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THE UNIVERSITY OF ALBERTA

A STUDY OF INTERACTION PATTERNS DURING AN EVALUATION PROJECT

by

© Mona L. Kolbus

A THESIS

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in partial fulfilment of the requirements for the degree of Master of Education in Educational Administration

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ABSTRACT

Over the last decade, study of social interaction patterns during events has attempted to break through traditional education research methodologies for the purpose of investigating events occurring in their natural settings. This descriptive study is the first to address interaction patterns between participants during an evaluation project. The purpose of the study was first to investigate if interaction patterns do occur during an event. Second to identify components of interaction and determine if a relationship exists between participants' perspectives of the event and the actual event. Third to delimit factors that contribute to development of participants' perspectives and fourth to determine if perspectives affect project direction.

The study applied anthropological techniques of the active participant-observer role. All materials and documents were collected and utilized in data description to provide rich information about participants and their activity in an event. Perspective interviews were conducted with each participant following an event which lead to identification of factors contributing to simularities and differences of perspectives.

The findings revealed six components and four activities occurred consistently in all events held by the evaluation group. Although components during events altered in relationship to the objective of the event, interaction patterns remained consistent. Two basic patterns emerged: a formal pattern controlled primarily by the project director and a collegial pattern in which participants contributed on an equal subjective level.

Factors contributing to similarities and differences in development of perspectives were also identified. Identification of these factors lead to

ugge stions about the structuring of social interaction which could be adopted by oject leader in order to enhance development of similarities in perspectives ous creating continuity and direction within the group.

This study also gave rise to many questions requiring further investigation. In many cases future study could apply traditional educational research techniques in order to further refine and delimite aspects of this study.

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CHAPTER I

INTRODUCTION

Focus in the last decade in educational research has been on traditional application of techniques. Optimal statistical efficiency has been aspired to through careful application of scheduled treatments and measurements by an experimentor who has complete mastery of his subjects. Unfortunately these methods have not accounted for satisfactory securing of adequate and proper data. Application of these techniques has raised many questions surrounding variables of interation.

The last quarter century witnessed an emerging field of study attempting to reverse tradition by highlighting certain case studies which featured thick descriptions about interaction and participants' interpretation. Ultimately, a number of such case studies evolved focused on how teachers, administrators and school children construct and interpret their situations.

In the field of education evaluation, parallel development has taken place. During the last decade the study of evaluation has resulted in establishment of a variety of theories and models in which their application has produced debate, refinement and further cultivation of new varieties of theories and models. Interaction patterns between components can be accounted for in models and theories, however, this does not hold true for interaction patterns between participants.

This research is not only an attempt to describe an evaluation group, but also, to determine patterns of interaction and thereby equate those patterns with local factors identified by participants as important in constructing perspectives about an event.

The Problem

The dynamics of interaction have been studied most extensively within sociological settings. From these studies three basic assumptions have developed. The chief assumption reflects the fact that "subjects" being studied must be considered knowledgable beings and that the knowledge they possess has important consequences for how behavior is interpreted. Second is that control over intelligent behavior resides internally and is often constrained by recognition of social norms. Third a human subject has a high capacity for 1) developing knowledge by organizing complexity rapidly; 2) attending to the meaning of communication rather than surface elements; and 3) having individuals take on and reconstruct complex social roles.

This research is designed to describe and analyse the complexities of interaction that occur during an evaluation project. The study not only describes and analyses complexities of interaction but also equates factors that influence the organization and development of perspectives about an event. An attempt is made to answer the following questions:

1. Do structured events contain patterns of interaction?
2. Can components of interaction patterns and their relationship with participant perspectives and actual events be determined?
3. What factors contribute to development of participant's perspectives?
4. Do participant's perspectives affect project direction?

Methodology.

In order to gain an understanding of interaction, participant observer anthropological techniques have been adopted. This approach requires extensive descriptive and interpretive effort at explaining the complexity of behavior. The rationale underlying this methodology is based on two sets of hypotheses about human behavior: " a) the naturalistic-ecological hypothesis and b) the qualitive-phenomenological hypothesis." (Wilson 1977:246).

The naturalistic-ecological hypothesis is a belief that it is essential to study events in their natural settings. Barker (1968), Willams and Raush (1969) claim if generalizations are to be made then research must be conducted in settings where events are not interrupted. They conducted extensive research that demonstrates the important influence of the setting. They also desribed divergent findings that result when identical phenomenon are studied in the laboratory and in the field. Several general studies in education research reflect this hypothesis: Cusick (1973) described a student's life in a high school; Jackson (1968) focused on life in an elementary classroom; Smith and Geoffrey (1969) studied life in an urban classroom; Wilson (1973) delineated culture of an alternative high school without walls; and Wolcott (1973) reported on the day to day activities of a school administrator.

Believers in the qualitative-phenomenological hypothesis assert that "the social scientist cannot understand human behavior without understanding the framework within which subjects interpret their thoughts, feelings and actions." (Wilson 1977[illegible]3) These researchers point out that natural science approaches to objectivity require the researcher to impose priori limitations on data, an act which makes it difficult to discover perspectives of the subjects. Theoretically a coding scheme and framework for interpreting observed behaviors is developed and communicated so whomever has learned the scheme, with training and practice, can interpret behaviors in approximately the same way. Walker (1974) conducted an educational study which focused on this system. The problems encountered in developing coding schemes and training coders are discussed at length in his work. Once coding begins the basic problems encountered points to loss of information and meaning attached to behavior.

These hypotheses which underly the rationale for participant observer methodology challenge traditional education research and have undoubtedly raised many questions. Such debate however has developed basic assumptions about human behavior which promotes deeper understanding of people in social interaction.

Adoption of the naturalistic-ecological hypothesis is reflected in this research project. Uninterrupted events are described chronologically within the setting they occur. Analysis of interaction during events focus on identification of factors that influence organization and development of participant's perspectives about the event.

Design

Campbell and Stanley (1979) classify this design as a pre-experimental, hypothesis generating, one-shot case study which permits the collection of rich descriptive data. Although they refer to this design as a minimum reference point and discuss at length the absence of control resulting in almost no scientific value, they also acknowledge that continuous investment in such work can generate insights towards development of controlled scientific work.

Stake (1978:99) on the other hand believes case studies "will often be the preferred method of research because they may be epistemologically in harmony with the reader's experience and thus to that person a natural basis for generalization." He also indicates that during interaction, perspectives obtained by soliciting judgments from participants comes closest to describing legitimate interest and pressures around the project.

Two standard objections to case studies are often cited. The most frequent argument stems from the fact that since this research is based on a carefully studied single instance, legitimate comparison with other such studies cannot occur and therefore generalizations become unjustifiable.

Cusick (1973:231) however suggests that "while a situation may be unique, human reactions to it may be quite common" and "uniqueness, therefore, lies in the social setting and not in human reactions". Alkin (1969:2) also emphasized that "case studies can begin to open up the world of actual evaluation to us and may, indeed, reveal a great deal that is applicable to other situations." He also believed "one indicator of generalizability may be the extent to which recurrent issues and patterns may be identified."

A second objection to case studies has to do with absence of standardized tests for reliability and validity. Application of such tests associated with case studies are inappropriate. However, the researchers' continual involvement in the situation creates an awareness so intense as to surpass standardized testing. Cusick (1973:232) believes a researcher "continues to live close to and moves deeper into that situation his perceptions have a validity that is simply unapproachable by any so-called standardized methods."

On the other hand researchers involved in pure scientific application of designs such as Stouffer (1954), Boring (1954), Campbell and Stanley (1979), would argue that these studies have such total lack of control as to have almost no scientific value.

Role Establishment

Spradley (1980:53) states "all human beings act as ordinary participants in many social situations." However six major differences exist between the ordinary participant and participant observer. These differences are unseen and remain hidden inside the investigator's head, and include:

1. Dual Purpose. This refers to engagement in activities appropriate to the situation and observation of activities, people and physical aspects of the situation.

2. Explicit Awareness. The participant observer seeks to become explicitly aware of things usually blocked out to avoid overload.

3. Wide-Angle Lens. The participant observer must approach social life with a wide-angle lens, taking in a much broader spectrum of information.

4. Insider-Outsider Experience. The participant observer moves through a sequence of activities in subjective and objective manner. He is part of the situation yet at the same time he views the situation from outside.

5. Introspection. The participant observer will use himself to assess feelings about a particular experience.

6. Record keeping. The participant observer will keep a detailed record of both objective observations and subjective feelings.

Sensitivity to the situation is keynote as a participant observer researcher enters a setting. Sensitivity results from assumptions that what people say and do is consciously and unconsciously shaped by the social situation. The researcher in appraising the situation must therefore make decisions about how involved he will become in the situation's activities.

Spradley (1980:58-62) describes five types of participation that range along a continuum of involvement. These include:

- Non participation
- Passive Participation
- Moderate Participation
- Active Participation
- Complete Participation.

