is optimally meeting its stakeholder and consumer needs in a fiscally responsible manner. Therefore, theoretically at least, the individual member's and organization's needs for information should always be high in a learning organization (Senge, 1994). However, studies indicate that for most organizations, the organization's need for information at any given time often directly relates to environmental factors (Hedberg, 1981). For example, times of organizational turbulence have been shown to greatly influence the learning needs (and ultimately learning capacity) of the organization (Hedberg, 1981). Hedberg further suggests that stability within an

organization and benevolence do not create optimal learning environments. He postulates that an organization that is experiencing conflicts, requires more information and that this is a "trigger" to learning. Fiol and Lyles (1985) argue that organizational learning requires both stability and change. Although they agree about the role of the triggering event, they maintain that stability allows for the assimilation of new ideas.

Brown and Duguid (1991) propose that to truly understand learning within the organization one must develop an acute appreciation of the varying communities that exist within it and the distribution of power among them. Lovell and Turner (1988 p.413) take this further by stating "one must be sensitive to the possibility that within and between hierarchical levels individuals and groups may differentially tailor information requirements to their perceptions of problems at hand". This also links to the topic of micro-politics within an organization.

Over the past decades, organizational development theorists have devoted much energy to the understanding strategy formation in different types of organizations and markets (Simons, 1995). However, a gap remains in the implementation and controlling of strategies (Simons, 1995). Whether an organization is in the public or private sectors the importance of knowledge as a competitive asset has created a new emphasis that is reflected in such phrases as customization, continuous improvement, meeting customer needs and empowerment (Simons, 1995).

Micro-politics:

This perspective emphasizes the role of political forces within the organization itself, that due to their own specific agenda, can have a strong impact on learning within the organization (Cousins, 1996). While there is some debate in the literature about the influence of political issues, Forss, Cracknell and Samset (1994) report data that suggest that organizational learning is greater where there is a strong consensus about fundamental values and direction. Lack of uniformity and diversity of view can limit organizational learning if the issues and concerns are not brought out for reflection and dialogue in a non-judgmental open forum (Cousins, 1996; Forss et al, 1994). If this does not occur, the creation of sub-cultures within the organization may result. This may end up being detrimental to the individual and learning process due to the creation of hidden agendas and the lack of general support of organizational goals.

De Geus (1988) and Senge (1994) look at OL as a process that emerges when individual and team learning are transferred throughout the organization and result in implicit knowledge becoming explicit and individual mental ideas become building blocks in the organization's framework. According to Strata (1989), in order for change to occur, individuals, teams and managers need to learn together.

Organization members receptiveness to SP/E activities:

Member receptiveness ties in with individual and organizational needs for information, micro-politics as well as past history with similar initiatives. Evans (1987) identified as a limiting response, particularly notable in public sector organizations, the impression that there, are in fact, "few feasible options to change or make progress" (p. 26). In contrast to the corporate world where there is an option for market and product diversification, in public sector organizations, these are notably absent. These different views may influence organization member's motivation to participate, their overall perceptions of the SP/E process and ultimately SP/E utilization.

Prior experiences:

If organization members feel the scope of organizational change is limited, does this lead to indifference among organizational members who feel that they do not have the mandate to control or significantly change their activities? Further to this, if the organization has had a previous history of participating in strategic planning and evaluation activities where recommendations were not acted on, then it is understandable that this perception would be further supported and organization members would be skeptical about entering another, similar process (Cousins & Leithwood, 1986). Conversely, positive past experiences would theoretically have the opposite affect. In either case, organization past experiences with SP/E do need to be identified.

1.4.3 Environmental Influences

The environment in which modern private and public sector organizations work is more complex, demanding and unpredictable than ever before (Evans, 1987). Environmental factors and conditions that are likely to influence OLC include social, economic and political. As was discussed earlier in the context of environmental influences is that times of environmental turbulence as "triggers" to learning (Hedberg, 1981). This view is further supported by Fiol and Lyles (1985) who add the need for organizational stability in order to provide an opportunity for the processing and assimilation of new bodies of information and perspectives. Recent studies have confirmed that the environment is changing in ways that require more than what traditional methods of prediction, analysis and adaptation can offer (Evans, 1987; Torres et al, 1996). It is how the organization responds to these "triggering" influences that contributes to the learning process (Cousins, 1996). Richards & Goh (1995) maintain that the organization should also be learning to take a proactive position and anticipate needs for change and not merely going through crisis after crisis prior to learning. Although these constructs are beyond the scope of the present investigation, it is necessary to recognize their potential impact on OLC.

We now turn to an examination of evaluation as a strategic planning process (SP/E) as one way in which collective learning may be stimulated. This relationship is of central interest in the present study.

1.4.4 Learning Systems: Evaluation as a Function of (SP/E)

There are many processes and strategies available or that can be developed within most organizations to promote OLC. These include the different experiences that permit the generation and acquisition of new knowledge from within the organization as well as strategies intended to acquire knowledge from outside the organizational system (Cousins, 1996; Huber, 1991). As described above, Daft and Huber (1987) discuss system-structural as well as interpretive perspectives on organizational learning. The system structural perspective emphasizes the acquisition, distribution and rational analysis of data in order to achieve an understanding about its external and internal environment. Interpretive systems, on the other hand, focus on the development of shared interpretations among organization members. Emphasis with interpretive systems is on the process that is used by organizations to increase the efficiency of the communication networks. According to Louis and Simsek (1991), social interaction is needed for learning to occur (see also Cousins & Leithwood, 1993). In step with this argument, Senge (1994) advocates organization restructuring in order to create and support interactive processes if truly shared meaning is to be developed, understood and incorporated into practice. The two systems, structural and interpretive, are said to be complementary within organizations. Having generated or acquired knowledge, the learning system can engage in activities to help interpret and manage this knowledge (Cousins, 1996; Huber, 1991). The sub-components

also include strategies and processes within an organization that create knowledge diffusion, storage and retrieval systems.

Strategic Planning

Historically, the term *strategy* is derived from the military, where it implies 'designing a plan of action'. This is often based on an analysis of internal strength and weaknesses of anticipated changes in the environment and contingency moves by opponents (Ostrow, 1985; Shackleton & Gage, 1995). These principles hold true for present day strategic planning initiatives. Shackleton and Gage (1995, p. 189) maintain that "the key to success is the incorporation of a process that is consistent with participative management principles." Burhart and Reuss (1993) take this a step further and define strategic planning as a systematic method for building consensus for participation, commitment, urgency, and action.

From another perspective, many organizational scholars have defined strategy and planning as separate concepts. Strategy is described as the determination of long term organizational goals, courses of action and resource allocation (Chandler, 1962; Glueck, 1976; Ohlmae, 1983). Planning, on the other hand, proposes the specific steps of action necessary to achieve organizational objectives (Isenberg, 1984; Koontz & O'Donnell, 1976). A central concern of planning involves structuring the organization's activities around program development issues (Isenberg, 1984; Koontz, 1976; Parston, 1987). Strategic plans are therefore viewed as organizational guidelines. They become

ends that help guide means, and by doing so, provide a vehicle for systemizing and confirming incremental decisions within the organization (Parston, 1987).

Strategic planning is therefore a method by which an organization can ensure that it is sensitive to its social, economic and political environment; anticipate and respond to major environmental changes; prepare and implement effective approaches to improving its operational performance; and develop and retain its client sources (Fisk, 1994). This is often achieved through the creation of a common framework, which links the internal distinctiveness, and competencies of the organization with the external environmental conditions (Hrebiniak & Joyce, 1984).

Drawing on the work of Spencer (1989), Shackleton and Gage (1995), the following are identified as "team-building" outcomes of the participative process in strategic planning initiatives:

- 1) Further development of cohesiveness and commitment amongst staff members. This occurs with increased understanding of the needs and goals of the organization and with member's active participation in establishing these.
- 2) As ideas are shared amongst staff members, questioning the status quo as well as challenging tradition assumptions appears to result. This leads to innovation and the consideration of new possibilities.
- 3) As staff feel they are making a contribution and have a sense of ownership of the process, then increased enthusiasm and initiative are a frequent outcome.

4) The process itself, being participative in nature, leads to increased formal and informal communication amongst staff members. This endures long after the strategic planning process is completed.

Strategic planning is used by organizations to gain a better understanding of the changing environment, of the nature of the organization's business, of its goals, and of what the consequences of different actions may be (Parston, 1987). Traditionally, strategic planning involves a "stylized and input - oriented planning process based on detailed forecasting, analysis and very precise 'picture painting' of the future" (Nicole, 1987, p. 95).

Evaluation

The term *evaluation* has been used broadly to describe and encompass many diverse activities (Worthen & Sanders, 1987). Although it is distinct from research, both depend very heavily on methods and techniques of empirical inquiry to produce knowledge (Worthen & Sanders, 1987). A key difference is that evaluations are initiated by key organization or program stakeholders who will then use the data they generate to make decisions about the specific organization or program (Alkin, 1991). Rarely can the findings be generalized (Patton, 1997). The purpose of evaluation is perhaps best summarized by Posavac and Carey (1992):

Human behaviour is adaptive only when people obtain feedback from the environment... organizational behavior also requires feedback. Program evaluation seeks to provide timely feedback in social systems. The

rational process of assessing needs, measuring the implementation of programs to meet those needs, evaluating the achievement of carefully formed goals and objectives, and comparing the degree of achievement and the costs involved with those of similar programs serves to improve the use of human and material resources in organizations (p.11-12).

When discussing evaluation purposes, the terms *formative* and *summative* are often used. Formative evaluation describes a process that can help 'form' the program by providing information that can be used by decision makers to improve the program or organization (Scriven, 1967). Summative evaluations, on the other hand, help decision makers decide whether a program should be started, continued or ended (Scriven, 1967).

Evaluation and systematic inquiry within the organization as a function of the strategic planning process can assist an organization in meeting the need for reliable and valid data, hence a system structural process. As well, approaches to evaluation that are centered on deep levels of participation or collaboration by organization members have a higher potential for impact. By doing so, they are likely to bring about organizational learning since participants will feel a stronger sense of understanding and ownership of the phenomenon under study and can engage in authentic dialogue with peers about the meaning of data (Cousins, 1999). This process then becomes part of the "interpretive perspective" as it can lead to greater conceptual learning about organizational processes and relationships among them and instrumental (support for discrete decisions) consequences of the evaluation (Cousins & Earl, 1992; Cousins & Leithwood, 1993; Huberman, 1990; Huberman & Cox, 1990). As well, through rational

analysis of data, evaluations can assist in direct ways the formation of organizational strategies and plans.

Ansoff (1984) notes that firms with established systematic inquiry processes, not only performed significantly better on average but also were generally more proactive concerning organizational decision making and strategizing. A key concept here is that SP/E is not viewed as a discrete phase in the life of the organization but is ongoing and can contribute to organizational change and growth through adaptive and diagnostic processes which help in setting new priorities and reconsidering existing norms. This can lead to the development of new strategies, but also fundamental assumptions collectively held by organization members; what Argyris and Schön, (1978) would refer to as "double loop learning".

Consistent with Bandura's work in social learning theory (1986), recent studies in the general domain of evaluation utilization have broadened the conception of evaluation impact to include aspects of the organization not necessarily directly associated with the object of evaluation. For example, with a program as the focus for study, consequences of the evaluation may extend beyond program-specific learning and decision making to the broader organizational level (Cousins 1999; Jenlink, 1994; Preskill, 1994). Cousins (1999) describes at least five ways in which evaluation and systematic inquiry can contribute to learning organizations:

- 1) discussion among organization members regarding organizational success and failures;

- 2) developing a finer appreciation by organization members of the interconnectedness that exists between program components;
- 3) providing feedback about whether or not agreed upon program goals are attained;
- 4) helping organization members develop their understanding about unintended organizational effects of programs; and
- 5) helping organization members to appreciate the significance and implications of changes in the organization's environment.

While these assumptions are intuitively appealing, their empirical observation has been limited to date.

"Interactive processes" brought about by the evaluation are thought to be key to program-specific and broader patterns of impact (Cousins & Earl, 1992; Louis & Simsek, 1991; Huberman, 1990). Specifically, dialogue, discussion and reflection among the members of an organization can lead to shared interpretations of program-specific data, ultimately, organizational processes and the interrelationships among them. Cousins and Earl (1995) suggest that program evaluation activities, specifically a practical form of participatory evaluation in which organization members work in partnership with researchers, have potential for fostering organizational changes that extend well beyond the specific focus for evaluation.

Presently, a paucity of data exists showing the link between organizational learning and evaluation activities. This is especially the case with

evaluation activities integrated with strategic planning initiatives, i.e., SP/E. A preliminary study by Forss et al (1994) confirms that evaluation can stimulate organizational learning but these authors concluded that such learning is likely to be low level or incremental. Individual and particularly groups of decision-makers have carried out other relevant empirical work in the evaluation utilization domain with a general emphasis on the conceptual and instrumental utilization of evaluation findings. In these studies the conception of impact has been broadened to encompass the organization within which programs (i.e. target for evaluation) are operating. Consequently, the process of evaluation, as opposed to its findings or content, has emerged as an important explanatory variable influencing organizational development (Cousins, Donohue & Bloom, 1996; Cousins & Earl, 1995; Patton, 1994,1997; Preskill, 1994).

SP/E Process

Cronbach perhaps best summarizes the role of evaluation within the context of a learning organization:

The proper function of evaluation is to speed up the learning process by communicating what might otherwise be overlooked or wrongly perceived... Payoff comes from the insight that the evaluator's work generates in others (1982, p.8).

In Figure 1, the evaluation process as part of the strategic plan (SP/E is cast as a construct that directly influences OLC, by providing a deliberative mechanism through which learning is fostered or constrained (Torres et al, 1996). SP/E process is considered to have two important sub dimensions, which

are the main independent variables of interest in this study: 1) aspects of the SP/E implementation and 2) interactive processes. Six specific variables associated with SP/E implementation identified as being particularly significant by Cousins and Leithwood (1986) in their extensive review of the empirical literature are:

- Technical quality: characteristics of the strategic planning and evaluation processes including methods used, rigor, appropriateness of evaluation model.
- Credibility of the SP/E process: defined in terms of objectivity, believability, appropriateness of evaluation criteria and other similar factors.
- Relevance: of the process to the information needs of decision-makers and organization members.
- Communication quality: including the methods used and the appropriateness for the audience(s), clarity of results presented, breadth of dissemination.
- Findings: positive, negative, and consistent with the organization's expectations.
- Timeliness: in dissemination of evaluation results to decision maker(s).

These attributes of SP/E implementation are characteristics of a rigorous and disciplined inquiry process that draws from scientific tradition and places a premium on objectivity and evidential testing (Cronbach & Suppes, 1969).

However, Cronbach and Suppes (1969, p.17) are also strongly aware that although, these principles are core, "disciplined inquiry does not necessarily follow well-established, formal procedures. Some of the most excellent inquiry is free-ranging and speculative in its initial stages, trying what might seem to be bizarre combination of ideas and procedures, or restlessly casting about for ideas." In fact, the term evaluation research became popularized in the early seventies, which differs from applied research only in the sense that outcomes can not be generalized, but focuses on collecting specific information relevant to a particular problem, program or even product (Worthen & Sanders, 1987).

Do organization members perceive this component of organizational process has being an important element to predicting organizational use and ultimately improving an organization's learning capacity?

The Joint Committee Standards for Educational Evaluation (1981) created what is considered by many to be the ultimate bench-mark against which evaluations can be judged. Few studies have focused specifically on this variable, from this point of view. Those that have, have identified that "...the best designed systems will most likely influence decision-making when the data are viewed as valid." (Williams & Bank, 1984, p.281). The authors feel the decision-makers would probably not use data that they believe are inaccurate, "but we suggest it is a relatively minor reason (Williams & Bank, 1984, p.281).

Two primary variables associated with Interactive Processes are as follows: *Involvement*, defined as contact between evaluator and organization members and focuses on involving practitioners in as many aspects as possible

of the evaluation process. This includes providing input into the scope of the evaluation, the direction it takes, analysis of data as well as dissemination / follow-up activities. *Social processing* of information or data through interaction between colleagues and peers within the organizational culture is identified as a significant variable that can influence how members perceive and interpret data. For example lunch time or coffee break conversation or other social forums (i.e., meetings, seminars) can lead to a shared interpretation.

Cronbach suggests that "the process by which society learns is evaluation, whether personal and impressionistic or systematic and comparatively objective" (1980, p. 12). Since that time, the central role that personal and impressionistic learning has in evaluation practice has been well-documented (Cousins & Leithwood, 1986; Patton, 1986). Torres et al (1996) reflect that although one can not control the personalities and behaviors of individuals, successful involvement, dialogue and interactions of individuals during an evaluation, contribute to a commitment to learning at the individual which then lead to growth and learning at the organizational level.

The SP/E process is therefore thought to influence OLC, both directly, due mostly to the interactive process dimension and indirectly through the content, findings or substance of the evaluation (Alkin, 1985; Cousins & Leithwood, 1986; Shulha & Cousins, 1996).

SP/E Utilization

As shown in Figure 1, SP/E Utilization is cast as an intermediate variable which influences OLC and, as described above, is also influenced by the SP/E process. It is conceptualized in a way that is consistent with conventional evaluation utilization theory, highlighting both instrumental and conceptual consequences (Cousins & Leithwood, 1986; Patton, 1986). Instrumental consequences occur when, for example, a specific research finding is used as the primary basis for a decision. Single-loop or adaptive learning which was described by Torres, Preskill and Piontek (1996) as a "band-aid" approach to individual learning but with little transferability to organizational learning, results from instrumental use of evaluation findings (Torres, Preskill & Piontek, 1996, p. 30).

Conceptual or educative consequences occur when one learns from the information, which will have an indirect bearing on subsequent thoughts and actions; "there is considerable support, at present, for this as a promising way to understand how research and evaluation are most frequently used" (Cousins & Leithwood, 1993 p. 309). Deutero learning often results in conceptual use of evaluation findings (Torres, Preskill & Piontek, 1996). Therefore, in practice, instrumental use is often limited (Weiss, 1981) but conceptual use can lead to significant changes in fundamental assumptions and function. Again, in this context, an organization is seen as an inherently social system where knowledge is socially constructed (Bandura, 1986). It is therefore suggested that SP/E Utilization can foster broader OLC.

1.5 Research Focus – Predicted Relationships (Figure 1)

In the past decade, many public sector organizations, government run programs (especially those involving public services) have experience an increased emphasis on outcome accountability, efficiency and cost effectiveness (Mowbray et al, 1998). For public service organizations this often refers to the ongoing need to ensure that intended goals and purposes are being accomplished (Hodges & Hernandez, 1999). As a result, many organizations are turning to strategic planning and evaluation activities. Worthen (1994) contends that these activities are increasingly becoming part of the overall operations routine of the organization or program.

Many prominent authors have viewed organizational strategy as the determination of goals, a plan of action or set of tasks for the organization (Chandler, 1962; Glueck, 1976). Organizational scholars tend to see strategy as the development of guidelines for organizational process (Parston, 1987). Mintzberg (1979 p.25) states that "strategy is a mediating force between the organization and its environment". Igor Ansoff, one of the classic writers of corporate strategy, conceptualizes strategy as "a guideline by defining it as a set of decision making rules for guidance of organizational behaviour" (1984, p.31).

Parston (1987) notes that these later definitions imply structuring *means* with guidelines, while the earlier definitions connote prescribing *ends* with plans. Both views recognize explicitly that strategy ultimately helps the organization manage its environment either by prescribing actions or guiding thinking and

behaviour (Parston, 1987). Evaluation, as part of the Strategic Plan, then serves as a systematic investigation of the worth or merit of either a particular program or the organization itself (Joint Committee on Standards for Educational Evaluation, 1994). Formal evaluations therefore provide current and often empirical information to organization members about the particular program or the organization as a whole. In the context of the Strategic Plan, it is intended that this information identifies the strengths, weaknesses and deficiencies of the program or organization. It is intended that the resulting recommendations and actions will influence and shape the Strategic Plan. Wilson (1992), in his book Strategies in Health Care Quality, identifies evaluation activities as integral to any quality improvement activity that an organization, in particular, healthcare organizations, integrates into their practice. As evaluation provides an empirical and objective means for measuring quality of care and assessing procedures currently in place to determine if they achieve goals established by the organization. Accreditation agencies are now demanding that some type of quality assurance program, incorporating this type of process, exist in these organizations.

The present investigation is a single case study that focuses on within-organization perceptions of organizational learning capacity and the extent to which they depend directly and indirectly on participation in and knowledge of the SP/E process. The specific research predictions for the study are presented in Figure 1. A summary of each predicted path is provided in the next session.

1.5.1 Path 1: SP/E Utilization will enhance Organizational Learning

Capacity

Recently, many authors concluded that evaluation results seldom influenced decisions (Guba, 1969; Patton et al. 1977; Alkin, Daillak and White, 1979; Slavin, 1989). However, if one expands the definition of use to include changes in thinking without overt actions, then an alternative viewpoint emerges.

Weiss (1981) argued that use should include concepts such as changing people's orientations slightly, justification of already existing actions and stimulating further enquiry. Evaluation can therefore have impact not only when stakeholders adopt its conclusions directly, but also when they reflect on its potential and possibilities (Cousins & Leithwood, 1986; Kennedy, 1983; King & Pechman, 1984).

Cousins and Leithwood (1986) identified two primary types of evaluation use: *instrumental* and *conceptual*. Instrumental outcomes are used as the foundation for decision making within an organization. It is often limited to relatively low-level decisions, that are not expected to result in significant changes (Weiss, 1981). Conceptual use is the idea that learning takes place from the information presented and eventually has an indirect bearing on thoughts and actions of organization members. It is theorized that conceptual use can bring about major shifts in representation and fundamental understandings by promoting higher-level 'double-loop' learning.

