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Outreach Asset-Impact Model (OAIM)

Training Sessions January 27 & 28, 2004

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Overview of Training

Reasons for case study approach

- Real world context
- Explore multiple perspectives
- Requires critical thinking and analysis and developing broadly applicable models



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Overview of Training

Training agenda

- Overview of training
- Introductions/skill inventory
- Introduction to OAIM
- Issue and level identification
- Setting the asset context
- Identifying the assets of your intervention
- Translating understanding into action – logic modeling
- Refining your action plan/logic model
- Developing evaluation plans
- Rounds
- Additional OAIM steps
- General tips for using OAIM



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Introductions/Skill Inventory

- Introduce yourselves
- What skills do you bring to the team?
 - I know something about transformational learning
 - I know something about transformation leadership
 - I know something about adult education or how adults learn
 - I know how to logic model
 - I understand evaluation
 - I understand change dynamics
- Trading for skills



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Introduction to OAIM

ZOOM instructions

- Flip through the book page by page
- Look at each page without talking



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Introduction to OAIM

Three core concepts

- Outcomes occur within an asset context
- Outcomes occur on five inter-related levels
- Outcomes at multiple levels must be considered

CSS Emotional Well-Being Map

	<i>Resilience</i>	<i>Feeling and Expressing Emotion</i>	<i>Positive Identity</i>
<p>Thriving Thriving emotionally healthy individuals and families have the following characteristics</p>	<p>A. Self-directing B. Grieves loss C. Asks for help when needed or offered D. Copes with tension and anxieties and continue to function effectively E. Adapts to change and adversity F. Sense of humor/capacity to laugh</p>	<p>A. Finds creative and constructive outlets B. Feels, gives and receives love C. Channels feelings constructively D. Skilled in positively relating to others E. Establishes mutually satisfying relationships F. Achieves a sense of fulfillment and purpose G. Achieves intimacy</p>	<p>A. Embraces strengths and abilities B. Accepts limitations C. Self accepting D. Responsible for self E. Experiences growth F. Engages in meaningful activities G. Has a positive outlook on life</p>
<p>Safe Individuals and families at the safe stage of emotional health have the following characteristics</p>	<p>A. Ability to make essential life decisions B. Ability to grieve loss C. Ability to ask for help when needed or offered D. Copes with tension and anxieties with some difficulty E. Capacity to adapt to change and adversity F. Finds some sources of humor/has capacity to laugh</p>	<p>A. Capacity to find creative and constructive outlets B. Ability to feel, give and receive love C. Ability to channel feelings constructively D. Ability to positively relate to others E. Ability to establish mutually satisfying relationships F. Ability to achieve a sense of fulfillment and purpose G. Capacity to achieve intimacy</p>	<p>A. Capacity to embrace strengths and abilities B. Ability to accept limitations C. Ability to accept self D. Ability to take responsibility for self E. Desires growth F. Ability to engage in meaningful activities G. Has the ability to have a positive outlook on life</p>
<p>At risk Individuals and families at the at-risk stage of emotional health have the following characteristics</p>	<p>A. Life choices are governed by others B. Pre-occupied with losses C. Refuses to ask for or accept help when needed or offered D. Tension and anxiety interfere with daily functioning E. Unable to adapt to change and adversity F. Limited sense of humor/capacity to laugh</p>	<p>A. Unable to find creative and constructive outlets B. Limited ability to feel, give, or receive love C. Limited ability to channel feelings constructively D. Limited ability to positively related to others E. Limited ability to establish mutually satisfying relationships F. Limited sense of fulfillment and purpose G. Limited ability to achieve intimacy</p>	<p>A. Limited capacity to identify strengths or abilities B. Limited ability to accept limitations C. Limited ability to accept self D. Limited ability to take responsibility for self E. Avoids growth F. Limited ability to engage in meaningful activity G. Limited ability to have a positive outlook on life</p>

CSS Physical Well-being Map

	<i>THRIVING</i> <i>These individuals and families are growing and contributing to their own and the community's well-being</i>	<i>SAFE</i> <i>These individuals and families are secure and have the potential to move forward</i>	<i>AT RISK</i> <i>These individuals and families cannot meet their needs; their growth potential is minimal</i>
Transport/mobility	A. Has access to affordable, reliable transport that allows ability to fully participate in community life	A. Has access to affordable reliable transport that allows ability to access basic community resources	A. Unable to access affordable, reliable transport
Shelter	A. Lives in housing of choice B. Spends less than 20% of income for shelter C. Feels safe and secure in home and neighborhood	A. Lives in affordable housing B. Spends less than 1/3 income for shelter C. Able to secure home, feels safe in neighborhood	A. Lives in temporary or shared housing B. Spends over 1/3 income for shelter C. Deterioration of housing conditions; feels afraid in home neighborhood
Nutrition	A. Can afford a variety of foods B. Has appliances, utensils to prepare food in a variety of methods C. Has and uses knowledge of basic nutrition	A. Has enough food to satisfy hunger B. Has appliances and utensils needed to prepare food C. Understands basic nutrition D. Eats three meals a day	A. Not enough food; family members are hungry B. Unable to prepare food C. Little or no nutritional knowledge D. Eats when food is available
Health care	A. Established with health care professionals B. Covered by comprehensive insurance C. Practices preventative health and fitness habits	A. Can get medical care when needed B. Insurance covers partial cost of care, can make arrangements to pay balance C. Sound, basic health, fitness, hygiene practices; seeks timely treatment	A. Can't always get medical care B. Not covered by insurance; inadequate income C. Doesn't care for self, ignores health and fitness problems
Alcohol/ drug use	A. Members do not use illegal drugs; alcohol used in moderation, if at all B. Former abusers are following effective recovery treatment C. Parents help children learn skills needed for healthy abuse-free lifestyle	A. No drug or alcohol abuse in immediate family B. Abusers have sought treatment C. Parents discuss use of drugs/alcohol with children and model appropriate behavior	A. Use of illegal drugs/ abuse of alcohol or prescription drugs B. Abuser denies problem, refuses to seek treatment C. No discussion of drugs/ alcohol usage in home, parents exhibit abusive behavior
Employment	A. Constant new development of transferable skills B. Employed by thriving business offering comprehensive benefit package C. Steady advancement in career of choice	A. Has attained marketable skills B. Employed by secure company offering some benefits C. Long-term employment	A. Minimum/ entry-level job skills B. Short term temporary or no employment; no benefits; no growth opportunities C. Lacks job-seeking skills
Income/ budget	A. Sufficient to allow family choices B. Able to save 10% of income C. Established relationship with financial institution D. Pays bills on time, manages debt load without depriving family	A. Sufficient to meet basic family needs B. Plans and sticks to monthly budget, saves when possible C. Able to obtain secured debt D. Pays bills on time, delays purchases to handle debt load	A. Unable to meet its basic needs B. Spontaneous, inappropriate spending, no savings C. Unable to obtain credit D. Unpaid bills, overwhelming debt load
Adult education	A. Has post-secondary education or training B. Positive supportive attitude toward learning, takes advantage of opportunities to learn C. Sets and pursues long-range career and personal goals	A. Has high school diploma (GED) B. Ambivalent attitude toward learning C. Sets and pursues short-term career and personal goals	A. School dropout, history of academic failure B. Does not consider learning important C. Does not set nor pursue systematic career and personal goals