Nonparticipation refers to "the observer who has no involvement with the people or activities studied." This could involve for example the study of television programs or contemporary opera. Passive participation refers to the observer who is "present at the scene of action but does not participate or interact with other people." He is often referred to as "bystander," "spectator," or "loiterer." Moderate participation occurs "when the observer seeks to maintain a balance between being an insider and outsider." Active participation refers to the observer who seeks to do what other people are doing and complete participation refers to a situation in which participation by the observer has already occurred. In this case study the researcher chose an "active participation" role in the project.

Data Collection

Since this kind of anthropological inquiry seeks to discover the meaning of events and how participants relate to them, data obtained must be relevant. Wilson (1977:255) described relevant kinds of data as:

1. Form and content of verbal interaction between participants.
2. Form and content of verbal interaction with the researcher.
3. Nonverbal behavior.
4. Patterns of action and nonaction.
5. Traces, archival records, artifacts, documents.

In this piece of research all five of the above data items were collected. Tape recordings of group activities ascertained verbal interaction. This allowed the researcher freedom to actively participate while concurrently obtaining data. Problems encountered with the use of tape recordings are well known. Words may be drowned out or obliterated due to faulty mechanics, microphone distance, background noise, static, poor acoustics and inaccurate dubbing techniques. It is estimated 90% of these recordings were clearly audible.

Participant perspectives were obtained through personal interviews conducted by the researcher. Each participant was interviewed as soon after an event as possible. Each interview began with introductory remarks and summary of questions to be asked. Each participant then respond to individual questions about the event. The same questions were asked at all interviews, and include:

1. What do you think were the main things that happened?
2. How do you feel in general?
3. Is there anything you would do differently?
4. What do you think should happen next?
5. Do you remember anything you'd like to add?

Reponses were recorded under each question. The nature of the question allowed participants an opportunity to recall as many significant events as possible. Other questions were injected during the interview in order to seek deeper levels of understanding and clarity of meaning.

Nonverbal behaviors and patterns of action were recorded in short hand through use of observations then correlated to verbal interation.

All records and documents have been collected from participants and incorporated into the data description. These are considered important as they add richness to the data and depth for clarification of perspectives. The records and documents include such items as lecture notes, field notes, observations, brain storming notes, and formal documents and papers produced by the client. To the researchers knowledge they are complete.

<u>Subjects</u>

The subjects of anthropological research are people. It is through their verbal and non-verbal interactions that knowledge of patterns and factors influencing perspectives are to be found. This piece of research involves seven subjects. Since subjects are considered knowledgeable beings, who constrain behavior by recognition of social norm, and possess a high capacity for developing knowledge, attending to communication and constructing social roles, it is important that some background information be provided about the subjects since their capacity for the above assumption can influence the project. The subjects that participated in this research include:

1. A university professor who directed the project and had experience and knowledge in both teaching evaluation technique and procedure as well as conducting evaluation projects. Here after he will be referred to as the Project Director (P.D.).

2. A student at the Masters Degree level in Education with background in Nursing and experience in teaching nursing at the university level. Here after she will be referred to as Evaluator No.1 (E.1).

3. A student at the Masters Degree level in Education with background in Nursing and Educational Psychology with previous experience at social agency work. Here after she will be referred to as Evaluator No.2 (E.2).

4. A student at the Masters Degree level in Education with background in Nursing and experience in teaching nursing at a hospital setting. Here after she will be referred to as the Researcher (R).

5. A director of a Community Agency with experience in administration and background in the ministry and social work. Here after he will be referred to as Client No.1 (C.1)

6. A staff member from the Community Agency with background in Social Work and experience as director of the program under investigation. Here after she will be referred to as Client No.2 (C.2).

7. A student at the Masters Degree level in Education with background in Education and experience in elementary and high school teaching. Here after she will be referred to as Student (S).

Not all subjects were present in all events. Their presence during events are recorded throughout the data description and analysis chapters of this work.

Summary

During the last decade two approaches to Educational Research have been developed. The first approach focuses on traditional application of measurements and treatments resulting in optimal statistical efficiency. The second approach focuses on non-traditional application of anthropological techniques which result in thick descriptions about patterns of interaction. Parallel development has also occurred in the field of Education Evaluation. Focus within this specialty has been on development of theories, models and interactions between their components. However, application of anthropological techniques have yet to be published. This piece of research applys anthropological techniques to the study of "subject" interaction during an evaluation project.

The design of this work is considered to be a one-shot case study. The methodology adopted reflects the naturalistic-ecological hypothesis in which events are studied in their natural setting. Each event is recorded on audio tape cassette and each event is followed by impressions from the researcher and perspective interviews from participants' in that event. Events are recorded in chronological order.

The researcher will establish her role as an active participant observer which allows an opportunity to do what others in the project are doing. Data collection consists of form and content of verbal interaction with participants and the researcher, non verbal behaviors, records, documents and notes.

Analysis of materials will commence with identification of components in events followed by correlation of data obtained from perspective interviews obtained from participants. This resulted in identification of factors perceived by participants that influence development of perspectives. It is hoped

identification of these factors and judgement about their importance will provide some information of value in the construction and management of an evaluation project.

CHAPTER II

REVIEW OF RELATED LITERATURE

The study of "interaction" involves analysis of patterns between environmental components, verbal and nonverbal exchanges during an event. These exchanges cultivate for participants perspectives about the nature of the event and their relationship to it. Although published materials on interaction patterns between particpants in an evaluation project are not available it is believed materials are held by project directors and evaluation experts in the form of case recorder notes. These materials are located in the archives of researcher's offices, and although requests were made for these materials they were not released due to volume and apparent disorder.

Since materials involving interaction during evaluation projects are not published this literature review will focus on other areas of education research which have been studied and reported. Five such studies have been published:

McClure (1965) studied three faculty planning groups who were developing institutional objectives. Using two different content analyses systems, McClure tape recorded weekly meetings of three groups and analysed their discourse. McClure's study is useful because it was the first to scrutinize interaction details using systematic methods.

During analysis and application of his systems it was discovered the most noticeable results were buried in anecdoted reports. These accounts actually reported details of curriculum-making methods and although these materials were not used during the study he commented on their value and importance.

Walker (1971) conducted research on interaction events during curriculum planning. The purpose of his study was to "explicate procedures used by project staff in transforming abstract platform principles into concrete curriculum plans and materials." This was done by analysing the content of a small tape recorded sample of discourse between project planners. He identified five components of platform principles:

1. Aims: belief about what is educationally desirable.
2. Conceptions: beliefs about what exists and what is possible.
3. Explanations: beliefs about what relations hold between existing entities.
4. Images: beliefs about the desirable.
5. Procedures: standard courses of action.

Walker further indicated that deliberation consisted of formulation of decision points devised as alternative choices. Choices he discovered were arrived at following consideration of arguements for and against the matter. He concluded that discourse between groups "was not idle talk or blind dispute, but intelligent grappling with difficult problems for decision and action."

Smith and Keith (1971) documented relationships between administration and staff during the planning of a new innovative elementary school. This investigation was made to try and discover "What happens" in a naturalistic event. Participant observation methodology, the principle method of data collection, included informal interviews, analysis of records and verbatum notes of meetings. Observations were conducted not only of teachers and classrooms but also of committee meetings and parent-school meetings. Analysis focused on comparisons between formal doctrines of the school and its operations.

Woolcott (1973) provided an ethnographic account of an elementary school principalship. The purpose of this study was to describe and analyze the position of an elementary principal focusing on interaction processes related to that assignment. By adopting the role of participant observer, Woolcott observed activities and social interaction patterns of the principal. He also obtained information from other valuable sources. These included 1) routine notices, 2) school records, reports and correspondence, 3) impressions from co-workers and 4) tape recordings of meetings and special situations.

Analysis of these materials provided information about the role of the principal with his school as well as social expectations surrounding his role in the community. His account delineates a "typical day as principal."

Woolcott (1977) also utilized participant observer methodology to record interaction during a project designed to develop a comprehensive system for assisting schools in planning, budgeting, operating and evaluating their own educational program. His role as project participant observer provided him with an opportunity to study the dynamics and social structure of one school district. Information was recorded on interaction between people which included their responses and adoption to change, conflict and style of project implementation. Events, their description and explanations were portrayed as they occurred and contained rich accounts about teachers interactions with the education system.

The studies cited above contain several common factors which denote techniques reflecting non traditional educational research.

1. These case studies supply rich data about interaction patterns.
2. The authors have successfully adopted participant observation methodology in order to study interaction patterns within groups.
3. The research projects have attempted to explain interaction by either coding words and phrases or eliciting impressions from participants.
4. The research project cannot be duplicated.

These four factors provide a thread through which these studies can be linked or grouped. The studies are small in number, so by increasing their numbers common factors about interaction patterns may emerge. These studies are valuable in themselves because they provide rich data and an opportunity for understanding environmental and personal components that create behavior perspectives. These studies are also pre-experimental works that can generate hypotheses testing research. As education research expands it is hoped so will efforts continue to generate case studies on interaction patterns. The following piece of research will attempt to add to the existing case studies and it is hoped this work will provide a deeper understanding of human interaction.

