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FINAL REPORT
on
SUPERVISION AS A MANAGEMENT TOOL
September 22-October 3, 1980
and
EVALUATION AS A TOOL FOR PROGRAM MANAGEMENT
October 6-31, 1980

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December 15, 1980

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Dear Sponsors:

We are pleased to submit the Final Report of the two workshops, "Super-
vision as a Management Tool", conducted September 22-October 3 and
"Evaluation as a Tool for Program Management," conducted October 6-31,
1980. These workshops were the first specialized workshops developed
and implemented by CEFPA. The response to the programs was very posi-
tive, and the thirty participants of the supervision program and the
twenty-nine participants of the evaluation program join us in thanking
you for your support and help in making these programs a success.

Since the beginning of CEFPA's conduct of management training programs,
participants and others have recommended more intensive programs in the
areas of supervision and evaluation. The middle- and upper-level family
planning and health care program managers who attended these programs
confirmed these needs; their response to the programs indicated that
they had gained skills and knowledge which would apply to their work
settings, and that their own needs in these areas had been met.

Because these programs were conducted for the first time, they served as "pilots" for CEFPA. Our experience with developing and managing these programs, and suggestions made by the participants will help in making modifications which will enhance the effectiveness of future, similar training programs.

We acknowledge the important help provided by you personally, by your agencies, and by your staff in the development, recruitment and selection of participants, and implementation of these programs. We look forward to your continued guidance and support in our future, Washington-based endeavors.

Sincerely,

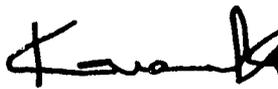
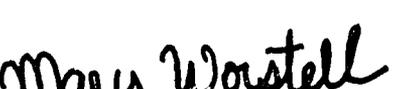
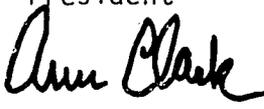
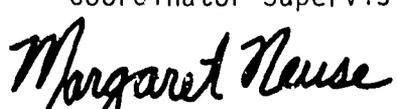
		
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OVERVIEW

In the fall of 1980, the Centre for Population Activities conducted its first specialized management workshops: a two-week workshop entitled "Supervision as a Management Tool" from September 22 to October 3, and a four-week workshop entitled "Evaluation as a Tool for Program Management" from October 6 through October 31, 1980. These two tuition programs were to serve as "pilots" to determine interest, acceptability, and utility of conducting such Washington-based workshops for managers from health and family planning programs from developing countries.

The identification of the need for specific programs on supervision and evaluation began with the frequent and consistent feedback from participants to CEFPA's general management training courses which suggested that more concentrated time should be spent on skills in these areas. Work experience of CEFPA staff in developing countries confirmed these needs. CEFPA Board members further substantiated these areas as relevant for CEFPA's attention, and several agreed to assist in the development and implementation of programs with generous inputs of their experience and expertise. With this impetus, plans were made to develop curricula and implement each program once as "pilots."

To develop the curricula, a series of meetings from January through June 1980 was undertaken; these meetings provided a forum for staff and CEFPA consultants to discuss the characteristics of the prospective participants, their needs, important content, curriculum outlines, resource people and materials. With each development step, input and feedback were sought from a variety of experts in the training, public health, family planning, management, evaluation, and international fields. In July, two CEFPA staff coordinators for each program were designated to finalize the curricula and manage the implementation of the programs. They, in turn, received assistance in the final stages of curriculum development from experts and resource people in the relevant specialties addressed in the programs.

Consistent with CEFPA's emphasis on improving the performance of program managers, the content of each training program was presented through the perspective of the manager. Rather than focus on the "how to's" of supervision, the Supervision workshop emphasized the elements of an effective supervisory system, how an effective supervisory system can contribute to greater program effectiveness and worker productivity, and how the manager can provide the needed support for an effective supervisory system. The Evaluation workshop examined how a manager can utilize evaluation to support program-related decision-making and the options available to the manager in the conduct of evaluations of his/her programs.

Both programs utilized training methodologies which encouraged an active, participative learning environment. Participants were able to practice skills and gain knowledge through interchange with resource people, CEFPA staff, and with each other. Training and resource material complemented training sessions.

Assumptions regarding interest and need for these programs were confirmed in the response to the announcements for the program and by the response of the participants who came. Level of interest in both workshops was high: over 150 applications were received for persons applying to one or both programs. The thirty participants accepted and funded for the Supervision workshop and the twenty-nine accepted and funded for the Evaluation workshop resembled the characteristics outlined for participants of these and future workshops. In keeping with the pilot nature of the programs, in-depth feedback to the sessions and programs was solicited. Participants reacted enthusiastically and the evidence demonstrates that overall the programs served to meet the needs of the attending managers. Their suggestions for ways to improve these programs will be reflected in revisions in the curricula and other aspects of these programs in the future.

CURRICULA OF THE TRAINING PROGRAMS

Introduction

In developing the designs for the training programs, the staff carefully selected content and methodologies that would be pertinent to the program objectives and to anticipated needs and concerns of the participants. The programs were also designed to provide an active learning environment in which knowledge and skills could be transferred through interaction among staff and participants and through practice in application of new learning.

Because of the specialized nature of many of the topics to be covered in each training program, content specialists were an important resource to the implementation of the programs. To the extent possible, these resource persons were selected on the following criteria: their knowledge and recognized expertise in the content area, their experience and reputations as trainers or presenters, and their familiarity with developing countries. Each specialist was briefed and sent a follow-up letter regarding expectations in the delivery of the sessions. Where possible, outlines were requested and submitted, and through feedback, refinement of session plans completed.

A primary resource person for both workshops was Dr. Samuel Wishik, who played a key role in the development of both curricula, including the identification of content areas, topics, resource persons, and materials. He developed session outlines as well as exercises, including some for sessions not specifically assigned to him.

Below are brief overviews of each workshop as well as more detailed summaries of each session. For the two workshop schedules, turn to Appendix B.

Supervision Workshop: Curriculum-Overview

As indicated earlier, the Supervision workshop did not concentrate on the tools and techniques of supervision, the "how to's" of supervisor-worker relationships. Rather, the program provided a forum for middle- and upper-level managers to discuss and examine what constitutes an effective supervisory system, how it can contribute to improved program services, staff productivity, and management, and what role the manager must play in supporting supervision so that the system's effectiveness is developed and maintained.

The content of the two-week workshop was divided into two major segments. The first week focused on the role of the supervisor in supporting and developing staff. The second week focused on the relationship between managers and supervisors, emphasizing the organizational supports necessary for strengthening supervisory systems. The last two days of the workshop were devoted to the development of individual implementation plans for change in areas the participants desired to strengthen or improve in their present supervisory systems.

Supervision Workshop: Curriculum-Session Descriptions

Week One: Introduction and the Supervisor's Role in Supporting and Developing Staff

Workshop Expectations. The workshop opened with an exercise in which participants listed their expectations, individually and in small groups, with reports on the common expectations of each group shared with the total group. Discussion helped to clarify which expectations would be addressed in planned sessions. Facilitators discussed how expectations not included in the workshop schedule could be incorporated into the program.

The Supervisor: Link Between Manager and Staff. This introductory session reviewed the critical role of the supervisor as a link between management and workers/staff and other staff within and outside the agency. A diagram which visually presented this role was utilized to elicit discussion. Particular attention was given to the demands made on the supervisor as a result of this crucial role.

Contribution of Supervision: To Organization, Service Delivery, and Management. Working in small groups, the participants decided whether, as supervisors, they would prefer to conduct surprise visits or planned visits to their staff, and identified the reasons for their selections. Some groups chose surprise visits and some groups chose planned visits, and the discussion of the reasons became quite lively. From the discussion, participants were able to identify important roles and activities of supervisors; once these were listed, the contribution of supervision to management and service delivery was discussed.

Expectations of Supervisors: What Supervisors Do; Skills Supervisors Need. Working in small groups, the participants listed their expectations of the supervisors who work under them; these responsibilities were then placed in one of three general categories of supervisory responsibility: motivation, leadership, and decision-making. The participants then identified the skills needed to carry out these responsibilities, and these skills were grouped into three skills areas: technical, human, and conceptual. One emphasis of the discussion was the differences in the levels of skill needed in these areas by supervisors, middle-level managers and upper-level managers.

Motivation: Considerations for the Supervisor. Ms. Jackie Rumley presented a session focusing on one of the supervisory responsibilities, motivation. Emphasis was placed on self-motivation theories. Participants worked individually and in small groups with several instruments, which were designed to help explore the inner forces which motivate each person.

The Supervisor as a Leader: Styles of Leadership; Span of Control. A second supervisory responsibility, leadership, was the emphasis of the session conducted by Dr. Leon Clark. He led the participants through an exercise in which they identified the characteristics of the best leader they had worked for and the qualities that made those persons leaders. Following general group discussion of the lists, Dr. Clark moved on to the related topic of decision-making, and examined considerations for the supervisor in making critical, on-the-spot decisions.

