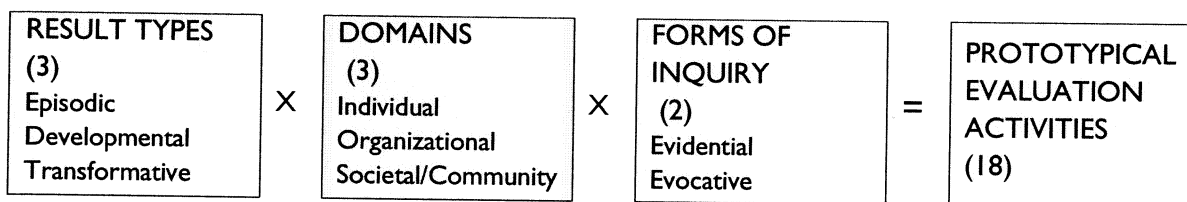


RESULTS SPACE

The EvaluLEAD methodology supports planning an evaluation that will explore the three types of results (episodic, developmental, and transformative) across all three domains (individual, organizational, and societal/community). Combining these parameters yields nine distinct lenses for focusing on the results of a leadership development program. This is a program's unique **results space**, which represents the full scope of potential results sought by a leadership development program.

Adding forms of inquiry to each yields 18 (9 × 2) prototypical evaluation activities. For example, one such activity might be using evidential inquiry to measure an episodic result occurring in the organizational domain. A second activity might be using evocative inquiry to illuminate that same result. A third activity might be using evocative inquiry to illuminate a transformative result in the individual domain. Each of these activities may then be prioritized by stakeholders and implemented according to the needs and resources of the program.



When combined, the evaluative investigation of three result types occurring within three domains through the use of two modes of inquiry may appear formidable. However, the remainder of the Guide offers a practical and relatively simple process for delving into this complexity and drawing out valuable understanding and insights. To make best use of the EvaluLEAD methodology, it will be useful to assume a holistic perspective. In essence, this means relating each new learning back to the whole picture – viewing this learning not as an isolate but rather as a piece of a larger puzzle that is taking shape. What is learned about some episodic result at the organizational level, for example, is interpreted in terms of both earlier results observed or documented at the individual episodic and developmental levels and potential results at the societal level. Expressed in systemic terms: Each new learning both feeds back to inform all previous learning and feeds forward to set conditions for future learning in the same and other domains and results types.

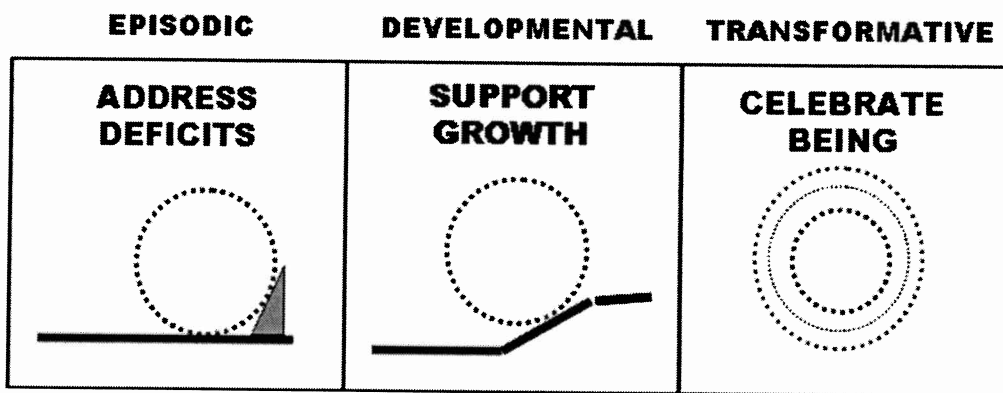
The concept of context recognizes that leadership may assume widely different forms and be expressed through varied personal and cultural styles. It further acknowledges that an existing or emerging leader's understandings of her or his leadership responsibilities and associated actions and behaviors are necessarily contextual. Similarly, a leadership development program's interventions are necessarily based on context-specific notions of leadership and related needs.

Accordingly, the evaluation of leadership development efforts must recognize and incorporate contextual realities into both the inquiries and interpretation of findings, accounting for leadership style and context, as well as program philosophy. Evaluation should not be constrained by the parameters of the methodology itself. In the EvaluLEAD methodology, context is an underlying element cutting across all other parameters.