CHAPTER III

DATA DESCRIPTION

Introduction

The following chapter will briefly document the data collected. Events are documented in chronological order based on seqential occurrence. Following each event impressions from the researcher and perspective interviews from participants will be documented. Perspective interviews do not necessarily follow chronological order as this would have been an unreasonable task in view of peoples' life styles and personal schedules. Interviews were, however, conducted as close to the event as possible. Detailed reference of content can be located in the Appendix.

In order to maintain continuity, similar events have been organized and labelled into groups. Lectures have been grouped and are labelled Lecture No.2 - Lecture No.5. Meetings have been categorized and divided into two series. Meeting Series A consists of nine meetings held between the project director and the researcher and Meeting Series B consists of four meetings held with the project director, evaluators, client and the researcher.

Selection of the Project

Selection of the project was made after considerable deliberation. Several projects had been proposed and cancelled due to unsuitability, time factors, manageability and financial restrictions. At the beginning of the fall semester 1979 a notice was placed on a bulletin board for volunteers interested in an evaluation project course. The course involved classes on evaluation theories and models associated with application of these to a community group that had requested development of an evaluation design. After two classes an acute interest developed in the occuring interaction processes. The idea of studying these processes was presented to the project director and work began to identify the research problem, methodology and design. Materials presented from September 6 to November 1, 1979 are based on recall and a few reflective and reference notes, while ,materials following are inclusive based on selected research data collection methods.

Data Description

Meeting No. A.1

Date: September 6, 1979.

Time: 1300 - 1430.

Present: Project director and researcher.

Setting: Project director's office.

The Project director's office can be described as comfortable and warm. Large windows provide a panoramic view of the city. The room is well lit, carpeted and furnished in wood. Shelving containing various books, documents, bound works, files, and journals are neatly arranged along one wall of the room. A desk and cadenza containing an in/out basket, calendar, pen set, loose papers and a memo pad stand against the opposite wall. A filing cabinet is situated against glass panels of the hall next to the entrance.

This meeting was requested by the researcher to discuss proposals of project research that had been conducted over the spring and summer months. Three project proposals were presented. Each were discussed at some length for feasibility and appropriateness. The project director suggested that a notice would be posted about a project evaluation course which may be of interest. A discussion of the course and project ensued.

Impressions.

The meeting seemed long and detailed. The projects presented by myself just were not feasible. In relationship to the project request made through the department the project director seemed to question the intentions of the client and also felt two major problems were facing evaluators: 1) Objectives of the program had not been clearly defined and 2) Standards for the program seemed unavailable. It all seemed very discouraging and yet a curiousity for such an experience had been fanned.

Throughout the next few weeks deliberation about participation in the project was paramount. After attending introductory lectures on all registered courses and determining course loads, it was decided to drop one course and pick up the evaluation project.

Lecture No. 1.

Date: October 9, 1979

Time: 1330 - 1630

Present: Project director, three masters students.

Setting: Board Room.

The Board Room is located on University Campus and situated in the department of Education. Windows at the far end of the carpeted well lit room overlook a central courtyard cafeteria. Two large blackboards and a long connecting table surrounded by twenty chairs were the central focus of the room and gave occupants the impression "this is a place to work." A small lounge area consisting of rearrangable soft chairs, cupboards and shelves made up the remainder of the room.

The lecture began with introductions followed by review of proposed project materials. New information was added which included:

a) The project director would volunteer his services with the aid of students at the masters level.

b) There was no money available to cover expenses of the project.

c) The clients organization structure was discussed.

Impressions.

Following this discussion several impressions emerged. One, there were no external or internal pressures to move quickly. This would allow a thorough review of evaluation techniques followed by application of them to the project. This could also mean the project may never finish since a termination date had not been established. This presented some problems for myself as my own finishing dates had been established.

Second, money was not available so the project would need to be carried out with a minimum of financial strain.

Third, the Project Director would conduct the project, with the assistance of students who would participate in design development and data collection.

Objectives of the project were still not clear, however evaluation roles had been somewhat determined. The relaxed mannerisms of the project director created an honest, up front and easy going environment. Feelings of friendliness and warmth from other participants created feelings that project work would be an exciting team experience. The project was beginning to have appeal and an inner excitement began to spark.

Lecture No. 2.

Date: October 16, 1979

Time: 1430 - 1630

Present: Project director, three masters students.

Setting: Board Room - Department of Education.

The lecture began with introductory remarks of a rather light and humorous nature. The project director presented two key evaluation models, one by Stake and the other by Scriven. The format consisted of an overview of each of the models, followed by considerable detail about the model developed by Stake in 1967. An open period for clarification and review followed presentation of major information.

Following class, the students became involved in a discussion of the lecture plus some social chit chat. It was apparent we were excited about the possibilities of the course and the honesty with which events had been followed through.

Impression.

My thoughts were stimulated. What had happened at this lecture? I had attended many lectures and had departed feeling many things. This excitement, however, was much different. It made my heart beat faster and made my mind keener and more alert. Why was this so different than other lectures? Was it the setting? Was it the numbers? Was it the manner and ease of the project director? Was it his eye contact? Could I study this? Could this be a research project? Could I look inside to see what was happening here? My excitement increased. I went to the library and for a long time stood in front of the indexes trying to determine subject titles to search. After exhausting my resources and turning up very little I contacted the project director.

Meeting No. A.2.

Date: October 18, 1979

Time: 1400 - 1500

Present: Project Director and researcher.

Setting: Office of the Project Director.

Nervousness combined with excitement seemed to predominate as I entered the room. There were a few light introductory remarks, then I presented my proposal for monitoring the evaluation project as the thesis component of my program. I expressed my ideas on the interaction process that was observed along with the fact there seemed to be little material available in the library. The project director confirmed lack of materials and suggested the idea was a step into a new untapped field. It was a great idea for a case study research project.

Role change was eminent. After discussion of role types and involvement feelings were favourable toward an active participant observer role. Strategy for presentation of the idea to the client and members of the evaluation group was discussed. If the proposal was acceptable data collection would be recalled to date and recorded from this point on. Data collection would need to include all events and activities plus impressions of them from participants. It seemed almost impossible that one person could objectively record all the data and at the same time participate in the group. Using audio recordings during events and activities was discussed. This would allow for active participation and time to focus on non-verbal components of interaction. I found the idea threatening. The project director closed the meeting. I was given the task of formulating some thought to appropriate interview style of participants and formulation of a draft research proposal for presentation to the project team.

Impression.

The project was "go ahead." Since I knew very little about participant observation methodology and case studies, I went to the library and Center for Research in Teaching to gather information. Reading and studying this material seemed at times both boring and interesting. After completing a number of articles I took some time to reflect on my role and methods of data collection appropriate to this research. Due to sheer volume of discourse the use of audio recordings although threatening at first now began to have appeal. Verbal communications could be recorded thus providing me with 100% data collection, barring faulty mechanics of the tape recorder, poor acoustics and static. This would allow for concentration on non-verbal communications and physical aspects of the situation. A code for written recordings could be developed. Co-relating verbal and non-verbal comunications would need to be completed immediately following group meetings. The match between the two could not be guaranteed.

In order to obtain perspectives of events from participants interviews would need to be conducted. These would need to be scheduled as close after the event as possible in order to achieve maximum recall. Since these would also demand added time committments from participants it became my responsibility to become skilled at soliciting information quickly and accurately in order to keep time to a minimum.

A system of record keeping, also required some thought. After pondering many systems, it was decided chronological recording of events would be most descriptive. The biggest fear now was that project participants may not agree to participate as data sources. Presentation of the proposal would therefore need to sell the idea.

Lecture No. 3.

Date: October 23, 1979.

Time: 1430 - 1630.

Present: Project director and three students.

Setting: Board Room - Department of Education.

The lecture began with light introductory remarks by the project director. He wrote a list of items for discussion on the blackboard which included:

1. Review
2. Strategy
3. Utility
4. Document
5. The researcher.

The first item reviewed highlights of the previous lecture which covered and expanded points of interest in the Stake 1967 evaluation model. This was followed by strategy presentations of other evaluation author contributions to model development. It was made clear that if an evaluation was in the political arena, it must have a strong design.

This lead smoothly to a discussion of the utility of models and preparation of a document. The lecture was then turned over to the researcher for presentation of the project idea. A short introduction on preceeding events was provided by the project director. He then chose a neutral position in the room. The presentation included:

1. Monitoring the project as a research component of the masters program.
2. Role change for all participants.
3. Sources of data collection.

4. Time commitments required to participate.

Materials were presented in discussion format allowing time for clarification. Pressure for feed back was removed by allowing participants time to consider their new role and provide a decision later in the week. The project director left the room and social chit chat followed.

Impression.