Supervisory Structures; Cultural Implications. The session started with an exercise in which participants individually drew the supervisory structures of their organizations. Then, they discussed the conflicts which arise from each structure and the effects of these on the supervisor's abilities to lead, make decisions, and motivate staff. Other factors affecting supervisory responsibility, such as culture and traditions, were also discussed.

Application of Supervisory Skills. In presenting the topic of technical skills, Dr. Michael Marquardt discussed the supervisor's role in development of staff. He also presented information on job expectations, planning supervisory work, and performance appraisal of staff. Participants reviewed the positive and negative aspects of several performance appraisal forms brought by Dr. Marquardt.

A role play, acted out by CEFPA staff, demonstrated human skill problems common to supervisors, particularly those that affect communication. Problems such as poor listening, preconceived ideas on problems and solutions, and poor use of questions led to more in-depth analysis of the role of the supervisor in problem-solving and how the supervisor can work with staff in identifying and solving problems so that staff learn new skills and gain a sense of achievement.

A slide presentation and group discussion of a project in Bangladesh provided an illustration of application of these technical and human skills and a demonstration of how effective supervision contributes to the overall success of a project.

Selective Supervision. In most developing countries, the supervisors have a weekly or monthly schedule for visiting each clinic or health worker, in which each is given equal attention. Dr. Sam Wishik explored the problems of such an approach and its impracticality in most situations. As an alternative, Dr. Wishik suggested selective supervision, in which clinics or workers with poor or outstanding performance are given more attention, and those performing satisfactorily are given less attention. Exercises clarified this approach and helped the participants test its application to their own work situation.

Week Two: Summary of Week One and the Manager as a Critical Link in Supervision

Role Plays: Application of Technical and Human Skills. The role play situation used to demonstrate poor human skills during Week One was reviewed, highlighting characteristics and problems discussed. Then, each of the four small groups selected a member to act out the manager's role; each small group briefed the "manager" in terms of their assigned focus, either job expectations, work planning, staff development, or performance appraisal and on how he/she was to conduct him or herself during the role play. With one participant playing the supervisor in all four role plays, the four role plays were presented with discussion following each one. Strengths and weaknesses of the role plays were highlighted.

The Manager's Role in Supporting Supervision: Personnel Actions. The session covered the manager's role in personnel functions such as recruitment, selection, training, and performance appraisal as they relate to supervisors. The session started with a revision of the lists of responsibilities developed by the group during the first week, and continued with a discussion of the important components of job descriptions. Then, in small groups, the participants identified key criteria for selection of supervisors in health programs. These were debated in the large group and an overall list developed. From this list, participants were able to go on to examine recruitment procedures, information sources on the characteristics of candidates, and possible training needs of new supervisors.

Dr. Ian Mayo-Smaith presented approaches for training, staff development, and performance appraisal. Among the topics he covered was a step-by-step approach to on-the-job training. He concluded the session with a role play which illustrated various factors covered in the preceding session. The discussion that ensued highlighted important points for the manager.

Supporting the Supervisor through Information Channels, Logistical Considerations; Evaluation of Supervision. Dr. Sam Wishik reviewed three ways a manager can support an effective supervisory system in his/her organization. Under logistics, Dr. Wishik included what the manager needs to do to assure adequate supplies and how he/she can defend the budget for supervision and supervisory personnel to upper levels of management. The mechanism of selective supervision was discussed as one means for providing supervisors with access to information relevant to the effective functioning of the supervisory system. The session was concluded by considering how the manager can evaluate the supervisory system.

Presenting the Case for Supervision; Review of Participant Projects. A three-part instrument provided the mechanism for development of individual participant projects. In Part I, participants reviewed areas of supervision covered in the workshop, such as selective supervision, communication, and staff development. They then identified those areas in their own system thought to need most improvement, some improvement, or little or no improvement. The participants, as Part II, then rated the areas in terms of how difficult it would be to introduce change in each. Each participant selected an area they thought needed improvement and had probability of successful change. Before starting Part III, which was the development of an action plan, participants answered a series of questions about the costs and benefits of the change and problems they anticipated in the implementation process. Selected participants were asked to share their plans with the total group and participants gave suggestions on ways to implement the changes so as to reduce resistance.

Evaluation Workshop: Curriculum-Overview

Topics for the evaluation program were selected with the understanding that the sessions should address those areas of particular concern to managers and should enable the participants as managers to make informed choices about the evaluation options available to them. The specific topics were organized into five general content areas:

- 1) Conceptual Framework. This consisted of three parts: the basic steps in conducting any evaluation; a systems framework to demonstrate how different components of a service or program relate to each other; and definitions of terms and types of evaluation. These items were treated at the beginning of the workshop and reference to them was made throughout the four week program in introductions and summaries to sessions and wallcharts.
- 2) Use of Service Statistics. An emphasis during the first two weeks, the participants were shown how data already available in most health and family planning programs can be used in a variety of assessment procedures.
- 3) Use of Special Studies. The third week was devoted to presentation and discussion of the types of special studies now commonly undertaken in the evaluation of health and family planning programs. The presentations emphasized the uses and cost of each type.
- 4) Issues in the Use of Evaluation. A recurring content area in the workshop, it received particular attention during the first and fourth weeks. However, in most sessions, some attention was given to how particular techniques or approaches are relevant to management decision-making.
- 5) Feedback of Evaluation. An emphasis of the fourth week, this content area examined the mechanisms for linking evaluation with on-going program decision-making and supervision, and how to assure feedback of evaluation results to all levels of an organization.

Among the participative training methodologies used, the most effective were individual and small group exercises; these were used frequently throughout the training program. Exercises and case studies served to meet several objectives at once: they introduced participants to the tools and techniques available; they gave the participants some experience in their implementation and use; and they helped increase the participants' self-confidence in using evaluation techniques and in learning from numbers about their own programs.

Another important methodology used required that each participant select and develop an individual evaluation to be implemented on returning home. Time was set aside during the four weeks for participants to work individually or in small groups and to meet with appropriate resource people. During the last week of the program, several participants agreed to present the evaluation plans they had developed; the individual work time and the presentations served to review major concepts and assess their application to a variety of programs.

Another important component of the curriculum was resource materials. Resource persons identified and brought pertinent handouts or references which would be helpful to the participants when they returned home. Books and articles were also placed on a table in the training room for the use of the participants, and some chose to order selected resource books with their book allowance.

Evaluation Workshop: Curriculum-Session Descriptions

Week One: Introduction to Evaluation and to Use of Service Statistics Systems

Workshop Expectations. The workshop started with an exercise in which participants listed individually and then in small groups what they wanted to learn in the workshop. As interests were reported by each group, they were written on newsprint under one of the following categories: 1. what to evaluate, what to ask; 2. evaluation techniques; 3. how to obtain data; 4. who should conduct evaluation; 5. uses of evaluation; and 6. miscellaneous. In discussion with participants, each item was then ranked high, middle, or low priority. A wide range of interests was given, and the lists provided another opportunity to clarify what would be addressed in the four-week program. Several high priority items not given sufficient emphasis in the program were marked for special attention.

Conceptual Framework for Evaluation. To stimulate thinking about evaluation and all its meanings, the participants were asked to write their own, individual definitions of evaluation, and, then, to develop a common definition in their small groups. Following each small group's report, an attempt was made to develop one definition for the whole group; as this proved very difficult, one group's definition was accepted as a compromise: "Evaluation is a process by which we can measure to what extent the objectives of a certain program were met and during a certain period of time." Handouts with additional definitions of evaluation and types of evaluation were distributed.

The staff then introduced six basic steps which should be completed in the conduct of any evaluation. These steps served as a primary reference point throughout the training program. A second reference point was given, in the presentation of the systems framework -- inputs, outputs, effects, and impacts were defined and their interrelationships explained verbally and in a diagram. Dr. Sam Wishik illustrated the utility of the systems framework in the selection and analysis of evaluation questions by giving examples from an evaluation of an immunization program.

Volume of Service. Dr. Sam Wishik's presentation focused on why and how personnel effort and volume of service produced can be measured through the use of service statistics. He used examples from an immunization service to illustrate how to define a service, count the services provided, and generate an unduplicated count of clients to the service. Participants practiced the concepts by applying them to a service familiar to them from their own country, and discussing their examples in the total group.

Comparative Standards in Evaluation. This session emphasized the importance of standards in assessing and judging the service or program being evaluated. Each group worked with performance data from service statistics presented in a case exercise and assessed the program in relation to one of four selected standards: past performance, planned performance, other/similar project performance, and national averages. Differences in the assessment by each group illustrated how the selection of standards affects judgement of a program, and provided the basis for discussion of advantages and disadvantages of each type of standard and who should be involved in standard selection.

Catchment Area. The application of this geographical concept (originally from water engineers) was introduced by Dr. Sam Wishik as a means of determining how many potential clients within the assigned area of a service point (clinic, health worker) have "access" to the service; access was defined in terms of travel time needed from home to service point and back. The participants practiced using the concept by drawing the boundaries of the catchment area and locating obstacles between client homes and the service points. They then determined how many of the population to be served would find the service point accessible, and discussed other factors which effect accessibility and availability of services to clients.