Research in the area of organizational learning suggests that organization members do not "think and learn" as much as they should, and as a

result, organizations are not as effective as they can be (Argyris and Schön, 1978). Preskill and Caracelli (1997), found and increased interest in organizational learning as an outcome of SP/E use and identified that it is in fact one of the most exciting areas of focus in the area of SP/E practice. They hypothesized that evaluation utilization has significant potential for contributing to organizational learning and systematic change (Preskill, 1994). It is believed that this can be achieved through a participatory/collaborative approach between evaluator and stakeholders. This approach engages participants and gives them opportunities to be reflective, share and build interpretations (conceptual use) and finally place theories into actions (instrumental use) (Daft & Weick, 1984). Forss et al (1994) also support the view that successful organizational learning can be enhanced through the SP/E system. Presently the body of empirical evidence supporting this hypothesis remains lacking (Cousins & Earl, 1995; Forss, Cracknell & Samset, 1994; Shulha & Cousins, 1997).

1.5.2 Path 2: SP/E Interactive Processes positively affect SP/E Utilization

This path is supported by the belief that these major shifts in representation and fundamental understandings (conceptual learning) occurs through social processing channels, including formal and informal discussions where users reflect on the information generated by the evaluation process. This is done in the context of organizational member's own individual perspectives and experience, prior to actually making a decision (Kennedy,

1984; Weiss, 1981). The authors conclude that "this is a promising way to understand how research and evaluation are most frequently used" (Cousins & Leithwood, 1993, p.309). Owen (1992) supports the view that the evaluation process and findings result in 'enlightenment' and ultimately conceptual learning. He goes further to suggest that conceptual use occurs before and even facilitates instrumental use (Owen, 1992).

The question now becomes, what options are available to enhance evaluation use (both conceptual and instrumental)? Many authors support a direct link between Interactive and SP/E Utilization (Cronbach, 1980; Cousins, 1999; Torres, Preskill, Piontek, 1996). Empirical studies examining this link are few in number, but emerging findings are supportive of this view (Cousins & Earl, 1995; King, 1995; Lafleur, 1995).

1.5.3 Path 3: SP/E Interactive Processes directly enhance the development of Organization Learning Capacity

Cousins and Earl (1992) reviewed previous studies that focused on evaluation use and the impact of research-practice linkages. From this analysis, they suggested that evaluation activities that stimulate the social interaction of organization members can enhance organizations learning capacity. Cousins (1999) found that this interactive process resulted in the creation of dense interpersonal linkages that are catalysts in the development of an organization's learning capacity. Current thinking has focused on the impact of SP/E process on its own, apart from the nature of the findings (Shulha & Cousins, 1997).

Patton (1997) suggested that SP/E process can lead to four different consequences. The first of these is that it can enhance communication within an organization by sending a clear message to the organization about which components of the program are important to investigate. Second, data collection can take the form of interventions with the purpose of improving the program while examining it. Third, the process can engage organization members and provide them with the opportunity to be reflective and discriminating about the type of information they feel is important to the work they do. Finally, Patton states that that this process can lead not only to individual but also to organizational learning. Interactive Processes specifically have been theorized to be a key vehicle for building organizational learning (Cousins & Early, 1992, 1995). Daft and Weick (1984) suggested that this could happen through the sharing of perceptions, which could lead to shared understandings and the development of conceptual schemes amongst members. They see this process as an “awesomely complex human social activity” (Daft & Weick, 1984, p. 294). Once again, empirical evidence is needed to further support this theory.

1.5.4 Path 4: SP/E Attributes of Implementation influence SP/E Utilization

As part of the strategic planning/evaluation process, the actual content, findings and substance of the evaluation are thought to influence OLC indirectly, suggesting Path 4 (Cousins & Leithwood, 1993). The primary constructs identified by Cousins and Leithwood (1986) include relevance of the SP/E, timeliness, credibility of the evaluators, communication quality, findings and

technical quality. Similar studies showed that when evaluations were perceived by decision makers as having high face validity, use and the potential for use appeared to be greater (Brown et al., 1980; Williams and Bank, 1984; Cousins & Leithwood, 1986). For example, if the data collection technique was felt to be inappropriate, both conceptual and instrumental use was reduced (Daillak, 1983; David, 1978). Most studies also indicated that SP/E activities that reflect knowledge of the context in which the SP/E would be used were associated with higher levels of utilization, particularly conceptual (Dawson & D'amico, 1985; Osterlind, 1979; Rossman et al., 1979). If SP/E activities were found lacking in these areas, they were associated with low levels of use (David, 1978; McGowan, 1976). Huberman (1990), empirically, showed that linkages between evaluators and practitioners were important, especially for conceptual utilization.

Other SP/E implementation factors that were generally found to enhance or detract from use included ongoing communication between organization members and the evaluator, the nature of findings and the timely provision of evaluation results (Patton et al, 1977; Osterlind, 1979; Rossman et al., 1979; Cousins & Leithwood, 1986).

1.5.5 Path 5: SP/E Interactive Processes and SP/E Attributes have reciprocal impact

By virtue of the design and implementation of the strategic planning/evaluation, the Interactive Processes may be stimulated or inhibited (Cousins & Earl, 1982; Cousins & Leithwood, 1993; Huberman, 1990; Torres,

Preskill, & Piontek, 1997). These authors argue strongly that evaluation users should be actively involved in the SP/E. They predict that this type of involvement helps to ensure credibility, relevance of results and to increase commitment to the evaluation process as a whole (Cousins & Leithwood, 1986). As well, Interactive Processes have been found to help develop participants abilities to do systematic inquiry and enables organization members to develop shared mental models and encourage further interaction and reflection (Yoon & Cullen, 1993; Cousins and Earl, 1995; Green, 1988). This lead to ownership of the SP/E initiative and its findings amongst organization members (Jenlink, 1994; Mathison, 1994, Owen & Lambert, 1995; Patton, 1994). Finally, the evaluators that conducted the SP/E activity can benefit from the interactive process through a greater understanding of the organizational context (Jenlink, 1994; Preskill & Torres, 1996). Evaluators working in partnership with stakeholders are believed to be better able to stimulated knowledge production and promote positive reactions to findings (Greene, 1988). In many case, evaluators relinquish control over decisions requiring a deep understanding of organizational knowledge and knowledge about context, but at the same time maintaining authority over the technical quality of the evaluation (Cousins & Earl, 1992; Greene, 1988). We therefore expect a relationship to be present between the SP/E Interactive Processes and the SP/E Attributes.

CHAPTER 2: Methods

2.1 Introduction

The relationship between evaluation activities and their consequences is an area of tremendous interest in the literature on organizational learning. However, the literature review points to a paucity of empirical studies examining within-organization perceptions of OLO and the extent to which they depend directly and indirectly on participation in and knowledge of the SP/E Process. Primarily quantitative methods designed to explore these variables within the context of the organizational learning conceptual framework were chosen and will be described in this chapter.

The chapter is divided into three sections: sample, instrument and procedures. The case description will outline details regarding the organization that is the focus of the study as well as the SP/E initiative. In the procedures section, the need for a somewhat exploratory approach is explained and details regarding the approach are provided. Details on the instrument development, variable construction and the plan of analysis will follow.

2.2 Sample

The focal case organization is a children's treatment centre located in the province of Ontario, which underwent a SP/E initiative.

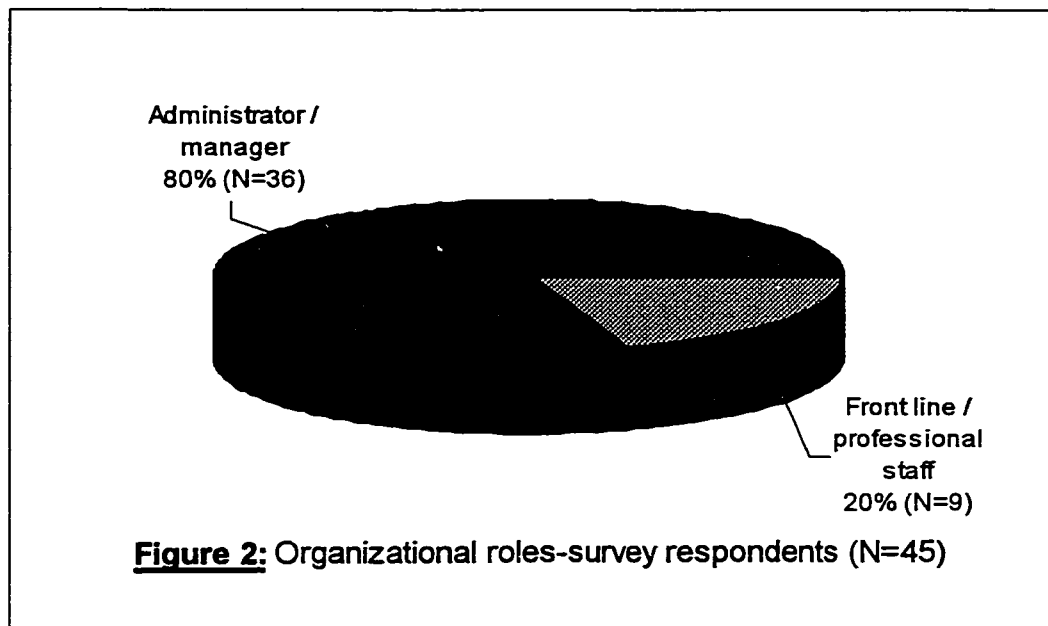
The organization itself is comprised of approximately 80 members, representing numerous disciplines including the different professional therapists,

teachers, administration and support staff. It provides outpatient services to children up to 19 years of age, who have a physical disability. As of June 1993, 1,083 clients were registered at the case organization (Strategic Plan Final Report, March 1994). Funding agencies include the Ontario Ministries of Health, Education and Training and Community and Social Services.

All staff received a survey through internal mail along with a covering letter that described the research study, a request for voluntary completion of the survey and an assurance of anonymity. After this initial mail-out, 36% of all staff responded. A second and final call to staff occurred three weeks later. This follow-up produced additional returns increasing the achieved sample to 46 or 58% (N=46). Background information indicates that this sample was fairly representative of employees of the case organization. For example, 82% of the entire centre staff are employed in professional or support staff roles (compared to 80% of the sample) while 18% of members are managers or administrators (compared to 20% of the sample), see Figure 2.

2.3 Instrument

A ten-page survey questionnaire was developed and was piloted to check for continuity and clarity of phrasing. This instrument and a summary of descriptive statistics by item are attached (see Appendix A). The survey questionnaire was based on the conceptual framework in Figure 1 and divided into three sections. Part A focused on the SP/E initiative that took place in 1993-1994 and measured the independent and mediating variables in the study.



These questions addressed issues associated with Interactive Processes, SP/E Attributes and SP/E Utilization. Five and seven point Likert scales were used for the majority of items in this section. Respondents were invited to skip Part A if they were completely unaware of the process. Several items included in Part A were drawn from questionnaires used in prior studies, specifically, Cousins and Walker (in press) and Cousins, Donohue and Bloom (1996) (Appendix B). From the later study, the following questions were used as written or were modified to better fit the context of the study: Part A: Q 3.1-3.10, 13, 14, 15, 16, 17.1-17.7; Part C: Q 3, 4, 6. Questions used directly or adapted from Cousins and Walker (in press) include Part A: 1a, 3, 4, 5, 6.1, 6.2, and 8.1-8.6. Part B: 2.1. Cousins and Walker (in press) adapted significant portions of their questionnaire from that used by Green and Kvidal (1990). Both of the questionnaires used were carefully scrutinized by their respective authors for continuity and clarity of phrasing. Pilot tested in order to ensure greater reliability. Cousins, Donohue

and Bloom (1996) also measured reliability using Cronbach's alpha and examined the interrelations among the various categories. Linear combinations of items for each of these factors produces acceptable levels of reliability. These range from .63 to .80 (Cousins, Donohue & Bloom, 1996). All correlations were found to be positive, ranging in magnitude from 0.25 to 0.84. The overall moderate size of most of the coefficients suggests that the scale variables are measuring different constructs (Cousins, Donohue & Bloom, 1996).

Part B of the instrument is entirely adapted from the Organizational Learning Capacity Survey-OLC (Appendix C). It also includes questions on job satisfaction. Swee Goh and Gregory Richards (1995) developed the survey instrument. It features 21 questions that can be separated into the five subscales: clarity of mission and purpose, leadership and facilitation, experimentation, transfer of knowledge and team work. Internal consistency of the 21 item scale (Cronbach's alpha) is 0.94 and test-retest reliability is 0.77, indicating that the scale indeed measures a single albeit multidimensional construct and elicits a stable response over time (Richards & Goh, 1995; Goh & Weisner, 1995). For the present purposes, some items were slightly modified to better suit the context of the case organization. These items were reviewed with the principal survey developer, Dr. Swee Goh, in advance in order to ensure that the questions remained true to the intent of the instrument.

Part C inquired into the background of respondents and included organizational role, involvement in the strategic planning steering committee and other relevant demographic questions.

2.4 Procedure

According to senior staff, throughout the 20-year history of the case organization, numerous similar endeavors have been initiated but have rarely led to significant or meaningful changes within the organization. The Board of Directors felt that an SP/E would help the case organization prepare for the future (Strategic Plan Final Report, March 1994). The details of the evaluation and recommendations for the organization were summarized in the consultant's final report. As part of the SP/E process, internal and external scans were done to identify areas of weakness in every part of the organization, identify gaps in service delivery, provide recommendations and direction to close these gaps and ultimately improve the quality of service provided. External consultants/evaluators were hired. They used techniques such as interviews, surveys and observation techniques for gathering data. A conventional stakeholder-based approach was used in developing the plan. A steering committee consisting of Board members, community representatives, and senior staff was appointed by the Board and established to oversee the planning process. Organizational members were involved primarily through formal and informal interviews or discussion groups, focus groups and 'day-away' workshops. Staff was not involved in the actual design and implementation of the SP/E process, but did provide input in determining the direction the evaluation took and in the interpretation of findings. One external consultant was based directly at the case organization in order to gain a better understanding of day-to-day functions and to be available to staff and stakeholders as needed.

The SP/E process was initiated in winter 1993 and completed approximately one year later. The results were accepted by the Board and presented to staff in March 1994. From this process, organization goals were established for the one, three and five year marks.

A retrospective design was chosen in order to try to capture aspects of organizational learning that may have occurred directly from the SP/E. A survey was developed in order to gather empirical data regarding organization members' perceptions about the SP/E and its consequences. Permission to distribute the survey was provided in written form from the Executive Director of the case organization (Appendix D). The Ethics Committee at the University of Ottawa reviewed and scrutinized all details regarding the procedures and methodologies of this study. Permission and approval for collecting data was granted covering a one year period.

Prior to the distribution of the questionnaire to staff, information about the study was presented at one of the monthly Program Manager's meetings. At that meeting, questions regarding the study were answered and several senior program managers provided verbal endorsement. Each program manager disseminated information about the study and the upcoming questionnaire to their staff. On two occasions, the author was invited to team meetings in order to discuss the study.

A covering letter was attached to each questionnaire that outlined the purpose of the study, requested voluntary participation and assured anonymity for all respondents (see Appendix E). The covering letter and questionnaire

package were distributed to all staff through the internal mail process. It was made clear to staff that no one but the author would ever see the actual completed surveys. Completed questionnaires were deposited in a sealed box with a slot, located in the staff photocopy room. The deadline for completion of the surveys was one week after distribution. Two weeks after the data had been collected, staff were thanked for their participation.

The conceptual framework described in Chapter 1 guided the study design, data collection and analyses. In order to provide empirical data to test the hypothesis, an exploratory single case study approach employing survey methodology was used. Organization members from the case organization responded to the survey. Quantitative case data (and some written responses to open-ended survey questions) helped gain an in-depth understanding of the organization and to generate accurate and reasoned interpretation of the observed mediated consequences to the organization of the SP/E process.

The data set was reduced by constructing a set of variables for use in subsequent analyses. The dependent variable in this study is OLC. The independent variables include the SP/E Utilization, S/E Attributes, Interactive Process, and the Internal Organizational Characteristics (these include Job Satisfaction and Organizational Role). These variables were derived from the literature review as being key components of the conceptual framework.

Table 2 shows how the variables corresponding to various components of the conceptual framework were constructed. The Table confirms that the measurement of the variables in this study was adequate, high Cronbach's alpha

coefficients indicate that the reliability of the variables was generally quite good.

Of significance is the observation that more than half of the respondents did not feel that they held active and influential roles in the SP/E process. It should be noted that almost three quarters of respondents indicated that they did participate in the SP/E process in some capacity. Estimates of perceived OLC are positive, especially for the subdimension *Clarity of Mission and Purpose*.

The reliability of the OLC subdimensions *teamwork* was limited.

Table 2

Variable Construction and Descriptive Statistics

Variable	Description	Alpha	Mean	SD	N
OLC	Questionnaire Part B Q:1-21 (Overall)	0.95	4.25	1.07	46
1. Clarity of mission and purpose	Composite (average) of 4 items, Part B, Q:2,18,19,20 Scale 1 (strongly disagree) to 7 (strongly agree).	0.74	5.14	0.98	46
2. Leadership	Composite (average) of 7 items, Part B, Q:7,11,13a,13b,15a,15b,17 Scale 1 (strongly disagree) to 7 (strongly agree).	0.91	3.96	1.28	46
3. Experimentation	Composite (average) of 7 items, Part B, Q:3,6,8,10a,10b,12a,12b Scale 1 (strongly disagree) to 7 (strongly agree).	0.90	4.18	1.34	46
4. Transfer of knowledge	Composite (average) of 4 items, Part B, Q:1, 4,9,16 Scale 1 (strongly disagree) to 7 (strongly agree).	0.78	3.85	1.25	46
5. Teamwork	Composite (average) of 3 items, Part B, Q:5,14,21 Scale 1 (strongly disagree) to 7 (strongly agree).	0.58	4.48	1.21	45
SP/E Utilization	Questionnaire Part A				
6. Conceptual Use	Composite (average) of 4 items, Part A, Q:4.1-4.4 (e.g., learning about [case organization] practice, SP/E influence on organizational change and improvement). Scale 1 (never) to 5 (always).	0.72	3.52	0.65	37

7. Instrumental Use	Composite (average) of 6 items, Part A, Q:5a,7.1-7.5 (e.g., hiring of a new executive director, shift towards a program based approach). Scale 1 (strongly disagree) to 7 (strongly agree).	0.80	5.37	0.98	37
8. SP/E Attributes of Implementation	Composite (average) of 7 items, Part A, Q:3.1-3.5,3.7 (e.g., credibility of SP/E, relevance, timeliness). Scale 1 (strongly disagree) to 7 (strongly agree).	0.84	5.05	0.80	37
Internal organizational characteristics	Composite (average) of 7 items, Part B, Q:22,23,26-32				46
9. Job Satisfaction	Scale 1 (strongly disagree) to 7 (strongly agree).	0.85	5.18	1.11	
10. Organizational Role	Front line staff [rehab staff/allied prof., teacher/EA/liaison/preschool, support staff, medical personnel] (78%), management [managers, administrators] (22%)	NA	NA	NA	45
11. Interactive Processes	Composite (average) of 10 items, Part A, Q:2.1-2.9,3.6 (e.g., participating in discussion groups, collecting data, interpreting findings). Scale 1 (never) to 5 (always).	0.82	2.29	0.69	37
12. Member of SP Steering Committee (SC)	No (86.7%), yes (13.3%)	NA	NA	NA	45
Background Information	Questionnaire Part C				
*Work experience	Less than 5 years (13%), btw 6-10 years (21.7%), over 10 years (65.2%)	NA	NA	NA	46
*Prior SP participation	No (63.6%), yes (36.4%)	NA	NA	NA	44
*Age group	20-34 (24.4%), 35-49 (51.1%), 50+ (24.4%)	NA	NA	NA	45
*Education level	Public school (0%), high-school (6.5%), community college (10.9%), undergrad degree (37%), graduate degree (45.7%)	NA	NA	NA	46
*Continuing education	No (13%), yes: funded by the organization (69.6%), yes: self funded (17.4%)	NA	NA	NA	46

Owing to the nature of the variables in question the ideal method for conducting analysis would be path analysis. However, for such analysis, a larger sample size than was obtained in this study would be required. Instead,

in order to estimate the influences of specific variables while holding others constant, stepwise regression was chosen as the primary method of analysis.

CHAPTER 3: Results

3.1 Overview

One of the primary intentions for some of the questions in this survey was to help refresh respondent's memories about the nature and outcome of this SP/E process. Responses are presented below in relation to their corresponding variable of interest. Descriptive statistics are contained in Appendix A and are summarized in Table2.

The SP/E activity took about one year to complete. Figure 3 shows respondents levels of participation. Over two thirds (N=33) felt that they had participated in some way. For another 11% (N=5), the information about the SP/E was formally communicated to them in some manner (e.g., during a meeting). However, almost 19% (N=10) indicated that they were completely unaware of the activity. This group therefore only completed Part B and C of the survey. Respondents were provided with an opportunity to supply open-ended comments. Twenty of forty-seven took advantage. The comments will be presented as they relate to the key paths in this study.

A moderate pattern of intercorrelation among predictors is evident in Table 3. These correlations are all positive as was expected. This pattern suggests that violations of assumptions about multicollinearity will not be likely to impede on the ensuing regression analyses.