Materials during this lecture were presented with increasing detail. Time was allowed for review and clarification. The written outline on the blackboard helped keep verbal presentations on track and fostered headings for notes. During the researchers presentation it was felt that the researchers anxiety level may have created 1) a blunt presentation, 2) increased anxiety for the listener, and 3) some backing off from the participants. Fortunately the project director gently smoothed over the ruffles with a nonchalant matter of fact and practical approach. When the discussion ended on a rather light note and social chit chat it became apparent that consent from students to participate as subjects in the research project would be "yes." There seemed to be an increased excitement, an added dimension, a closer bond than there was before.

Verbal Communication.

Date: October 25, 1979.

Time: 1200.

Casual contact was made with both students in the master's study suite. Both agreed they would like to participate as data sources in the project but would need some direction about their role. I answered some of their concerns and thanked them for their kind consideration.

impression.

I was elated. Approval for participations had been confirmed by the students. I quickly located the project director to advise him of the good news.

Meeting No. A.3

Date: October 25, 1979.

Time: 1400.

Present: Project director and researcher.

Setting: Office of the project director.

The project director read my excited expression. We discussed our next strategies. Decisions were made to contact the client and set up a meeting in the lounge area of the Faculty Club. We anticipated accomplishing several things.

1. It would give everyone a chance to put names and faces together so we all would know who we are.
2. We would jointly establish some ground rules to get the evaluation off to a good start.
3. The research proposal would be presented again so the client could decide about their participation as subjects.

We negotiated that November 1, 1979 would be an acceptable date for this first encounter. Appointment notes were placed in the evaluators' mail boxes and the clients were contacted by telephone.

Meeting No. B.1.

Date: November 1, 1979.

Time: 1430 - 1700.

Present: Project director, Evaluator No. 1, Evaluator No. 2, Client No. 1, Client

No. 2, researcher.

Setting: Faculty Club Lounge.

The atmosphere was casual, warm and comfortable. A fire was crackling in the fire place and as people arrived they made themselves comfortable at a table. The project director arrived first, followed by the arrival of two clients and the evaluators.

Introductions were made around the table and each person presented a small history of their background and study pursuits. Light humor was added establishing a relaxed atmosphere. Once introductions were completed the project director presented a general picture of what had been accomplished on campus. This included meetings, lectures, feeling about the project and the "research project." The researcher expanded on the idea utilizing the same format presented in the previous lecture. There was a positive response to the research project and no hesitation in committment about time allowances required for data collection.

The project director then requested an update on client interum events. This included political changes, finance support, and problems encountered in the program itself. During this period, non verbal cues and eye communication were very high between both clients. At one point they recognized this and mentioned they had not had an opportunity to get together to discuss the project prior to this meeting.

Both clients wanted feedback about their program activities in relationship to literature review on the subject. Client No. 2 expanded on program results. She was committed to the program and wanted to see it continue, however at the same time there was need for some relief from the frustrating aspects of the program. A document outlining the program would be circulated for inspection.

The meeting terminated on a friendly warm and comfortable note. Arrangements for future meetings were negotiated. All parties seemed to be happy with the event.

Impression.

The meeting held in a social environment was an excellent way to promote relaxation on an initial encounter. Introductions provided background information and helped focus participants. There were positive feelings about the evaluation project and acceptance of the research proposal. The generous eye contact noticed between both clients was confirmed by them as checking release of appropriate information. By negotiating time frames together agreement on committment to both the evaluation project and research interviews was quickly established.

During this meeting the researchers experience of "dual purpose" was overwhelming. It was extremely difficult to engage in an activity and at the same time observe, expand awareness and record. However, it was also obvious this skill could develop with practise. The importance of audio recording during group meetings became imperative.

Interview.

Present: Project Director and researcher.

Perspectives from the project director.

Appendix: Table 1.

The project director felt the intentions of the meeting had been accomplished. He felt the clients were naive and presented the impression that they were unsure of the results of their program. The client definitely requested a literature review and responded positively towards the research proposal. The project director felt several things could happen next. We could 1) tell the client that we cannot do the study by making some excuse for example--no money, 2) deliver an evaluation design as planned, 3) end the project by postponing meetings, not deliver goods, not answer calls.

Interview.

Present: Evaluator No. 1 and researcher.

Perspectives from Evaluator No. 1.

Appendix: Table II.

Evaluator No. 1 felt the objectives of the meeting had been met and at the same time the clients took a more serious look at what they were doing and where they were going.

She felt non-verbal eye contact between clients was in relationship to allowable information release. There was a feeling that had Client No. 1 not been present, Client No. 2 may have released more information. Evaluator No. 2 also seemed to be at ease with Client No. 1 as if there was some common bond.

She felt comfortable and good about the meeting, and enjoyed observing the project director's skill in leading the group as he put people at ease with light, humorous remarks and listened for common conversation threads, which he zeroed in on. Feelings about the project were not strong nor was there an understanding of what would be accomplished. Interim reading in this area had stimulated her curiosity and although there was external pressure to complete three papers, she was anxious to get out to the project site.

Interview.

Present: Evaluator No. 2 and researcher.

Perspectives from Evaluator No. 2.

Appendix Table III.

Evaluator No. 2 indicated the objective of a face to face getting acquainted meeting had been accomplished. She knew Client No. 1 from a previous employment situations and found herself comparing clients. Her impressions of the meeting were unclear, however she felt generally relaxed, comfortable, enthusiastic and supported the idea that a responsive evaluation will meet the needs of both groups. Generally the meeting was low key, non-threatening and events were happening in good sequence.

Interview.

Present: Client No. 1 and researcher.

Perspectives from Client No. 1.

Appendix: Table IV.

Client No. 1 felt this was an excellent way to meet and get to know each other. This meeting provided him with an opportunity to explain project details and he felt this meeting was a turning point towards project development. The meeting created positive feelings and impressions about the leadership style and confidence of the project director. The validity of the program's continuance was in questions as the original idea was based on intuition with an open mandate. The mandate had changed and therefore feedback was needed to provide confidence in the program and confirm legitimacy of the group. If the target group was not legitimate the mandate for continuance of the program would be closed.

Interview.

Present: Client No. 2 and researcher.

Perspectives from Client No. 2.

Appendix: Table V.

Client No. 2 felt this was an opportunity to get to know participants on an individual basis and to share perspectives about the project. There did not seem to be any expectations from either parties and her goal was to validate the project in order to assist in making programming decisions and changes. She had some concern about time frames but felt these should firm up when responsibilities were assigned.

Meeting A.4.

Date: November 8, 1979

Time: 1100.

Present: Project director and researcher.

Setting: Project director's office.

My entrance into this meeting was serious as key decisions needed to be made in reference to development of the role of participant observer, methods of data collection, time frames, participation of members and interview questions.

A few introductory remarks included some laughter about the faculty club meeting and positive reinforcement that the thesis proposal presentation had been handled with more expertise. In relationship to time frames, it was clear in four weeks two evaluators would be terminating the project due to course completion. This meant the project director and researcher would continue with the project establishing a completion date at the end of winter session. There seemed to be good access to information and keen willingness of participants to take time to generate their views.

Points were aired about parameters of this research and a conclusion drawn that the study should be considered a one-shot-case study of an evaluation project.

The role of active participant observer would allow collection of the following materials: Written observation, recorded notes during meetings, audio tape recordings, documents, interviews, non-verbal notations, telephone and written communications. The collection of this information it was felt would provide an accurate picture of events and would supply all necessary materials to cover information going into and going out from the project.

It was felt the interview needed to be constructed in such a manner as to draw out subjective information and yet be general enough to allow for complete flexibility and creativity in responses. The project director suggested five questions which were usable in the project. Each "perspectives interview" would begin with a statement encompassing the questions to be answered, followed by recorded responses to each individual question. Other questions could be injected to obtain clarification or expansion of a pertinent idea. Confidentiality of the client was paramount and information leading to identity would need to be carefully screened.

Impression.

All questions that had come to mind during preparation for this meeting were accurately answered and skillfully put into the larger picture. The project director also reinforced data collection methods and felt they should account for all information.

Telephone Communication.

Date: November 13, 1979.

Time: 0930.

Telephone communication was made with Evaluator No. 1 to schedule an interview appointment. The conversation was warm, friendly and business like in nature.

Telephone communication.

Date: November 13, 1979.

Time: 13 45

Telephone communication was made with the client's secretary. Client No. 2 was participating in a meeting. A Message was left for her to return the call.

Lecture No. 4.

Date: November 13, 1979.

Time: 1430.

Present: Project director, Evaluator No.1, Evaluator No. 2, the researcher.

Setting: Classroom - Department of Education.

This room can be described as a discussion type classroom. Connecting tables were arranged around the parameter of the room with the instructor's table isolated at the front. Capacity of the room was for approximately thirty people. The evaluators clustered around the instructor's table facing the project director, while the project director assumed a position slightly to the right of the table facing the evaluators. A blackboard was behind him.