Location Analysis. Each small group was given a common set of data and was asked to "locate" on a catchment area map the place of residence of a sample of users of either a hospital, health center, or health workers. By using different colors for each service point and plastic overlay maps, it was possible to then use an overhead projector to see the actual "catchment area" of clients using the different services, assess patterns of use, and determine whether or not specific services were being over- or under-utilized. Dr. Sam Wishik, who developed the exercise, assisted the participants in identifying the implications from these visual evaluation tools for management decision-making.

Continuation Analysis. Discontinuation or drop-out is a common phenomenon in all family planning and health services programs. Dr. Sam Wishik helped participants understand some of the more important questions they need to raise in evaluating this aspect of program performance: is discontinuation always negative? what are positive reasons for discontinuation? who should receive highest priority to urge continuation of services (e.g. high risk clients)? and how do you define a drop-out from service? The need to respond to each individual woman's needs was emphasized both as a means for providing effective services and as a means for defining discontinuation.

Issues in the Use of Evaluation. Dr. Robert Hornick from the Annenberg School of Communication challenged the participants in this session to probe into what an evaluator's role should be in an organization. He emphasized that an evaluator should inform managers so that they can take appropriate actions. In this role, evaluators must consider: what the users need to know (what questions should they ask at each stage of program development); where in the program design is there the greatest uncertainty about whether and how the program will work; how much are people willing to pay in order to reduce their uncertainty. Given the limited resources available for evaluation, Dr. Hornick emphasized the need for the evaluator to understand the political environment of the organization and what factors shape programs, so that he/she can conduct evaluations appropriate to the needs.

Comparison Between Units. A useful technique for evaluating programs with multiple units that provide the same or similar services is to develop an index of performance for the units. Such an index provides a means of comparing the units with each other and ranking them from highest performer to lowest performer. Participants applied this technique in an exercise in which they used data from a case study to rank the effectiveness with which various clinics provided maternal services. With this experience, participants were able to engage in a discussion of how these rankings could help the manager set priorities, improve overall program performance, and develop similar indices for other health and family planning services.

Week Two

Evaluation of Community-Based Delivery Systems. Veronica Elliot led the participants through a series of exercises and discussions to explore some important concepts in the evaluation of Community-Based Delivery systems. She started by using group examples to show the wide range of types of community-based workers now working in developing countries, and by discussing the communication gap which can exist between worker and community and upper-level managers. The roles of workers and the community in the evaluation of programs and the need for two-way communication with program managers were discussed. The participants listed the advantages and disadvantages of different ways of involving the community, such as community meetings. The importance of community input in the total evaluation process was illustrated by the differences in questions raised by groups taking the community perspective in an exercise in which small groups raised evaluative questions about a baby-weigher program.

Quality of Service. In this session, Bonnie Pedersen guided a discussion of the concept of quality and how consumers and managers may base their assessment of quality on different factors, such as technical competence, friendliness, and availability of medication. Quantitative data can give the manager some indications of the quality of service; however, the manager may want more in-depth information on how well the services are being provided. Standards for assessing the quality of actual performance were developed by the total group for a routine physical examination of an adult woman. Each group then developed standards for an assigned service. Methods for collecting data to measure performance against the standards were reviewed and the discussion was supplemented by handouts.

Service Statistics Systems. Don Helbig conducted this two-day module, covering the many factors one must consider in managing a service statistics system, if the system is to yield valid and accurate information for evaluation purposes. The participants completed an exercise in which they applied one approach to the development of a service statistics system: identifying key management decisions, listing the questions which would need to be answered to make the decisions, and listing the data needed on a periodic basis and on a routine basis (possible items for a service statistics system). Participants then reviewed sample data forms to assess the use of the items and the format; possible uses included medical information, clinic management, and service statistics. In selecting items for a form, participants were reminded to keep in mind the user and the costs of collecting each item.

Key aspects of managing a service statistics system were explored through two rounds of small group discussions and reports on assigned topics. Among the topics were: forms design, manuals and guidelines, training and orientation, and processing stages and control. Due to time constraints, a final exercise on how to arrange and present data in meaningful formats was distributed for individual work only. (This case was utilized in the session on Feedback Mechanisms during Week Four.)

Week Three: Use of Special Studies

Needs Assessment. Needs assessment, as an evaluation tool for health and family planning programs, was introduced by Dr. Lincoln Chen from the Harvard School for Public Health. He described in detail the four types of needs which should be taken into consideration: basic needs, which are those things human beings need to survive, such as water, food, and shelter; community or expressed needs demonstrated by the use or non-use of health and other available services; consumer needs which are "felt" needs not expressed in action, but which can be articulated by potential clients or consumers; professionally assessed needs which, as identified by health and family planning professionals, would be indicated by studies of demographic, socio-economic, and other data. These types of needs interrelate and overlap, and are affected by social structure of a community and the resources available. The manager, who may work in a program which starts by addressing only one of many needs, should see the program in terms of this holistic framework, recognizing the implications of his/her program for the other, still "unmet" needs.

Sampling. Dr. Alfredo Aliaga from Westinghouse Health Systems presented issues from the sampling field that are of importance to managers concerned with evaluation. The reasons for using a sample rather than a census are that a sample may cost less, save time, allow for greater depth and scope of information, and may increase the accuracy of the information. By illustrating with examples of different samples, such as simple random, stratified random, and cluster sampling, Dr. Aliaga showed the advantages of random sampling and how to increase the accuracy of a sample.

Experimental and Quasi-Experimental Designs. Dr. James Heiby, Medical Officer at USAID began the session by describing the origins of operations research and how operations research can help determine whether certain assumptions about health service delivery are accurate. With the group, Dr. Heiby used the example of the family planning program in the state of Piaui, Brazil, to identify pertinent questions about the services and to suggest alternative designs for research studies that determine which changes in the provision of services worked. These examples illustrated several issues in operations research; among the issues discussed were the comparability of groups or services, the Hawthorne effect (the research itself affecting the outcome of the experiment), and the selection of outcome measures.

Contraceptive Prevalence Surveys. Dr. Leo Morris from the Center for Disease Control's (CDC) Family Planning Evaluation Division, presented the objectives for conducting Contraceptive Prevalence Surveys (CPS) and background on how they are implemented. Using sample tables from surveys CDC has conducted in Latin America, Dr. Morris discussed how CPS can help in estimating need for family planning services, achieving a more accurate measurement of active users of family planning (CPS reflects users who get supplies from private as well as public sources), in identifying which groups remain underserved by private or public programs, and in checking the accuracy of service statistics systems. Utilization of the CPS for collection data on other public health programs such as immunization was also presented.

Patient Flow Analysis (PFA). With a brief introduction to the graphs and tables on the patient flow analysis of a U.S. clinic produced by Tony Hudgins of the Center for Disease Control, each small group was asked to analyze selected aspects of the performance of the clinic. Discussion of the groups' work demonstrated how PFA can serve as a tool to pinpoint and document certain problems, such as poor staff utilization, long waiting time, and bottlenecks. The need to supplement the PFA data with problem-solving techniques was also discussed. Mr. Hudgins concluded the session with a presentation and discussion of alternative ways to collect, analyze, and present data for an in-country PFA.

Use of Financial and Logistical Data. Tony Hudgins introduced the sources from which to gather logistical and financial data in family planning and health programs, and reviewed the concepts of couple-year of protection (CYP). The participants then worked through an exercise in which they used logistical and financial data to calculate CYP; using this experience they discussed the limitations of these approaches in measuring family planning program effectiveness.

Cost-Effectiveness Studies. Dr. Melvin Thorn from Johns Hopkins University School of Public Health started the session by engaging participants in a discussion of the differences between cost-benefit analysis and cost-effectiveness. In doing so, Dr. Thorn introduced and explained basic concepts pertinent to both tools and focused on defining how these are applied to studies in cost-effectiveness. A review of selected handouts served to illustrate the explanations provided and to discuss issues involved in conducting these studies. Particular attention was paid to the many difficulties involved in measuring costs and effectiveness. Finally, Dr. Thorn showed how the concept of cost-effectiveness can be explained by using the systems framework for inputs, outputs, effects, and impacts.

Week Four: Management of Evaluation and Feedback Mechanisms

Evaluation Units. To start the session on Evaluation Units, Mr. Ronald Ng of the World Bank proposed that the advantages of having a central evaluation unit are derived in part from the disadvantages of the alternatives, namely to have external consultants come in and evaluate, a process which, from experience, yields little useful feedback and results in little or no action. To serve the operational managers in a program, the evaluation unit should be placed so that it can, in fact, serve as an early warning system for the managers; procedures need to be set up so that data are fed in and fed back on a regular, timely, and consistent basis. Mr. Ng used the inputs, outputs, and effects of the system framework as a basis for an evaluation design, but suggested that additional factors, such as "assumptions" and "external factors," need to be considered for evaluations conducted at certain stages of a program and at certain levels of the organization.