Result types

EvaluLEAD focuses attention on three fundamentally different, yet interrelated forms of change that leadership development programs seek, and the results associated with each form. A program objective, such as enhancing organizational performance, might involve all three types of results.

- **Episodic** changes are of the cause-and-effect variety: An intervention is made and predictable results ideally follow. Episodic changes are typically well-defined, time-bound results stimulated by actions of the program or its participants and graduates. Examples might include knowledge gained, a proposal written, a conference held, and an ordinance enacted.
- **Developmental** changes occur across time; include forward progress, stalls, and setbacks; and proceed at different paces and with varied rhythms for participating individuals, groups, and communities. Results are open-ended, and less controllable and predictable than for episodic changes due, among other factors, to external influences and internal willingness and ability to change. Developmental results are represented as sequences of steps taken by an individual, team, organization, or community that reach toward and may actually achieve some challenging outcomes. Their pace may be altered by unanticipated or uncontrollable conditions and events. Examples include a sustained change in individual behavior, a new organizational strategy that is used to guide operations, and implementation of an economic development program.
- **Transformative** changes represent fundamental shifts in individual, organizational, or community values and perspectives that seed the emergence of fundamental shifts in behavior or performance. These transformations represent regenerative moments or radical redirections of effort, and they are often the “prize” to which programs aspire. Transformative results represent a crossroads or an unanticipated new road taken for the individual, organization, or community, whereas episodic and developmental results are not nearly so unexpected or so potentially profound in their consequences. Examples of transformative results include substantial shifts in viewpoint, vision, or paradigms; career shifts; new organizational directions; and fundamental sociopolitical reforms.



In an open-systems framework, episodic, developmental, and transformative change are seen as concurrent. This contrasts with closed-systems frameworks and logic models, where changes are frequently arrayed in chronological sequence – with outputs leading to outcomes leading to impacts. To illustrate: a program graduate may attend an annual gathering of graduates and come away with some new insights or a renewed contact. This would be an episodic result. That same individual might be running for a seat on the local school board as a step toward her ultimate aim of gaining a seat in the U.S. Congress. Should she succeed, this would be a developmental result along her career pathway. Her election could be considered as an isolated episodic result, but contextual considerations argue for it being considered developmental. As part of the campaign, the individual visits some classrooms in the inner city of her community and, during one visit, gains an insight that profoundly impacts the way she views public education and its possibilities, and she comes away with a radically different leadership agenda and purpose. This is a transformative result.

Domains of impact

Every leadership program has unique emphases and expectations. Some programs may primarily seek results at the level of the individual, while others will base their success largely on the generation of results at the organizational or societal levels. The EvaluLEAD methodology refers to the multi-tiered levels of program results as *domains*. There are three such domains within which a leadership development program may seek results.

- The **Individual Domain** is the space in which the most direct benefits of a leadership development program occur – the space occupied by the individuals currently participating in the program. Program graduates from previous cohorts constitute another important set of beneficiaries. Both current participants and graduates are positioned to influence the personal learning or growth of other individuals (for example, peers from work or co-members of a community task force). Hence, within the individual domain, program-associated results might be expected from current participants, graduates, and secondary contacts.
- The **Organizational Domain** refers to agencies, departments, programs, teams, alliances, or other structured groups of persons organized for a particular purpose where program participants and graduates are affiliated, and might be expected to apply their newly acquired leadership skills and perspectives. Depending on their position and the organizational culture, they may have license to initiate changes on their own or they may first need to build support and constituencies for their ideas. Additionally, individuals may be tasked with

working with outside organizations (for example, facilitating change processes in health clinics). Hence, within the organizational domain, program-associated results may occur within the “home” organizations of program participants and graduates or within outside organizations with which these individuals or their organizations interact.

- The **Societal/Community Domain** refers to the broader neighborhoods, communities, social or professional networks, sectors of society, or ecosystems to which the influences of program participants and graduates may extend, either directly or through their organizational work. The mission and *raison d’être* of many programs may, in fact, be to *influence* such results. In such cases, it is critical to include this domain within the evaluation process.