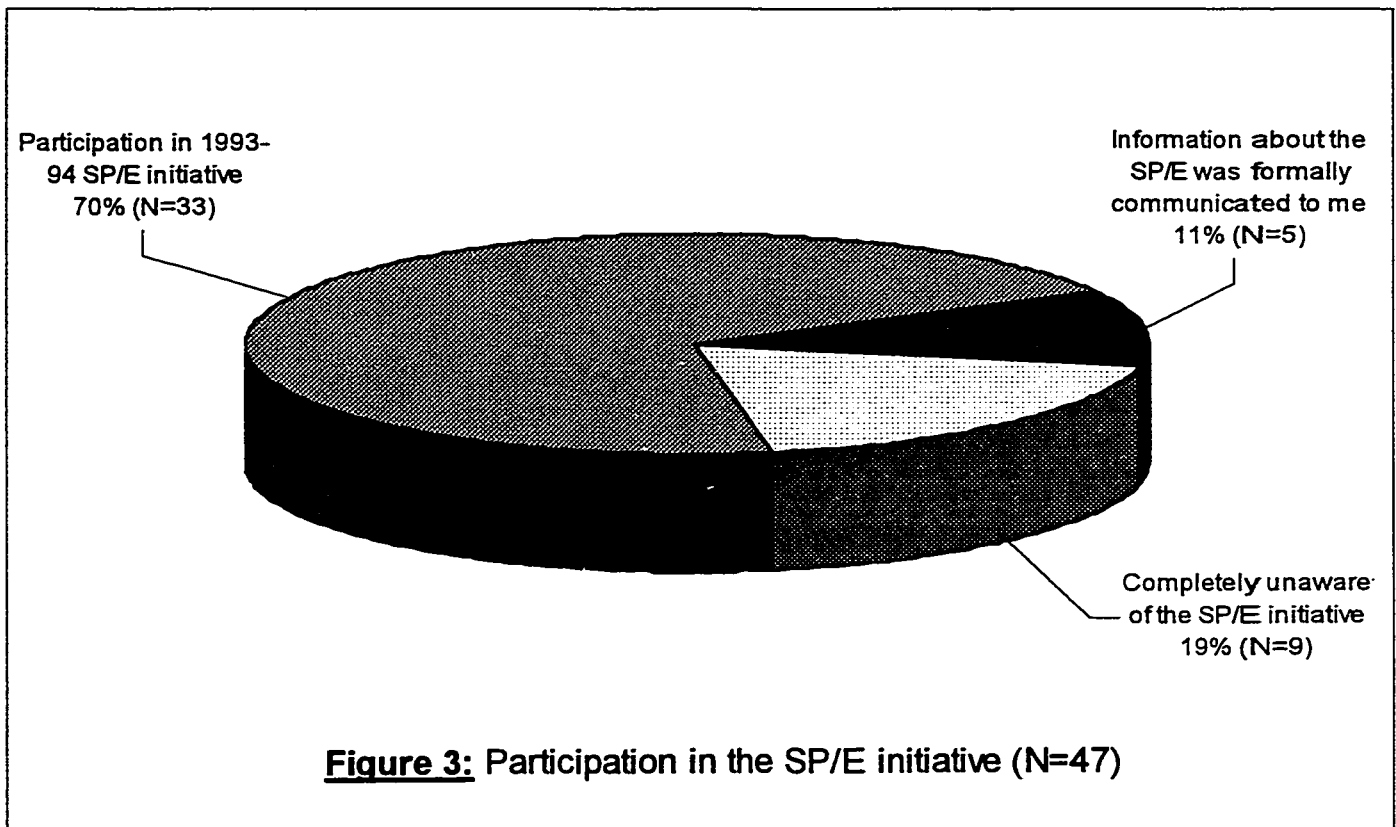
Table 3 shows the pattern of zero-order Pearson product-moment

Table 3

Zero-order intercorrelations among Organizational Learning Capacity (OLC), SP/E Impact, Interactive Processes, SP/E Attributes and Internal Organizational Characteristics (IOC)
(Pairwise deletion of missing data, N=32-37)

	OLC	1	2	3	4	5	6	7	8	9	10	11	12
Organizational Learning Capacity (OLC)	----												
1. Clarity of Mission	.86***	----											
2. Leadership	.91***	.72***	----										
3. Experimentation	.95***	.75***	.88***	----									
4. Transfer of knowledge	.84***	.66***	.82***	.78***	----								
5. Teamwork	.75***	.54***	.77***	.68***	.75***	----							
SP/E Utilization													
6. Conceptual consequences	.43**	.41**	.36*	.39	.43**	.30							
7. Instrumental consequences	.36*	.38*	.24	.36*	.31	.29	.41**	----					
8. SP/E Attributes													
	.65***	.50**	.58***	.68***	.49**	.47**	.53***	.45*	----				
Internal Organizational Characteristics (IOC)													
9. Job Satisfaction	.76***	.79***	.51***	.66***	.48**	.39*	.26	.24	.32	----			
10. Organizational Role	.40*	.36*	.26	.41**	.22	.21	.15	.34*	.40*	.39*	----		
11. Interactive Processes													
12. SP Steering Committee (SC) member	.40*	.45**	.30	.40*	.31	.17	.23	.13	.40**	.25	.57***	----	
	.40*	.36*	.26	.41**	.22	.21	.15	.34	.33	.40*	1.00***	.57***	----

* $p \leq .05$ ** $p \leq .01$ *** $p \leq .001$



intercorrelations among variables in this study. The sub components of the dependant variable (OLC) are noted to be highly inter-related. The fact that they are not perfectly correlated confirms that they are measuring varying dimensions of perceived OLC, as would be expected (Richards & Goh, 1995). Job Satisfaction and Attributes of the SP/E process show strong correlations with OLC. Given the low pattern of response distributions for the variable *Interactive Processes* in Table 2, it is not surprising that it does not relate to perceived OLC, which was rated much more positively.

3.2 Path-by-Path Analysis

The primary variables in each path will be examined under the following headings: 1) Description of questionnaire response patterns (Table 2); Analysis of written comment data; and 3) Analysis of the relationships between the variables for that path (Table 3,4 &5). When variables are involved in more than one path, the first two headings will be examined only in the first path that the variable appears in.

3.2.1 Path 1: SP/E Utilization will enhance Organizational Learning Capacity

Key variables: SP/E Utilization, OLC

Description of Questionnaire Response Patterns

SP/E Utilization

The scale used to assess SP/E Utilization was the five point Likert scale ranging from 1 (never) to 5 (always). In terms of conceptual learning, respondents felt that, to a moderate degree, conceptual learning did occur (M=3.6). Board members, administration and managers learned more about the case organization's practices as a result of the SP/E process (M=3.5). Overall, it was perceived to be of benefit to staff in terms of questioning basic beliefs about their practice (M=3.4). Examples of philosophical and practice changes that organizational members perceived were directed by the SP/E included; a move

towards a client centred model of service delivery (M=5.3) and a shift towards a program based approach (M=5.4). On average, respondents also perceived that board members and administration have learned that the SP/E process can have a powerful influence on organizational change and improvement (M=3.6).

It is very clear that many discrete organizational decisions result from the SP/E process. Using the Likert scale 1 (strongly disagree) to 7 (strongly agree), respondents generally agreed that the SP/E process led to greater organizational change than previous ones (M=5.4). The vast majority of organization members who completed this survey felt that this SP/E process had an impact on the case organization. The remaining few thought that either it will have an impact in the future or that it is too early to tell.

Regarding the recommendations arising from the strategic plan, the vast majority of respondents indicated that they were made aware of the final recommendations. Interestingly, the top two methods of how this information was communicated to them were either through presentations made by the consultants or through discussions with discipline and program managers. Once again, this finding points to how powerful this latter route is for conveying information to staff.

By far, the one single factor that respondents felt to be the most powerful in leading to organizational change was the responsiveness of the organization's Board of Directors to findings generated from the strategic planning process. Nearly half of members who completed the survey ranked this factor number one.

Organizational Learning Capacity

Respondents rated all items on the OLC scale using the same seven point Likert scale 1 (strongly disagree) to 7 (strongly agree) described earlier. Overall, respondent perceptions about the organization's learning capacity at the time the survey was distributed was very positive, with an overall mean score of 4.10. Their rankings for each variable comprising organizational learning capacity is as follows:

Clarity of mission and purpose:

Respondents perceive that all levels of the organization share a common vision of what their work should accomplish (M=4.2), identify common values that organization members share (M=5.5), and understand how the mission of the organization is to be achieved and enacted (M=5.1). Finally, there is wide spread support and acceptance for the organization's mission statement (M=4.5). It should be noted that the variable Clarity of Mission and purpose had the highest overall agreement amongst those organization members who completed the survey.

Leadership Commitment and Empowerment:

As a whole, this variable was viewed by respondents with agreement that was just slightly above average (M=4). The item that received the most support and agreement by staff was that discipline/program managers encourage constructive feedback from staff (M=4.6). The item that received the least

support was: "Overall, administration at the case organization frequently involves employees in important decisions" (M=2.8).

Experimentation:

The composite mean for this variable is also fairly high (M=4). The highest agreement was on the item that stated: that, overall, department/program managers at the case organization encourage staff to try new ideas in order to improve service delivery and client care (M=4.5). Less agreement was observed on the item that asked: "From my experience, people who are new to this organization are encouraged to question the way things are traditionally done." (M=3.3).

Transfer of knowledge:

This item had the lowest composite mean (M=3.85). The items that generated the least amount of acceptance amongst organization members, inquired about the sharing of new work processes amongst programs and departments as well as with other treatment centres (M=3.6). In terms of the item with the highest agreement supported, it was the perception that mistakes are usually constructively discussed at the case organization (M=4.2).

Teamwork:

The items in this variable have fairly high agreement. Questions will be presented item by item. They were as follows:

- Staff often form informal groups to solve problems they experience in their daily work (M=4.4)
- We are encouraged to solve problems together before discussing them with a supervisor (M=4.4)
- Most problem solving groups in this organization feature employees from a variety of disciplines and professions (M=4.5). Overall, the composite mean for this variable is the second highest overall at M=4.43.

Analysis of Written Comment Data (SP/E Utilization and OLC)

SP/E Utilization

Here we see respondent's comments on what they perceive as the most powerful factor leading to organization change:

- *The change that occurred was more than you would usually receive from a strategic planning review. The process became more of an operational review and I would say that it was a combination of staff dissatisfaction at all levels: frontline, managers, and administrators that acted as the catalyst for change.*

In terms of instrumental changes with key stakeholders:

- *The consultants were extremely straightforward with the Board of Directors. The Board resolved to implement change based on the consultant's recommendations.*

Perhaps the factors believed to be responsible for promoting learning within the organization can be best summarized by the following direct quotations by organization members:

- *I believe that the strategic planning exercise solidified concerns that staff already [voiced] about [the case organization] and only when the Board recognized the great need for change did it occur.*
- *Both managers and staff dissatisfaction with the status quo were impetus for the process, could not have embarked upon the actual process without responsiveness of Board to accept the findings of the report and to move forward*
- *Everyone wanted change.*

Instrumental Learning

Many outcomes resulted from this process, showing strong utilization of results that ultimately impacted on the organization in fundamental ways. The specific discrete decisions that were identified by organization members were follows:

- *Strong linkages with [children's hospital]*
- *Strong linkages with community partners.*
- *Emphasis on developing good working relationships with community agencies.*
- *Separation of Board of Directors from involvement in day to day operations of [the case organization].*

- *Liaisons/partnerships within community.*
- *More emphasis on working with community partners of visibility of our services in the community.*
- *I believe the biggest impact of the strategic planning recommendations was the decision to hire a new director. I believe that it is her influence and direction that has shaped us more than the needs of the consultants.*

When organizational members commented on the changes being implemented at the case organization after the SP/E was completed, the hiring of a new executive director came up frequently. Others have commented:

I believe the biggest change has been in our community profile. Things at [the case organization] really have not changed that much on the front lines.

Conceptual Learning

Examples of comments that support the view that deeper levels or 'double-loop' learning may have occurred include the following:

- *[There is] more board awareness and involvement.*
- *Although all of our futures are insecure, should we or the [case organization] be lost it will not be because we were disorganized, behind the times, and not responsive to the changing marketplace.*

- *Encourage support staff to suggest various options for new ways of functioning.*

From the comments listed above, it is suggestive that higher order 'double-loop' as well as 'deutero' learning (learning how to learn) are occurring. They are characterized by respondents' comments regarding the decision-making procedures of the organization. Other staff appear to challenge the status quo as well as the strategies that were used in the past, to direct decision making at the case organization.

Organizational Learning Capacity

Clarity of Mission:

Respondents did not provide comments regarding this specific variable.

Leadership:

- *I have had a lot of support from my managers and little/no contact with the administration. Questions that ask about program managers - my response is based on my experience with my own manager, who I feel is very positive. I get the sense that other managers are less open/positive but have little experience with them.*
- *Much of the restructuring that occurred was necessary to strike [the case organization] on a better course of survival in this decade on health care reform. However, I also believe that the new leadership has supported*

changes that create more isolation among disciplines, greater bureaucracy and certainly a more "autocratic" system.

Experimentation and Transfer of Knowledge:

The need for the development of strategies to permit greater staff participation in decision making as well as in the implementation of new strategies and approaches to conducting business is expressed through these comments:

- *[Staff] would like a little more credit for accomplishments as well as more authority and freedom for decision making or input on decision making.*
- *At this stage in my career, I would welcome an opportunity to become more intricately involved in the planning and organization of programs, greater opportunity to liaise with other disciplines and feel that there would be greater freedom and opportunity to question and support new ideas. We have a very creative experienced staff. We need to utilize them more.*
- *There seems to be very tight controls on any new ideas from staff when new ideas are discussed, they are met with negativity. Job descriptions in reality haven't changed a bit and all the same expectations continue, leaving little room for or energy to be a self-starting initiator of more fulfilling and possibly more effective ways of serving the population. Any new initiatives seem to be in the area of C.Q.I. or audits or productivity or effectiveness. This leaves the overall impression of being constantly monitored into doing more and more.*

- *Also with the reduced staffing it is the getting increasingly difficult to just provide coverage let alone develop services.*

In the past few years, it was also noted that the organization's knowledge management strategies were enhanced by the use of electronic mail to assist program managers when communicating amongst each other. Computer technology also allows the storage of important information and easy access to it, thus creating a formal link between.

Teamwork:

Comments regarding respondents' views on this variable include:

- *I am a new employee. I am impressed with the teamwork, high professional standards and opportunity to liaise with other professionals at [the case organization].*
- *[the case organization] is a great place to work, many dedicated people.*

Analysis of Relationships (SP/E Utilization and OLC)

Of particular interest is the fact that conceptual outcomes and instrumental outcomes show a moderate correlation with OLC. This implies that conceptual learning (the view by respondents that the organization has gained a deeper understanding and has learned about itself and its processes) has a correlation with a positive perception of this organization's learning capacity. This finding is consistent with current thinking that suggests that it is the

evaluation process itself that is a powerful influence on OLC, rather than just the findings arising from the study (Patton, 1997). Individuals that rated conceptual learning positively also rated the sub-variables Clarity of mission and purpose as well as Transfer of knowledge fairly high. This suggests that when conceptual learning occurs, it results in the sharing, processing and ultimately the application of this information towards the greater understanding and clarification of the organization's goals and objectives.

3.2.2 Path 2: SP/E Interactive Processes positively affect SP/E Utilization

Key variables: SP/E Interactive Processes, SP/E Utilization (see Path 1)

Description of Questionnaire Response Patterns

SP/E Interactive Processes

Respondents were asked to indicate the extent that they were involved in different aspects of the SP/E. A five point Likert frequency scale was used ranging from: 1 (never) to 5 (always). Results revealed that participated in discussion groups led by external consultants and discussed SP/E issues during discipline or program meetings (M= 2.9). 'Day away' workshops also appeared to be a time for staff to communicate and receive information about the SP/E (M=3.5). On average, respondents indicated that they had spent as much time in those more formal methods of communication as they had discussing SP/E issues amongst themselves informally (e.g., during lunchtime conversation) (M=3.1). This finding supports the significance of informal channels as a route

of communication for conveying and interpreting information amongst organizational staff members.

Analysis of Written Comment Data

Throughout the SP/E process, forums in the forms of workshops as well formal and informal meetings with the consultants were held. The project's steering committee was also involved in ongoing discussions with the consultants. Unfortunately, the details and level of actual participation were not clearly remembered by most participants. Details that are remembered are very general and vague. Comments include:

- *I attended one meeting with consultants (they met with our department to gather info). I must have attended a "day-away" workshop but I can't remember a thing about it!*
- *As I recall, I met with external consultant working at [the case organization] individually once and there was one meeting with the consultants...*
- *Can't remember some things.*

However, other members did report that:

- *... most discussion centered on impact of work around process and any fallout.*

and

- *Not as much one-to-one input on participation as would have liked but overall, satisfied with process.*

These findings help to interpret the quantitative data in that it becomes apparent staff could not sufficiently remember details of their involvement in order to be able to comment on the depth of their participation. However, participation was viewed as being instrumental to the process:

Once you involve a wide range of "stakeholders" in the process you become very accountable to them. I feel that the process itself compelled [the case organization] to implement changes in order to demonstrate to stakeholders that their input was heard.

Analysis of Relationships (SP/E Interactive Processes and SP/E Utilization)

The variable Interactive Processes did not show a relationship with OLC. Given the low pattern of response distributions for the variable Interactive Processes in Table 2, it is not surprising that it does not relate to perceived OLC, which was rated much more positively.

3.2.3 Path 3: SP/E Interactive Processes directly enhance the development of Organizational Learning Capacity

Key variables: Interactive Process and OLC

As both the descriptive data and written comments were presented in

Paths 1 and 2, we will turn our attention to the statistical analysis of their interrelationships:

Analysis of Relationship (SP/E Interactive Processes and OLC)

Very slight correlation between these variables is noted. The strongest correlation is between the Interactive process and the Clarity of Mission and purpose. This can be explained through the fact that this variable in particular takes shape from the interaction, discussion and clarification of the organizational purpose and how this will be achieved.

3.2.4 Path 4: SP/E Attributes of Implementation influence SP/E Utilization

Key variables: SP/E Attributes, SP/E Utilization (described in Path 1)

Description of Questionnaire Response Patterns (SP/E Attributes)

For this variable, the Likert scale was used where the ratings ranged from 1 (strongly disagree) to 7 (strongly agree). In this case, perceptions about the actual implementation of the SP/E (credibility of the external consultants, the relevance to the organization, and timeliness) were examined. Overall, respondents rated this fairly highly with scores ranging from 4.9 to 5.8 (M=5.05).

This finding implies support for the SP/E process, provided that organizational members believe that the process was needed (M=5.8) and relevant to the needs of organization members (M=5.4). Of interest to the organization is that most people agreed that other SP/E activities should be done in a similar way in

the future (M=4.2) and that the 'day away' workshops were also very valuable (M=5.3). As well, respondents felt that having an external consultant regularly on site allowed the consultants to gain a better understanding of the organization. This strategy allows external consultants to benefit from the numerous advantages of doing a somewhat 'internal evaluation', while at the same time maintaining objectivity and an unbiased approach.

Analysis of Written Comment Data

Comments in this section confirm the view that staff held that the consultants did a credible job in conducting and overseeing the SP/E:

- *The two consultants seemed quite able to collate, understand and address the strategic planning information/process.*
- *... the study seemed thorough and quite inclusive of various perspectives.*

Analysis of Interrelationships (SP/E Attributes and SP/E Utilization)

Correlation results show that there is a significant relationship between the conceptual learning that occurs and SP/E Attributes. This is consistent with previous research and shows the importance of reliable and timely evaluations that can result in conceptual learning (Cousins & Leithwood, 1993).

Instrumental consequences were only found to be slightly related.

3.2.5 Path 5: SP/E Interactive Processes and SP/E Attributes have reciprocal impact

Key variables: SP/E Attributes, SP/E Interactive processes (described in Path's 4 and 2 respectively)

Analysis of Relationships (SP/E Interactive Processes and Attributes)

As predicted, SP/E Attributes of Implementation and Interactive Processes were found to be related. This supports the influence that these variables can have on one another.

3.2.6 Internal Organizational Characteristics

The two key variables explored here were job satisfaction and organizational role.

Description of Questionnaire Response Patterns

Job Satisfaction

This variable presents with fairly high overall composite mean (4.72):

- The teams that I am a part of are generally supportive of the work I do (M=5.7)
- I find the work that I do challenging (M=5.5)
- Overall, I am satisfied with my job and the work I do at [the organization] (M=5.3).

- My work makes use of my skills and abilities to their fullest potential (M=5.2)
- I feel there is potential for growth and development in my current job (M=5.2).

The least agreement was observed in the item that stated: 'I have many opportunities to improve my knowledge and skills which prepare me to undertake new assignments' (M=4.5). However, this is still considered to be very high relative to all other responses.

Organizational Role

For this variable, respondents were asked to describe their role within the case organization. Roles were then divided into administrative and professional components. Respondents that classified their role as either administration, department or program manager/service coordinator represented 20 % (N=9) of the sample. The remaining roles included support staff/building services, allied health professional/ rehabilitation staff, teacher and medical personnel. Of these the largest group were represented by rehabilitation/allied health professionals (48.9%, N=22).

Analysis of Written Comment Data

None was forthcoming regarding these two variables.

Analysis of Relationships

Organizational role showed a significant correlation with SP/E Interactive process. That is, those persons in administrative/managerial positions rated the Interactive Processes during the SP/E initiative more positively than did front line staff. This suggests that Managers and administrators were more actively involved with the evaluators (consultants) throughout the SP/E.

The variable Job Satisfaction showed a strong correlation with OLC (as did the SP/E Attributes of Implementation). This strong correlation prompts further analysis into the unique contribution of Job Satisfaction and SP/E Attributes in explaining variation in SP/E.

A moderate pattern of intercorrelation among predictors is evident in Table 3. These correlations are all positive as was expected. This pattern suggests that violations of assumptions about multicollinearity will not be likely to impede on the ensuing regression analyses.

The associations appearing in Table 3 are zero-order correlations and therefore do not reveal the unique contributions of variables in explaining variation in the OLC dependent variables. To test these relationships, stepwise multiple regression¹ was carried out using the OLC aggregate measure (M=4.25) (Cronbach's alpha=0.95) and each of the dimensions of OLC as criterion measures. The results of these analyses appear in Table 4. The predictor variables used in this analysis are presented in order of step of entry.