Reporting Evaluation Results and Feedback Mechanisms. The case study distributed during the session on Service Statistics Systems was used for a small group exercise in which each group was asked to rearrange two tables of data in a way that would allow managers to more easily compare clinics and assess performance. Discussion of the exercise and the sample "answers" served as review of concepts introduced in the program, such as comparison between units and use of standards and denominators, and to assess what can be learned about clinics from the service statistics. How to make sure that evaluation information is actually used was the emphasis of the remainder of the session; training of local level personnel and an open attitude toward self-assessment and change were two suggestions made to promote use of data.

Summary Exercise: Use of Evaluation Techniques and Tools. Each small group was asked to present a proposal for how they thought a program presented in a case study could best be evaluated. While there was overlap in the techniques and tools recommended, each group selected a different approach to the evaluation. The reports illustrated the choices available to a manager, how different evaluators approach a program from different perspectives, and the need for the manager to have a role in the selection of the tools and techniques to be used. All groups noted the importance of the organization structure in the process of evaluation.

Participant Presentations. As a final step in the development of individual evaluation plans, several participants were asked to present their plans to the group, as listed below:

Dr. Sheba and Dr. Hakim (Egypt)	Evaluation of a Polio Immunization Program
Mr. Touffic Osseiran and Ms. Hiam Musharraskish (Lebanon)	Evaluation of Volunteer Worker Training and Assessment of Need for Additional Workers and Training
Ms. Fatima Khalid (Sudan)	Evaluation of an After-School Cultural Program
Mr. Mohammed Feteha (Egypt)	Evaluation of an Integrated Family Planning and Oral Rehydration Program

Evaluating the Evaluation and Final Summary. The need to evaluate evaluations and evaluation systems was presented and discussed by applying the systems framework to the evaluation process itself. Given four weeks of training in evaluation, the participants were asked to consider what changes they anticipated wanting to make when they returned home, and the kinds of resistance they expected to encounter to changes they might propose. The need for their involvement as managers in the evaluation process was emphasized. The session ended with the group reviewing the steps in the evaluation process, the systems framework, and expanding the group's first definition of evaluation to include terms such as "making judgements" and "decision-making."

Supporting Activities. From the first week of the training program, the participants assisted the CEFPA staff in creating an informal yet productive working atmosphere. This was accomplished through the training sessions themselves in which there was spirited but friendly give-and-take and through informal social activities that allowed everyone to relax and get to know each other on a more personal basis. During the first week of the program, a wine and cheese get-together set a positive and supportive tone for participants' interaction. A sight-seeing and shopping tour was arranged for the first Saturday.

The participants took the initiative in organizing a second wine-and-cheese get-together during the second week, which was highlighted by dancing to the music from the different countries represented. Kaval Gulhati hosted a dinner the third week of the workshop, and a farewell luncheon the last week of the program presented another occasion for participants, CEFPA staff, and guests to meet and talk informally.

EVALUATIONS OF THE SEMINAR-WORKSHOPS

Overview

Although the evaluations of the two seminar-workshops were developed and conducted separately, they had similar objectives: 1) to determine if the objectives of the workshops were met; 2) to determine whether the participants' own objectives and needs were met; and 3) to obtain feedback and suggestions for improving and revising similar future programs. Below are summaries on the evaluation methods used in each workshop and highlights of the results.

Evaluation of the Supervision Workshop

Two evaluation tools were used to elicit participant reactions to the program. The first was a weekly evaluation form which asked for the participants' assessment of the usefulness of the content, achievement of the objectives, and time allocated to topics. The second method was a final evaluation form which asked the participants to use similar criteria of usefulness, achievement of objectives and time allocation to assess the workshop as a whole. Both forms also contained a section requesting that the participants identify what they thought were the most valuable and least valuable aspects of the week or workshop and make suggestions for changes. Besides these written feedback tools, the staff held daily meetings in which they shared their perceptions of the program, identified problems, and discussed changes for this and future programs.

Of the thirty participants, twenty-seven responded to the first week's evaluation form and twenty-three responded to the second week and final evaluation forms. Average ratings for each week were consistent with the ratings for the workshop as a whole, and suggested that the objectives for the workshop were met and that the workshop addressed the needs of the participants. In rating the usefulness of the content to their work, the participants rated the first week highest, with an average 3.9 or "very good". (All rating scales were the same, with the highest rating "5" and the lowest rating "1".) Week 1 also received the highest rating for the achievement of objectives, with a 3.5 average, with Week 2 receiving a 3.1 average rating and the workshop overall 3.4. Time given to topics received the lowest rating of the three items: 3.0 for Week 1 and Week 2 and 2.9 for the workshop overall. (This lower rating was reinforced by comments about the shortage of time.)

Responses to four open-ended questions on the final evaluation form indicated more strongly than the ratings that the workshop had met its objectives. These questions asked participants to identify the most valuable aspects of the workshop to them as managers, new perceptions they had gained, what they saw as the contribution of supervision to management and their organizations, and what changes they anticipated making when they returned home. More than half of the respondents indicated that the most valuable aspect of the program was learning the framework and diagram of supervision which depicts the supervisor's critical relationships to the worker/staff, to the manager, and to other supervisors internal and external to the organization. The most frequently mentioned new perceptions were the importance of supervision to

programs and the key role of the supervisor. The most common contribution of supervision to an organization and to the manager was the role of the supervisor in conducting all aspects of the organization's operations. All respondents gave at least one change they hope to make in their supervisory systems when they returned home.

Specific content and training methods were also identified as valuable and constituted specific changes which participants planned to make in their workplaces. Among the many identified were job descriptions, selective supervision, and role plays. However, no one of the items was mentioned more often than the others. Apparently, every participant found some content and methods applicable to their situation. Comments on what participants considered the "least valuable" aspects of the workshop were scarce, indicating a general level of satisfaction with how the workshop had met participant objectives. These responses in the final evaluation were similar to the responses given in the weekly evaluations.

The participants also offered some useful suggestions for future training programs. Those mentioned by three or more people were:

- o Increase the time,
- o Re-allocate time among the topics covered (some topics need to be covered in greater depth),
- o Include field trips,
- o Have more social activities,
- o Re-arrange the training room -- some participants had difficulty hearing in the back of the room.

Evaluation of the Evaluation Workshop

Three evaluation methods were utilized. The first, an initial reaction evaluation used on a daily basis, permitted the participants to record their immediate reactions to the content and presentation of each session. The second method, an overall evaluation instrument, was administered at the end of the four weeks and constituted a more comprehensive evaluation of the whole program experience. It reviewed the entire four-week program and asked the participants to rate objectives, content, and methodology, and provided an opportunity for open-ended comments on all aspects of the seminar-workshop. The third method consisted of a verbal feedback session at the end of the program during which participants made concrete suggestions on how to improve the workshop in the future. The responses to the daily evaluations, the overall evaluation, and the verbal feedback were tabulated and analyzed and are recorded in Appendix C. These will form the basis for program revision in the future.

Nearly all participants responded to the daily evaluation which asked the participants to rate the session according to the following criteria: usefulness of the session; usefulness of the handouts; understanding of the session objectives, achievement of the objectives, and time given to the session. The daily evaluations also included questions regarding the most and least valuable aspects of the session, and requested any comments and suggestions. A tabulation of participants' responses to these daily evaluation sheets appears in Appendix C.

Twenty-seven participants completed the overall evaluation. According to the participants, all of the workshop and their personal objectives were met partially or completely. No participant had objectives that were not met at all. The ratings on individual sessions varied slightly from the daily evaluations, since many participants, with time, re-assessed their initial responses. The majority of the participants described the workshop as a valuable experience that expanded their understanding of evaluation and sharpened their knowledge of tools and techniques.

In the overall evaluation, the ratings for the sessions ranged between 2.9 to 4.2 (using a scale of 1 to 5, with 1 as the lowest and 5 as the highest). The sessions ranked the highest were:

- o Studies in Cost-Effectiveness,
- o Location Analysis,
- o Catchment Area,
- o Conceptual Framework for Evaluation.

The time spent working on Individual Evaluation Plans was ranked between 3.3 and 4.0 on the various questions pertaining to it. The usefulness of this exercise to participants' work was considered the most positive aspect of this section. Questions regarding the training methodologies used received rankings between 3.6 and 4.2. Opportunity to consult and interact with CEFPA staff and other participants, as well as the usefulness of the exercises conducted, were the elements that received highest ranking in this section of the evaluation. The tabulated responses of both evaluation methods were relayed and analyzed with the participants the final day of the workshop, an exercise which demonstrated how one can use evaluation as a management and training tool and enabled each participant to compare their own responses to those of the group.

Finally, verbal feedback session enabled participants to make concrete suggestions on how to improve this workshop in the future. Among those most often voiced, and which will be considered in revisions made, are the following:

- o To conduct part of the workshop (one or two weeks) in a residential setting outside Washington, D.C.,
- o To include a field visit to observe evaluation mechanisms in an existing operation,
- o To make available more reference material on evaluation for use and/or purchase by participants.