Light introductory remarks were made welcoming each other to the session and coffee was served. The project director felt the thing to do now was "to explore thoughts about where we are with the time period left. Think once more about the meeting we had with the people and where we should go from here." He reflected seriously about producing something, utilizing a model or set of assumptions as a way of getting somewhere, asked for our reflection, then paused and reflected his thoughts. "Should we sit back and be cool?" "Should we do something else?" "If pressure were on we could finish it in a weekend." "I'm at a loss?"

Evaluator No. 1 and No. 2 sought clarification of the kind of proposal needed. Questions were answered in a matter of fact way. Evaluator No. 1 expressed a desire to visit the community agency to get a feel for what was happening. It was suggested that getting a feel was "not that great." "Of more value would be to collect answers to questions" and "find out what questions they wanted answered". The accomplishments of a visit to the facility were discussed. They included: a) goals b) tool development c) questions about the project and d) motives.

The project director changed the subject and asked about an article published in the local paper reflecting the government departments view of education. He asked Evaluator No. 2 to confide to us expanded knowledge she had of the department. Her background, previous work experiences and associations with the department shed some fascinating light.

After review of the above materials, a conclusion was drawn that by using the Stake model a strong design would be developed and could withstand criticism should the project gain political recognition. The project director drew the Stake Model on the blackboard and began identification of a set of questions appropriate to meet client needs. "There's a set of questions for self evaluation you ought to ask. Decide which are important to you and we'll set up a list of ways to get the data. Here are some questions you have, here are some we have and to ensure independence and accountability we should check them out!"

The remainder of the class was spent brainstorming questions following the Stake '67 model. Questions began at a slow pace but quickly picked up as the mind tuned into the game. Once brain storming was exhausted we turned again towards the political nature of our situation. It was decided to leave government departments out of the picture as well as function at a low visibility within the agency itself.

Decisions then centered around identification of key questions that would draw information required to develop an evaluation design. It was also decided Evaluator No. 1 and Evaluator No. 2 would conduct agency interviews utilizing key questions derived from brainstorming. Caution about use of bottom line questions was emphasized. Questions centered around priorities, history of the project, aspects about the agency itself and outcomes of the participants.

The lecture terminated by negotiating time commitments for tasks at hand. Social chit chat followed.

Impression.

It felt great to be an equal part of a team. The enthusiasm and excitement of the project going ahead was envigorating. Each person had a task to complete and a time frame to complete it in. Key decisions had been made. The project director elicited cooperation, from all participants. Audio taping of the lecture had gone well and was supplemented by both student notes and notes by myself. Political influences surrounding the project still seemed evasive. It was apparent that neither the government department nor the agency knew where they were going. It became imparative that we must look great on paper and know what we are doing. This alone would influence the legitimacy of our actions. With Stake backing us up it appeared we were in a very sound political position.

Interview

Present: Evaluator No.1 and researcher

Perspectives from Evaluator No. 1

Appendix Table VI

Evaluator No. 1 felt two main things happened: a review of the model and brainstorming. She felt good about the lecture and was pleased that time was allowed to verify questions. Brainstorming was an excellent and satisfying activity as it allowed her mind to wonder posing any question that might be appreciated. Program aims and questions related well to the Stake model. She was looking forward to getting out in the field, but was also nervous about how to handle the situation. The course was enjoyable and perspective interviews provided an opportunity to reflect her thoughts.

Interview.

Present: Evaluator No. 2 and researcher.

Perspectives from Evaluator No. 2.

Appendix: Table VII

Evaluator No. 2 was pleased about how brainstorming questions flushed out the evaluation framework. The client she perceived wanted an instrument to evaluate their needs. However, if they wished implementation of the instrument this would not fit our needs.

Her previous knowledge about the client she felt, may interfere with objectivity which may lead to weakness in the project. Two phases of project development were in her mind, Phase I preparing a custom made instrument and providing instruction on its use and Phase II implementation consisting of collecting data, analysing and reporting.

Telephone Communication.

Date: November 14, 1979.

Time: 1000.

Telephone communication was made with the secretary of the client. Client No. 2 was unable to come to the phone. Client No. 1 was not in his office. My number and message were left.

Telephone Communication.

Date: November 14, 1981.

Time: 1430.

Telephone communication was made with Evaluator No. 2. An interview appointment was scheduled. She had contacted the client to negotiate the best meeting days for observation of program participants. Clients would be unavailable for the next three weeks. An invitation to attend a staff meeting was extended.

Telephone Communication.

Date: November 15, 1979.

Time: 1400.

Client No. 2 returned my call. Apologies were made. An interview appointment was scheduled, and she advised me contact had not been made with Client No. 1 since the Faculty Club meeting.

Written Communication.

Date: November 19, 1979.

Time: 1100.

A rough draft of an evaluation design completed by the project director was received through university mail services.

Telephone Communication.

Date: November 19, 1979.

Time: 1830.

Telephone contact was made with Evaluator No. 1. She explained her appointment schedule for interviews with Client No. 2. and also provided the same client schedule feedback as Evaluator No. 2.

Telephone Communication.

Date: November 21, 1979.

Time: 1000.

Telephone communication with Evaluator No. 1 indicated that she and Evaluator No. 2 had an appointment with Client No. 1 at noon to clarify brainstorming questions and visit the agency.

Information Interview.

Date: November 21, 1979.

Time: 1200.

Present: Client No. 1, Evaluator No. 1 and Evaluator No. 2.

Setting: Office of Client No. 1.

Evaluator No. 1 and Evaluator No. 2 drove to the interview together. During the drive they discussed and noted areas of focus for the interview based on questions formulated during the brainstorming exercise in Lecture No. 4. These included: history of the program, library resources, other group involvement, parent-teacher involvement, pre-assessment, referral systems, evaluation design ideas, and intended outcomes.

Upon arrival the evaluators were informed Client No. 1 would be delayed due to a crisis at the agency. Evaluators were escorted to the client's office and informed there would have approximately a 15 - 20 minutes wait. Coffee was suggested. When client No.1 arrived he indicated he had forgotten the appointment due to an episode at the agency in the morning. A few brief moments were spent adjusting to the new situation before the interview began.

Evaluator No. 1 focused on the content of the program and past historical events. Evaluator No. 2 focused on present management and future plans. There was confusion about dates and facts and hard data such as memos, recorded dates or letters were not available.

Interview

Present: Client No.1 and researcher

Perspectives from Client No. 1.

Appendix: Table VIII.

Client No. 1 arrived 15 minutes late due to unforeseen events at the agency in the morning. He felt the interview was a good exercise in history and realized accounts of dates and names were confused with things that should have been done with things that were not. He wished the history could have been more precise and would have done this differently had he been prepared for the interview. He didn't quite see how this task fit with his concept of an evaluator role and thought the next event should be to get a paper to participants in the program followed by results. Some explanation on my part of what the evaluation group was really doing led to a number of questions about implementation, designs, and time lines.

He was grateful the project was underway and reminded the researcher of its uniqueness, requesting this message be conveyed to the project director. He also liked the idea of a research project, and thought it was good that someone was maintaining an arm's length involvement. Visibility of the project seemed important although he did not say why. He had also taken a step back realizing the risks involved in visibility. The interview concluded with friendly social chat about family and recreational activities.

Interview.

Present: Evaluator No. 1 and researcher.

Perspectives from Evaluator No. 1.

Appendix: Table IX.

Evaluator No. 1 felt that getting to know Client No. 1 was the main thing that happened. She believes the client means well, has faith in the program and wants a paper to say he is doing fine with the hopes of getting funding. The historical review was both interesting and confusing.

She felt it was important that Client No. 1 and Client No. 2 receive feedback about what they can expect as soon as possible since there is limited communication between clients and expectations of both are different.

Interview.

Present: Evaluator No. 2 and researcher.

Perspectives from Evaluator No. 2.

Appendix: Table X.

Evaluator No.2 felt the main things covered were a history of the program, present wishes and future plans of the evaluation project. Client No. 1 she felt, wants to get moving towards completion of the project. He was directive in his approach. Client No. 1's leadership style tends to allow clients to come out with what he intends. She felt a relationship building slowly.

Telephone Communication.

Date: November 22, 1979.

Time: 0900.

Telephone contact was made with the secretary of the client. Client No. 1 was out for the day. A message and telephone number was left.

Telephone Communication.

Date: November 26, 1979.

Time: 1000.

Telephone contact returned. An interview was scheduled.

Telephone Communication.

Date: November 26, 1979.

Time: 1015.

Telephone communication attempt was made with Evaluator No. 1 to confirm interview time. Her line was busy.

Telephone Communication.

Date: November 26, 1979.

Time: 1020.

An attempt was made to contact Evaluator No.2 to confirm interview time. There was no answer.

Information Interview.

Time: 1200.

Present: Client No. 2, Evaluator No. 1 and Evaluator No. 2.

Setting: Cafeteria adjacent to the agency.