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CSS Physical Well-being Map - continued

	<i>THRIVING</i> <i>These individuals and families are growing and contributing to their own and the community's well-being</i>	<i>SAFE</i> <i>These individuals and families are secure and have the potential to move forward</i>	<i>AT RISK</i> <i>These individuals and families cannot meet their needs; their growth potential is minimal</i>
Children's education	A. High level of school attendance B. High marks in most subjects C. No discipline problems D. Children facilitate positive relations among peers E. Children are active participants in own education	A. Consistent level of school attendance B. Passing marks in all subjects C. Few discipline problems D. Children get along with other students E. Children participate in own education as directed	A. High absenteeism B. Failing one or more subjects C. Continual discipline problem D. Children in conflict with other students E. Children don't participate in their own education
Parenting	A. Children live with parents or permanent guardians and are physically and emotionally safe B. Mutually agreed upon rules and expectations, conflicts easily negotiated C. Children happy, socially well-adjusted D. Children enjoy parents	A. Children live with parents or guardians and are physically and emotionally safe B. Realistic rules, manageable conflict C. Children usually happy, outgoing, little violence or aggression D. Able to relate to parents	A. Outside placement; threatened children have run away from home. Children are not physically or emotionally safe B. Unrealistic or nonexistent rules, constant conflict C. Children unhappy, withdrawn, violently aggressive D. Fearful of parents
Family relations	A. Strong, supportive network of family and friends B. Active in community C. Strong, positive family identity D. Nurturing; consistently cares for family members	A. Positive extended family support B. Feels a part of the community C. Sense of family unit D. Members physically safe, emotionally secure; seek to change negative habits	A. Members do not relate to one another B. Isolated from others C. No family identity, family make-up changes frequently D. Nurturing withheld, members are subjected to physical violence
Social skills	A. Communicates with clarity B. Effectively analyzes most problems and selects appropriate solutions on own C. Follows the law consistently D. Independently advocates for self and family E. Can independently identify own rights and obligations F. Can independently act as a responsible citizen G. Can independently identify and access resources H. Can independently exercise appropriate choice and control over the use of resources I. Can independently move through the environment and culture with ease	A. Is able to be understood with some difficulty B. Is able to analyze problems and select appropriate solutions with assistance C. Follows the law with minor infractions D. Can advocate for self and family with assistance E. Can identify rights and obligations with assistance F. Can act as a responsible citizen with assistance G. Can identify and access resources with assistance H. Can exercise appropriate choice and control over the use of resources with assistance I. Can move through the environment and culture with ease, with assistance	A. Unable to be understood in most instances by others B. Unable to objectively assess problems or accept assistance in selecting appropriate solutions C. Unable to consistently follow the law/ has both major and minor infractions D. Unable to advocate for self and family, even with assistance E. Unable to recognize rights and obligations even with assistance F. Unable to consistently act as a responsible citizen, even with assistance G. Unable to identify and access resources, even with assistance H. Unable to exercise appropriate choice and control over the use of resources, even with assistance I. Unable to move through the environment with ease, even with assistance

University Outreach, MSU and CSS Partnership Draft, April 24, 2002

The chart format and first 10 rows are from: Young, Gardner, Coley, Schorr, & Brunder (1994). *Making a difference: Moving to outcome-based accountability for comprehensive service reforms* (p. 31). National Center for Service Integration.