PARTICIPANT PROFILES

Overview

Thirty participants attended the first seminar-workshop in "Supervision as a Management Tool"; twenty-nine attended the first workshop in "Evaluation as a Tool for Program Management". Sixteen participants stayed in Washington to attend both programs. The participants came from Latin America, Africa, and Asia, and represented both the public and private sectors. Although the majority were managers from family planning and health care programs, a proportion in each program were involved in teaching, training, or research, and in other development programs, such as agriculture and education. Below is more specific information on each participant group. (See Appendix A for the participant lists.)

Supervision Workshop

The thirty participants came from sixteen countries, with 70% from public organizations. Most participants (about 75%) work in health and family planning programs or with training and teaching in health care. A large proportion, over 75%, are program managers, either upper- or middle-level, as anticipated when the training program was developed. The remaining participants are involved in teaching or research.

Organizational Affiliation:

Government	21
Private	9

Areas of Current Professional Work:

Family Planning	8
Health Care (Management)	10
Training/Teaching	4
Research	4
Other	4

Region:

Africa	11
Asia	5
Latin America	3
North Africa/Middle East	11

Evaluation Workshop

Twenty-nine participants attended from seventeen countries, with a balance of 55% from public organizations and 45% from the private sector.

The participants brought with them expertise in education, health, medicine, social sciences, and agriculture. Most of them utilize their academic and professional training to help improve health and family planning delivery systems in their countries. Although some are involved either in research or training, the majority function as managers at the regional or local organizational level, and utilize evaluation reports and data to plan future programs and allocate

available resources. Through the workshop experience, the participants were able to exchange information among themselves, and to generate ideas and plans to develop more effective evaluation designs for their programs. Refer to Appendix A for a participant list.

Characteristics of the participants

Organization Affiliation:

Government	16
Private	13

Areas of Current Professional Work:

Family Planning	15
Health (primary health care, maternal child care, immunization programs)	15
Training	8
Media and Communication	2
Research and Evaluation	3
Child Care	1
Rural Development	1

Region:

Africa	8
Asia	6
Latin America	5
Middle East	10

APPENDIX A

WORKSHOPS PARTICIPANTS

- o Lists of Participants
- o Group Photos

PARTICIPANT LIST

"SUPERVISION AS A MANAGEMENT TOOL"

AFRICA and the MIDDLE EAST

Egypt

- Dr. Sawsan I. Fahmy, Professor of Family Health, University of Alexandria
- Dr. Olfat Darwish, Associate Professor, High Institute of Public Health, Alexandria
- Dr. Fathi Mohamed Shiba, Director of General South Cairo Health Directorate
- Dr. Nabahat Fouad Said, Executive Project Director, Urban Health Development Project, Ministry of Health, Cairo
- Dr. Insaf Ghabrial Hanna, Head of Training Unit, Rural Health Project, Urban Health Project, Ministry of Health, Cairo
- Ms. Samiha El Katsha, Senior Research Assistant, Social Research Center, The American University in Cairo
- Mr. Mohammed Feteha, Senior Research Assistant, Social Research Center, American University in Cairo
- Mr. Atef Nada, Senior Research Assistant, Social Research Center, American University in Cairo
- Ms. Samira Shehata, Senior Research Assistant, Social Research Center, American University in Cairo
- Dr. Mohammed H. Mowafi, Assistant DHO, Simbelawen, Ministry of Health

The Gambia

- Ms. Clara MacMason, Chief Nursing Officer, Ministry of Health, Banjul

Liberia

- Ms. Evangeline Barmadia, Executive Secretary of the Liberian Board for Nursing and Midwifery, Monrovia
- Mr. Robert Draper, Associate General Secretary, National Council of YMCA

Nigeria

- Ms. Mopelola Abake Adelowo, Senior Nursing Sister, Family Planning Unit, University College Hospital, Ibadan

Previous Page Blank

Sudan

Dr. Osman Ghandour, Head of Regional Family Planning Organization, Elobeid

Ms. Fatima Khalid, Technical Supervisor, Administration of Child Culture, Dept. of Culture, Khartoum

Mr. Mohamed Baroudi, Senior Operations Officer, Primary Health Care Program, Ministry of Health, Khartoum

Mr. Fadil Abdul Lateef, Lecturer, Dept. of OB/GYN, University of Khartoum

Mr. Osman Abdel Rahman Osman, Director of Technical Office, Dept. of Culture, Khartoum (came in middle of workshop)

Swaziland

Ms. Gladys Matsebula, Public Health Nurse, Public Health Unit, Mbabane

Yemen

Mr. Mustafa Refaee, Executive Director, Yemen Family Planning Association, Sanaa

Zambia

Dr. Yonah Simwanza, Medical Officer, Planned Parenthood Association of Zambia Luanshya

ASIA

Bangladesh

Mr. Syed Murshed, Program Officer, The Pathfinder Fund, Dacca

Indonesia

Mr. Mardhani Saryono Dipo, Inspector of Program and Personnel, National Family Planning Coordinating Board, Jakarta

Malaysia

Dr. Rajeswari Bharathalingam, Health Officer, Family Planning Unit, Ministry of Health, Kuala Lumpur

Nepal

Ms. Munni Sharma, Social Worker, Human Welfare Youth Club, Kathmandu

Thailand

Ms. Sirinawin Rachaneewan, Assistant Chief Public Relations and Information Section, National Family Planning Program, Bangkok

CENTRAL AMERICA

Guatemala

Dr. Tania de Orozco, Dept. of Preventive Medicine, MCH Section, Social Security Institute, Guatemala City

Honduras

Dr. Anarda Estrada, Chief, Ministry of Health, Tegucigalpa

Panama

Dr. Jorge Lasso de la Vega, Chief of OB/GYN Services, Metropolitan Hospital Complex, Social Security Institute, Panama City

PARTICIPANT LIST

"EVALUATION AS A TOOL FOR PROGRAM MANAGEMENT"

AFRICA and the MIDDLE EAST

Cameroon

Mr. Henry Sawyer, Senior Lecturer, Pan African Institute for Development

Egypt

Ms. Salha Awad, Institute of Training and Research in Family Planning, Alexandria

Dr. Fakhry Hakim Farag, Field Executive Director, Fayaum

Mr. Mohamed Feteiha, Senior Research Assistant, Social Research Centre,
American University in Cairo

Dr. Insaf Gabriel Hanna, Head of Training Unit, Rural Health Project, Urban
Health Project, Ministry of Health, Cairo

Ms. Amal Fouad Marzouk, Director, Regional Federation of Social Services,
Alexandria

Mr. Mohamed Hamed Mowafi, Assistant DHO, Ministry of Health, Simbelawen

Dr. Nabahat Fouad Said, Executive Project Director, Urban Health Development
Project, Ministry of Health, Cairo

Dr. Mohamed Fathi Sheba, Director of General South Cairo Health Directorate,
Cairo

Lebanon

Mr. Touffic Aziz Osseiran, Secretary General, Lebanon Family Planning Association
Beirut

Ms. Hiam Abel Musharraskish, Lebanon Family Planning Association, Beirut

Liberia

Ms. Evangeline Barmadia, Executive Secretary of the Liberian Board for Nursing
and Midwifery, Monrovia

Sierra Leone

Mr. Edmund Cole, Executive Secretary, Planned Parenthood Association of
Sierra Leone, Freetown

Sudan

Mr. Farouk Aziz, Medical Officer, Department of OB/GYN, Port Sudan Hospital
Khartoum

Ms. Fatima Khalid, Technical Supervisor, Administration of Child Culture,
Department of Culture, Khartoum

Mr. Mohamed Baroudi, Senior Operations Officer, Primary Health Care Program
Ministry of Health, Khartoum

Mr. Osman Abdel Rahman Osman, Director of Technical Office, Department of
Culture, Khartoum

Zambia

Dr. Yonah Simwanza, Medical Officer, Planned Parenthood Association of Zambia
Luanshya

ASIA

Bangladesh

Ms. Louisa B. Gomes, Community Health and Nutrition Specialist, Agency for
International Development, Dacca

Mr. Syed Murshed, Program Officer, The Pathfinder Fund, Dacca

Indonesia

Mr. Mardhani Saryono Dipo, Inspector of Program and Personnel, National Family
Planning Coordinating Board, Jakarta

Malaysia

Dr. Rajeswari Bharathanlingam, Health Officer, Family Planning Unit, Ministry
of Health, Kuala Lumpur

Nepal

Ms. Munni Sharma, Social Worker, Human Welfare Youth Club, Kathmandu

Thailand

Ms. Sirinawin Rachaneewan, Assistant Chief Public Relations and Information
Section, National Family Program, Bangkok

CENTRAL and SOUTH AMERICA

Colombia

Ms. Olga Lucia Toro, Executive Director, Centro de Information y Recursos
Para la Mujer, Bogota

Guatemala

Ms. Nite Yasmin Ramirez, Nutritionist and Statistician, Ministry of Public
Health, Guatemala City