The Evaluators and Client No. 2 met in the cafeteria for lunch. The main objective was to explore the programs usefulness and weaknesses. The interview commenced on time and consisted of the following subject areas:

1. History and aims of the program.

2. Thoughts about evaluation.
3. Concerns about preventive education.
4. Community extension and expansion.
5. Problems associated with results.
6. Time and technique applications.

As evaluators were leaving a local newspaper man arrived with a story and picture about the program. Client No. 2 was excited and concerned about presentation of the program to the media.

Interview.

Present: Client No. 2 and researcher.

Perspectives Interview from Client No. 2.

Appendix: Table XI.

Client No. 2 felt the main things that happened included notes on the history of the project and current management. The remainder of the interview focused on evaluation expectations. This included clarification of roles, purpose of the evaluation, determining effects on participants, and validation of the program she appreciated clarification of evaluation roles.

She thought it would be useful to have a clear statement about what it is evaluation people can or cannot do along with clearer information about the time and energy required to conduct an evaluation. She felt both groups should make a decision together about the kind of evaluation that will be done, tools that will be utilized and roles that each person should be taking on. If data collection is to be done the kind of data available is not pure. This needs to be sorted out.

Interview.

Present: Evaluator No. 1 and researcher.

Perspectives from Evaluator No.1.

Appendix: Table XII

Evaluator No. 1 indicated specific information had been obtained about goals, procedures and expectations of the program. She felt a new skill in interviewing was developing and would appreciate feedback from Client No. 2 about that skill development.

Interview.

Present: Evaluator No. 2 and researcher.

Perspectives from Evaluator No. 2.

Appendix: Table XIII.

Evaluator No. 2 felt the pace of this interview was quicker. The main thing that happened was searching out of information to gain appreciation of the program. She felt Client No. 2 has a strong belief in the program and wants to use her time productively.

Generally she felt lost. New snow had fallen, the car had skidded and she was concerned about getting home to prepare for a meeting. Since both Evaluators met at the interview without prior discussions she felt questions were disjointed and perhaps confusing.

She indicated Client No. 2 may leave her job for further study and as a result had become conscious of the need for accurate recording.

Impression Regarding Newspaper article.

The newspaper article about the program was brought to my attention by a colleague. Several implications came to mind. First public and political knowledge of the program had become visible particulary to those whose public interests focus in this direction. Word of a university evaluation associated with the program meant we needed a strong design based on strong theory in order to justify our accountability. The design could become visible if the agency chose to seek additional funding, upgrade or regionalize the program.

Second, the program sounded great, however participants liked the program because "there are great tasting snacks and fun art," and "it's free..."

Third, the client indicated that changes were observed in the participants' emotional maturity. For example "one boy couldn't speak much, now he does." This is hardly the basis of emotional maturity. He may have become more comfortable in the group or he may have had a particularly good day at school. I wonder does the client really know what's going on? Do they really think that talking more might indicate increased emotional maturity?

Fourth, cost benefits of the program seem impractical based on small registration and program cost.

Lecture No. 5.

Date: November 27, 1979.

Time: 1530.

Present: Project director, Evaluator No.1, Evaluator No. 2 and researcher.

Setting: Project Directors Office.

The lecture began with friendly greetings. A document outlining an evaluation design was held by the project director. He referred to the document leafing through it providing brief comments and casual reference, then set it aside. Evaluator No. 1 asked for clarification about information from a previous lecture. The project director answered her and proceeded to ask for information about events that had transpired during field interviews. He asked open ended questions: When did you go? Who did you see? Did you go alone? What did they tell you? What interpretation did you come up with?

Evaluator presentations followed. Clarification questions were injected at random until a firm understanding and appreciations of new information was gained.

The document prepared by the project director was picked up and leafed through quickly. The project director suggested:

1. We could take the Stake model, put out a document that is general enough, multi-purpose and specific enough to be valuable, give it to you for revision then give it to the client for review and revision and get it over with.

2. Time has gone by. There isn't any urgency towards getting it done, so perhaps we shouldn't overdo it.

3. A useful goal would be to have the client become more self evaluative. If the clients really care, they would stop playing games and take a look at the program themselves. I'm not sure how they can be persuaded to do that. I think it will suffice to give them a Stake Model with questions on data sources. What do you think?

A discussion followed and more feedback was provided from the field interviews. The project director expanded on his ideas. He thought "we should provide an information self evaluation check list. This can then be used for something formal or it could be used internally to look at parts of the program. We need to give them a set of questions from our brainstorming that need to be answered before we continue. What do you think?"

Other questions came forward and discussion followed. A review of ideas was presented again and tasks delineated to each person.

Impression.

We are moving forward, making decision and at the same time concluding the course. I'm wondering if the interviews conducted by Evaluator No. 1 and Evaluator No. 2 served a purpose or if it would have been better to have a more concrete set of questions to ask. Both interviews seemed to focus on the nature of the evaluation and history of the project rather than gathering information on what was happening now. I wonder if this was an exercise to satisfy the expressed needs of the students or an exercise to provide students will a notion about field experience. The interviews were so important in establishing direction, collecting attitudes, and establishing rapport. To the researcher it seemed important that the first interviews were well handled as this laid the ground work for all other interviews.

I also felt there was some confusion in the lecture. The project director seemed to have direction beyond our comprehension and I wonder if Evaluator No. 1 and Evaluator No. 2 were following.

Interview.

Present: Project director and researcher.

Perspectives from the project director.

Appendix Table XIV

The project director felt the main thing that surfaced was conflicting descriptions from field interviews. He felt this indicated the desire for an evaluation design was not great and we could still ease out of the situation. However, he also felt the client was waiting for something from us and that when it comes they will use it. The project director then talked randomly as if collecting his thoughts, adding and summing information. He proposed that in January we should produce a draft. He visualized a spring session student piloting data collection. A Christmas letter should be sent stating the results of the meetings on campus and campus work to date. We should also indicate an attempt to present the 1st draft of an evaluation document in January.

He visualized several things happening during January. There was a period of silence. I could see the project director had come to a termination of these particular thoughts. However, his non-verbal cues indicated he still had further ideas. He continued by indicating we need to get under the surface and get tough. This could be threatening. Wouldn't it be great if The client became the evaluator. The clients would be better off with a weaker design they did than one the evaluators did. This idea was expanded upon and a decision was made to schedule three working meetings in January in order to try this new approach.

The project director added comments about the participant-observation role and felt it provided a good common link. The biggest advantage he proposed was in providing feedback, thus nipping misunderstanding before they developed into serious problems. He could see I was having some difficulty with the role—particularly the "turn process" but also noticed skills were improving. We adjourned on a light and friendly note.

Interview.

Present: Evaluator No. 1 and researcher.

Perspectives Evaluator No. 1

Appendix: Table XVI

Evaluator No. 1 felt loose ends were basically wrapped up . Good ideas about objectives of the project were reiterated and spelled out. There was also a mutually agreed upon decision about the structure of the evaluation design and an opportunity to contribute findings from field interviews. The project was not finished but was moving in a step wise fashion. She is looking forward to receiving an evaluation design framework as this would be the termination point. She enjoyed the time spent on the project and was grateful to Evaluator No. 2

for the support provided during field interviews.

Interview.

Present: Evaluator No. 2 and researcher.

Perspectives from Evaluator No. 2

Appendix: Table XV.

Evaluator No. 2 thought the project director brought about closure of the course by pulling together all information gathered to date. Each evaluator had an opportunity to present information, feelings and impressions acquired through interviews. The document seemed to tie it all together.

Evaluator No. 2 felt unprepared for her presentation and somehow many things about the document and model did not fit. She also had feelings of separation and was not ready to discontinue the course and project. Since evaluation is complex requiring a variety of skills in observation, interviews, reporting, writing and record keeping, she would like to go on to learn about other aspects of theory and practise. The course opened her eyes and mind to things about evaluation that she didn't know existed.

She was also concerned that Client No. 2 be informed as soon as possible about her role expectation.

Meeting A.5

Date: December 4, 1979.

Time: 1130.

Present: Project director and researcher.

Setting: Project director's Office.

On December 4th the researcher met with the project director to discuss the research project. Methods of data collection and record keeping were presented and approved. The project director cancelled a class to be held December 11th. He indicated a lose of interest in the project and was putting it off. Although he should set aside a block of time and get to it he was unable to. The researcher offered to help. A Luncheon Meeting was planned with evaluators to replace the cancelled class.

Impression.

Oh no, the project won't get finished. The project director controls, has power, initiates, and directs. Without his interest the project will go down the tube. I must help. What can I do. The project must finish. My career is at stake here!

Luncheon Meeting

Date: December 17, 1979.

Time: 1130.

Present: Project director, Evaluator No. 1, Evaluator No. 2, researcher.

Setting: "The Library" restaurant.

This meeting was casual, light and very social. We all chatted briefly about progress in our masters program, the weather, sports events and future career plans. Just shortly before our meal was served the project director gave a brief summary of events and an update of our plans.