¹ In order to protect against sample dependency, R² analysis in the SAS statistical program was run and confirmed the results of the step-wise regression.

In Table 4 and 5, Job Satisfaction and SP/E Attributes are shown to explain 75% of the variability of perceived OLC. The outcome of the step-wise regression is also aligned with the zero order correlation pattern in Table 3. In Table 4, analyses was done using the dimensions of perceived OLC as the criterion variables, that is, examining clarity of mission, leadership, transfer of knowledge, experimentation and teamwork. For all of these variables, either Job Satisfaction or the SP/E Attributes, or both explain a large portion of the variability. Of note, conceptual consequences are found to explain some of the variability in the transfer of knowledge criterion. This further supports the view that the evaluation process influences organizational knowledge evolution (Patton, 1997). Overall, the results confirm that Job Satisfaction and SP/E Attributes figure prominently.

TABLE 4
Stepwise Multiple Regression Analysis (N=32)

Criterion	R ²	df	F	@ Predictor variables remaining in the equation	t
OLC Aggregate	.75	(2,27)	40.97***	Job Satisfaction SP/E Attributes	6.20*** 4.35***
Clarity of Mission	.68	(2,27)	28.72***	Job Satisfaction SP/E Attributes	6.07*** 2.43*
Leadership	.43	(2,27)	10.30***	SP/E Attributes Job Satisfaction	2.95** 2.36*
Transfer of Knowledge	.34	(2,27)	7.03**	Conceptual Use Job Satisfaction	2.27* 2.27*
Experimentation	.67	(2,27)	27.08***	SP/E Attributes Job Satisfaction	4.34*** 4.30***
Teamwork	.19	(1,28)	6.55*	SP/E Attributes	2.56*

@ In order of step of entry

*p. <.05 . **;p.<.01. ***p.<.001

Table 5

Stepwise Multiple Regression Analysis: OLC Aggregate (N=32)

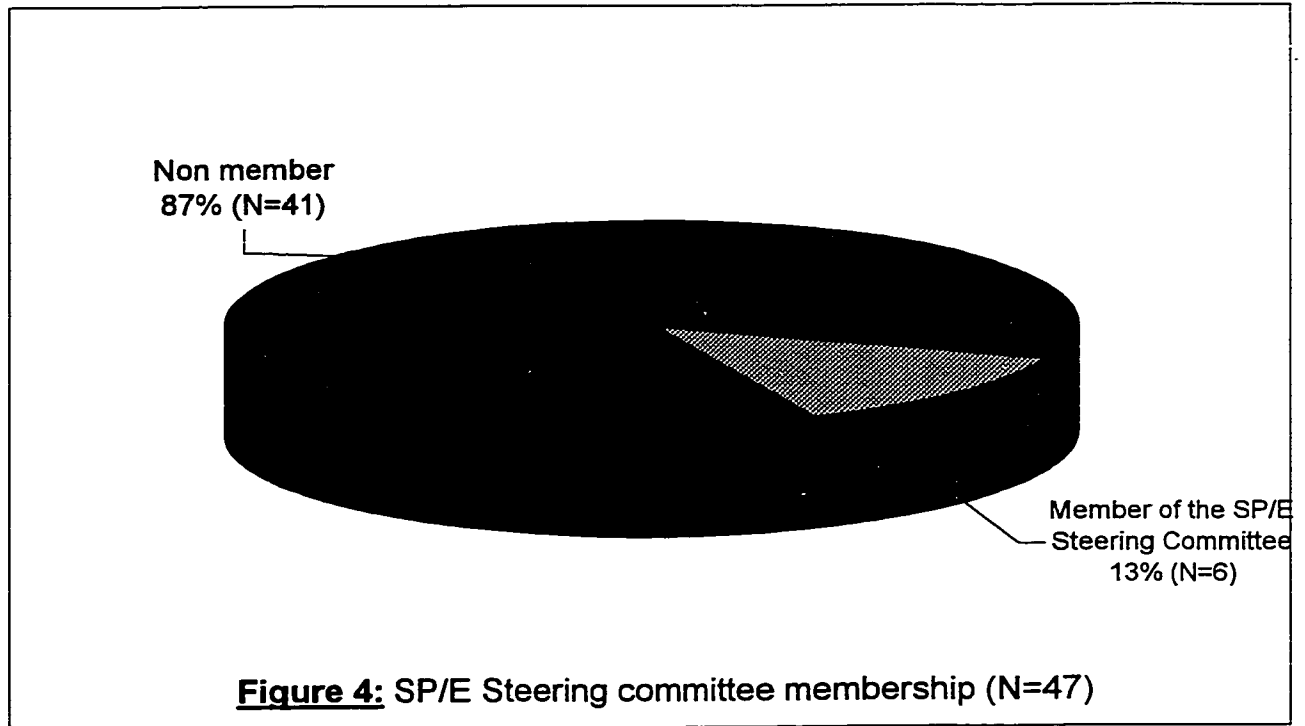
Criterion	Step Number	R ²	beta	df	F	@ Predictor variables remaining in the equation	t	@ Predictor variables not in equation	t
OLC Aggregate	1	.58	.76	(1,28)	38.45***	Job Satisfaction	6.20***	SP/E Attributes	4.35***
								Conceptual Use	2.37
								Instrumental Use	1.29
								Interactive Processes	1.95
								SP/E SC member	0.58
								Organizational Role	0.58
								Years Work Experience	1.38
								Past Participation in SP/E	-0.45
								Age Group	0.49
								Education Level	0.88
	2	.75	.44	(2,27)	40.97***	SP/E Attributes	4.35***	Conceptual Use	0.88
								Instrumental Use	-0.10
								Interactive Processes	0.25
								SP/E SC member	-0.65
								Organizational Role	-0.65
								Years Work Experience	1.01
								Past Participation in SP/E	0.48
								Age Group	-0.84
								Education Level	-1.44

@ In order of step of entry

*p. <.05 . **p.<.01. ***p.<.001

3.2.7 Other demographics:

Regarding membership in the strategic planning steering committee, 13.3% (N=6) of respondents indicated that they were involved, the remainder indicating non-involvement (Figure 4).



Looking at number of years of work experience at the case organization and elsewhere, two thirds (N=30) indicated that they have over ten years of experience while about 20% (N=10) have between 6 and 10 years (Figure 5). As well, over one third (N=16) had participated in strategic planning initiatives in the past (Figure 6). This suggested that the majority of respondents are very familiar with the organization's history and its needs and processes. They are therefore well equipped to comment on strengths and limitations.

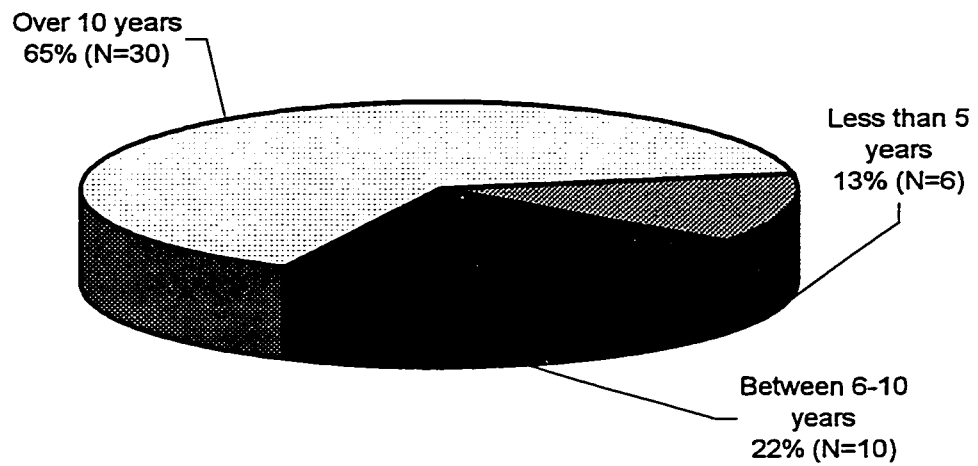


Figure 5: Years of work experience (N=47)

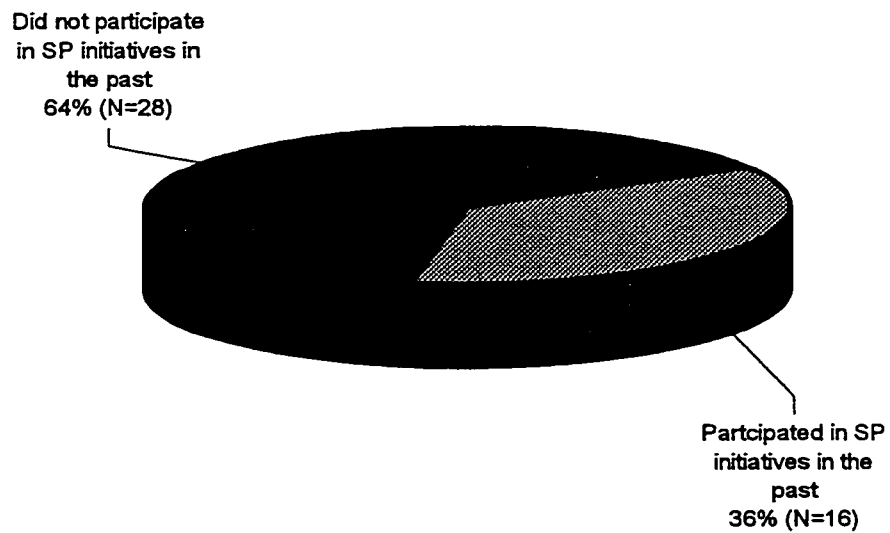
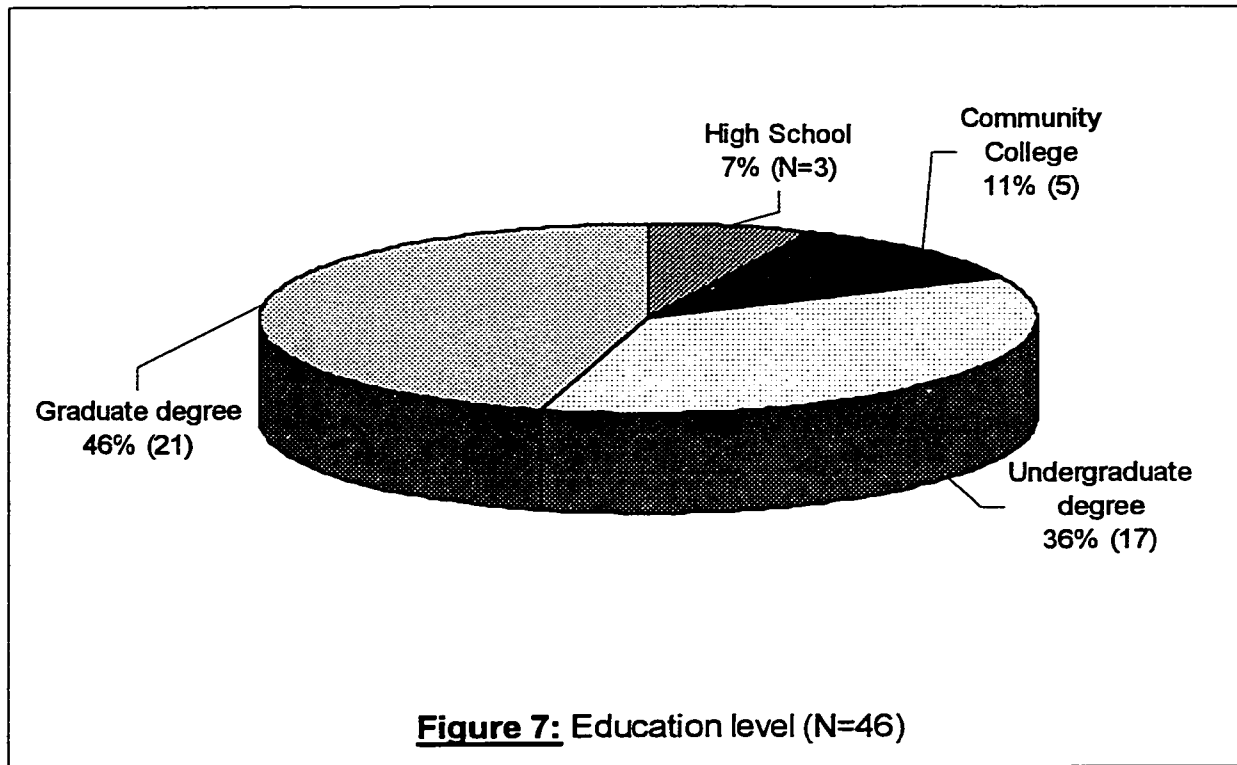


Figure 6: Participation in past strategic planning (SP) initiatives (N=44)

Over half of the respondents were between 35 and 49 years of age about one quarter being either older or younger . As well, over half of respondents have a college degree or higher (Figure 7).



Finally, as mentioned above, individual learning is a central component of organizational learning. Over two thirds of respondents have participated in continuing education or professional development activities with less than 20% funding their attendance entirely on their own. As well, there was strong agreement for both of the following items:

- I frequently read professional journals, articles, and books that will help improve the work that I do.

- Presently, I actively participate in one or more organizational activities (e.g., Continuous Quality Improvement, organization committees).

3.3 Post Hoc Analysis

Results were compared between respondents who were new to the organization and did not participate in the SP/E activity, with those that did. Table 6 shows the findings. Overall, new organization members (that were not present during the SP/E) showed average scores that were slightly higher on all variables of OLC than staff that were involved in the SP/E. Particular differences were noted in *experimentation* and *transfer of knowledge*. OLC overall was slightly higher at M= 4.91 (for new staff) and M= 4.17 (for those who participated in the SP/E). Job Satisfaction was also slightly higher (M= 5.55) for new members as compared to (M=5.09) for everyone else. This may suggest that new employees generally enter an organization with a fairly optimistic and positive perspective in terms of the organization's OLC.

TABLE 6**Stepwise Independent Samples t-Test For Equality of Means**

Criterion	Groups	N	Mean	Std. Deviation	t
OLC Aggregate	1.00	10	4.91	.91	2.19*
	2.00	36	4.17	1.06	
Clarity of Mission	1.00	10	5.45	.98	1.12
	2.00	36	5.06	.98	
Leadership	1.00	10	4.60	1.07	2.05
	2.00	36	3.78	1.29	
Transfer of Knowledge	1.00	10	4.71	1.32	2.38*
	2.00	36	3.62	1.14	
Experimentation	1.00	10	4.89	.96	2.39*
	2.00	36	3.98	1.36	
Teamwork	1.00	10	4.88	1.19	1.22
	2.00	35	4.36	1.21	
Job Satisfaction	1.00	10	5.55	1.03	1.24
	2.00	36	5.09	1.09	

Group 1: Organizational members that were not aware of the SP/E

Group 2: Organizational members that participated in the SP/E

*p. <.05 . **;p.<.01. ***p.<.00

Organization-Specific Results

Results of OLC scores from three different public sector organizations from the same region (including the case organization) were compared and are displayed in Figure 8. A brief overview of each organization follows:

- Organization 1 (Org.1) is a government department whose 300 employees are primarily scientists or researchers. Most scores are at

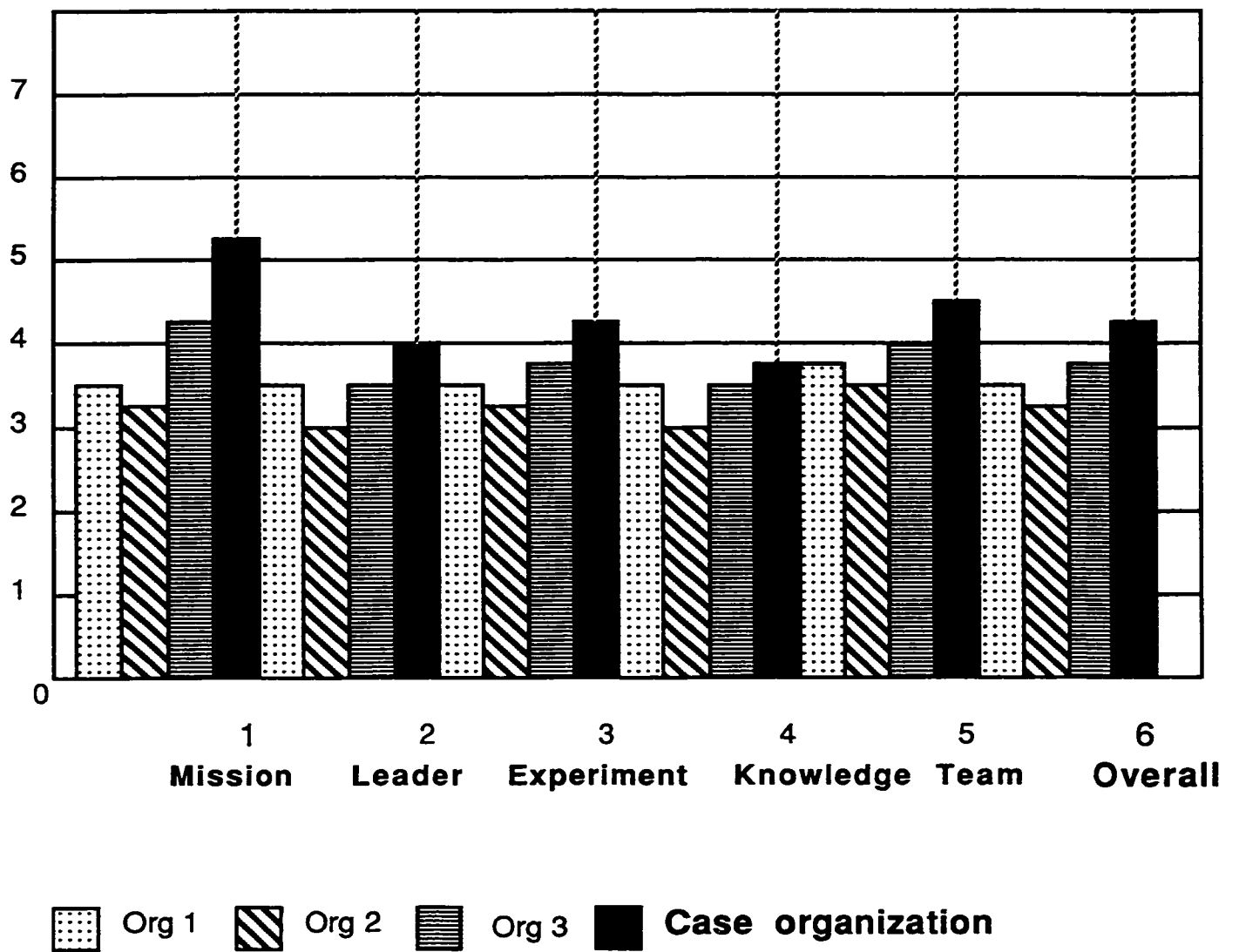


Figure 8: OLC scores - public sector

- around the midpoint or average ratings ($x = 3.5$). The only organization score that is slightly above average, is the teamwork variable.
- Organization 2 (Org.2) was in the process of addressing a number of issues concerning leadership and communication. Scores consequently appear lower on these dimensions. The overall score for this organization is noted to be slightly below average.
- Organization 3 (Org.3) shows a similar profile to Org 1, with slightly higher than average overall score, with a particular strength observed in the Mission variable. This organization was in the process improving organizational learning at the time of the survey (Richards & Goh, 1995). This organization conducts research into organizational performance, as one of its primary functions. This task appears to have a positive influence in terms of generating a learning culture (Richards & Goh, 1995). Some authors go further to suggest that research environments naturally encourage some of the characteristics required for organizational learning such as teamwork and experimentation.

The case organization (Org. 4) compares very favorably to these organizations, and shows a particular strength in the construct Clarity of Mission and an overall OLC. As this study has demonstrated that SP/E Process itself is a methodology that both directly and indirectly positively influenced OLC, it is therefore not surprising that overall OLC for the case organization is slightly

higher. The other organizations were in the early phases of exploring the concept of organizational learning when they completed the questionnaire (Richards & Goh, 1995).

CHAPTER 4: Discussion

4.1 Overview

The study was designed as a retrospective examination of a SP/E. The retrospective approach was chosen in order to try to capture aspects of organizational learning that are attributed to the SP/E. A questionnaire was developed from previous surveys that have been shown to be valid in their representation of the key variables in this study. The questionnaire itself was found to be sufficiently reliable, thereby allowing for a fair degree of confidence in the observed pattern of findings. The most striking finding is that Interactive Processes were not found to be directly related to perceived OLC. This finding is contrary to expectations. Based on written comments from organization members, the retrospective nature of the study appeared to decrease the ability for many respondents to recall the details of their participation. Those that did, indicated that participation was instrumental to the SP/E process, particularly as a vehicle for promoting accountability and also implied that it provided the evaluators with a richer understanding of the organizational context. Questionnaire results indicate that participation took place primarily through discussion groups (with the consultants and/or discipline manager), 'day away' workshops and casual conversations.

Given this central finding, it is not possible to test the extent to which participation in the SP/E influenced perceived OLC directly. However, the data do speak to the issue of how the different components of OLC may be mediated

by participation in SP/E. More specifically, that there does appear to be a relationship between Interactive Processes and members' ratings of their understanding and commitment to the organization's mission statement. This supports the view that: the collaborative approach within all levels of an organization is an effective strategic management tool. It helps ensure that all employees are "on board" with the organization's direction and how it intends to reach its goals (Larsen et al, 1998).

Despite the relatively weak support for the expected relationship between SP/E Utilization and OLC, findings associated with the conceptual consequences of the SP/E are encouraging. Those who were prone to rate the organization higher on dimensions of OLC were also likely to suggest that learning took place as a consequence of the evaluation.

Both Job Satisfaction and the Attributes of the SP/E were found to explain a large percentage of the variability of perceived OLC. For both variables, the relationship was direct and positive.

Based on the above, we can redraw our conceptual framework to reflect the findings identified in Chapter 3.