Economic Development Map

	<i>Thriving</i>	<i>Safe</i>	<i>At Risk</i>
Development of economic systems and infrastructures	<ul style="list-style-type: none"> • Attracts industry and business • Identifies specific gaps and niches that local economies can fill • Has a diversified range of specialized industry clusters drawing on local advantages to serve local and global markets • Uses and invests in technology, such as “wired communities,” that supports the ability of local enterprises to succeed 	<ul style="list-style-type: none"> • Supports the attraction of industry and business • Supports the identification of specific gaps and niches that local economies can fill • Supports a diversified range of specialized industry clusters drawing on local advantages to serve local and global markets • Supports an investment in technology, such as “wired communities,” that supports the ability of local enterprises to succeed 	<ul style="list-style-type: none"> • Marginal attraction of industry and business • No identification of specific gaps and niches that local economies can fill • Marginal diversified range of specialized industry clusters drawing on local advantages to serve local and global markets • No investment in technology, such as “wired communities,” that supports the ability of local enterprises to succeed
Economic capacity of individuals	<ul style="list-style-type: none"> • Develops microfinance institutions • Develops entrepreneurship • Builds capacity of economically marginalized to become more self-reliant 	<ul style="list-style-type: none"> • Supports the development of microfinance institutions • Supports the development of entrepreneurship • Supports the building capacity of economically marginalized to become more self-reliant 	<ul style="list-style-type: none"> • Marginal development of microfinance institutions • Marginal development of entrepreneurship • No efforts to build the capacity of the economically marginalized to become more self-reliant
Economic capacities of groups	<ul style="list-style-type: none"> • Fosters individual and collective empowerment and control of local resources • Seeks to link micro-assets to the macro environment (Positions community in relation to local institutions and the external economic environment on which its continued prosperity depends) • Pursues the building and rebuilding of the relationships between and among local residents, local associations, and local institutions. 	<ul style="list-style-type: none"> • Supports individual and collective empowerment and control of local resources • Supports the linking micro-assets to the macro environment (Positions community in relation to local institutions and the external economic environment on which its continued prosperity depends) • Supports the building and rebuilding of the relationships between and among local residents, local associations, and local institutions 	<ul style="list-style-type: none"> • Marginal individual and collective empowerment and control of local resources • Marginal linking of micro-assets to the macro environment (Positions community in relation to local institutions and the external economic environment on which its continued prosperity depends) • Marginal building and rebuilding of the relationships between and among local residents, local associations, and local institutions

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Economic Development Map - continued

	<i>Thriving</i>	<i>Safe</i>	<i>At Risk</i>
Empowerment and responsibility	<ul style="list-style-type: none"> • Initiates and generates solutions to common economic problems • Builds long-term community capacity and foster the integration of economic, social and environmental objectives • Creates common visions of economic future • Encourages economic self-sufficiency through local ownership and the maximum use of local resources • Equalizes the benefits and burdens of growth • Leverages and recycles scarce public funds • Protects and preserves fragile environmental resources • Ensures full participation by populations normally excluded from the political and economic mainstream • Gives first priority to supporting existing enterprises as the best source of business expansion and local job growth 	<ul style="list-style-type: none"> • Supports local solutions to common economic problems • Supports the building of long-term community capacity and foster the integration of economic, social and environmental objectives • Supports common visions of economic future • Supports economic self-sufficiency through local ownership and the maximum use of local resources • Supports equalizing the benefits and burdens of growth • Supports the leveraging and recycling of scarce public funds • Supports protecting and preserving fragile environmental resources • Supports full participation by populations normally excluded from the political and economic mainstream • Supports giving first priority to supporting existing enterprises as the best source of business expansion and local job growth 	<ul style="list-style-type: none"> • Little support for local solutions to common economic problems • Marginal building of long-term community capacity and foster the integration of economic, social and environmental objectives • No common visions of economic future • Marginal support for economic self-sufficiency through local ownership and the maximum use of local resources • Marginal equalizing the benefits and burdens of growth • Little leveraging and recycling of scarce public funds • Marginal protection and preservation of fragile environmental resources • Marginal participation by populations normally excluded from the political and economic mainstream • Little priority to supporting existing enterprises as the best source of business expansion and local job growth
Human and social capital	<ul style="list-style-type: none"> • Builds connections across groups • Brings together diverse groups of people • Creates a lens to guide residents toward civically beneficial choices • Creates high density of tight and inclusive networks of community members to foster trust, lower transaction cost, spread risk, and speed information and innovation • Creates opportunities for community members to obtain stocks of social capital, such as trust, norms, and networks 	<ul style="list-style-type: none"> • Supports building connections across groups • Supports bringing together diverse groups of people • Supports nurturing a lens to guide residents toward civically beneficial choices • Supports the creation of a high density of tight and inclusive networks of community members to foster trust, lower transaction cost, spread risk, and speed information and innovation • Supports creating opportunities for community members to obtain stocks of social capital, such as trust, norms, and networks 	<ul style="list-style-type: none"> • Marginal building of connections across groups • Little bringing together of diverse groups of people • Marginal nurturing of a lens to guide residents toward civically beneficial choices • Few tight and inclusive networks of community members to foster trust, lower transaction cost, spread risk, and speed information and innovation • Little opportunity for community members to obtain stocks of social capital, such as trust, norms, and networks

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Economic Development Map - continued

	<i>Thriving</i>	<i>Safe</i>	<i>At Risk</i>
Economic opportunity	<ul style="list-style-type: none"> • Creates access to economic markets for all community members • Enables poor to transcend their closed networks in order to access additional resources • Facilitates the working together of government, business, education, and the community to create vibrant local economy through a long-term investment strategy that: <ul style="list-style-type: none"> – encourages local enterprise – serves the needs of residents, workers, and businesses – promotes stable employment and revenues by building on local competitive advantages – protects the natural environment – increases social equity – is capable of succeeding in the global marketplace 	<ul style="list-style-type: none"> • Supports creating access to economic markets for all community members • Supports the enablement of the poor to transcend their closed networks in order to access additional resources • Supports working together of government, business, education, and the community to create vibrant local economy through a long-term investment strategy that: <ul style="list-style-type: none"> – encourages local enterprise – serves the needs of residents, workers, and businesses – promotes stable employment and revenues by building on local competitive advantages – protects the natural environment – increases social equity – is capable of succeeding in the global marketplace 	<ul style="list-style-type: none"> • Marginal access to economic markets for all community members • Marginal enablement of the poor to transcend their closed networks in order to access additional resources • Government, business, education, and the community do not work together to create vibrant local economy through a long-term investment strategy that: <ul style="list-style-type: none"> – encourages local enterprise – serves the needs of residents, workers, and businesses – promotes stable employment and revenues by building on local competitive advantages – protects the natural environment – increases social equity – is capable of succeeding in the global marketplace
Economic security	<ul style="list-style-type: none"> • Promotes a diverse and financially viable economic base • Promotes reinvestment of resources in local economy • Promotes maximization of local ownership of business • Promotes meaningful employment opportunities for all citizens • Promotes provision of job training and education to help workforce adjust to future needs • Promotes economic development as a long-term investment 	<ul style="list-style-type: none"> • Supports a diverse and financially viable economic base • Supports reinvestment of resources in local economy • Supports maximization of local ownership of business • Supports meaningful employment opportunities for all citizens • Supports provision of job training and education to help workforce adjust to future needs • Supports economic development as a long-term investment 	<ul style="list-style-type: none"> • The economic base is not diverse and financially viable • Marginal reinvestment of resources in local economy • Marginal of local ownership of business • All citizens do not have meaningful employment opportunities • Marginal job training and education to help workforce adjust to future needs • Economic development not viewed as a long-term investment