Honduras

Dr. Anarda Estrada, Chief, Ministry of Health, Tegucigalpa

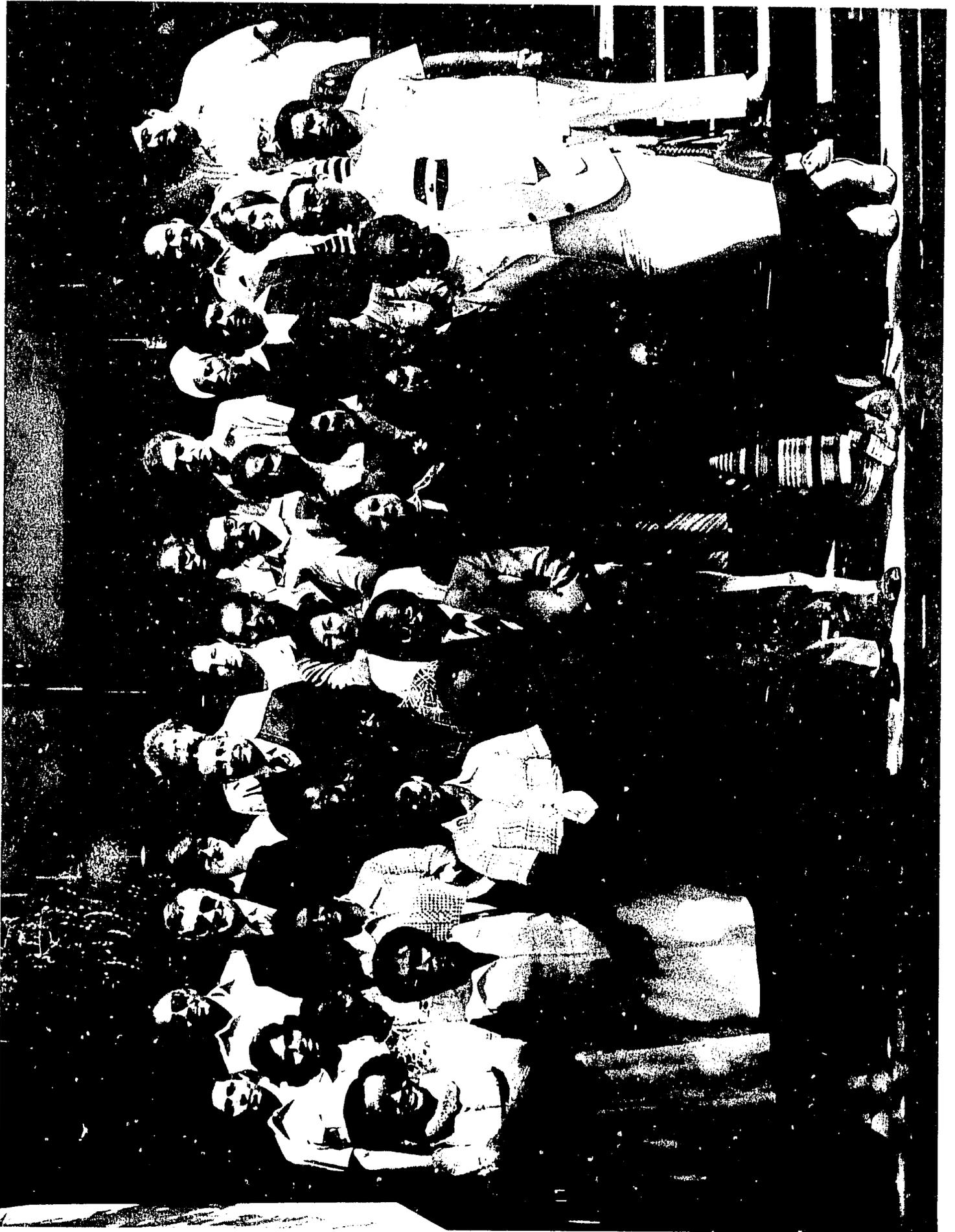
Mexico

Mr. Ricardo Cesar Aparicio Jimenez, Actuary, Coordination of the National Family
Planning Program, Mexico City

Panama

Dr. Carmen Carrington de Betts, Coordinator of the Odontological Subprogram,
Maternal Child, Social Security, Panama City

SUPERVISION AS A TOOL FOR MANAGEMENT



EVALUATION AS A TOOL FOR PROGRAM MANAGEMENT



APPENDIX B

THE SEMINAR-WORKSHOPS

- o Seminar Faculty, Staff, Staff Associates, and Resource Specialists
- o Workshop Schedules

SEMINAR-WORKSHOP FACULTY, STAFF
AND RESOURCE SPECIALISTS

Supervision as a Management Tool

Program Staff: Kaval Gulhati, Program Director
 Daniel Thompson, Coordinator
 Mary Worstell, Coordinator
 Dr. Samuel Wishik, Program Advisor
 Ann Clark, Program Assistant

Staff Associates: Margaret Neuse, Training Associate, CEFPA
 Peggy Curlin, Women's Program Coordinator, CEFPA

Evaluation as a Tool for Program Management

Program Staff: Kaval Gulhati, Program Director
 Margaret Neuse, Coordinator
 Maria Otero, Coordinator
 Dr. Samuel Wishik, Program Advisor
 Dr. Donald Helbig, Program Advisor
 Ann Clark, Program Assistant

Staff Associates: Bonnie Pedersen, Health/Training Officer, CEFPA

SUPERVISION AS A MANAGEMENT TOOL

RESOURCE PERSONS

Dr. Leon Clark
Director, Center for International Training
and Education
Washington, D.C. and New York

Dr. Mike Marquardt
Director of Training
Overseas Education Fund

Ms. Jackie Rumley
Senior Associate
Project Associates, Inc.
Washington, D.C.

Dr. Ian Mayo-Smith
Extension Professor
Associate Program Director
University of Connecticut

Mr. Leslie E. This
Consultant

Dr. Samuel Wishik
Professor Emeritus
Columbia University, New York and
Member of the Board of Directors, CEFPA

EVALUATION AS A TOOL FOR PROGRAM MANAGEMENT

RESOURCE PERSONS

Dr. Alfredo Aliaga
Westinghouse Health Systems
Columbia, Maryland

Ms. Joan Benesch
Sex Education
Coalition of Metropolitan
Washington
Washington, D.C.

Dr. Lincoln Chen
Department of Population
Sciences
Harvard School of Public
Health
Cambridge, Massachusetts

Ms. Veronica Elliott
Health Care Consultant
Washington, D.C.

Dr. James Heiby
Population Division, USAID
Washington, D.C.

Dr. Donald Helbig
Downstate Medical Center
State University of New
York
New York, New York

Dr. Robert Hornick
Annenberg School of Communications
University of Pennsylvania
Philadelphia, Pennsylvania

Mr. Anthony Hudgins
Family Planning Evaluation Division
Center for Disease Control
Atlanta, Georgia

Dr. Leo Morris
Family Planning Evaluation Division
Center for Disease Control
Atlanta, Georgia

Ronald Ng
World Bank
Washington, D.C.

Dr. Melvin Thorn
Johns Hopkins University
School of Public Health
Baltimore, Maryland

Dr. Samuel M. Wishik
Professor Emeritus of Public Health
Administration
Columbia University
New York, New York

SUPERVISION AS A MANAGEMENT TOOL September 22-October 3, 1980

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>22</p> <p>Introduction/Orientation to Workshop</p> <p>"Getting to Know you" Exercise</p> <p>Participant Expectations</p> <p>Review Workshop Goals, Objectives, Schedule <i>CEPFA STAFF</i></p>	<p>23</p> <p>The Supervisor's Role in Supporting and Developing Staff</p> <p>Expectations of Supervisors:</p> <ul style="list-style-type: none"> • what supervisors do • skills supervisors need <p><i>Thompson</i></p>	<p>24</p> <p>The supervisor as a Leader:</p> <ul style="list-style-type: none"> • styles of leadership • span of control <p><i>Clark</i></p>	<p>25</p> <p>Application of Supervisory Skills:</p> <ul style="list-style-type: none"> • Staff Development • Job Expectations • Work Planning • Performance Appraisal <p><i>Marquardt</i></p>	<p>26</p> <p>Selective Supervision:</p> <ul style="list-style-type: none"> • Overview • Exercise
<p>The Supervisor: Link Between Manager and Staff</p> <p>Contribution of Supervision:</p> <ul style="list-style-type: none"> • to organization • to service delivery • to management <p><i>Neuse/Thompson</i></p>	<p>Motivation: Considerations for the Supervisor</p> <p><i>Rumley</i></p>	<p>Cultural Implications:</p> <ul style="list-style-type: none"> • Supervisory Structures • individual exercise/ group discussion <p><i>Worstell</i></p>	<ul style="list-style-type: none"> • Communication • Problem Identification • Case Study <p><i>Carlin</i></p>	<ul style="list-style-type: none"> • Application to Participant Work Environment <p><i>Wishik</i></p>
<p>29</p> <p>The Manager as a Critical Link in Supervision</p> <p>Role Plays: The Supervisor Looks at Staff Development, Job Expectations, Work Planning and Performance Appraisal</p> <p><i>Thompson</i></p>	<p>30</p> <p>The Manager's Role in Supporting Supervision:</p> <ul style="list-style-type: none"> • Job description/work expectations of the supervisor • Selection of supervisors <p><i>Neuse</i></p>	<p>1</p> <p>Logistical Considerations for Supervision</p> <p>Supporting the Supervisor through Information Channeling/ Application of Selective Supervision</p>	<p>2</p> <p>Presenting the Case for Supervision:</p> <ul style="list-style-type: none"> • Individual Application <p><i>Thompson</i></p>	<p>3</p> <p>Feedback of Participant Evaluations</p> <p>Closing Ceremony</p>
<p>The Supervisor's Relation to:</p> <ul style="list-style-type: none"> • External Agencies • Other Supervisors • Management <p><i>This</i></p>	<ul style="list-style-type: none"> • Development of Supervisory Staff: • training; • continuing education • Performance appraisal and review <p><i>Mayo-Smith</i></p>	<p>Evaluation of Supervision</p> <p><i>Wishik</i></p> <p><i>Evaluation of Week Final Workshop Evaluation</i></p>	<p>Review of Participant's Cases</p> <ul style="list-style-type: none"> • Group discussion <p><i>Worstell</i></p>	