4.2 Study Outcome – Re-drawn Framework (Figure 9)

4.2.1 Path 1: S/E Utilization will enhance Organizational Learning Capacity

Here, Carol Weiss (1981) argued that evaluation use should include concepts such as changing people's orientations slightly, justification of already

Observed relationships —————

Observed non-relationships - - - - -

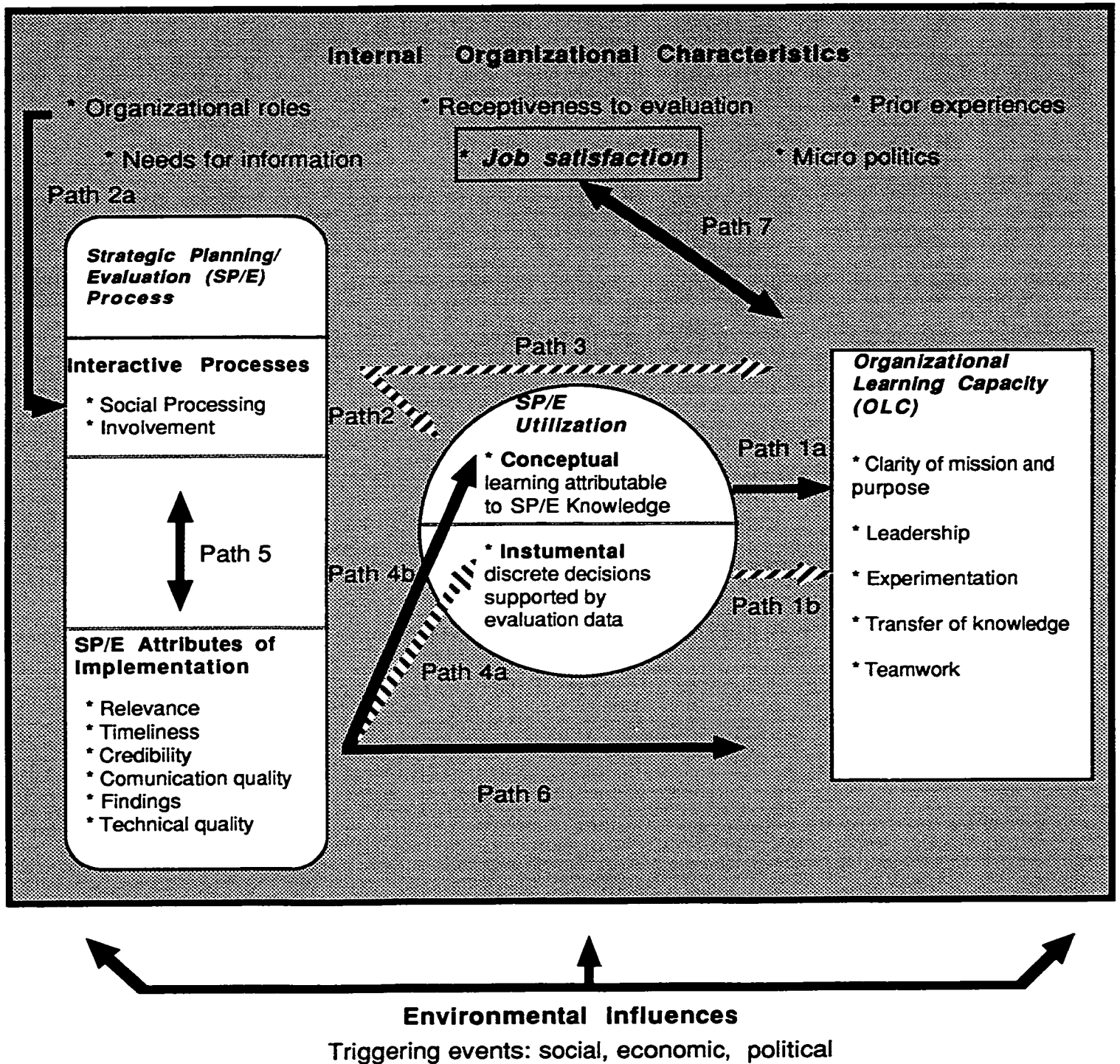


Figure 9: Conceptual framework: (Redrawn)

Organizational learning capacity as a function of strategic planning/ evaluation (SP/E) activities

existing actions and stimulating further enquiry. Evaluation can therefore have impact not only when stakeholders adopt its conclusions directly, but also when they reflect on its potential and possibilities (Cousins & Leithwood, 1993; Kennedy, 1983; King & Pechman, 1984). Two primary types of evaluation use *instrumental* and *conceptual* are well known in the literature. Instrumental outcomes correspond to decision making within the organization. They are often limited to relatively low-level decisions, that are not expected to result in significant changes (Weiss, 1981). Conceptual use is the idea that learning takes place from the information presented and eventually has an indirect bearing on thoughts and actions of organization members. It is theorized that conceptual use can bring about major shifts in representation and fundamental understandings.

In the present study, conceptual utilization shows a moderate correlation with OLC (Path 1a). This lends support to the theory that OLC is affected directly by conceptual learning. This finding is promising as it reinforces the view held by the Weiss (1984), that most use is through 'enlightenment'. This may enhance OLC by promoting high level "double-loop" learning (Levitt & March, 1988, Argyris & Schön, 1978).

Owen (1992), in his model of evaluation use, suggests that following an evaluation, findings are transmitted and 'enlightenment' occurs. He goes further to suggest that as a result of conceptual learning, other forms of use are

facilitated. This suggests that conceptual use is a prerequisite for instrumental use (Weiss, 1984).

The present study showed that instrumental consequences do correlate with conceptual learning ($p \leq 0.01$). However, the relationship between instrumental consequences and OLC was not supported (Path 1b).

4.2.2 Path 2: SP/E Interactive Processes positively affect SP/E Utilization

This path is supported by the belief that major shifts in representation and fundamental understandings (conceptual learning) occur through social processing channels, including formal collaboration with evaluators in conducting SP/E initiatives. As a result, many authors suggest that a direct link exists between Interactive Processes and SP/E Utilization (Cronbach, 1980; Cousins, 1999; Torres, Preskill & Piontek, 1996).

Due to the fact that the study was retrospective, staff could not definitively recall their participation. As well, although managers and administrators did indicate a greater participation in the SP/E initiative than frontline staff (Path 2a), no relationship was identified between their involvement in the SP/E and their perceptions of SP/E Utilization (conceptual or instrumental). This was also true for those individuals who were part of the SP/E steering committee. This path could therefore not be supported in this study.

4.2.3 Path 3: SP/E Interactive Processes directly enhance the development of Organizational Learning Capacity

Process use is a third type of SP/E outcome frequently described in the literature. It occurs when both behavioral and cognitive changes occur in stakeholders primarily due to their participation in the SP/E process (Patton, 1997; Preskill & Carecelli, 1997; Shulha & Cousins, 1997). Cousins (1994) suggested that the interactive/collaborative process resulted in the creation of dense interpersonal linkages that are catalysts in the development of an organization's learning capacity.

Once again, due to the fact that the study was retrospective, staff could not definitively recall their participation. Minor correlations are seen with the clarity of mission variable, possibly indicating organizational members who did participate more actively in the SP/E, also shared the case organization's values and mission statement. Also it should be noted that organization members actively involved in the SP/E through membership in the SP steering Committee or by virtue of their role in the organization, showed a strong correlation with the interactive component (Path 2a). However, no relationship was present between these member's perceptions of the OLC. This direct relationship (Path 3) could not be supported in this study.

4.2.4 Path 4: SP/E Attributes of Implementation influence SP/E Utilization

As part of the strategic planning/evaluation process, the actual content, findings and substance of the evaluation are thought to influence OLC indirectly by enhancing the SP/E Utilization (Cousins & Leithwood, 1986). Wholey (1985) recommended the use of rigorous experimental methods for evaluation processes. Boyer (1989) examined utilization of evaluation reports by 100 members of the United States Congress. He found that evaluation attributes such as clarity in all aspects, frequent and regular communication, relevance, timing and credibility and the reputation of the evaluator(s) were important in predicting utilization. Weiss and Bucuvalas, (1980) hypothesized that, when making a decision, decision makers conduct ‘truth and utility’ tests. As well, truth and utility testing are shown to also have direct effects on cognitive use (Weiss, 1984). That is, these stakeholders consider credibility, evaluation quality as well as relevance before any type of utilization can occur.

The present study found a significant correlation between SP/E Attributes and conceptual use ($p \leq 0.001$), confirming the above hypothesis (Path 4b). The correlation with instrumental use could not be supported (Path 4a). Path 4 has therefore divided into Paths 4a and 4b in order to highlight this difference.

4.2.5 Path 5: SP/E Interactive Processes and SP/E Attributes have reciprocal impact

Many researchers and theorists have begun examining the importance of contextual factors and have focused on the interaction between the evaluator and the program/evaluation context (Shulha & Cousins, 1997). Patton suggests that the role of today's evaluator include "situation recognition and responsiveness, anticipation, and being able to analyze people" (1988, p19). Many prominent authors recognize the power of socially constructed meanings of evaluation information (Cousins & Earl, 1992; Owen, Lambert & Stringer, 1994). Huberman and Cox (1990) encourage evaluators to connect cognitively with organization members in order to frame findings in a way that is inherently meaningful to the users. Evaluator insight and responsiveness increase with a strong connection to organization members. Organization members, on the other hand, are believed to benefit from this symbiotic relationship by showing increased confidence in the quality of evaluation information and develop a sense of ownership in the evaluation results and their application (Ayers, 1987; Cousins, 1995).

Path 5 therefore shows a relationship between Interactive Processes and SP/E Attributes, supporting the need for evaluators to work with organization members in order to gain an understanding of the organizational context and to provide members with an opportunity to reflect on the process and its findings.

4.2.6 Path 6: SP/E Attributes directly influence OLC

SP/E Attributes showed a significant correlation with conceptual consequences. Surprisingly, they also strongly correlated with OLC itself ($p < 0.001$), therefore supporting the need for timely, relevant, sound, credible and clearly communicated SP/E processes. In fact, in this study, the SP/E Attributes explain a fairly large percentage of the variability of perceived OLC (Table 4), thus creating Path 6. Cousins and Leithwood (1986) reviewed 65 studies which employed retrospective, longitudinal, and simulation research designs. They identified the following areas: SP/E findings, timeliness, technical quality, relevance and communication quality. The case organization members that responded to the questionnaire, rated all of these very positively (Appendix A). The three factors ranked with the highest ratings were: 1) timeliness ($M=5.8$), 2) relevance ($M=5.4$), and 3) credibility ($M=4.9$). The following quotes help support these findings:

- *The two consultants seemed quite able to collate, understand and address the strategic planning information/process.*
- *...the study seemed thorough and quite inclusive of various perspectives.*

These results are reverse to the rankings identified by Cousins and Leithwood (1986). Their rankings were as follows:

1. Technical quality: defined in terms of objectivity, believability, appropriateness of evaluation criteria and other similar factors.

2. **Credibility:** this applies to both the evaluator as well as the evaluation process.
3. **Relevance:** of the process to the information needs of decision-makers and organization members.
4. **Communication quality:** including the methods used and the appropriateness for the audience(s), clarity of results presented, breadth of dissemination.
5. **Findings:** positive, negative, and consistent with the organization's expectations.
6. **Timeliness:** in dissemination of evaluation results to decision maker(s).

Future research exploring SP/E Attributes in more detail could prove valuable for both organizations and evaluators.

4.2.7 Path 7: Job Satisfaction explains a large percentage of the variability of Organization Learning Capacity

The most striking change to the framework is the addition of Path 7. It is based on the finding that Job Satisfaction accounts for a high degree of the variability of OLC. This path is really not so surprising when we consider recent studies that review the factors that promote job satisfaction. A careful review of the independent variables in OLC, that is clarity of mission, leadership, experimentation, transfer of knowledge and teamwork, shows that, intrinsic to all of these, are the same factors that have been linked to promoting job satisfaction. As well, if an organization's overall perceived OLC is low, this would most likely

have a deleterious influence on job satisfaction. This suggests an interdependent or reciprocal relationship. More specific examples of the interrelationship between the specific OLC components and Job Satisfaction are as follows:

Clarity of Mission and Purpose: An organization's mission statement should be developed with input from the various levels of the organization. It should incorporate the values and personal visions of its members (Senge, 1994; Torres et al, 1996). This is consistent with research findings supporting the importance of work value attainment described as being needed for job satisfaction.

Leadership: The role of managers and administrators is to create environments of continuous learning for all organizational members, reframing problems into opportunities and thus helping organization members achieve personal and professional goals (Nelson, 1999; Richards & Goh, 1995; Senge, 1994).

Experimentation: This variable is best defined by employees of Fortune magazine's 'Best 100 Companies to Work for in America', who felt that the most important variable that contributed to their job satisfaction was that they are trusted to make their own decisions. This type of freedom is inherent to the definition of this variable.

Transfer of knowledge: Employee's desire to not only be aware of but to contribute to the organization's initiatives is a fundamental building block for this variable.

mechanism for information sharing between organization members as well as between similar organizations needs to be in place. Therefore, mechanisms for ongoing learning are part of the organizations knowledge management system. Once again, this variable is consistent with creating an environment that promotes employee motivation and positive employee affect.

Teamwork: Here, peer-to-peer interaction is promoted as well as small group decision making. This again is known to promote job satisfaction amongst organization members. Wheatley (1994) states that it is through the process of shared reflection that "a small finding can grow as it feeds back on itself, building in significance with each new perception or interpretation. From this level of understanding, creativity responses emerge and significant change becomes possible" (Wheatley, 1994, p.91).

The following quotes help further link job satisfaction with OLC:

People can only become aware of the reality of the plan by interacting with it, by creating different possibilities through their personal processes of observation.

- Wheatley (1994), p.67.

Learning occurs when the organization gives its members access to information and encourages them to reflect on their own values, beliefs, and assumptions at the same time that they process this information and act on their newly constructed knowledge

- Torres et al (1996), p.30.

In order for this type of learning to develop, there most certainly must be fairly complete confidence in the attributes of the process, for organizational members to be open to both the process itself and its findings. Otherwise, frustration and misunderstanding may occur, decreasing individual job satisfaction and thus further blocking the organizations learning capacity.

CHAPTER 5: Limitations, Implications and Recommendations

5.1 Study Limitations and Implications for Future Research

Two key limitations of the present study include the relatively small sample size (N=32-47) and the retrospective approach. This approach limited the extent to which the organization members could recall the details of their participation in the SP/E. The small sample size prevented the use of more advanced statistical procedures such as path analysis. As well, the study was limited to perceptions of members within the case organization. A more rigorous test would be to examine variation in OLC across, as opposed to within, organizations. This would add further to our understanding and clarification of the above relationships.

Future studies using longitudinal designs (as opposed to immediate or retrospective methods) may help to measure the constructs of organizational learning capacity. Robinson (1998) found that these variables are not apt to change over the short term and as such, require a methodological approach that allows detailed and deep penetration of the phenomena. This is supported by other researchers who have advocated for longitudinal designs in order to adequately capture the unique perspectives of organization members (Lincoln, 1991; Shulha & Cousins, 1996).

The use of both qualitative and quantitative methods are advocated. Qualitative techniques (i.e., survey methodology) provide the researcher as well as the organization members and decision makers with a benchmarking tool for

establishing baseline measures for the organization, which can be used to track results (Richards & Goh, 1995). Qualitative data, on the other hand, that are geared to measure the complex dimensions involved, will provide the rich details needed to better track and understand the development of these variables (Robinson, 1998).

5.2 Recommendations for Evaluation Practice

Chris Argyris, in a recent interview stated that "The gist of the argument is that when organizational learning is being created, it is done by individuals. Organizations can create contexts in which they enable these individuals to do single or double-loop learning. Organizations have an important responsibility to create these enabling contexts. But it's the individual who has the [desire], skill or the competence to be enabled to do something - or create actionability." (Fulmer, & Keys, 1998a, p.27). This study has shown that one way that an organization can enable learning is through SP/E activities. In the past, these activities were operated in very predictable ways with minimal disruption to the status quo as the predominant goal of this process (Bartlett & Sumantra, 1998; O'Sullivan, 1999). As a result, many public and private sector organizations abandoned using strategic planning and evaluation activities when trying to enhance an organization's OLC (Bartlett & Sumantra, 1998). However, the next generation of SP/E processes are gaining popularity (Larson et al, 1998). This is related to the fact that there is now increased emphasis on contextual understanding and process use by evaluators (Shulha & Cousins, 1997).

However, as King (1988) pointed out, instrumental, conceptual and process uses must not be pursued at the cost of diminished standards. The Guiding Principles for Evaluators (AEA task force, 1995) identifies five key evaluation principles: systematic inquiry, competence, integrity, honesty, respect for people and responsibility for general public welfare. This study bears out the value of adhering to these principles. According to Patton (1988), a connectedness between evaluator and program context may help enhance the above guiding principles further. For this case organization, a consultant was situated on-site throughout the one year SP/E process. Survey results and written comments indicated that organizational members found this presence facilitated and enriched the consultant's understanding of the case organization. This finding helps support Patton's view.

Another factor that was identified by organizational members as being powerful in leading to organizational change was the responsiveness of decision-makers to findings. This highlights the importance of decision-maker support of the SP/E process and how this support can add significant credibility to the process. Once again, an understanding on the part of the evaluator of the organizational contexts and culture is essential.

5.3 Conclusion

This study has attempted to help clarify the relationship between strategic planning/ evaluation initiatives (SP/E) and organizational learning using a within-

organization single case study design. Two factors are identified that positively influenced organizational learning capacity. The first is that the SP/E 'Process' itself, quite apart from findings, can enhance organizational learning. For evaluators, this highlights the importance of gaining an understanding of organizational context and culture and the use of sound standards and principles of practice.

The second significant finding from this study revealed that Job Satisfaction alone determined over fifty percent of the variability of the case organization's learning capacity. There is powerful evidence to support an overlap between the factors that reportedly enhance Job Satisfaction and those that promote organizational learning. These factors include challenging work activities; information sharing, communication and feedback; involvement and ownership in decisions; independence autonomy and flexibility; recognition and increased opportunity for growth and responsibility (Nelson, 1999, Torres et al, 1996; Richards & Goh, 1995). This idea also encompasses the central theme that although an organization cannot make its members commit to a learning framework, it can create the milieu that promotes organizational learning.

REFERENCES

- Alkin, M.C. (1991). Evaluation theory development: II. In M.W. McLaughlin & D.C. Phillips (Eds). Evaluation and education: At quarter century (pp. 91-112). Ninetieth yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press.
- Alkin, M.C., Daillak, R.H., & White, P. (1979). Using evaluations: Does evaluation make a difference? Beverly Hills: Sage.
- Anderson, C.S. (1982). The search for school climate: A review of the research. Review of Education Research, 52(3), 368-420.
- Ansoff, H.I. (1984). Implanting strategic management. London, Prentice Hall.
- [Consulting] Group (1994), [The case organization] strategic plan.
- Argyris, C. (1993). Knowledge for action: A guide to overcoming barriers to organizational change. San Francisco, CA: Jossey-Bass.
- Argyris, C., & Schön, D.A. (1978). Organizational learning: A theory of action perspective. Reading, MA: Addison-Wesley.
- Bandura, A. (1977). Social learning theory. Englewood Cliffs, NJ: Prentice Hall
- Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice Hall.

Bartlett, C.A., & Ghoshai, S. (1998, Jan.-Feb.). Lifeblood of the individualized corporation. Beyond strategic planning to organizational learning: The lifeblood of the individualized corporation. Strategy and Leadership. 34-39.

Bartunek, J.M. (1984). Changing interpretive schemes and organizational restructuring: The example of a religious order. Administrative Science Quarterly, 29, 355-372.

Best, G. (1987). Strategic management, organizational learning and development strategy. In Parston, G. (Ed), Managers as strategists: Health service managers reflect on practice. Ottawa: Canadian Hospital Association.

Branch, S. (1999, Jan.). The 100 best companies to work for in America. Fortune, 118-125.

Brief, A., Butcher, A., & Robertson, L. (1995). Cookies, dispositions, and job attitudes: The effects of positive mood inducing events and negative affective attitudes: The effects of positive mood-inducing events and negative affectivity on job satisfaction in a field experiment. Organizational Behavior and Human Decision processes, 62, 55-62.

Brown, R.D., Newman, D., & Rivers, L.S. (1980). Perceived need for evaluation and data usage as influences on an evaluation's impact. Educational Evaluation and Policy Analysis, 2(5), 67-72.

Brown, J.S., & Duguid, P. (1991). Organizational learning and communities-of-practice: Toward a unified view of working, learning, and innovation. Organization Science, 2(1), 40-57.

Bruce, W.M. & Blackburn (1992). Balancing job satisfaction and performance: A guide for human resource professionals. Westport: Quorum Books.

Burkhart, P.J., & Reuss, S.(1993). Successful strategic planning: A guide for nonprofit agencies and organizations. Newbury Park: Sage.

Chandler, A.J. (1962), Strategy and structures: Chapters in the history of the American industrial enterprise. Cambridge, Ma., MIT Press.

Cousins, J.B. (1999). Assessing program needs using participatory evaluation: A comparison of high and marginal success cases. In J.B. Cousins, & L.M. Earl (Eds), Participatory evaluation in education: Studies in evaluation use and organizational learning. (pp. 55-71). London: Falmer Press.

Cousins, J.B. (1999). Organizational consequences of participatory evaluation. In K.A. Leithwood & K.S. Louis Communities of learning and learning schools: New directions for school reform. (pp.127-142). Amsterdam: Swets & Zetlinger.

Cousins, J.B. (1996). Understanding organizational learning for educational leadership and school reform. In K. Leithwood, J. Chapman, D. Corson, P. Halliger, & A. Hart (Eds.). International handbook of educational leadership and administration. (pp. 589-652). Boston: Kluwer Academic Publishers.