The Spectrum of Outcomes

<i>Level</i>	<i>Initial Outcomes</i>	<i>Intermediate Outcomes</i>	<i>Long-Term Outcomes</i>
Individual	<ul style="list-style-type: none"> • Skills, values, attitudes, beliefs, opinions, understanding, emotions, self-expression, spiritual awareness 	<ul style="list-style-type: none"> • Individual practice and behavior • Spiritual practice 	<ul style="list-style-type: none"> • Status • Condition
Group or family	<ul style="list-style-type: none"> • Shared group/family: culture, norms, values, beliefs, morals, ethics, worldviews • Mutual understanding • Mutual agreement 	<ul style="list-style-type: none"> • Group/family relationships • Group/family practices • Group/family interaction 	<ul style="list-style-type: none"> • Status • Condition
Agency	<ul style="list-style-type: none"> • Shared agency culture, norms, values, beliefs, morals, ethics, worldviews • Mutual understanding • Mutual agreement 	<ul style="list-style-type: none"> • Interdepartmental relationships • Agency management practices • Service delivery practices 	<ul style="list-style-type: none"> • Status • Condition • Agency structures/ system and its governance
Delivery system or neighborhood	<ul style="list-style-type: none"> • Shared system culture, norms, values, beliefs, morals, ethics, worldviews • Mutual understanding • Mutual agreement 	<ul style="list-style-type: none"> • System member relationships • System member interaction • System practices 	<ul style="list-style-type: none"> • Status • Condition • Delivery system structure and its governance
Community	<ul style="list-style-type: none"> • Shared community social norms, culture, values, beliefs, morals, ethics, worldviews • Community interests • Mutual understanding • Mutual agreement 	<ul style="list-style-type: none"> • Relationships among groups, neighborhoods • Civic action • Community dialogue 	<ul style="list-style-type: none"> • Status and condition: social, economic, environmental • Community structures/ infrastructure • Community governance structure, laws

References

*Taylor-Powell, E., Rossing, B., & Geran, J. (1998) *Evaluating collaboratives: Reaching the potential*. Madison, WI: University of Wisconsin-Extension.

*Wiber, K. (1995). *Sex, Ecology, Spirituality: The Spirit of Evolution*. Shambhala Publications.

*Young, N., Gardner, S., Coley, S., Schorr, L. & Bruner, C. (1994). *Making a difference: Moving to outcome-based accountability for comprehensive service reforms*. National center for service integration. Resource Brief #7 (Available from Child and Family Policy Center, 1020 Fleming Building, 218 Sixtieth Avenue, Des Moines, IA 50309-4006.)



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Issues and Levels Identification

- Identify an issue or problem that requires change. Then select and orient core team members who will work toward this change:
 - Identify core team members
 - Engage in conversations about assets and asset development
 - Understand how much must be learned about assets and bring team up to speed

Potential challenge

- Balancing the need for gaining more knowledge with the need to get started



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Issues and Levels Identification

- Identify the multiple levels on which assets will be built
 - Understand both the primary level(s) on which work will occur and additional levels that could significantly influence those efforts
 - The possible levels that can be targeted for change include: individual, family or group, organization or agency, neighborhood or service delivery system, and community

Potential challenge

- Being able to identify the appropriate levels to target actions



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Issues and Levels Identification

Participant tasks

1. Read “The Setting” from the Case Study
2. Read Gonzalez memo
3. Answer the following questions:
 - What are the issues that we have been asked to address?
 - On what levels will we work (use Spectrum of Outcomes)?



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Issues and Levels Identification

The issues

- Community Resource Center staff are transformational learners and leaders
- Housing Coalition members have increased capacity for transformational learning and leadership



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Create the Asset Context

Identify the desired impact and the assets necessary to achieve it

- Impact statements describe the desired future state or context one is seeking
- Assets are the building blocks or characteristics of that desired impact
- Together, the desired impact and its associated assets create the asset context



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Create the Asset Context

The pieces

- Impact
- Realms
- Domains
- Characteristics or assets
- The journey – At risk to safe to thriving
- Your intervention



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Create the Asset Context

Potential challenges

- Having a reasonable basis for the factors that are identified as key characteristics of the desired impact
- Getting widespread agreement on the appropriateness of the impact statement

These challenges will appear in three areas

1. Shaping impact statements and key characteristics (assets) appropriately and feasibly to practice
2. Insuring that a reasonable and grounded basis points to the factors selected as being related to the desired changes
3. Being sure that the practitioners don't shape the description to accommodate their current work, whether it truly fits or not



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Create the Asset Context

Impact

- The CEO has defined two impacts
 - Community Resource Center staff are transformational learners and leaders
 - Housing Coalition members have increased capacity for transformational learning and leadership
- Currently the organization knows as much about transformational learning/leadership as you actually know around the table



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Create the Asset Context

Realms

- Transformational learning
- Transformational leadership



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Create the Asset Context

Participants' task

- Create domains and characteristics of the two impacts and two realms by reviewing information given to them about transformational learning/leadership/collaboration/ change

Note: At least 1 domain needs to be fully described (at-risk to safe to thriving) for each impact



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Create the Asset Context

Reference handouts

- Case Study
- Gonzalez memo
- Web materials
- Notes from Dance of Change
- Notes from Tobin
- Collaborative framework

Does everyone read/skim everything or do you divide up the task?



