

Evaluating Organizational Effectiveness

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Learning Objectives

- **Describe why it is important to evaluate organizational effectiveness in public health.**
- **Discuss who should evaluate performance of the public health worker and the use of a 360 degree appraisal and feedback process.**

Learning Objectives

- **Distinguish between objective and subjective measures in establishing organizational effectiveness including how to ensure a standardized evaluation process.**
- **Discuss the various levels of analysis to be considered in evaluation and how they impact the decisions made.**
- **Review guidelines for executing an effective organizational evaluation process.**

Evaluation Defined

- **Evaluation: Is the systematic collection of information to make effective decisions related to the use of exercises and drills?**
- **Systematic description of relative strengths and weaknesses demonstrated within and between employees and departments (i.e., not "good" or "bad").**

Organizational Effectiveness Defined

- **Organizational effectiveness: Relates to the capacity of an organization to sustain the people, strategies, learning, infrastructure and resources it needs to continue to achieve its mission.**
- **The mission of public health is to "fulfill society's interest in assuring conditions in which people can be healthy." (IOM, 1998)**

Why Evaluate Organizational Effectiveness?

Purpose of evaluating organizational effectiveness:

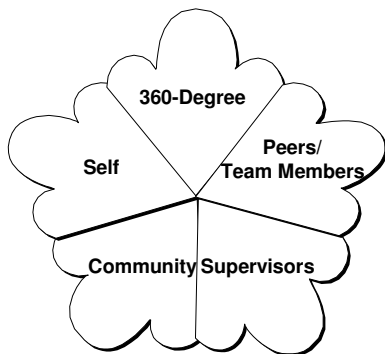
- **Decision-making:** Help organization make informed decisions.
- **Feedback:** Provide feedback for improvement.
- **Marketing:** Achievement of organizational outcomes to target audience.

Why Evaluate Organizational Effectiveness?

Obstacles to evaluation:

- What has prevented thorough effective evaluations in the past?

Sources of Evaluation



360 Degree Feedback

- Very popular in private industry
- Multiple rater (multi-source) system
- Information from one source is supplemented with another source
- Results are integrated
- More thorough and accurate depiction

Evaluation Sources

Supervisors:

- Most commonly used source of information.
- Knowledgeable about expected action.
- Subject to systematic distortion and bias (e.g., overestimate / underestimate performance).

Evaluation Sources

Supervisors:

- May alienate the subordinate particularly if linked to reward system.
- Supervisor may lack the necessary interpersonal skills to give good feedback.

Evaluation Sources

Self:

- First hand experience with behaviors and attitudes demonstrated.
- Subject to systematic distortion and bias (e.g., overestimate / underestimate performance).
- Anonymity of responses.

Evaluation Sources

Peers/team members:

- First hand experience with team behaviors and attitudes demonstrated.
- Subject to systematic distortion and bias (e.g., rate their colleagues positively).
- Anonymity of responses.

Evaluation Sources

Community:

- Customers of organization
- Extent the community's needs were met
- Measures should be short and to the point
- Consider literacy issues
- Subject to systematic distortion and bias (e.g., in smaller jurisdictions may be friendly with participants they are rating)

Types of Information For The Evaluation

Outcome Measures – WHAT occurred

- Hard data
- Examples: how many quarantined; how many received prophylactic treatment

Types of Information For The Evaluation

Process Measures –WHY it occurred

- Soft data
- Examples: performance demonstrated such as “Monitor progress and actions through surveillance protocols; Allocate resources appropriately”

Why Objective Data May Not Be Enough

- Outcome may be due to many different factors.
- Outcome measures rarely tell the whole story.
 - Criterion deficiency: Not measuring the whole picture.
- So objective data should be supplemented with subjective data.

Subjective Data

- Used because finding relevant and complete objective data is difficult.
- Should be standardized and structured.
- Types:
 - Behavioral measures
 - Opinion-based measures

Behavioral Measures

Specific:

- Concise behavioral definition
- Unambiguous

Observable:

- Overt behaviors
- Countable and recordable

Behavioral Measures

Objective:

- No interpretations or attributions
- Training on behaviors rated
- Naturalistic
 - Normal interaction
 - Real world activity

Sample: General Safety Performance Survey

Using Personal Protective Equipment:

- Uses the appropriate personal protective equipment as indicated by the site health and safety plan.

N/A ① ② ③ ④ ⑤ ⑥ ⑦

- Doffs all personal protective equipment correctly.

N/A ① ② ③ ④ ⑤ ⑥ ⑦

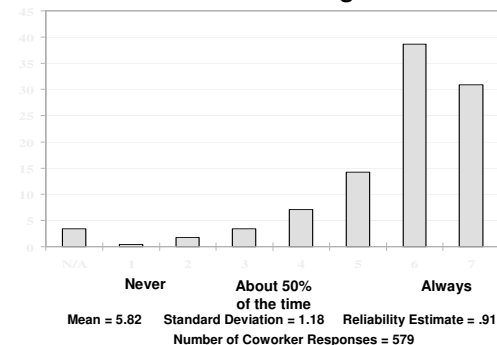
Sample: General Safety Performance Survey

Frequency with which behavior was observed (if required):

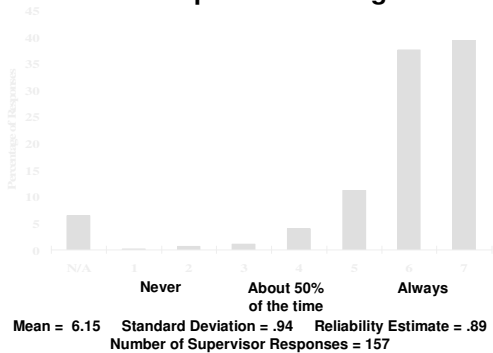
N/A - Not Applicable

- ① Never
- ② Almost never
- ③ Once in a while
- ④ Sometimes (about 50% of the time)
- ⑤ Frequently
- ⑥ Almost always
- ⑦ Always

Employee Behavioral Baseline for Using PPE: Co-worker Ratings



Employee Behavioral Baseline for Using PPE: Supervisor Ratings



Methods of Gathering Information

- Observations (e.g., checklists, written summaries, hand-held instruments)
- Questionnaires or Surveys (e.g., checklists, ratings of opinions or behaviors)
- Outcome measures (e.g., response times, number receiving treatment)
- Focus groups (e.g., teams, workgroups, follow-up sessions)

Levels of Analysis

- Individual level
- Team level (project level)
- Department/unit level
- Organization

Organizational Factors

- Factors identified at the state and local level influencing public health workers' performance.
- Factors either support (i.e., facilitators) or hinder (i.e., barriers) performance.
- Include tangible and intangible aspects of the organization.
- Barriers rated as more influential than facilitators.

Organizational Factors

Physical Work Environment:

- Tools and equipment, supplies and materials

Job-related Knowledge, skills, and abilities:

- Training, experienced personnel

Communication:

- Information flow/sharing, timely feedback

Organizational Factors

Role characteristics:

- Task responsibility, authority, decision latitude

Interpersonal work environment:

- Managerial support, staffing, leadership

Time and scheduling:

- Time constraints, scheduling conflicts

Organizational Factors

Budgetary and monetary support:

- **Financial resources; prioritization of funds**

Policies and procedures:

- **Red tape, standard operating procedures**

General Recommendations For An Effective Evaluation Process

- **Be clear about purpose of the evaluation.**
- **Use science and theory to guide the effort behind the scenes.**
- **Understand and plan for obstacles to evaluation.**
- **Involve relevant stakeholders during development, testing, and roll-out.**
- **Use the evaluation as part of a continuous improvement process.**