Cousins, J.B. (1994, June). Understanding organizational learning for educational leadership and school reform. Paper presented at the annual

meeting of the Canadian Association for the Study of Education Administration, Calgary.

Cousins, J.B., Donohue, J.J., & Bloom, G. (1996) Collaborative evaluation in North America: Evaluators' self-reported opinions, practices and consequences. Evaluation Practice, 17 (3), 207-226.

Cousins, J.B., & Earl, L.M. (Eds.). (1995). Participatory evaluation in education: Studies in evaluation use and organizational learning. London: Falmer Press.

Cousins, J.B., & Earl, L.M. (1992). The case for participatory evaluation. Educational Evaluation and Policy Analysis, 14(4), 397-418.

Cousins, J.B., & Leithwood, K.A. (1986). Current empirical research on evaluation utilization. Review of Educational Research, 56 (3), 331-364.

Cousins, J.B., & Leithwood, K.A. (1993). Enhancing knowledge utilization as a strategy for school improvement. Knowledge: Creation, Diffusion, Utilization 14(3), 305-333.

Cousins, J.B., & Walker, C.A. (in press). Predictors of educator's valuing of systematic inquiry in schools. Canadian Journal of Program Evaluation.

Cranny, C.J., Cain Smith, P. & Stone, E. (Eds). (1992). Job satisfaction: How people feel about their jobs and how it affects their performance. MacMillan Inc: New York.

Cronbach, L.J. (1980). Toward reform of program evaluation. San Francisco: Jossey-Bass.

Cronbach, L.J., & Suppes, P. (1969). Research for tomorrow's schools: Disciplined inquiry for education. New York: Macmillan.

Daft, R.L., & Huber, G.P. (1987). How organizations learn: A communication framework. Research in the Sociology of Organizations, 5, 1-36.

Daillak, R.H. (1983). Evaluators in an urban school district: Organization constraints upon evaluation influence. Studies in Educational Evaluation, 9, 33-46.

David, J.L. (1978, July). Local uses of Title I evaluations. Washington, D.C: Department of Health, Education, and Welfare, Office of Education. (ERIC Document Reproduction Service, No. ED 187-727).

Dawson, F.A., & D'Amico, J.J. (1985). Involving program staff in evaluation studies: A strategy for increasing information use and enriching the data base. Evaluation Review, 9(2), 173-188.

de Geus, A.P. (1988, March-April). Planning as learning. Harvard Business Review, 70-74.

Evans, T. (1987). In Parston, G. (Ed), Managers as strategists: Health service managers reflect on practice. Ottawa: Canadian Hospital Association.

Fiol, C.M., & Lyles, M.A. (1985). Organizational learning. Academy of Management Review, 10, 803-813.

Fisher, C.D., & Locke, C.D. (1992). The new look in job satisfaction research and theory. In Cranny, C.J., Cain Smith, P. & Stone, E. (Eds) Job satisfaction: How people feel about their jobs and how it affects their performance. MacMillan Inc: New York.

Fisk, T.A. (1994). Strategic planning and marketing. In R.J. Taylor, & S.B. Taylor (Eds.), The AUPHA manual of health services management (pp. 311-331). Maryland: Aspen Publishers.

Foss, K., Cracknell, B., & Samset, K. (1994). Can evaluation help an organization learn? Evaluation Review, 18(5), 574-591.

Fulmer, R.M. & Keys, J.B. (1998a, Autumn). A conversation with Chris Argyris: The father of organizational learning. Organizational Dynamics, 21-31.

Fulmer, R.M., & Keys, J.B. (1998b, Autumn). A conversation with Peter Senge: New developments in organizational learning. Organizational Dynamics, 33-43.

Fulmer, R.M., Gibbs, P. & Keys, J.B. (1998b, Autumn). The second generation learning organizations: New tools for sustaining competitive advantage. Organizational Dynamics, 7-19.

Garvin, D.A. (1993). Building a learning organization. Harvard Business Review, July-August, 78-91.

George, J., & Jones, G. (1997). Experiencing work: Values, attitudes, and mood. Human Relations. 50, 393-416.

Goh, S.W. & Weisner, W., & (1995). Building a learning organization: A data base and focus group approach. Paper presented at the Human Resource Planning Society's Research Symposium, Ithaca, New York.

Glueck, W. (1976). Business policy, strategy formation and management action. (2 ed.). New York, McGraw-Hill.

Green, K.E., & Kaviddahl, R.F. (1990, April). Research methods courses post-bachelor's education: Effects on teacher's research use and opinions.

Paper presented at the American Educational Research Association, Boston.

Guba, E.G. (1969). The failure of educational evaluation. Educational Technology, 9,29-38.

Hedberg, B. (1981). How organizations learn and unlearn. In P.C. Nystrom and W.H. Starbuck (Eds.), Handbook of organizational design: Vol.1. Adapting organizations to their environments. New York: Oxford University Press.

Hochwarter, W.A., Perrewé, P.L., Ferris, G.R. & Brymer, R.A. (1999). Job satisfaction and performance: The moderating effects of value attainment and affective disposition. Journal of Vocational Behavior, 54,296-313.

Hodges, S.P. & Hernandez, M. (1999). How organizational culture influences outcome information utilization. Evaluation and Program Planning, 22, 183-197.

Hrebiniak, L.G., & Joyce, W.F. (1984). Implementing strategy. New York: Macmillan Publishing.

Huber, G.P. (1991). Organizational Learning: The contributing processes and the literature. Organization Science, 2(1), 88-115.

Huberman, M. (1990). Linkage between researchers and practitioners: A qualitative study. American Educational Research Journal, 27(2), 363-391.

Huberman, M., & Cox, P. (1990). Evaluation utilization: Building links between action and reflection. Studies in Educational Evaluation, 16, 157-179.

Isenberg, D.J. (1984, Nov.-Dec.). How senior managers think. Harvard Business Review.

James, L., & James. L. (1989). Integrating work environment perceptions: explorations into the measurement of meaning. *Journal of Applied Psychology*, 74,739-751.

Jenlink, P.M. (1994, Nov.). Dialogue, collective inquiry, and organizational learning: The use of focus group methods for learning. Paper presented at the annual meeting of the American Evaluation Association, Boston, M.A.

Joint Committee on Standards for education Evaluation (1981). Standard for evaluations of educational programs, projects, and materials. New York: McGraw-Hill.

Johnson, R.B. (1988). Toward a theoretical model of evaluation utilization. Evaluation and Program Planning, 21, 93-110.

Kennedy, M.M. (1983). Working knowledge. Knowledge creation, diffusion, utilization, 5(2), 193-211.

Kennedy, M.M. (1984). How evidence alters understanding and decisions. Educational Evaluation and Policy Analysis, 6(3), 207-226.

King, J.A. (1995). Involving practitioners in evaluation studies: how viable is collaborative evaluation in schools? In J.B. Cousins & L.M. Earl (Eds.), Participatory evaluation in education: Studies in evaluation use and organizational learning (pp.86-102). London: Falmer.

King, J.A., & Pechman, E. M. (1982). The process of evaluation use in local school settings. (Final report of NIE Grant No. NIE-G-81-0900). Washington: National Institute of Education.

Koontz, H., & O'Donnell, C. (1976). Management: a systems and contingency analysis of management functions (5th ed.). New York, MacGraw-Hill.

Lafleur, C. (1995). A participatory approach to district-level program evaluation: The dynamics of internal evaluation. ? In J.B. Cousins & L.M. Earl (Eds.), Participatory evaluation in education: Studies in evaluation use and organizational learning (pp.33-54). London: Falmer.

Lant, T., Milliken, F., & Bopin, B. (1992). The role of managerial learning and interpretation in strategic persistence and reorientation: An empirical exploration. Strategic Management Journal. 13, 585-608.

Larsen, P., Tonge, R., & Ito, M. (1998, Autumn). The strategic planning process in growing companies. Journal of General Management, 24, 53-67.

Lei, D., Slocum, J.W., & Pitts, R.A. (1999, Winter). Designing organizations for competitive advantage: The power of unlearning and learning. Organizational Dynamics, 25-37.

Levitt, B., & March, J.G. (1988). Organizational learning. Annual Review of Sociology, 14, 319-340.

Locke, E. (1976). The nature and consequences of job satisfaction. In M.D. Dunnette (Ed.), Handbook of industrial and organizational psychology. Chicago: Rand-McNally.

Louis, K.S., & Simsek, H. (1991, June). Paradigm shifts and organizational learning: Some theoretical lessons for restructuring schools.

Paper presented at the annual meeting of the University Counsel for Educational Administration, Baltimore, MD.

Lovell, R.D., & Turner, B.M. (1988). Organizational learning, bureaucratic control, preservation of form: Addition to our basic understanding of research utilization in public organizations. Knowledge: Creation, Diffusion, Utilization, 9(3), 404-425.

McGowan, E.F. (1976). Rational fantasies. Policy Sciences, 7, 439-454.

Mathison, S. (1994). Rethinking the evaluator role: Partnership between organizations and evaluators. Evaluation and Program Planning, 17(3), 299-304.

Miles, M. & Huberman, M. (1994). Qualitative data analysis: An expanded source book analysis (2nd ed.). Thousand Oaks: Sage.

Mintzberg, H. (1978). Patterns in strategy formation. Management Science, 24(9), 23-26).

Mowbray, C.T., Bybee, D., Collins, M.E. and Levine, P. (1998). Optimizing evaluation quality and utility under resource constraints. Evaluation and Program Planning. 21, 59-71.

Nelson, B. (1999, Jan-Feb). The ironies of motivation. Strategy and Leadership, 26-31.

Nicole, D. (1987). Action research and development in strategic planning. In Parston, G. (Ed), Managers as strategists: Health service managers reflect on practice. Ottawa: Canadian Hospital Association.

O'Sullivan, M.J. (1999, March). Adapting to managed care by becoming a learning organization. Administration and Policy in Mental Health. 26, 239-252.

Olhm, K. (1983). The mind of the strategist. London: Penguin.

Osterlind, S. J. (1979). What makes school evaluation work? Educational Evaluation and Policy Analysis. 1(1), 48-51.

Ostrow, P.C. (1985). Strategic planning: In J. Blair, & M. Gray (Eds), The occupational therapy manager. Rockville: American Occupational Therapy association.

Owen, J.M. (1992). Towards a meta-model of evaluation utilization. Paper presented at the Annual Meeting of the American Evaluation Association, Seattle, WA.

Owen, J.M., & Lambert, F.C. (1994, Nov.). Evaluation for program clarification: An emerging utilization imperative. Paper presented at the annual meeting of the American Evaluation Association, Boston, M.A.

Parston, G. (1987). Learning to use plans and guidelines. In Parston, G. (Ed), Managers as strategists: Health service managers reflect on practice. Ottawa: Canadian Hospital Association. (pp. 59-71).

Patton, M.Q. (1988). The evaluator's responsibility for utilization. Evaluation Practice, 9, 5-24.

Patton, M.Q. (1994). Developmental evaluation. Evaluation Practice, 15(3), 311-319.

Patton, M.Q. (1997). Utilization-focused evaluation: The new century text (3rd Ed.). New bury Park: Sage.

Patton, M.Q., Grimes, P.S., Guthrie, K.M., Brennan, N.J., French, B.D., & Blyth, D.A. (1977). In search of impact: An analysis of the utilization of federal health evaluation research. In C.H. Weiss (Ed), Using social research in public policy making. New York: D.C. Health.

Petrie, H.G., & Alpert, D. (1982). What is the problem of retrenchment in higher education? (ERIC Document Reproduction Service No. ED214 471).

Posavac, E.J., & Carey, R.G. (1992). Program evaluation methods and case studies. (4th ed.). Englewood Cliffs: Prentice Hall.

Preskill, H. (1994, Nov.). Facilitating organizational change: The use of focus groups to promote team and organizational learning. Paper presented at the annual meeting of the American Evaluation Association, Boston, M.A.

Preskill, H., & Caracelli, V. (1997, Fall). Current and developing conceptions of use: Evaluation use TIG Survey results. Evaluation Practice, 18(3), 209-225.

Richards, G. & Goh, S.E. (1995). The learning organization survey. Faculty of Administration, University of Ottawa.

Richards, G., & Goh, S.C. (1995). Implementing organizational learning - towards a systematic approach. Pre-publication paper, Faculty of Administration, University of Ottawa. Ottawa, Ontario.

Robinson, T.T. (1998). An investigation of the organizational effects of internal participatory evaluation. Doctoral dissertation, University of Ottawa, Ottawa, Ontario.

Rossman, B.B., Hober, D.J., & Ciarlo, J.A. (1979). Awareness, use, and consequences of evaluation data in a community mental health center. Community Mental Health Journal, 15, 7-16.

Schwab, D., & Cummings, L. (1970). Theories of performance and satisfaction: A review. Industrial Relations, 9, 408-430.

Scriven, M. (1967). The methodology of evaluation. In R.E. Stake (Ed), Curriculum evaluation. American Educational Research Association Monograph Series on Evaluation, No.1 Chicago: Rand McNally.

Senge, P. (1994). The fifth discipline. New York: Doubleday.

Shadish, W.R., Cook, T.D., & Levitron, L.C. (1991). Foundations of program evaluation. Beverly Hills: Sage.

Shaw, R.B., & Perkins, D. (1991). Teaching organizations to learn, Organizational Development Journal, 9(4), 1-12.

Shulha, L.M., & Cousins, J.B. (1996, Nov.). Recent developments in theory and research on evaluation utilization. Paper presented at the annual American Evaluation Association, Atlanta, Georgia.

Shulha, L.M., & Cousins, J.B. (1997, Fall). Evaluation Use: Theory, Research, and Practice Since 1986. Evaluation Practice, 18(3), 195-208.

Simon, H.A. (1991). Bounded rationality and organizational learning. Organizational Science, 2(1), 125-134.

Simons, R. (1995). Levers of control: How managers use innovative control systems to drive strategic renewal. Harvard Business School Press: Boston, Mass.

Skackleton, T.L., & Gage, M. (1995). Strategic planning: positioning occupational therapy to be proactive in the new health care paradigm. Canadian Journal of Occupational Therapy, 62(4), 188-196.

Slavin, R. (1989). PET and the pendulum: Faddism in education and how to stop it. Phi Delta Kaplan, 70, 752-758.

Smith, M.F. (1994). Discovering the future of the case study method in evaluation research. Evaluation Practice, 15(3), 283-290.

Spector, P.E. (1997). Job satisfaction: Application, assessment, causes and consequences. Thousand Oaks: Sage.

Stake, R.E. (1988). Case study methods in educational research: Seeking sweet water. In Richard M. Jaeger (ed.), Complementary methods for research in education. (pp. 253-265). Washington: American Educational Research Association.

Staw, B., Bell, N., & Clausen, J. (1986). The dispositional approach to job attitudes: A lifetime longitudinal test. Administrative Science Quarterly, 31, 556-77.

Staw, B., & Ross, J. (1985). Stability in the midst of change: A dispositional approach to job attitudes. Journal of Applied Psychology, 70, 469-480.

Staw, B., Sutton, R., & Pelled, L. (1994). Employee positive emotion and favorable outcomes at the workplace. Organizational Science, 5, 51-71.

Stewart, T.A. (1994). Your company's most valuable asset: Intellectual capital. Fortune, 130 (7), 68-74.

Strata, R. (1989, Spring). Organizational learning - The key to management innovation. Sloan Management Review, 63-64.

Torres, R.T. (1994). Linking individual and organizational learning: The internalization and externalization and evaluation. Evaluation and Program Planning, 17(4),327-337.

Torres, R.T., Preskill, H.S., & Piontek, M.E. (1996). Evaluation strategies for communicating and reporting: Enhancing learning in organization. Thousand Oaks: Sage.

Weiss, C.H. (1981). Reflections on 19th century experience with knowledge diffusion. Knowledge: Creation, Diffusion, Utilization, 13 (1), 5-16.

Weiss, C.H. (1984). Increasing the likelihood of influencing decisions. In L. Rutman (Ed.). Evaluation research methods: A basic guide (pp.159-190). Beverly Hills: Sage.

Weiss, C.H. & Bucuvalas, M.J. (1980). Truth tests and utility tests: Decision-makers, frames of reference for social science research. American Sociological Review. 45. 302-313.

Wheatley, M.J. (1994). Leadership and the new science. San Francisco: Berrett-Koehler.

Wholey, J.S. (1985). Managing for high performance: The role of evaluation. Evaluation News. 6. 40-50.

Wick, C.W., & Leon, L.S. (1993). The learning edge. New York: McGraw-Hill.

Williams, R.C., & Bank, A. (1984). Assessing instructional information systems in two districts: The search for impact. Educational Evaluation and Policy Analysis, 6(3), 267-282.

Wilson, C.R.M. (1992). QA/CQI Strategies in health care quality. Toronto: W.B. Saunders Company Canada Limited, pp 1-112.

Williams, R.C., & Bank, A. (1984, Fall). Assessing instructional information systems in two districts: The search for impact. Educational Evaluation and Policy Analysis, 6(3), 267-283.

Worthen, B.R. (1994). Is evaluation a mature profession that warrants the preparation of evaluation professionals? In J.M. Altschuld and M. Engle (Eds). The preparation of professional evaluators: Issues perspectives and programs. New Direction for Evaluation. San Francisco: Jossey Bass. (pp.3-16).

Worthen, B.R., & Sanders, J.R. (1987). Educational evaluation: Alternative approaches and practical guidelines. New York: Longman.

Yin, R.K. (1991). Application of case study research. Washington, DC: Cosmos Corp.

Appendix A

Survey on Organizational Outcomes of Strategic Planning

SURVEY ON ORGANIZATIONAL OUTCOMES OF STRATEGIC PLANNING

PART A: THE 1993-94 STRATEGIC PLANNING INITIATIVE

In 1993, [REDACTED] undertook a strategic planning initiative, which was conducted by [REDACTED] and [REDACTED] of the [REDACTED] Consultation Group. The process concluded in March 1994.

1. To what extent are you aware of this strategic planning initiative? (Check ONE only)

N=47

70.2% I participated in some way (e.g., attended discussion groups)

10.6% The initiative was formally communicated to me (e.g., during a meeting)

 I am informally aware of this process.

19.2% Completely unaware (Go to Part B, if unaware)

2. Indicate the extent to which you were involved in each of the following:

For each response, circle ONE option:

Use N/A= Not Applicable (or Don't Know) as infrequently as possible.

	<u>Mean</u>	<u>SD</u>	<u>N</u>
2. 1 Participated in discussion groups lead by the consultants. <i>Never Rarely Sometimes Frequently Always N/A</i>	2.9	1.09	37
2.2 Determined the areas that that would be focused on and/or helped design the strategic planning initiative. <i>Never Rarely Sometimes Frequently Always N/A</i>	2.0	1.0	35
2.3 Collected data/information with the consultants. <i>Never Rarely Sometimes Frequently Always N/A</i>	1.5	0.7	35
2.4 Shared ideas with the consultants on a one-to-one basis. <i>Never Rarely Sometimes Frequently Always N/A</i>	2.1	0.8	37
2.5 Discussed strategic planning issues during discipline or program meetings (with consultants not present) <i>Never Rarely Sometimes Frequently Always N/A</i>	2.9	0.8	37
2.6 Discussed issues with colleagues on an informal basis (e.g., during general lunch time conversation) <i>Never Rarely Sometimes Frequently Always N/A</i>	3.1	0.7	37
2.7 Interpreted findings with the consultants. <i>Never Rarely Sometimes Frequently Always N/A</i>	1.8	1.0	37

	<u>Mean</u>	<u>SD</u>	<u>N</u>
2.8 Formulated recommendations with the consultants. Never Rarely Sometimes Frequently Always N/A	1.5	0.9	37
2.9 Participated in "day away" workshops . Never Rarely Sometimes Frequently Always N/A	3.5	1.4	34

Comments:

3. Indicate the extent to which you agree with the following:

For each response, circle ONE number:

	<u>Mean</u>	<u>SD</u>	<u>N</u>
3.1 The consultants did a credible job. <i>strongly disagree</i> 1 2 3 4 5 6 7 <i>strongly agree</i>	4.9	0.9	37
3.2 The consultants were knowledgeable about organizations similar to [REDACTED] <i>strongly disagree</i> 1 2 3 4 5 6 7 <i>strongly agree</i>	4.6	1.0	36
3.3 The study was relevant to the needs of [REDACTED] <i>strongly disagree</i> 1 2 3 4 5 6 7 <i>strongly agree</i>	5.4	1.0	37
3.4 The study was timely. <i>strongly disagree</i> 1 2 3 4 5 6 7 <i>strongly agree</i>	5.8	1.0	37
3.5 Future strategic planning studies at [REDACTED] should be done in a similar way. <i>strongly disagree</i> 1 2 3 4 5 6 7 <i>strongly agree</i>	4.2	1.3	37
3.6 The "day away" workshops were valuable in educating and updating staff , as well as allowing staff to provide feedback on the strategic plan. <i>strongly disagree</i> 1 2 3 4 5 6 7 <i>strongly agree</i>	5.3	1.4	34
3.7 Having a person (Sandy Miller), regularly on site at [REDACTED], allowed the consultants to gain a better understanding of [REDACTED] <i>strongly disagree</i> 1 2 3 4 5 6 7 <i>strongly agree</i>	5.1	1.0	36

Comments:

4. To what extent have you observed the following consequences of the strategic planning process. Circle ONE option. Use N/A= Not Applicable (or Don't Know) as infrequently as possible.

Mean SD N

4.1 Board members, administration, discipline and program managers have learned about [REDACTED] practice.

3.5 0.7 34

Never Rarely Sometimes Frequently Always N/A

4.2 The process helped [REDACTED] staff to question basic assumptions and beliefs about their practice.

3.4 0.9 36

Never Rarely Sometimes Frequently Always N/A

4.3 Board members and administration have learned that the strategic planning process can have a powerful influence on organizational change and improvement.