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Identifying the Assets of Your Intervention

- Focus on the asset or set of assets one is trying to strengthen or build
- Efforts may range from working on a single asset to working on many assets
- In our experience, however, efforts that concentrate on many assets need larger mobilizations of energy, effort, and resources

Potential challenge: Overstating capacity to resolve a wider range of social problems in order to ensure funding

Participants' task: Choose a domain of transformational learning or leadership to work on



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Translating Understanding into Action/Logic Modeling

To achieve what we're trying to achieve, the types of questions asked are:

- What beliefs, understanding, and values must individuals hold?
- What practice must individuals, families, groups and/or organizations follow, and what skills or competencies are needed to enact that practice?
- What mutual understanding and agreement must individuals, organizations, service delivery systems, or communities have?
- What structure and governance is needed for families, organizations, service delivery systems, neighborhoods, or communities to work together?



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Translating Understanding into Action

Logic modeling - Potential challenges

- The need to learn new concepts and approaches
- The discovery of lack of agreement where agreement was assumed, and a corresponding realization of the extent of agreement needed to accomplish the task
- The feeling of being swamped with the complexity of the venture
- Adapting the journey of change to fit the unique circumstances of the environment



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Translating Understanding into Action

Logic modeling – Participants' tasks

- Explore the chosen domains by using the action plan worksheet



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Translating Understanding into Action

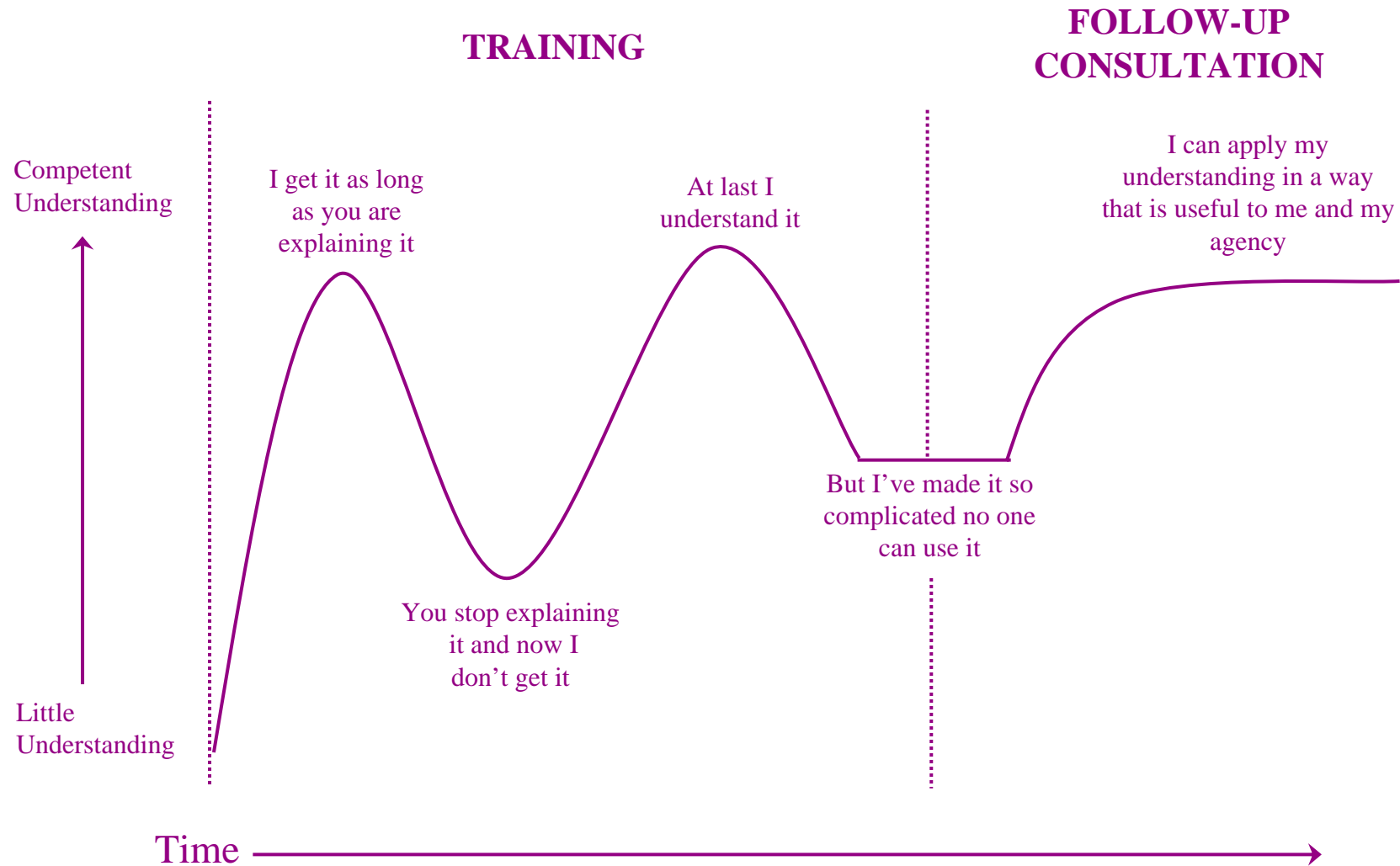
Logic Modeling - Action Plan Worksheet

What do we need to do to enact the domain with the realms of transformation learning or transformational leadership?

What must we individually understand to enact the domain?	What must we mutually understand & agree upon to enact the domain?	What must we actually do to enact the domain?	Do we need to create a space or structure in which to do our actions to enact the domain?