Opinions were solicited from Evaluator No. 1 and Evaluator No. 2 who both responded positively and both regretted they would not be participants. They expressed a desire to be informed about what happened. Evaluator No. 1 indicated she had enjoyed the experience and had acquired a beginning understanding of what consitutes an evaluation. Evaluator No. 2 indicated the experience was extremely worthwhile and that this was a great way of terminating a project. Social chit chat continued until "dessert."

Getting together for another perspective interview was discussed. It was felt that terminating feelings had been well expressed in the last interview and with Christmas fast approaching it would be difficult to arrange another meeting. A time was set aside where by all notes taken throughout the course could be collected as this would add richness to the data. The conversation returned to light chit chat. We all left the restaurant feeling happy, refreshed and lighthearted.

Telephone Communication

Date: December 17, 1979

Time: 1700.

Client No. 1 and Client No. 2 were contacted to arrange working session appointments in January. Two appointments were confirmed for January 15th and January 29th.

Telephone Communication

Date: December 18, 1979.

Time: 1000.

Contact was made with the project director to confirm working session appointment dates for January 15 and 29. He indicated the Christmas letter was drafted and would be sent immediately. A request about procedures for guest parking on campus was made. We wished each other a Merry Christmas and happy holiday season.

Impression.

Over Christmas occasional referrance was made to my notes. Information collected was detailed and encompassing. Written materials were easy to understand and tapes were audible, at least 90% of the time. The project seemed to be progressing even though the client seemed to be waiting for answers. After Christmas we would start "getting tough" as we needed some answers to important questions if the design was to get off the ground.

My skills as participant observer had also improved. The dual purpose of my role seemed to be understood and accepted by participants. Awareness of non-verbal clues had heightened, memory and recall had expanded. Insider/outsider exchanges were more flexible and less obvious during transition, I was also beginning to develop a wide angled lens. This perhaps came with knowledge about the evaluation project and where it fit with the client, government and evaluators.

The participant-observer role had also developed into an accepted feedback channel. This created opportunity to clarify roles and develop planning strategies. The university group seemed more intimate than the whole group together. This could be due to the fact that time spent together was longer. I was looking forward to continuation of the project.

Telephone Communication.

Date: January 8, 1980.

Time: 1400.

A call was placed to the Univeristy Campus parking services in order to make arrangements for guest passes.

Telephone Communication.

Date: January 14, 1980.

Time: 1030.

A telephone call was placed to the community agency. Client No. 1 was out of town for four days and Client No. 2 was unable to come to the phone. A message was left with the secretary regarding parking arrangements on campus and confirmation of meeting arrangements.

Meeting No. B.2.

Date: January 15, 1980.

Time: 1500.

Present: Project director, Client No. 1 and Client No. 2 and researcher.

Setting: Small discussion room University Campus.

This room can be discribed as a small meeting room. Soft chairs and couches were arranged around a coffee table. A portable blackboard stood angled in one corner. Windows overlooking a covered courtyard constituted one wall.

The project director and researcher arrived as scheduled. Adjustments were made to the tape recording machine, and the project director arranged the blackboard noticing there was adequate chalk and a brush. We both wondered if anyone would show up.

Client No. 2 arrived first and we chatted about Christmas and course plans for the coming semester. We inquired if Client No. 1 would be coming and received affirmation. Client No. 1 arrived casually dressed in cross country ski attire. There was laughter about his dress and he apologized for being late as it appeared he had lost his way in the building.

The project director began the meeting by explaining why the next two meetings were scheduled. He explained that Evaluator No. 1 and Evaluator No. 2 were gone now, so it was down to us. Before Christmas we asked questions about "what could we do that makes sense. We could produce a design about what we knew about the program and give it to you to see what would happen. The politics of that is not too comfortable especially since no-one is pressuring you to have an evaluation. However, we have come up with a new thought that can be worked out in a couple of batches of time—today and a couple of weeks away. We'd like to do this—that instead of the group at the U of A designing an evaluation and giving it to you, let's produce an evaluation that will meet your needs so that you have as much control and freedom as possible. We can share the evaluation model we thought about before Christmas. The main things we saw was, if it's going to be of any use to you, you should have as much a part to play in it as possible. Rather than we becoming the external evaluator—we become the facilitator. So that's what we were thinking. The four of us met before Christmas, talked about it and said let's try it. We need two reasonable chunks of time so that it could be finished off. If we go ahead then in spring session in May there is an evaluation course here in which students need a practicum and there would be an opportunity to get some people to assist if there was a need to collect data. Does that leave you feeling floored or what?"

Client No. 2 responded by reflecting on what had been said. Client No. 1 indicated "he'd be surprised if he could help put a design together." He visualized a fair amount of dependence and direction. The project director suggested alternate ways to do the design.

Client No. 2 began to look at the evaluation in terms of a learning experience and found it interesting. Client No. 1 appreciated our decisions and felt it reasonable to go that route.

The project director then drew the Stake model on the blackboard and explained its history and how it works by using examples obtained from knowledge of the program to date. Brainstorming and categorization were done to isolate key questions.

Because of the volume of questions generated it was decided questions should be placed on tape, sent to the client for answers and then categorize into priorities. This could be done at the agency either individually or together.

The project director then asked to hear about Government people. Client No. 1 indicated government people wanted clarification about the program. Some "off the record" information about overextension and public pressure was divulged. The Project Director asked "what did you say to the government people when he asked you to tell him stuff—a whole lot or what?" Client No. 2 responded by explaining a story about a series of letters asking about education programs levels and group members. The project director asked if there was any connection between this and an article in the newspaper. Client No. 2 explained the politics involved and communication routes for the public in relationship to community education services. There seemed to be a large number of levels and a great deal of shifting the buck. It seems the public had to go right to the top to get action.

Client No. 1 indicated that "one thing he was thinking of was about going for lunch to get to know him and the government people and talk to them." The project director chuckled and said, "under what pretext." Client No. 1 said he'd like to keep them abreast of what the agency was doing. The project director indicated "it might be of use and maybe he'd begin to reveal really, what's on his mind." The project director then inquired if the client had information about program participants that would contribute to case studies? Client No. 2 indicated they had basic information and Client No. 1 provided a typical example from the files. Very little was recorded. It appeared the true picture was in the heads of the staff rather than the files.

Light conversation ensued about cross country skiing and follow up activities were outlined. The January 29th meeting date was confirmed. Light conversation continued.

Impression.

The Project Director accomplished the goals of the meeting in such a subtle way that no-one felt threatened. Information contributions provided were detailed and privileged. Intimacy seemed to have increased and at the end of the meeting there was a distinct comfort level as if we all knew where everyone was coming from. There also seemed to be a sense of accomplishment as we were getting at real issues. The project director remained very much in control and never allowed control to shift. The government people seem to have a net work that sifts information from bottom to top. It could be that the media actually know more about events in the field than top government people.

Interview.

Present: Project Director and researcher.

Perspectives from the project director.

Appendix: Table XVII.

The project director felt the main thing that happened was they showed up. This was a test of their commitment and he was surprised how quickly they accepted the new idea of becoming evaluators without a lot of questions or worry. Lunch with the government people should have been planned in the fall when the evaluation first began as this may have changed the slant of the entire project.

The next thing that should be done is to revise questions and present a design. Data collection could be followed up in the spring with students or the Client could do the evaluation themselves. Stake is hard to beat and once the design is complete the project should be terminated.

Interview.

Present: Client No. 1 and researcher.

Perspectives from Client No. 1.

Appendix: Table XVIII.

Client No. 1 felt the main thing that happened was a chance to look at the model discussed by the university people and although it seemed overpowering it was also impressive. The up front presentation, structure of the meeting and gaining control of the design provided an edge and although this created anxiety he was pleased to have the ball in his court. The meeting also stimulated him to search files for government memos and was delighted when materials were located. He found the setting comfortable but was frustrated because he is not good at locating rooms.

Interview.

Present: Client No. 2 and researcher.

Perspectives from Client No. 2

Appendix: Table XIX.

Client No. 2 felt the main thing that happened was the project director presented a model in order to solidify discussions of the past and devise a plan for doing the evaluation design. It was an opportunity for him to make us aware that an evaluation which involves program staff is more appealing if the staff have input. She felt it appropriate to acquaint the government with the university group as this could make a change in the political situation. Her new role was simply to answer questions and supply information or data to formulate a design. She felt the project finally had direction and was satisfied with the new course of action.

Private Work Session.

Date: January 17 - 21, 1980.

Time: 1000.

Setting: Study desk.

I began to organize the brain storming questions from the U of A meeting November 13, 1979 and the Meeting of January 15, 1980 into the Stake evaluation model. The task was tedious and needed review several times. There seemed to be a number of repetitive issues and I surmised these eventually would be priorized as "most important." However, in order not to be boring I eliminated some of the repetativeness and streamed the questions into the model where I felt answers would be most appropriate. For purposes of continuity only the first six blocks of the Stake model were included. Standards and Judgments were not dealt with at this point as it was felt that if answers could be obtained at the front of the model it may not be necessary to continue. We also discovered through brainstorming with the University group before Christmas, that "standards" were very elusive. The people who could set standards were difficult to ascertain, and little was available in the literature. I decided to discuss the repetativeness of questions with the project director before putting the final work together. I also began to worry about a literature review and decided to contact key evaluators to locate unpublished works.