26

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>6</p> <p><u>WELCOME TO EVALUATION WORKSHOP</u></p> <ul style="list-style-type: none"> ● Orientation ● Seminar Objectives <p><u>INTRODUCTION</u></p> <ul style="list-style-type: none"> ● Participant Expectations <p>CEPPA STAFF</p>	<p>7</p> <p><u>CONCEPTUAL FRAMEWORK FOR EVALUATION</u></p> <ul style="list-style-type: none"> ● Definitions/Neuse/Otero ● Overview ● Example /Wishik <p><u>PART I: APPLICATION OF SERVICE STATISTICS</u></p> <ul style="list-style-type: none"> ● Introduction ● Volume of Service/Wishik 	<p>8</p> <ul style="list-style-type: none"> ● Comparative Standards in Evaluation <ul style="list-style-type: none"> - Comparisons - Standards/Neuse <hr/> <ul style="list-style-type: none"> ● Catchment Area/Wishik <p>INDIVIDUAL WORK: CONSULTATION</p>	<p>9</p> <ul style="list-style-type: none"> ● Location Analysis/Wishik ● Continuation Analysis <ul style="list-style-type: none"> - Drop-out - Follow-up/Wishik 	<p>10</p> <p><u>ISSUES IN THE USE OF EVALUATION/Hornick</u></p> <ul style="list-style-type: none"> ● Comparison between Units/Neuse <p>SUMMARY PART I/Neuse/Otero</p>
<p>13</p> <p><u>COMMUNITY BASED DELIVERY SYSTEMS:</u></p> <ul style="list-style-type: none"> ● Role of Evaluation ● Constraints/Elliott <hr/> <ul style="list-style-type: none"> ● Exercise/Elliott 	<p>14</p> <p><u>QUALITY OF SERVICES</u></p> <ul style="list-style-type: none"> ● Definitions ● Indicators/Federsen <hr/> <ul style="list-style-type: none"> ● Quantitative measures of quality/Federsen <p>INDIVIDUAL WORK/Otero</p>	<p>15</p> <ul style="list-style-type: none"> ● Service Statistics Systems/Helbig <ul style="list-style-type: none"> - Development of Systems Linked to Management Decisions - Review of Forms <hr/> <ul style="list-style-type: none"> - Issues in Managing Service Statistics Systems 	<p>16</p> <ul style="list-style-type: none"> ● Issues in Managing Service Statistics Systems/Helbig <hr/> <p>INDIVIDUAL WORK</p>	<p>17</p> <p>UNSCHEDULED</p>
<p>20</p> <p><u>PART II: TOOLS IN SPECIAL STUDIES IN EVALUATION</u></p> <ul style="list-style-type: none"> ● Introduction ● Needs Assessment of Family Planning & Health Programs /Chen <hr/> <ul style="list-style-type: none"> ● Use of Sampling in Service Statistics/Alfaga 	<p>21</p> <ul style="list-style-type: none"> ● Experimental Studies Quasi experiments /Helbig <hr/> <p>INDIVIDUAL WORK</p>	<p>22</p> <ul style="list-style-type: none"> ● Surveys <ul style="list-style-type: none"> - Overview - Use /Morris/Hudgins <hr/> <p>INDIVIDUAL WORK</p>	<p>23</p> <ul style="list-style-type: none"> ● Patient Flow Analysis /Hudgins <hr/> <ul style="list-style-type: none"> ● Finance and Logistical Data /Hudgins 	<p>24</p> <ul style="list-style-type: none"> ● Studies in Cost Effectiveness /Thorn <hr/> <p>FIELD VISIT/Benesch</p>
<p>27</p> <p><u>PART III: MANAGEMENT AND FEEDBACK OF EVALUATION</u></p> <ul style="list-style-type: none"> ● Evaluation Units <ul style="list-style-type: none"> - Budgeting - Training/Ng <hr/> <p>INDIVIDUAL WORK</p>	<p>28</p> <ul style="list-style-type: none"> ● Feedback Mechanisms <ul style="list-style-type: none"> - in planning - in management/Neuse <hr/> <p>FREE</p>	<p>29</p> <p><u>WORKSHOP SUMMARY EXERCISE/Otero</u></p> <hr/> <p>PRESENTATION BY PARTICIPANTS</p>	<p>30</p> <p>Participant Presentations (cont'd)</p> <p><u>SUMMARY OF WORKSHOP Neuse/Otero</u></p> <hr/> <ul style="list-style-type: none"> ● Overall Evaluation ● Verbal Feedback 	<p>31</p> <ul style="list-style-type: none"> ● Feedback of Evaluation ● Certificate Presentation

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APPENDIX C

EVALUATIONS OF THE WORKSHOPS

- o Supervision as a Management Tool
Weekly Evaluation Results
Final Evaluation Results
- o Evaluation as a Tool for Program Management
Daily Evaluations Results
Final Evaluation Results

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SUPERVISION AS A MANAGEMENT TOOL

Weekly Evaluation Results: Average Ratings

QUESTIONS

	Usefulness of Content to Your Work	Achievement of Objectives	Time Given to Sessions/Topics
Week 1	3.9	3.5	3.0
Week 2	3.5	3.1	3.0

Most Valuable Aspects of Week

Week 1 (most frequently mentioned)
Leadership qualities and relationship to supervision
Role of supervision in my organization and work

Week 2 Job descriptions
Selection of supervisors

Least Valuable Aspects of Week

Both weeks - no one aspect mentioned consistently

Suggestions

More time

Field Trips

More depth

SUPERVISION AS A MANAGEMENT TOOL

Final Evaluation Results

<u>Item</u>	<u>Average Rating</u>
Overall usefulness of content to your work	3.7
Overall achievement of workshop objectives	3.4
Time given to topics/sessions	2.9

Most Valuable Aspects of the Workshop to you as Managers

<u>Item</u>	<u>Number of Respondents</u>
Relationship between managers, supervisors, staff, and consultants	15
Group discussions	3
Evaluation of the supervisor	3
Responsibilities of supervisors	2
Opportunity to discuss supervision with others	2
Selective supervision	2
Role plays and case studies	2

Least Valuable Aspects of the Workshop

<u>Item</u>	<u>Number of Respondents</u>
None	9
Slides of the family planning program in Bangladesh	3
Logistical support for supervisors	2
Clinic-oriented discussions	2
Cultural implications	2

New Perceptions of Supervision you have Gained

<u>Item</u>	<u>Number of Respondents</u>
Importance of supervision	6
Need for support of supervisor and the supervisors' support of employees	4
Selective supervision	3
Duties and responsibilities of and ideal supervisor	3
Good supervision helps effectiveness of the program	2
Put perspective on what I already knew	2

Contributions of Supervision to you as Managers and to your Organizations

<u>Item</u>	<u>Number of Respondents</u>
Supervisor can help in all aspects of program work	7
Supervisor is essential part of managerial process	4
Supervisor can help improve quality and quantity of work (increase acceptors)	3
Supervision can help in assessing progress and solving problems	2
Supervision can help keep the manager informed of what is going on in the organization	2

Changes the Participants Plan to Implement (most frequently mentioned)

<u>Change</u>	<u>Number of Respondents</u>
Evaluation of supervisors and supervision	3
Job descriptions	3
Selective supervision	3

Staff Development	3
Improve motivation of employees and supervisors	2
Improve linkages of supervisors	2
Training of supervisors	2
Data/reporting system	2
Upgrade supervisory system	2

Suggestions about this Workshop

<u>Suggestions</u>	<u>Number of Respondents</u>
Increase the time	7
Include field visits	5
Congratulations to CEFPA staff	5
More visual aids	4
More social activities	3
Better allocation of time among topics	3
Hearing in back of room difficult	3

EVALUATION AS A TOOL FOR PROGRAM MANAGEMENT

Daily Evaluation Results: Average Ratings
Weeks One and Two

QUESTIONS

Session Titles	Usefulness of the content to work	Usefulness of the Handouts	Understanding of session Objectives	Achievement of session Objectives	Time given to session
Days 1 to 3	4.0	--	4.0	3.7	3.4
Location Analysis	4.3	--	4.1	3.8	3.4
Comparison between units					
Continuation Analysis					
Issues In the Use of Evaluation	3.6	3.8	3.6	3.6	3.4
Community Based Delivery Systems	3.4	3.3	3.7	3.8	3.6
Quality of Services	3.8	3.7	3.8	3.7	3.2
Service Statistics Systems	4.3	4.5	4.2	4.5	3.1

NOTE: The daily evaluations were distributed for all the sessions delivered by outside resource persons. Aggregate data for Days 1-3, Location Analysis, Continuation Analysis and Comparison Between Units, sessions done by CEFPA staff and Dr. Sam Wishik, also appear above. There are no data on the usefulness of the handouts during those sessions.