Translating Understanding into Action/Logic Modeling

The Learning Curve of Outcome Evaluation



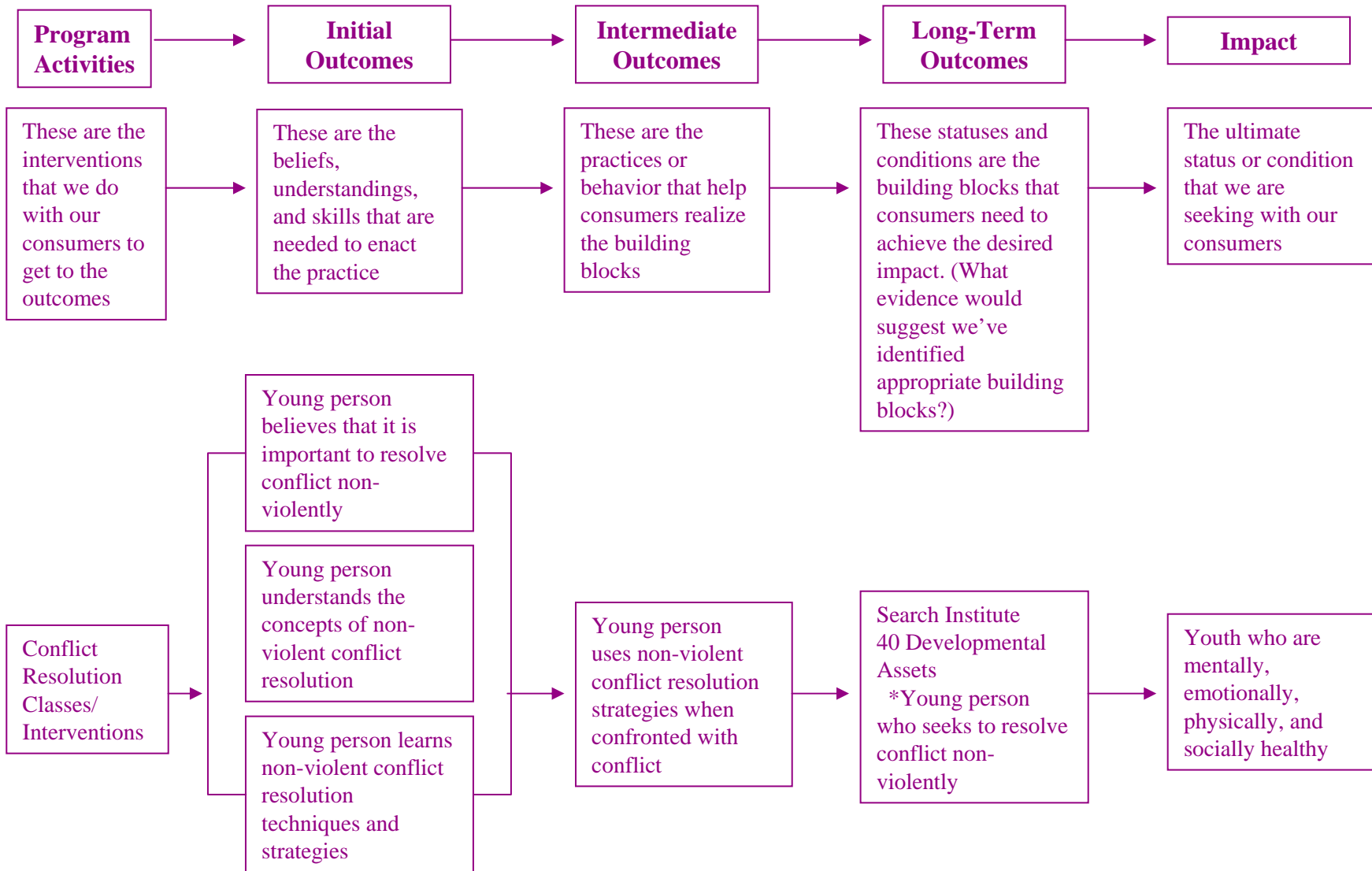
Translating Understanding into Action/ Logic Modeling

Outcomes = Benefits to People

New knowledge or understandings Increased skills Changed beliefs, attitudes or values	Initial outcomes (or intention outcomes)	“What they have”
Modified behavior or practice	Intermediate outcomes (or behavior outcomes)	“What they do”
Improved condition Altered status	Long-term outcomes (or status outcomes)	“How they are”

Translating Understanding into Action/Logic Modeling

Understanding the Relationship Between Outcomes and Impact



Translating Understanding into Action: The Spectrum of Outcomes

<i>Level</i>	<i>Initial Outcomes</i>	<i>Intermediate Outcomes</i>	<i>Long-Term Outcomes</i>
Individual	<ul style="list-style-type: none"> • Skills, values, attitudes, beliefs, opinions, understanding, emotions, self-expression, spiritual awareness 	<ul style="list-style-type: none"> • Individual practice and behavior • Spiritual practice 	<ul style="list-style-type: none"> • Status • Condition
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Agency	<ul style="list-style-type: none"> • Shared agency culture, norms, values, beliefs, morals, ethics, worldviews • Mutual understanding • Mutual agreement 	<ul style="list-style-type: none"> • Interdepartmental relationships • Agency management practices • Service delivery practices 	<ul style="list-style-type: none"> • Status • Condition • Agency structures/ system and its governance
Delivery system or neighborhood	<ul style="list-style-type: none"> • Shared system culture, norms, values, beliefs, morals, ethics, worldviews • Mutual understanding • Mutual agreement 	<ul style="list-style-type: none"> • System member relationships • System member interaction • System practices 	<ul style="list-style-type: none"> • Status • Condition • Delivery system structure and its governance
Community	<ul style="list-style-type: none"> • Shared community social norms, culture, values, beliefs, morals, ethics, worldviews • Community interests • Mutual understanding • Mutual agreement 	<ul style="list-style-type: none"> • Relationships among groups, neighborhoods • Civic action • Community dialogue 	<ul style="list-style-type: none"> • Status and condition: social, economic, environmental • Community structures/ infrastructure • Community governance structure, laws

References

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Translating Understanding into Action

Logic modeling – Participants' task

- Translate understandings into logic models
- Synthesize action plan into multi-tiered logic models