3.6 0.8 35

Never Rarely Sometimes Frequently Always N/A

4.4 Staff participation in 'day away' workshops that asked for staff input and feedback, resulted in a greater acceptance of the recommendations.

3.1 0.9 34

Never Rarely Sometimes Frequently Always N/A

5. a) Overall, this strategic planning process lead to greater organizational change than previous ones.

5.4 1.1 35

strongly disagree

1

2

3

4

5

6

7

strongly agree

b) If you agreed with the above statement, please identify the factor that you feel was the **MOST** powerful in leading to organizational change. Check ONE option only:

N=32

12.5% Program/Discipline managers dissatisfaction with the status quo.

15.6% Staff dissatisfaction with the status quo.

12.5% Input from clients and families.

--- Changes coming down from the Association of Treatment Centres of Ontario (ATCO).

9.4% Staff participation in the strategic planning process through workshops, discussion groups and individual meetings with the consultants.

43.8% Responsiveness of the [REDACTED] Board of Directors to findings generated from the strategic planning process.

6.3% Other (specify): _____

Comments: _____

6. Regarding the recommendations arising from the strategic plan:

6.1 a) Were you made aware of the final recommendations ?
N=37

89.2% yes 10.8% no (if no, go to question 7)

b). If yes, indicate how you were made aware of the final recommendations.
Check as many as apply.

N=32

68.8% Through presentations made by the consultants

68.8% Through discussion with your discipline or program manager

34.4% Through informal discussion with other staff members.

56.3% Through the consultants' final report

3.1% Other (specify) _____

6.2 Were the strategic plan final recommendations clearly presented? Check ONE.
N=32

37.5% Very clear

62.5% Somewhat

 Not at all

7. (a) Indicate which of the following best describes the impact of the strategic plan on ? (Check ONE option only)
N=37

51.4% Has had a great impact

48.6% Has had some impact

 Is expected to have an impact, but it's too early to tell.

 Has not had an impact (go to question 7)

 Other (specify) _____

b) If you selected one of the first three choices above, please indicate the extent to which you feel that the following were directly influenced by the strategic plan. Circle ONE number.

									Mean	SD	N
7.1 Hiring of a new executive director.									6.2	0.8	3
<i>strongly disagree</i>							<i>strongly agree</i>				
	1	2	3	4	5	6	7				
7.2 Move towards a client centred model of service delivery.									5.3	1.5	3
<i>strongly disagree</i>							<i>strongly agree</i>				
	1	2	3	4	5	6	7				
7.3 Shift towards a program based approach.									5.4	1.5	3
<i>strongly disagree</i>							<i>strongly agree</i>				
	1	2	3	4	5	6	7				
7.4 Current restructuring of [REDACTED] (e.g., staff changes).									4.6	1.8	3
<i>strongly disagree</i>							<i>strongly agree</i>				
	1	2	3	4	5	6	7				
7.5 Transferring [REDACTED]-seconded staff to [REDACTED] employment.									5.3	1.3	3
<i>strongly disagree</i>							<i>strongly agree</i>				
	1	2	3	4	5	6	7				

7.6 Identify any other outcomes that you feel were directly influenced by the strategic plan:

8. Identify any ways that you would have liked to have participated in the strategic planning initiative, but did not:

9. Additional comments:

PART B: LEARNING ORGANIZATION SURVEY

Indicate the extent to which you agree or disagree with each of the following.

Mean SD N

Circle ONE number only.

1. I often have an opportunity to talk to other staff about their successful work practices or activities in order to understand why they succeed. <i>strongly disagree</i> 1 2 3 4 5 6 7 <i>strongly agree</i>	4.0	1.8	46
2. There is widespread support and acceptance for the organization's mission statement. <i>strongly disagree</i> 1 2 3 4 5 6 7 <i>strongly agree</i>	.5	1.3	45
3. I am encouraged to bring new ideas into the organization. <i>strongly disagree</i> 1 2 3 4 5 6 7 <i>strongly agree</i>	4.1	1.9	46
4. Mistakes are usually constructively discussed in our organization. <i>strongly disagree</i> 1 2 3 4 5 6 7 <i>strongly agree</i>	4.2	1.7	46
5. We are encouraged to solve problems together before discussing them with a supervisor. <i>strongly disagree</i> 1 2 3 4 5 6 7 <i>strongly agree</i>	4.4	1.6	45
6. From my experience, people who are new to this organization are encouraged to question the way things are traditionally done. <i>strongly disagree</i> 1 2 3 4 5 6 7 <i>strongly agree</i>	3.3	1.5	43
7. Overall, <u>department/program managers</u> in this organization accept change and embrace new ideas. <i>strongly disagree</i> 1 2 3 4 5 6 7 <i>strongly agree</i>	4.4	1.4	45
8. Overall, <u>department/program managers</u> in this organization encourage staff to try new ideas in order to improve service delivery and client care. <i>strongly disagree</i> 1 2 3 4 5 6 7 <i>strongly agree</i>	.5	1.7	46
9. New work processes (used by a program or department) that may be useful to the organization as a whole, are regularly shared with all other programs/departments. <i>strongly disagree</i> 1 2 3 4 5 6 7 <i>strongly agree</i>	3.6	1.4	44

								Mean	SD	N
10. Innovative ideas that are successful are often recognized by										
a) <u>departmental/program managers.</u>								4.4	1.6	44
<i>strongly disagree</i>							<i>strongly agree</i>			
	1	2	3	4	5	6	7			
b) <u>administration.</u>								3.8	1.6	43
<i>strongly disagree</i>							<i>strongly agree</i>			
	1	2	3	4	5	6	7			
11. Administration, managers and employees in this organization share a common vision of what our work should accomplish.								4.1	1.5	45
<i>strongly disagree</i>							<i>strongly agree</i>			
	1	2	3	4	5	6	7			
12. In my experience, new ideas from staff are <u>not</u> treated seriously by:										
a) <u>department/program managers</u>								3.5	1.6	44
<i>strongly disagree</i>							<i>strongly agree</i>			
	1	2	3	4	5	6	7			
b) <u>administration</u>								4.3	1.7	44
<i>strongly disagree</i>							<i>strongly agree</i>			
	1	2	3	4	5	6	7			
13. a) Overall, <u>department/managers</u> in this organization frequently involve employees in important decisions.								3.6	1.6	45
<i>strongly disagree</i>							<i>strongly agree</i>			
	1	2	3	4	5	6	7			
b) Overall, <u>administration</u> in this organization frequently involves employees in important decisions.								2.8	1.6	45
<i>strongly disagree</i>							<i>strongly agree</i>			
	1	2	3	4	5	6	7			
14. Staff often form informal groups to solve problems they experience in their daily work.								4.4	1.5	43
<i>strongly disagree</i>							<i>strongly agree</i>			
	1	2	3	4	5	6	7			
15. a) <u>Department/program managers</u> encourage constructive feedback from staff on issues.								4.6	1.6	46
<i>strongly disagree</i>							<i>strongly agree</i>			
	1	2	3	4	5	6	7			
b) <u>Administration</u> encourages constructive feedback from staff on issues.								3.4	9.6	45
<i>strongly disagree</i>							<i>strongly agree</i>			
	1	2	3	4	5	6	7			
16. ██████ has a system that allows us to learn successful practice from other treatment centres.								.6	1.3	39
<i>strongly disagree</i>							<i>strongly agree</i>			
	1	2	3	4	5	6	7			

								Mean	SD	N
17. <u>Department/ program managers</u> in this organization often provide / share information with staff that helps to identify potential problems and opportunities.								4.5	1.6	44
<i>strongly disagree</i>	1	2	3	4	5	6	<i>strongly agree</i>			
18. I <u>do not</u> understand how the mission of this organization is to be achieved and enacted.								2.9	1.8	44
<i>strongly disagree</i>	1	2	3	4	5	6	<i>strongly agree</i>			
19. I often review my own work performance and determine if I am meeting the goals that I have set for myself.								5.7	1.0	46
<i>strongly disagree</i>	1	2	3	4	5	6	<i>strongly agree</i>			
20. The organization's mission statement identifies common values which I share.								5.5	1.0	45
<i>strongly disagree</i>	1	2	3	4	5	6	<i>strongly agree</i>			
21. Most problem solving groups in this organization feature employees from a variety of disciplines and professions.								4.5	1.6	44
<i>strongly disagree</i>	1	2	3	4	5	6	<i>strongly agree</i>			
22. I feel that there is potential for professional growth and development in my current job.								5.2	1.7	46
<i>strongly disagree</i>	1	2	3	4	5	6	<i>strongly agree</i>			
23. I feel isolated at work.								2.9	1.9	45
<i>strongly disagree</i>	1	2	3	4	5	6	<i>strongly agree</i>			
24. I frequently read professional journals, articles, books that will help improve the work that I do.								5.3	1.5	46
<i>strongly disagree</i>	1	2	3	4	5	6	<i>strongly agree</i>			
25. Presently, I actively participate in one or more organizational activities (e.g, Continuous Quality Improvement, [REDACTED] committees).								4.7	2.2	45
<i>strongly disagree</i>	1	2	3	4	5	6	<i>strongly agree</i>			
26. I am satisfied with the type and quantity of supervision I receive.								5.2	1.7	46
<i>strongly disagree</i>	1	2	3	4	5	6	<i>strongly agree</i>			
27. I <u>do not</u> feel that I am an integral and essential part of [REDACTED]								3.0	1.9	46
<i>strongly disagree</i>	1	2	3	4	5	6	<i>strongly agree</i>			

								Mean	SD	N
28. I find the work that I do challenging .	<i>strongly disagree</i>						<i>strongly agree</i>	5.5	1.4	4
	1	2	3	4	5	6	7			
29. My work makes use of my skills and abilities to their fullest potential.	<i>strongly disagree</i>						<i>strongly agree</i>	5.2	1.5	4
	1	2	3	4	5	6	7			
30. I have many opportunities to improve my knowledge and skills which prepare me to undertake new assignments.	<i>strongly disagree</i>						<i>strongly agree</i>	4.5	1.6	4
	1	2	3	4	5	6	7			
31. The teams that I am a part of are generally supportive of the work I do.	<i>strongly disagree</i>						<i>strongly agree</i>	5.7	1.0	4
	1	2	3	4	5	6	7			
32. Overall, I am satisfied with my job and the work I do at [REDACTED]	<i>strongly disagree</i>						<i>strongly agree</i>	5.3	1.2	4
	1	2	3	4	5	6	7			

Additional Comments:

PART C: BACKGROUND INFORMATION

1. Which of the following best describes your role at [REDACTED]:
(check ONE only)

N=45

17.8% Departmental Manager/ Program Administrator/ Service Coordinator

15.6% Support staff / Building services

48.9% Rehab staff/Allied Health Professional

11.1% Teacher /Educational Assistant/Liaison Teacher/ Preschool Staff

4.4% Administration

2.2% Medical Staff

2. Were you a member of the Strategic Planning Steering Committee (or Enhanced Steering Committee)?

N=45

13.3% Yes

86.7% No

3. The number of years of work experience you have in total (at [REDACTED] and elsewhere):

N=46

13.0% less than 5 years

21.7% between 6-10 years

65.2% over ten years

4. Have you ever participated in a strategic planning initiative in the past (at [REDACTED] or elsewhere):

N=44

36.4% Yes

63.6% No

5. Age Group:

N=45

24.5% 20 - 34

50% 35 - 49

24.5% 50 +

6. Education Level:

N=46

----- public school

6.5% high school

10.9% community college

37.0% undergraduate degree

4.7% graduate degree

----- other: _____

7. Over the past year, have you participated in continuing education and/or professional development activities (e.g., professional conferences, work shops, courses).

N=46

13.0% No

69.6% Yes: funded in whole or in part through 

17.4% Yes: funded entirely by myself.

THANK YOU FOR YOUR PARTICIPATION!!

Appendix B

- **Survey on the Usefulness of Local Research**
- **Survey on Evaluation Practice**



UNIVERSITÉ D'OTTAWA
UNIVERSITY OF OTTAWA

FACULTÉ d'ÉDUCATION
FACULTY OF EDUCATION

SURVEY ON THE USEFULNESS OF LOCAL RESEARCH

Dear Teacher/Administrator:

As part of a research and development project funded by the Social Sciences and Humanities Research Council of Canada, we are asking for your voluntary participation in a survey concerning the usefulness of applied research carried out within the Board. All teachers of intermediate and senior programs and school administrators in your board and two other boards in the Central Ontario region are being invited to participate. The purpose of the study is to assess the impact of research studies carried out locally and to identify factors that account for that impact. The results of the study will help to show how to make research studies more useful to educators and school boards. Your agreement to participate by contributing about 20-30 minutes of your time to anonymously complete and return this questionnaire will be greatly appreciated. A summary of the main findings of the study will be distributed to your school next fall.

If you agree to participate (and we really hope you do), please complete and return this questionnaire folded and sealed in the envelope provided within one week of receipt to:

Dr. Brad Cousins
Associate Professor
Faculty of Education, University of Ottawa

In order to reduce costs, we are asking that you forward the questionnaire to Brad Cousins care of your central board office through the Board courier system. Be sure to seal the envelope; it will be forwarded unopened to the research team. No one other than members of the immediate research team will see the questionnaires. Alternatively, you may wish to mail the questionnaire directly to the University at:

145 Jean-Jacques Lussier
Ottawa, ON, K1N 6N5

Thank you for your input,

Brad Cousins
Associate Professor

Please contact Brad Cousins (613) 564-4224 or Cheryl Walker (research assistant) (613) 567-5631 if you require further information or have any questions.

SURVEY ON THE USEFULNESS OF LOCAL RESEARCH

PART A: E.N.S.S. RESEARCH PROJECT CHARACTERISTICS

This section asks you to describe and evaluate a specific research project recently conducted within the Board.

In February 1993, a report of a research study carried out at East Northumberland Secondary School was completed and made public:

Brydges, B., Cousins, B., Mastin, B. McKellar, G., Menna, J., Shoemaker, A., & Villnef, N.
(1993). *East Northumberland Secondary School Transition Years Pilot Project: Report on first year implementation*. Coburg: Northumberland Clarington Board of Education.

1. a. To what extent are you aware of the study? Check (✓) ONE option.

- _____ Highly familiar with the report.
- _____ Read report (or summary) or learned of its contents and recommendations.
- _____ Aware but did not read the report (or summary) or otherwise learn of its content and recommendations.
- _____ I am completely unaware of this study (*Go to PART B, p. 3 if unaware*)

b. Have you been on staff at E.N.S.S. anytime in the period Sept. 1990 to present?

_____ yes _____ no

2. Who is expected to use the information generated by the study?

3. What impact has the study had? How have the results been used? What factors affected (enhanced or limited) the impact or use of the study?

4. **Indicate which of the following best describes the impact of the project you selected.**
Check (✓) ONE option only.

_____ The project has had an impact.

_____ The project has had some impact, but is expected to have more.

_____ The project is expected to have an impact, but it is too early to tell.

_____ The project has not had an impact.

_____ Other (specify) _____

5. **Select the option that best describes your opinion about how information generated by the project was or is being used in general by the intended or expected "users" described in Question 2, p. 1. Be sure to read each option carefully. Check (✓) ONE option only.**

_____ It is premature for intended users to have knowledge of project information.

_____ Most intended users are not aware of information generated by the project.

_____ Most intended users are aware of information generated by the project through informal means only (e.g., word of mouth).

_____ Most intended users are currently considering information generated by the project (e.g., discussing with colleagues/peers).

_____ Based on the information, most intended users have taken steps toward action (e.g., decision to use, plans being made).

_____ Most intended users have taken action as a consequence of the information (e.g., decisions made, plans being carried out).

For each of the following indicate by circling ONE option: N=Never; R=Rarely; S=Somewhat; F=Frequently; A=Always. Try to use N/A=Not Applicable as infrequently as possible.

6. **Indicate the extent to which the following are (or will be) consequences of information generated by the project for intended users.**

6.1 Intended users have based (or will base) significant decisions on this information. N R S F A | N/A

6.2 Intended users have experienced (or will experience) considerable influence on their work. N R S F A | N/A

7. **Describe the intended users in terms of their information needs.**

7.1 They have a high need for information. N R S F A | N/A

7.2 They draw information from a wide range of sources. N R S F A | N/A

7.3 They rely heavily on research information. N R S F A | N/A

7.4 They rely on information from their peers. N R S F A | N/A

8. Indicate how intended users participated in various phases of the project.

- 8.1 They helped to design the project. N R S F A | N/A
- 8.2 They helped to develop data collection instruments. N R S F A | N/A
- 8.3 They participated in collecting data/information. N R S F A | N/A
- 8.4 They were involved in analyzing the information. N R S F A | N/A
- 8.5 They participated in writing parts of the report. N R S F A | N/A
- 8.6 They assisted project personnel in interpreting information. N R S F A | N/A
- 8.7 They participated in disseminating information from the project to other intended users or audiences. N R S F A | N/A
- 8.8 Other (specify) _____ N R S F A | N/A

PART B: PERSONAL OPINIONS AND VIEWS ABOUT RESEARCH

In this section you are asked to provide your opinions about educational research in general, your involvement in and use of research and the local context within which research may be used.

1. In your view, is local (board or school level) research generally useful? Why or why not?

For each of the following, indicate by circling ONE option: N=Never; R=Rarely; S=Sometimes; F=Frequently; A=Always. Use N/A=Not Applicable (or Don't Know) as infrequently as possible.

2. In the past three years to what extent have you done the following?

- 2.1 Read research articles. N R S F A | N/A
- 2.2 Reviewed the research literature on a topic. N R S F A | N/A
- 2.3 Tried out a research result (method, project) in your classroom or school. N R S F A | N/A

2.4	Discussed research literature with colleagues.	N	R	S	F	A		N/A
2.5	Recorded observations of effects of teaching methods or projects in some systematic way (e.g., a journal, notebook).	N	R	S	F	A		N/A
2.6	Worked with other teachers or principals on local school or board research projects.	N	R	S	F	A		N/A
2.7	Worked with college or university colleagues on research projects.	N	R	S	F	A		N/A
2.8	Written research reports.	N	R	S	F	A		N/A
2.9	Presented research findings to colleagues in the Board or school.	N	R	S	F	A		N/A
2.10	Presented research papers at professional meetings.	N	R	S	F	A		N/A
2.11	Published research papers in professional journals.	N	R	S	F	A		N/A

For each of the following indicate by circling ONE option: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree. Try to use N/A=Not Applicable as infrequently as possible.

3. Beliefs and opinions about research in general.

3.1	Research is done to find new ways of doing things.	SD	D	A	SA		N/A
3.2	Any research team conducting research locally should have as members research specialists <u>and</u> local educators.	SD	D	A	SA		N/A
3.3	Local research helps show the public that schools are doing what they should be.	SD	D	A	SA		N/A
3.4	Practicing educators should carry out educational research.	SD	D	A	SA		N/A
3.5	Research results are relevant practice.	SD	D	A	SA		N/A
3.6	I am able to evaluate research.	SD	D	A	SA		N/A
3.7	Local research helps to meet school or board needs accountability demands.	SD	D	A	SA		N/A
3.8	I have the time to conduct research.	SD	D	A	SA		N/A
3.9	I have adequate background or training in research.	SD	D	A	SA		N/A
3.10	Research done by teachers <u>would</u> be taken seriously.	SD	D	A	SA		N/A

3.11 Research done by teachers <u>should</u> be taken seriously.	SD	D	A	SA		N/A
3.12 Research activities have informed curriculum development and implementation in our Board.	SD	D	A	SA		N/A
3.13 Research findings on teaching have been helpful to me in my teaching.	SD	D	A	SA		N/A
3.14 Professional journals are useful sources of practical information.	SD	D	A	SA		N/A
3.15 Undergraduate programs in education should provide training in <u>reading</u> research.	SD	D	A	SA		N/A
3.16 Undergraduate programs in education should provide training in <u>doing</u> research.	SD	D	A	SA		N/A
3.17 Research in education is of great value.	SD	D	A	SA		N/A
3.18 Research findings about teaching should be given more emphasis in in-service programs.	SD	D	A	SA		N/A
3.19 Research is important to my supervisor.	SD	D	A	SA		N/A
3.20 Research reports are not hard to understand.	SD	D	A	SA		N/A
3.21 Research results stimulate educators to reflect on practice.	SD	D	A	SA		N/A
3.22 Research reports are interesting.	SD	D	A	SA		N/A
3.23 Teachers are more likely to use research ideas if they hear them from other teachers.	SD	D	A	SA		N/A
3.24 Researchers from universities should work closely with teachers and principals in doing research.	SD	D	A	SA		N/A
4. Beliefs and opinions about school and teaching.						
4.1 Teachers here share ideas with one another.	SD	D	A	SA		N/A
4.2 Teachers here to not hesitate to ask colleagues for help.	SD	D	A	SA		N/A
4.3 We are not easily convinced of our successes.	SD	D	A	SA		N/A
4.4 Teaching staff play an important role in school-wide decision making.	SD	D	A	SA		N/A
4.5 Teachers in our school are willing to offer help to colleagues.	SD	D	A	SA		N/A

- | | | | | | | |
|---|----|---|---|----|--|-----|
| 4.6 We tend to agree about how the school should function. | SD | D | A | SA | | N/A |
| 4.7 Staff here are willing to try something new. | SD | D | A | SA | | N/A |
| 4.8 Teachers talk to one another a lot in our school. | SD | D | A | SA | | N/A |
| 4.9 We often question our beliefs about education (e.g., about teaching, learning, school work). | SD | D | A | SA | | N/A |
| 4.10 If I try really hard I can get through to even the most difficult and unmotivated students. | SD | D | A | SA | | N/A |
| 4.11 When the grades of my students improve it is usually because I found more effective teaching approaches. | SD | D | A | SA | | N/A |
| 4.12 When a student does better than usual, many times it is because I exerted a little extra effort. | SD | D | A | SA | | N/A |

5. a. Under what circumstances would you volunteer to help carry out a research project (e.g., design, collect data, interpret data, prepare report) in your school or board?