EVALUATION AS A TOOL FOR PROGRAM MANAGEMENT

Daily Evaluation Results: Average Ratings
Weeks Three and Four

QUESTIONS

SESSIONS	Usefulness of the content to work	Usefulness of the Handouts	Understanding of Session Objectives	Achievement of Session Objectives	Time Given to Session
Needs Assessment	4.3	3.9	4.5	4.5	3.6
Use of Sampling	3.7	3.3	3.4	3.2	3.1
Experimental Studies	4.3	4.0	4.6	4.1	3.6
Contraceptive Prevalence Survey	3.8	3.8	4.2	4.0	3.7
Patient Flow Analysis & Financial & Logistical Data	3.9	4.1	4.3	4.1	3.7
Cost Effectiveness	4.6	4.6	4.7	4.5	2.2
Evaluation Units	4.0	2.9	3.8	3.6	3.3

EVALUATION AS A TOOL FOR PROGRAM MANAGEMENT

Final Evaluation Results

(A scale of 1 to 5 with 1 as the lowest - unsatisfactory - and 5 as the highest - excellent - was used in this evaluation.)

Objectives

How well were the objectives of the workshop met?

	<u>Average Rating</u>
o To analyze the options available in evaluation approaches, purposes and techniques, so that participants can effectively choose those which respond to their needs, and which make the most appropriate use of available resources.	4.3
o To provide participants with the skills they need as managers in the tools, techniques and applications of evaluation information so they can:	
- formulate questions appropriate to the evaluation of health and family planning programs;	3.8
- draw conclusions from available data and link these to management decisions;	3.8
- draft an evaluation plan for their unit or area of responsibility.	3.9
o To present evaluation as a useful and controllable tool in which the participants can develop competence.	3.8

THE FOLLOWING SECTION REFERS TO THE CONTENT OF THE FOUR WEEKS:

Please rate each session according to the usefulness of the content covered and its applicability to your work.

<u>WEEK ONE</u>	<u>Rating</u>
- Conceptual Framework for Evaluation: o Definitions and Overview/Otero/Neuse	4.1
- Service Statistics o Volume of Service/Wishik	4.0
o Comparative Standards in Evaluation/Neuse	3.8
o Catchment Area/Wishik	4.2
o Location Analysis/Wishik	4.2

o Continuation Analysis/ <i>Wishik</i>	3.8
o Comparison between Units/ <i>Neuse</i>	3.8
- Issues in the Use of Evaluation/ <i>Hornick</i>	3.5

Please identify the sessions listed above that you found especially informative and valuable for your work.

	<u>Number of Respondents</u>
o Catchment Area	3
o Comparison Between Units	8
o Volume of Service	7
o Location Analysis	7
o Issues in Use of Evaluation	5

Please identify the session listed above that you found inadequate or below your expectations.

	<u>Number of Respondents</u>
o Issues in Use of Evaluation	3
o Continuation Analysis	3
o Comparison Between Units	2

WEEK TWO

	<u>Rating</u>
- Community-Based Delivery Systems/ <i>Elliott</i>	3.3
- Quality of Services: Definitions and Indicators/ <i>Pedersen</i>	3.5
- Service Statistics/ <i>Helbig</i>	3.8

Please identify the sessions listed above that you found especially informative and valuable for your work .

	<u>Number of Respondents</u>
o Quality of Services	13
o Service Statistics	12

Please identify the session listed above that you found inadequate or below your expectations.

	<u>Number of Respondents</u>
o Community-Based Delivery Systems	5
o Service Statistics	4

WEEK THREE

- Special Studies in Evaluation:	<u>Ratings</u>
o Needs Assessment of family planning and health programs/ <i>Chen</i>	4.0
o Use of Sampling in service statistics/ <i>Aliaga</i>	2.9
o Experimental studies/ <i>Heiby</i>	3.6
o Surveys: Overview/ <i>Morris</i>	3.9
o Patient Flow Analysis/ <i>Hudgins</i>	3.8
o Financial and Logistical Data/ <i>Hudgins</i>	3.5
o Studies in Cost Effectiveness/ <i>Thorn</i>	4.2

Please identify the sessions listed above that you found especially informative and valuable for your work .

	<u>Number of Respondents</u>
o Needs Assessment	13
o Studies in Cost Effectiveness	11
o Patient Flow Analysis	5

Please identify the session listed above that you found inadequate or below your expectations.

	<u>Number of Respondents</u>
o Use of Sampling	7
o Studies in Cost Effectiveness	4

WEEK FOUR

Management and Feedback of Evaluation:

	<u>Ratings</u>
o Evaluation Units/ <i>Ng</i>	3.4
o Feedback Mechanisms/ <i>Neuse</i>	3.8
o Review of Tools: Summary Exercise/ <i>Otero</i>	3.8
o Participant Presentations/ <i>Participants</i>	3.6
o Summary of Workshop/ <i>Neuse, Otero</i>	3.8

Please identify the sessions listed above that you found especially informative and valuable for your work.

	<u>Number of Respondents</u>
o Review of Tools	14
o Evaluation Units	6
o Feedback Mechanisms	4

Please identify the session listed above that you found inadequate or below your expectations.

	<u>Number of Respondents</u>
o Participant Presentations	3
o Evaluation Units	2

THE FOLLOWING QUESTIONS REFER TO THE INDIVIDUAL EVALUATION PLANS (Individual Work):

	<u>Ratings</u>
o Usefulness of the Individual work to your work	4.0
o Availability and usefulness of resource persons	3.9
o Time provided for the Individual work	3.5
o Availability of reference material	3.3

What was the most useful aspect of this individual evaluation plan to your work?

Comments Most often Made:

- o Resource material and people
- o Chance to apply different ideas
- o Opportunity to reconsider aspects of my program

What was the least useful aspect of this individual evaluation plan exercise to your work? Comments most often made were:

- o Short time
- o Limited availability of resource people

Do you think the individual work you completed will be of use to you in your workplace?

Yes 20 No -

What changes can you suggest should be made in the individual work exercise to increase its usefulness to your work?

- o More time and resource material
- o Visit similar organizations in the U.S.

THE FOLLOWING QUESTIONS REFER TO THE TRAINING METHODOLOGIES USED IN THE PROGRAM

The training methodology of the program, i.e. short lectures, exercises, large group, small group, and individual discussions, were selected to promote practice of the tools and interchange among participants and resource people.

Please rate the following:

	<u>Ratings</u>
o Appropriateness of training materials to material presented	3.6
o Appropriateness of resource people's style to the workshop methodologies	3.7
o Usefulness of exercises	3.9
o Usefulness of handouts	3.6
o Usefulness of individual work	3.8
o Opportunity to consult/interact with CEPPA staff	4.2
o Opportunity to consult/interact with other participants	3.8

Please comment and make suggestions on the training methodologies used.

- Suggestions:
- o Distribute handouts the day before
 - o Provide more audio-visuals, field trips
 - o More time for the workshop

THE FOLLOWING QUESTIONS REFER TO THE OVERALL PROGRAM

1. Do you think this workshop should be offered in the future?

YES 25

NO _____

What sessions would you delete, if any?

Use of Sampling

Financial and Logistical Data

What sessions would you add, if any?

Field Visits

Extend Cost-Effectiveness and Cost Benefit

More on Quality of Services and Needs Assessment

Study of Evaluation Reports

2. What do you suggest as the criteria for selecting participants for this workshop?

o Persons managing health and family planning programs

o Persons who can apply Evaluation Tools to their work

THE CENTRE FOR POPULATION ACTIVITIES

Corporate Description

The Centre for Population Activities (CEFPA) is a private, nonprofit educational organization devoted to the provision of effective management, training, and research services in the areas of family planning, health and development. CEFPA was established in 1975 by a group of social science and public health professionals in response to a need for non-academic, community-oriented programs in family planning and health care.

Geographically, CEFPA focuses on those areas in the developing world where family planning and health programs can benefit from the application of more pragmatic management skills to their administrative, training, communication, service delivery, and evaluation components.

The staff of CEFPA trains family planning, development, and health care managers and supervisors, undertakes research, and provides consultancy services to private and governmental agencies.

CEFPA's Washington, D.C. location provides a unique opportunity for interaction with national and international organizations involved in population, health, and development issues. International participants at CEFPA's training workshops are able to benefit from the expertise available in the Washington, D.C./New York areas.

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