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Refining Action Plans

Logic Models – A Human Development View

<i>Levels, Waves, Stages</i>	<i>Interior Development</i>	<i>Culture</i>	<i>Social Systems</i>
1	Archaic		Foraging
2	Egocentric		Horticulture
3	Conformist	Traditional	Agriculture
4	Rational	Modern	Industrial
5	Pluralistic	Post-Modern	Informational
6	Integral		
7	Transpersonal		



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Conformist/traditional: Life has meaning, direction, and purpose, with outcomes determined by an all powerful Other or Order. This righteous Order enforces a code of conduct based on absolutist and unvarying principles of “right” and “wrong.” Violating the code or rules has severe, perhaps, everlasting repercussions. Following the code or rules has rewards for the faithful. Basis of *ancient nations*. Rigid social hierarchies; paternalistic; one right way and only one right way to think about everything. Law and order; impulsivity controlled through guilt; concrete-literal and fundamentalist belief; obedience to the rule of Order. Often “religious,” but can be secular or atheistic Order of Mission.

Where seen: Puritan America, Confucianist China, Dickensian England, Singapore discipline, codes of chivalry and honor, charitable good deeds, Islamic fundamentalism, Boy and Girl Scouts, “moral majority,” patriotism, 40% of the population, 30% of the power

Source: Wilber, K. (1999). *The collected works of Ken Wilber, Volume Four* (pp. 481-482). Boston & London: Shambhala.



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Rational/modern: At this wave, the self “escapes” from the “herd mentality” of blue, and seeks truth and meaning individualistic terms – hypothetico-deductive, experimental, objective, mechanistic, operational – “scientific” in the typical sense. The world is a rational and well-oiled machine with natural laws that can be learned, mastered, and manipulated for one’s own purposes. Highly achievement-oriented, especially (in America) toward material gains. The laws of science rule politics, the economy, and human events. The world is a chessboard on which games are played as winners gain preeminence and perks over losers. Marketplace alliances; manipulate earth’s resources for one’s strategic gains. Basis of *corporate states*.

Where seen: The Enlightenment, Ayn Rand’s *Atlas Shrugged*, Wall Street, the Riviera, emerging middle classes around the world, cosmetics industry, trophy hunting, colonialism, the Cold War, fashion industry, materialism, liberal self-interest, 30% of the population, 50% of the power

Source: Wilber, K. (1999). *The collected works of Ken Wilber, Volume Four* (pp. 481-482). Boston & London: Shambhala.



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Pluralistic/post-modern: Communitarian, human bonding, ecological sensitivity, networking. The human spirit must be freed from greed, dogma, and divisiveness; feelings and caring supersede cold rationality; cherishing of the earth, Gaia, life. Against hierarchy; establishes lateral bonding and linking. Permeable self, relational self, group inter-meshing. Emphasis on dialogue, relationships. Basis of *collective communities* (i.e., freely chosen affiliations based on shared sentiments). Reaches decisions through reconciliation and consensus (downside: interminable “processing” and incapacity to reach decisions). Refresh spirituality, bring harmony, enrich human potential. Strongly egalitarian, antihierarchy, pluralistic values, social construction of reality, diversity, multiculturalism, relativistic value systems; this worldview is often called *pluralistic relativism*. Subjective, nonlinear thinking; shows a greater degree of affective warmth, sensitivity, and caring, for the earth and its inhabitants.

Where seen: Deep ecology, postmodernism, Netherlands idealism, Rogerian counseling, Canadian health care, humanistic psychology. Liberation theology, World Council of Churches, Greenpeace, animal rights, ecofeminism, postcolonialism, Foucault/Derrida, politically correct, diversity movements, human rights issues, ecopsychology. 10% of the population, 15% of the power

Source: Wilber, K. (1999). *The collected works of Ken Wilber, Volume Four* (pp. 481-482). Boston & London: Shambhala.



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Beck & Cowan's Conditions of Change

1. What is the potential in the individual or collective group?

Is the individual or group open, closed, or arrested in considering the change?

2. Do solutions exist for current or past problems?

Major changes can't be expected if serious, unresolved problems or threats still exist within the present state.

3. Is there some level of dissonance present?

If no discomfort exists with the current situation, why change?

4. Is there any insight into what went wrong with the current system and why; what resources are now available for handling the problems better?

5. Are there barriers to change that must be identified and overcome?

6. Is there consolidation occurring during the change? Are people supported as they attempt to change and integrate new ways of acting?

Source: Beck, D. E., & Cowan, C. C. (1996). *Spiral dynamics: Mastering values, leadership, and change*. Malden, MA: Blackwell Publishers, Inc.



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First, fine-tune: Change is horizontal. Make simple adjustments in the system, or procedures to simply tweak it, so that it fits the function or produces the results in the intended manner. Nothing new is added to the task.

<i>Life Condition</i>	<i>No</i>	<i>Some</i>	<i>Yes</i>
Potential	X		
Problems solved		X	
Dissonance		X	
Insights	X		
Barriers found	X		
Consolidation	X		

Source: Beck, D. E., & Cowan, C. C. (1996). *Spiral dynamics: Mastering values, leadership, and change*. Malden, MA: Blackwell Publishers, Inc.



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Second, expand-out: Change is horizontal. The same elements, people, givens, or components are preserved, yet are re-aligned, re-shuffled, or reformed to meet the objectives.

Or: The new and improved model, the upgraded software package, or the new version of the older process or product is introduced. The basic operating assumptions remain as is.

<i>Life Condition</i>	<i>No</i>	<i>Some</i>	<i>Yes</i>
Potential	X		
Problems solved		X	
Dissonance		X	
Insights		X	
Barriers found	X		
Consolidation	X		

Source: Beck, D. E., & Cowan, C. C. (1996). *Spiral dynamics: Mastering values, leadership, and change*. Malden, MA: Blackwell Publishers, Inc.