- b. If these conditions were met how willing would you be to help carry out such a project.
Check (✓) the option that best represents your opinion.

_____ Minimally willing _____ Willing _____ Very willing

6. Please provide additional comments, views or opinions here.

PART C: BACKGROUND INFORMATION

1. a. Have you helped to carry out (i.e., design, collect/analyze data, report) a school or school board based study within the past few years?

____ yes ____ no

- b. If "yes", describe your experience. For each of the following check (✓) ONE space only.

1. Unfavourable	_____		_____		_____		_____		_____	Favourable
2. Unrewarding	_____		_____		_____		_____		_____	Rewarding
3. Stressful	_____		_____		_____		_____		_____	Not stressful
4. Unmanageable	_____		_____		_____		_____		_____	Manageable
5. Unpleasant	_____		_____		_____		_____		_____	Pleasant

- c. If "yes" to 1a, provide comments concerning your experience:

2. School level: _____ elementary _____ secondary
3. Current role: _____ teacher _____ principal/v.p. _____ other (specify) _____
4. Experience in schools: _____ years
5. Sex: _____ female _____ male
6. Education: ✓/ * Check (✓) those completed; asterisk (*) those in progress
 ____/____ Bachelor's Degree ____/____ A.Q. course(s) ____/____ Master's or Doctorate Degree
7. a. Have you ever completed a college, university or in-service course in research methods?

____ yes ____ no ____ enrolled in one now

- b. How would you describe the value of the course(s) to you? Check (✓) ONE space only.

Not valuable _____ | _____ | _____ | _____ | _____ Highly valuable

THANK YOU FOR YOUR INPUT



SURVEY ON EVALUATION PRACTICE

This questionnaire is divided into three sections. Part A asks you to identify and respond to questions about a specific evaluation project on which you recently worked. Part B asks for your general views and opinions about evaluation. Part C asks for a minimal amount of background information about yourself.

Please complete and return the questionnaire in the self-addressed envelope (stamp provided) within two weeks of receipt. Your responses will be kept strictly **confidential**. The code number appearing in the upper right hand corner enables us to connect your responses to those of the person who nominated you (see cover letter), but only the immediate research team will have access to individual questionnaires. If you require further information about the survey please do not hesitate to contact us.

Dr. Brad Cousins, Associate Professor
Faculty of Education, University of Ottawa
145 Jean-Jacques Lussier
Ottawa, ON, CANADA, K1N 6N5

Phone: (613) 562-5800 ext. 4088
Fax: (613) 562-5146
E-mail: bcousins@educ-1.edu.uottawa.ca

PART A: SPECIFIC EVALUATION PROJECT

In this section we are interested in your views about a specific evaluation project on which you recently worked. The evaluation study is identified in the cover letter. For the purposes of this survey "practitioner" refers to individuals such as yourself who do not normally do evaluation or applied social research as part of their normal function. On the other hand, "evaluator" applies to individuals who normally do engage in such research activities. The person who nominated you as a potential survey respondent is considered to be an evaluator.

1. When did the study (a) begin? ____ / ____ (mo/yr) (b) finish ____ / ____ (mo/yr)
2. Briefly describe the evaluation in terms of its (a) purposes, (b) methodological features and (c) main audience. *(print or write legibly)*

3. In what ways did practitioners or non-researchers (henceforth practitioners) participate in the study?

For each of the following indicate by circling ONE option: N=Never; R=Rarely; S=Sometimes; F=Frequently; A=Always. Use N/A=Not Applicable (or Don't Know) as infrequently as possible.

- | | | | | | | | |
|--|---|---|---|---|---|--|-----|
| 3.1 Defining the scope of the investigation. | N | R | S | F | A | | N/A |
| 3.2 Designing the study. | N | R | S | F | A | | N/A |

3.3	Developing data collection instruments.	N	R	S	F	A		N/A
3.4	Collecting data/information.	N	R	S	F	A		N/A
3.5	Processing and preparing data for analysis.	N	R	S	F	A		N/A
3.6	Analyzing data.	N	R	S	F	A		N/A
3.7	Interpreting results.	N	R	S	F	A		N/A
3.8	Preparing reports for dissemination.	N	R	S	F	A		N/A
3.9	Formulating recommendations from the study.	N	R	S	F	A		N/A
3.10	Disseminating results and recommendations to intended users or audiences.	N	R	S	F	A		N/A

4. How many practitioners helped to carry out the evaluation? _____

5a. Did the practitioners who participated in the evaluation belong to more than one stakeholder group?

_____ yes _____ no

b. Provide details. To what stakeholder group did you belong?

6. Indicate the extent to which members of the following stakeholder groups helped to carry out the evaluation.

For each of the following, indicate by circling ONE option: N=Never; R=Rarely; S=Sometimes; F=Frequently; A=Always. Use N/A=Not Applicable (or Don't Know) as infrequently as possible.

6.1	Program developers.	N	R	S	F	A		N/A
6.2	Program managers or directors.	N	R	S	F	A		N/A
6.3	Program sponsors or funders.	N	R	S	F	A		N/A
6.4	Staff responsible for implementing the program.	N	R	S	F	A		N/A
6.5	Intended beneficiaries of the program.	N	R	S	F	A		N/A
6.6	Special interest groups.	N	R	S	F	A		N/A
6.7	Other (specify) _____	N	R	S	F	A		N/A

7. How would you characterize the control of the evaluation project decision making process?
Check (✓) ONE option only
- _____ researcher controlled _____ practitioner controlled _____ shared / balanced
8. How did practitioners come to be involved in the project (e.g., volunteered, task assigned by superiors)? *Differentiate by stakeholder group if applicable.*
- _____
- _____
- _____
9. How did the evaluator(s) come to be involved in the project? Describe how his or her (their) relationship with the practitioner group came about.
- _____
- _____
- _____
10. To what extent did the evaluator(s) engage in the following activities during the project?
- For each of the following, indicate by circling ONE option: N=Never; R=Rarely; S=Sometimes; F=Frequently; A=Always. Use N/A=Not Applicable (or Don't Know) as infrequently as possible.*
- | | | | | | | | |
|--|---|---|---|---|---|--|-----|
| 10.1 Chairing project meetings. | N | R | S | F | A | | N/A |
| 10.2 Providing guidance about technical research matters. | N | R | S | F | A | | N/A |
| 10.3 Developing data collection instruments. | N | R | S | F | A | | N/A |
| 10.4 Collecting data. | N | R | S | F | A | | N/A |
| 10.5 Processing and analyzing data. | N | R | S | F | A | | N/A |
| 10.6 Preparing reports for dissemination. | N | R | S | F | A | | N/A |
| 10.7 Formulating recommendations from the study. | N | R | S | F | A | | N/A |
| 10.8 Disseminating results to intended users or audiences. | N | R | S | F | A | | N/A |
| 10.9 Helping practitioners to develop technical research skills. | N | R | S | F | A | | N/A |

10.10 Educating practitioners about the power and value of evaluation as a planned change strategy. N R S F A | N/A

10.11 Other (specify) _____ N R S F A | N/A

11. Which of the following best describes your evaluation study? (Check ONE option only)

- _____ the study was guided by a conceptual framework that was specified in advance of and guided data collection.
- _____ a conceptual framework was constructed during and/or following data collection.
- _____ the study did not make use of a conceptual framework.

12. To whom were the results/recommendations of the evaluation communicated? (Check as many as apply.)

- _____ program developers _____ intended program beneficiaries
- _____ program managers or directors _____ special interest groups
- _____ program sponsors or funders _____ academic audiences
- _____ implementors of the program _____ other (specify) _____

13. In what ways were results/recommendations of the evaluation communicated? (Check as many as apply.)

- _____ executive summary _____ oral presentation(s)
- _____ technical written report _____ follow-up committee meeting(s)
- _____ newsletter/communication circular _____ other (specify) _____

14. What impact has the study had? How have the results been used? What factors affected (enhanced or limited) the impact of the study?

15. Indicate which of the following best describes the impact of the evaluation? *Check ONE option only.*

☐ Has had an impact.

☐ Has had some impact, but is expected to have more.

☐ Is expected to have an impact, but it is too early to tell.

☐ Has not had an impact.

☐ Other (specify) _____

16. Select the option that best describes your opinion about how information generated by the project was or is being used in general by the intended or expected "users." *Be sure to read each option carefully before checking ONE option only.*

☐ It is premature for intended users to have knowledge of project information.

☐ Most intended users are not aware of information generated by the project.

☐ Most intended users are aware of information generated by the project through informal means only (e.g., word of mouth).

☐ Most intended users are currently considering information generated by the project (e.g., discussing with colleagues/peers).

☐ Based on the information, most intended users have taken steps toward action (e.g., decision to use, plans being made).

☐ Most intended users have taken action as a consequence of the information (e.g., made decisions, carried out plans).

17. Indicate the extent to which the following are (or will be) consequences of information generated by the project for intended users.

For each of the following, indicate by circling ONE option: N=Never; R=Rarely; S=Sometimes; F=Frequently; A=Always. Use N/A=Not Applicable (or Don't Know) as infrequently as possible.

17.1 Intended users have based (or will base) significant decisions on this information. N R S F A | N/A

17.2 Intended users have learned (or will learn) about their practice. N R S F A | N/A

17.3 Intended users have developed (or will develop) their research skills. N R S F A | N/A

17.4 Intended users have learned (or will learn) that evaluation can be a powerful and valuable planned change strategy. N R S F A | N/A

- 17.5 Data have helped (or will help) intended users incrementally improve their performance. N R S F A | N/A
- 17.6 Data have helped (or will help) intended users to question basic assumptions and beliefs about their practice. N R S F A | N/A
- 17.7 Data have helped (or will help) stimulate fundamental changes in practice. N R S F A | N/A
18. Describe your experience on this project. *For each of the following check (✓) ONE space only.*

Unfavorable	_____	_____	_____	_____	_____	Favorable
Unrewarding	_____	_____	_____	_____	_____	Rewarding
Stressful	_____	_____	_____	_____	_____	Not stressful
Unmanageable	_____	_____	_____	_____	_____	Manageable
Unpleasant	_____	_____	_____	_____	_____	Pleasant
Inefficient	_____	_____	_____	_____	_____	Efficient
Frustrating	_____	_____	_____	_____	_____	Encouraging
Ineffective	_____	_____	_____	_____	_____	Effective
Rough	_____	_____	_____	_____	_____	Smooth

PART B VIEWS AND OPINIONS

For each of the following indicate by circling ONE option: SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree. Use N/A=Not Applicable (or Don't Know) as infrequently as possible.

1. General perspectives on evaluation.
- 1.1 The evaluator's primary function is to maximize intended uses by intended users of evaluation data. SD D A SA | N/A
- 1.2 More and more organizations are establishing internal evaluation capabilities. SD D A SA | N/A
- 1.3 Summative (decision-oriented) evaluations must be conducted by people external to the organization. SD D A SA | N/A
- 1.4 Formative (improvement-oriented) evaluations are best done by internal members of the organization. SD D A SA | N/A

- | | | | | | | | |
|------|--|----|---|---|----|--|-----|
| 1.5 | The evaluator's primary function is to maximize the technical quality of the evaluation. | SD | D | A | SA | | N/A |
| 1.6 | Evaluators should be significantly involved in evaluation follow-up activities. | SD | D | A | SA | | N/A |
| 1.7 | The evaluator's primary function is to maximize opportunities to bring about social justice. | SD | D | A | SA | | N/A |
| 1.8 | Formative and summative evaluations cannot be separated. | SD | D | A | SA | | N/A |
| 1.9 | Evaluators should formulate recommendations from the study. | SD | D | A | SA | | N/A |
| 1.10 | Evaluators should have substantial expertise specific to the program being evaluated. | SD | D | A | SA | | N/A |
| 2. | Views about practitioner participation in <u>formative (improvement-oriented)</u> evaluation. | | | | | | |
| 2.1 | The more stakeholder groups involved in evaluation the better. | SD | D | A | SA | | N/A |
| 2.2 | Involving multiple stakeholder groups helps to offset political agendas. | SD | D | A | SA | | N/A |
| 2.3 | Program beneficiaries should participate in carrying out evaluation. | SD | D | A | SA | | N/A |
| 2.4 | Special interest groups should participate in carrying out evaluation. | SD | D | A | SA | | N/A |
| 2.5 | People with a vital interest in programs (e.g., program developers, sponsors, directors) should participate in carrying out evaluations. | SD | D | A | SA | | N/A |
| 2.6 | People responsible for implementing or delivering programs should participate in carrying out evaluations. | SD | D | A | SA | | N/A |
| 2.7 | Practitioners' participation in evaluation makes evaluations more efficient. | SD | D | A | SA | | N/A |
| 2.8 | Practitioners' participation in evaluation makes the research more responsive to local needs. | SD | D | A | SA | | N/A |
| 2.9 | Practitioners' participation in evaluation enhances the technical quality of evaluations. | SD | D | A | SA | | N/A |
| 2.10 | Practitioners' participation in evaluation enhances the utilization of evaluation data. | SD | D | A | SA | | N/A |
| 2.11 | Practitioners' participation in evaluation helps to bring about social justice. | SD | D | A | SA | | N/A |

- 2.12 Evaluators should help train practitioners to do evaluation. SD D A SA | N/A
- 2.13 Evaluators should share control of evaluation projects equally with practitioners. SD D A SA | N/A
- 2.14 Evaluators should educate practitioners about the power and value of evaluation as a planned change strategy. SD D A SA | N/A
- 2.15 Evaluation can help practitioners improve practice. SD D A SA | N/A
- 2.16 Evaluation can help stimulate practitioners to question fundamental beliefs and assumptions about practice. SD D A SA | N/A
- 2.17 Evaluation can result in fundamental changes in practice. SD D A SA | N/A
3. Additional comments about evaluation practice:

PART C: BACKGROUND INFORMATION

1. Your organizational location. *Check (✓) one option only.*
- _____ government (federal, state/provincial, municipal) _____ private sector organization depending heavily on public funds.
- _____ non-government public sector _____ other private sector organization
- _____ self employed / freelance _____ other (*specify*) _____
2. Your gender _____ female _____ male
3. Your years of experience in your current field of expertise _____ (*years*)
4. Is evaluation common in your organization? _____ yes _____ no
5. What percentage of evaluation projects carried out in your organization have involved practitioners in carrying out the study? _____ %
6. Highest degree obtained.
 Doctorate _____ Masters _____ Other _____ (*specify*) _____

THANK YOU FOR YOUR INPUT AND YOUR TIME

Appendix C

The Learning Organization Survey

THE LEARNING ORGANIZATION SURVEY

CONFIDENTIAL WHEN COMPLETED

The purpose of this survey is to gather information concerning organizational factors and management practices that may influence the learning capability of organizations. The survey has been tested with over 1000 employees and has been found to be statistically valid and reliable.

There are no "right" or "wrong" answers. Please reflect carefully and answer all questions as honestly as possible based upon your knowledge of the organization. Your response will be kept confidential and will be aggregated with other responses so individual respondents cannot be identified.

Some questions in this survey might sound similar to others. Please answer ALL of the questions.

Thank you for taking the time to fill out this questionnaire. Please return your completed form in the envelope provided.

Instructions: Please respond by circling the number that most closely corresponds to how you feel about each statement.

	1 strongly disagree				7 strongly agree			
1. I often have an opportunity to talk to other staff about successful programs or work activities in order to understand why they succeed.	1	2	3	4	5	6	7	
2. There is widespread support and acceptance for the organization's mission statement.	1	2	3	4	5	6	7	
3. I can often bring new ideas into the organization.	1	2	3	4	5	6	7	
4. Failures are seldom constructively discussed in our organization.	1	2	3	4	5	6	7	
5. Current organizational practice encourages employees to solve problems together before discussing it with a supervisor.	1	2	3	4	5	6	7	
6. From my experience, people who are new to this organization are encouraged to question the way things are done.	1	2	3	4	5	6	7	
7. Senior managers in this organization resist change and are afraid of new ideas.	1	2	3	4	5	6	7	
8. Line managers in this organization encourage employees to experiment in order to improve work processes.	1	2	3	4	5	6	7	
9. New work processes that may be useful to the organization as a whole are usually shared with all employees.	1	2	3	4	5	6	7	
10. Innovative ideas that work are often rewarded by management.	1	2	3	4	5	6	7	
11. Managers and employees in this organization share a common vision of what our work should accomplish.	1	2	3	4	5	6	7	
12. In my experience, new ideas from staff are not treated seriously by management.	1	2	3	4	5	6	7	
13. Managers in this organization frequently involve employees in important decisions.	1	2	3	4	5	6	7	
14. We cannot usually form informal groups to solve organizational problems.	1	2	3	4	5	6	7	
15. Managers in this organization can accept criticism without becoming overly defensive.	1	2	3	4	5	6	7	
16. We have a system that allows us to learn successful practices from other organizations.	1	2	3	4	5	6	7	
17. Line managers in this organization often provide feedback that helps to identify potential problems and opportunities.	1	2	3	4	5	6	7	
18. I do not understand how the mission of this organization is to be achieved.	1	2	3	4	5	6	7	
19. We have opportunities for self-assessment with respect to goal attainment.	1	2	3	4	5	6	7	
20. The organization's mission statement identifies values to which all employees must conform.	1	2	3	4	5	6	7	
21. Most problem solving groups in this organization feature employees from a variety of functional areas or divisions.	1	2	3	4	5	6	7	

	1 strongly disagree				7 strongly agree		
22. There is very little overlap in work between different units in the organization.	1	2	3	4	5	6	7
23. Most of our work must adhere to formal rules and procedures.	1	2	3	4	5	6	7
24. In my opinion, this organization has too many levels of hierarchy.	1	2	3	4	5	6	7
25. We require approval in writing for the introduction of new work activities.	1	2	3	4	5	6	7
26. Our work is usually closely monitored and inspected by management.	1	2	3	4	5	6	7
27. Information and decision making must always go through proper channels.	1	2	3	4	5	6	7
28. Standard operating procedures have been established for almost every work situation.	1	2	3	4	5	6	7
29. I feel I am in a dead end job.	1	2	3	4	5	6	7
30. I feel isolated at work.	1	2	3	4	5	6	7
31. I am satisfied with my supervisor.	1	2	3	4	5	6	7
32. I do not feel as if I am an integral part of this organization.	1	2	3	4	5	6	7
33. I have opportunities to work on challenging assignments.	1	2	3	4	5	6	7
34. My work makes full use of my skills and abilities.	1	2	3	4	5	6	7
35. I have opportunities to improve my knowledge, skills and abilities in order to undertake new work assignments.	1	2	3	4	5	6	7
36. I know that failure will have negative repercussions on my career.	1	2	3	4	5	6	7
37. My work group is supportive of the work I do.	1	2	3	4	5	6	7
38. Overall, I am satisfied with this job.	1	2	3	4	5	6	7

Instructions: This section asks for personal data related to your work experience.

Please respond by filling in the appropriate blank.

- How long have you worked in this organization? _____ (# of years)
- What position do you currently hold in this organization?
_____ (title)
- Please indicate your Division/Department. _____
- How long have you been in this position? _____ (# of years)
- In how many different organizations have you been employed? _____
- In how many different functional areas (e.g., personnel, finance, etc) have you been employed? _____
- Have you had experience in any other industry? Yes _____ No _____
Please specify _____
- If yes, how many years before joining your present organization? _____
- Gender: Female _____ Male _____
- Age Group: 20-30 _____ 31-40 _____ 41-50 _____ 51-60 _____ 60+ _____

Thank you for taking the time to fill out this survey. Your responses will be kept completely confidential and all information will be statistically aggregated before being put into the final report. If you have additional comments, please use the back of this page.

Please use this page for comments.

Appendix D

**Permission to Conduct Study
(Letter dated October 09, 1996, Re: M.A. Thesis Proposal)**

Professor Aline Giroux
Chair, Committee on Human Research Ethics
Faculty of Education
University of Ottawa
145 Jean Jacques Lussier
OTTAWA, Ontario K1N 6N5

Dear Professor Giroux:

Re: M.A. Thesis Proposal
Candidate: Mary Lysyk

I have had the opportunity to review Mary Lysyk's thesis proposal entitled, *Organizational Consequences of Evaluation as a Function of Strategic Planning*, including her proposed survey questionnaire and interview plan. I fully support this research project and agree that both the survey and interviews can be conducted at the [REDACTED] following the criteria that have been outlined in the UHREC research procedures questionnaire.

Please do not hesitate to contact me if you have any further questions.

Sincerely,

[REDACTED]
Executive Director

RKS/jw

c.c. Professor Brad Cousins
Mary Lysyk

Appendix E

Questionnaire Covering Letter

March 3rd, 1997

TO ALL [REDACTED] STAFF:

Attached is a survey concerning the strategic planning initiative that was conducted at [REDACTED] in 1993-1994. I am requesting your voluntary participation in completing the survey. This study is being undertaken as part of my graduate work at the University of Ottawa. The purpose of this research is to learn more about the nature of such initiatives, influences on them and the impact that they have.

If you agree to participate, the survey should take approximately 20 minutes to complete. Then, deposit it by the end of the week (Friday March 7th), in the sealed box marked "Surveys" located in the photocopy room.

Do not put your name on this survey. Your survey responses will remain strictly ANONYMOUS. These responses will be grouped with others for analysis, thus no individual will be identified.

Once the information has been analysed, a summary of the results will be made available to all staff, at their request.

If you have any inquires about the survey, please feel free to contact me (ext 2936 at [REDACTED] or 523-6870 (home)) or my thesis supervisor, Dr. Brad Cousins, at: the Faculty of Education, University of Ottawa, Phone 562-5800 Ext. 4088, Fax 562-5146, e mail: bcousins@educ-1.edu.uottawa.ca

Your participation is greatly appreciated. **Thank you** in advance!

Sincerely,

Mary
Mary Lysyk
Occupational Therapist,
[REDACTED]