Because learning is occurring at all times, and there are feedback loops between individuals, their organizations, and their communities, change can also be concurrent at multiple levels. For instance, a change at the organizational level might trigger new behaviors back at the individual level. Further, since the relationship between a program and individual participants may be extended (such as through ongoing technical support or periodic seminars for program graduates), the flow of results from the individual to the organization and/or community may be activated on multiple occasions and lead to multiple rounds of results that reinforce, complement, or undermine others.

Forms of inquiry

Evaluations of programs that aim to affect the lives of participants they serve have frequently been criticized for focusing on numbers and not on people themselves – for counting bodies while missing souls, failing to capture the human drama and associated opportunities for affecting individuals in profound ways. To capture the “spirit” as well as the data of these programs, EvaluLEAD encourages the strategic use of two distinctly different, yet complementary, forms of inquiry:

- **Evidential** inquiries attempt to capture and represent the facts regarding what is happening to people (and by extension, to their organizations and communities). They seek descriptive, numeric, and physical evidence of program impact, and support analytical assessment of a program’s influence and worth. In evidential inquiries, we can identify facts, track markers, and compile other conventional forms of “hard evidence” to determine what is taking place that can be associated back to the program or its participants and graduates. Quantitative and qualitative methods may be used, where results are presented as data. Evidential inquiries should contribute to improved analytical reasoning about a program and its effects.
- **Evocative** inquiries seek the viewpoints and sentiments of those influenced by the program – either directly as program participants or as subsequent beneficiaries of participants’ actions. This feedback is obtained and conveyed as stories, viewpoints, or discourse through methods such open-ended surveys, case studies, anecdotes, journals, video diaries, etc., and plays to the intuitive sensitivities of those interested in assessing the program. Evocative inquiries attempt to capture and re-create some of the richness and human dimension of what is happening or has happened. Evocative inquiry is employed to wake a reaction to the change process as a whole rather than its parts.

These reactions may range from “This makes no sense!” to “I didn’t realize how much impact this was having!” Evocative inquiries should contribute to heightened intuition about a program and its effects.

The evidential-evocative distinction is different from the quantitative-qualitative distinction that permeates the fields of evaluation and social science. The evidential-evocative distinction reflects the recognition that a balance needs to be struck between valuing both what can be measured and what cannot. In the truism that “the whole is more than the sum of its parts,” evidential inquiries focus on the parts and their measurement, generally using fragmentative or reductionist approaches. Evocative inquiries, on the other hand, focus on the “more than” dimension, using an integrative approach that strengthens awareness, appreciation, and affinity for that which is being studied. Put another way, evidential inquiry supports deductive reasoning, while evocative inquiry supports inductive judgment. (See Section II, Step 8, for further discussion.)

Both modes of inquiry are applicable to all three types of results. For example, **episodic results** can be documented both through facts (evidential) and through opinions (evocative). Because episodic results are of a cause-and-effect variety, facts offer specific and concrete evidence that the results of interest have occurred. They include, as examples, counts of peoples reached and types of services provided, dates and descriptions of events of note, comparisons of pretests and posttests, and reports of new changes, and they will constitute the bulk of episodic evaluative inquiry. To deepen understanding or appreciation for these black-and-white facts, however, opinions are solicited from program participants or other critical observers. These may include participant ratings of services received; structured, open-ended feedback from key informants on the implications of processes introduced; or public opinion surveys.

Developmental results can be documented equally through achievement of markers (evidential) and associated stories or case studies (evocative). Markers are used both as evidence of progress toward some longer-term goal and to acknowledge milestones reached along the way. For dimensionality, case histories or stories reveal challenges and struggles behind the gains observed. Stories fill in the spaces between the markers and put human faces on the data, thereby evoking better understanding of what has been achieved.

Transformative results are most immediately captured through personal reflections (evocative) of those with first-hand knowledge of what has occurred and, for “harder” results, through documentation of shifts in indicators (evidential) of health or life status of individuals, organizations, or communities affected. Because these results are unique to the individual, organization, or community realizing them, those most profoundly affected are best positioned to reflect on and share the implications of what has occurred. Such reflections may be captured through journals, interviews, focus groups, or other forms of self- or group expression. Concrete evidence of change, such as improvements in personal health (physical, mental, and/or spiritual), organizational climate, community health statistics, and quality-of-life indicators, should follow the breakthrough events in relatively short order if the events truly were transformative.