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Third, stretch-down: Change is oblique. One returns to an earlier system, a simpler solution, or a previous perspective to respond to a specific problem or situation. Once the danger is past or the problem solved the systems snaps back to home position. There is no permanent change as such, only a period of adjustment.

<i>Life Condition</i>	<i>No</i>	<i>Some</i>	<i>Yes</i>
Potential		X	
Problems solved		X	
Dissonance			X
Insights		X	
Barriers found		X	
Consolidation			X

Source: Beck, D. E., & Cowan, C. C. (1996). *Spiral dynamics: Mastering values, leadership, and change*. Malden, MA: Blackwell Publishers, Inc.



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Fourth, stretch-up: Change is oblique. In this case the home-base system is temporarily “stretched” to a more complex expression as the “envelope is pushed” to achieve a specific temporary objective. Because this is not a natural position, the snap-back will occur to the base belief structures and habitual ways of behaving.

<i>Life Condition</i>	<i>No</i>	<i>Some</i>	<i>Yes</i>
Potential		X	
Problems solved		X	
Dissonance			X
Insights		X	
Barriers found		X	
Consolidation			X

Source: Beck, D. E., & Cowan, C. C. (1996). *Spiral dynamics: Mastering values, leadership, and change*. Malden, MA: Blackwell Publishers, Inc.



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Fifth, break-out: Change is vertical. Elements of the old order must now be confronted and defeated. The rigid positions, retaining barriers and serious blockages must be removed. In the soft version, people are moved out or released, whole operating functions are eliminated, or certain pieces are removed from the scene. In the more aggressive version, the entities that block the pathway are vanquished. This is revolutionary rather than evolutionary change.

<i>Life Condition</i>	<i>No</i>	<i>Some</i>	<i>Yes</i>
Potential			X
Problems solved			X
Dissonance			X
Insights		X	
Barriers found		X	
Consolidation			X

Source: Beck, D. E., & Cowan, C. C. (1996). *Spiral dynamics: Mastering values, leadership, and change*. Malden, MA: Blackwell Publishers, Inc.



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Sixth, up-shift: Change is vertical. Here is the change to the next order of complexity. This is more evolutionary than revolutionary. The older order(s) is (are) subsumed into the newer rendition – like the Russian doll within a doll within a doll. Old things are passed away ... Behold, all things are made new. Disney's Enchanted Kingdom morphs into Disney's Global Enterprises.

<i>Life Condition</i>	<i>No</i>	<i>Some</i>	<i>Yes</i>
Potential			X
Problems solved			X
Dissonance			X
Insights			X
Barriers found			X
Consolidation			X

Source: Beck, D. E., & Cowan, C. C. (1996). *Spiral dynamics: Mastering values, leadership, and change*. Malden, MA: Blackwell Publishers, Inc.



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Potential challenges

- Planned actions that don't relate well to the action takers
- Change strategies that don't relate to where people are at



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Refining Action Plans/Logic Models

Participants' tasks

- Assess the planned actions against the developmental levels of the Center & Housing Coalition
 - Are the action plans/logic models in sync with the action takers?
- Identify the variation of change that the planned actions represent and assess against the conditions of change. Here are some important questions:
 - Is becoming a transformational learner/leader a profound or minor/moderate change for Resource Center staff?
 - Is moving toward transformational learning and leadership a profound or minor/moderate change for Housing Coalition members?
 - Can transformational learning and leadership be adapted to fit where people are at without it being a profound change process?
 - In either case, do facilitators need to relate to a wide range of ways of knowing and being?



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Rounds

- Present your products to each other in a round robin process



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Additional OAIM Steps

- Create a process evaluation plan based on the logic model

Action Plan and Process Evaluation

<i>Activity/ Task</i>	<i>Person Responsible</i>	<i>Activity/Task Accomplished</i> YES/NO	<i>Comments</i>



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Additional OAIM Steps

- Create an outcome evaluation plan based on the logic model

<i>Outcome</i>	<i>Indicators</i>	<i>Measurement Tool</i>	<i>Who Administers</i>	<i>To Whom</i>	<i>When</i>



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Additional OAIM Steps

Potential challenges

- Getting agreement on what evidence will be used to determine “success”
- Deciding where to focus the evaluation resources
 - Collect information on outcomes and processes that are important to key stakeholders
 - Measure as far as possible along the outcome path (the path that leads to the ultimate desired impact)
 - Be practical; collect only information on outcomes and processes that you will be able to use



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Additional OAIM Steps

Develop and implement the work plan and create opportunities for building assets

- Implementing our interventions or asset building opportunities

Potential challenges

- A common error in this step is creating asset-building opportunities for the consumers but not for the deliverers of service
- The strategy itself may not be well enough developed to allow for the discovery of asset-building opportunities
- People may not have the time or energy to take on new asset-building opportunities



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Additional OAIM Steps

Conduct process evaluation

- Are we doing what we said we would do, when we said it would be done

Potential challenges

- People involved in implementing a strategy sometimes have difficulty separating “this didn’t work” from “I did it wrong”
- The purpose of process evaluation is to try to figure out what is working well and also what needs to be improved
- People involved in problem-solving need to be oriented to assigning responsibility, not blame



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Additional OAIM Steps

Modify actions and strategies as needed

- No successful intervention mirrors its plan
- As the action plan is implemented, the strategy itself is adjusted, using information from the process evaluation and other sources as needed

Potential challenges

- Having a structured, systematic way to incorporate data about their programs back into their planning and action systems
- Knowing what should be done based on the feedback received



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Additional OAIM Steps

Conduct outcome evaluation to monitor and maintain improvements over time

- Collecting outcome data, summarizing it, determining its merit or worth, and reporting it in ways that are meaningful to various constituents

Potential challenges

- Having a well-developed system for collecting and incorporating all types of data
- Understand and consistently use the data
- Leaders are also challenged to think about how much reliance they want to place on internally generated outcome evidence (which will require increasing their organization's capacity to do outcome evaluation) and when it might be beneficial to engage external evaluators



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Tips



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