Private Work Session.

Date: January 18, 1980.

Time: 0900.

Setting: Study desk.

I drafted three letters to top evaluators requesting information on published or unpublished materials relating to the thesis topic. A letter was sent to Dr. Don Stufflebeam, Director, Center of Evaluation Studies, Western Michigan University, Dr. Marvin Atkins, Center for the Study of Evaluation, University of Califormia and Dr. Dean Nafinger, Division of Evaluation, Northwest Regional Education Lab, Portland, Oregon. I was hoping some work in this area had been done in order to give me some idea on materials to include and how to write the thesis document.

Meeting No. A.6.

Date: January 21, 1980.

Time: 1400.

Present: Project director and researcher.

Setting: Project director's office.

This meeting was held to review the organized brainstorming questions before their placement on tape. We chatted for a few minutes only and then the project director quickly reviewed the work and indicated it had been well done. I discussed the fact that "Standards and Judgments" in the model were not included and also mentioned the repetativeness of some questions. He shrugged. The next step was to put the questions on tape, draw a diagrammatic scheme of the Stake model as used in the meeting of January 15, and send it to the client as quickly as possible. We shared some light remarks as I left the office.

Impression.

That was easier than I anticipated.

Private Work Session.

Date: January 23, 1980.

Time: 0900.

Setting: Recording room.

Early this morning I obtained a tape recorder a number of blank tapes and I settled in a recording room with the questions. After several adjustments to mic distance and sound I quickly recorded what needed to be done. I also drew a diagrammatic scheme of the Stake Model. These were sent via courier to the client.

Written Communication.

Date: January 26, 1980.

Time: 1030.

Setting: My home.

An advertisement appeared in local newspaper for "Director" of the clients agency.

Telephone Communication.

Date: January 29, 1980.

Time: 1000.

A call was placed to Client No. 1 and Client No. 2 to confirm the meeting scheduled for the afternoon. The same parking arrangements were available for them.

Meeting No. B.3.

Date: January 29, 1980.

Time: 1300.

Present: Project director, Client No. 1, Client No. 2 and researcher.

Setting: Small discussion room on University campus.

Client No. 2 arrived first. We chatted freely about the questions that were sent over, background to the advertisement in the paper, the weather, Christmas blues, spring break, and future education plans. Client No. 1 arrived late, explaining he wanted to confirm a time when government people could get together.

The project director opened the work session by "Did you get the tapes?" The responses were, "Yah. Wow! What a list," "My goodness," "Long list," The project director then explained the origin of the questions and indicated they were very much a "starting point or shopping list of selected things." He suggested "we go through some of the list, try to pin point the important questions and ones which may not be the same but are critical type questions. Having done that we'd be close to identifying the feasible questions. Then maybe as last thing today we could talk about some ways in which data could be collected and we'd be only one step removed from a design. We could construct a document that would be the main part of an evaluation design, share it and then if you want to engage in data collection we could leave that to Spring session and we could recruit a few students to help."

Client No. 1 responded with some enthusiasm. "I think we're just about finished ~~eh?~~" He looked at Client No. 2. Client No. 2 nodded an affirmation and said, "huh." Client No. 1 indicated "we should except for 9 questions that will be typed by the time we get back." The project director said "Oh Good! So we're all set. So it's done." The project director then asked how they did it and they explained they did the tapes together. They wrote the questions down, went through them and had someone do dictation of the answers. The project director was delighted. Client No. 1 indicated that doing the questions brought a lot of things to mind that had been asked about the program at some point in time.

The project director then asked if they were able to comment about the "relative importance of them." Client No. 1 indicated they "did not do that intentially. But tried to answer the question. We accepted this as our task." However, in the process they "felt some were not relevant. So it would be simple for us to go through answers and rank order them. Very simple."

The project director questioned them on data availability and whether data collection would cause unnecessary upset to the program. Neither client could see any problem with that. However, they felt that some of the questions would be difficult to measure, for example one of the major side effects "self confidence and self esteem". A discussion followed.

We then began to work on nine questions that remained undone, discussing each in depth. Input from both clients was equal. Control was shared. Information from one seemed to trigger the other and we were quickly able to zero in on important information. Clients drew from their experiences and gave concrete stories of situations they dealt with in their agency. To elicit deeper understanding the project director and researcher asked supporting questions.

It became apparent that the more critical issues were given more lengthy discussion times. As answers poured out new information and issues were added.

The conversation then changed to a discussion about the lunchion date with the government people. Time seemed limited. It was decided to re-confirm arrangements.

We then briefly discussed priorization of all the questions. Client No.1 asked about progression of the research project. The researcher provided an update. Some chit chat occurred about skiing activities. Coffee was served and during the break, job unrest and contract building were discussed.

As we finished our coffee various aspects of data collection methods were opened for discussion. The case study format was of major focus. Areas discussed included literature availability, ethics, data, accuracy and feasibility within current systems. Examples of successful and non successful case studies were shared both by the project director and clients. The disadvantages of case studies were also discussed. These included such topics as time, energy, intuitiveness, confidentiality, purpose, file access, consequences of file loss, and long range effects. There was a lengthy pause as everyone seemed to be in thought.

Client No. 2 confided some media contacts. Apparently, since the article in the paper in the fall two interviews had been conducted. One with CBC Canada and CBC Radio Edmonton. There was also another article in "The Albertan" news paper and she also received an interest call from a Toronto station. The two interviews with CBC had been aired. "One in Calgary on an afternoon driving home show and one in Edmonton on Saturday morning just before 9 o'clock. The one in Toronto will be a morning show from 1000-1200." What proved interesting is that even after all that contact, "there hasn't been any increased calls" to the Agency for information about the program.

The project director then referred back to the meeting with government people. He requested information about objectives for the planned luncheon. Client No. 1 explained the objective would be to update them on the project. He also indicated that certain promises may be made which he could hold them to. This type of dynamics had been of value in the past. He also felt the timing was right as direction of the program needed to be determined and funding negotiated. The client planned to put together a proposal which included justification for continuance so when September arrived key issues will have been resolved.

The conversation then shifted to light chit chat. We quickly took 10 minutes to priorize all the questions in relationship of importance. It was decided that a rough design would be constructed, forwarded to them for feedback and then if it was necessary another meeting called. We resumed light chit chat and wished everyone well.

Impression.

This I think was the most productive and intimate of all the meetings. The clients had done their homework which I think surprised the project director. This did, however, indicate to both of us a genuine commitment and an ability to work together as a team.

Control of this meeting did not always remain with the project director . It switched from one to the next. The more freedom there was the more intimate and detailed conversations became. The project director accomplished this with a lot of "huh's" and encouraging remarks. He also listened acutely and either with facial expression, body position or words indicated the importance of contributions.

The most glaring appreciation was for the complexity of the situation the client seemed to be functioning within. There seemed to be a total lack of positive reinforcement from upper management which makes you wonder if the program should go on.

It was also supportive when Client No. 1 became concerned about the progress of the research component. To me it indicated commitment and involvement.

Interview.

Present: Project director and researcher.

Perspectives from the project director.

Appendix: Table XI

The project director felt he had a better understanding of how tough things really are for the client. Since the client had made a quick response to the tape he felt their commitment had become visible.

In general he felt concerned about where this was leading. There were a whole lot of unknowns and much seemed to dependent on departments and people's attitudes within those departments. He felt the clients are definitly being given double messages.

The project director would like to rearrange the luncheon appointment as it's a bad day, however, he doesn't want to tinker with the date as government people may back out.

He felt we should aim to send the design by February 22. He found the group size more manageable. It became easier to schedule, people could not hide behind masks and more was accomplished.

Interview.

Present: Client No. 1 and researcher.

Perspectives from Client No. 1

Appendix: Table XXI

Client No. 1 felt we finished the task of doihg the questions. He felt very encouraged but the project director's remarks and experienced renewed admiration for his leadership style. The session had generated new thinking which might open up all kinds of possibilities. He also gained renewed appreciation for Client No. 2's frustration with the program.

Generally he felt excited about getting closer to the end and was confident the program may be partially fit as a quality experience. He would have been upset had there been only a few good outcomes. The taping of questions he thought was a nifty idea, however, the questions were repetitive and sometimes the content of the question was difficult to understand. He postulated that a program may be started in Calgary and a proposal developed to measure against this one so he needs an evaluation in place fairly quickly. He hopes we develop an instrument in the next meeting or so. Through the design he has developed more confidence and expanded dimensions. The process he feels is impeccable and others reading it cannot be too critical about the content. He accepted the leadership from the project director and researcher and has come away feeling good.

Interview.

Present: Client No. 2 and researcher.

Perspectives from Client No. 2

Appendix: Table XXII.

Client No. 2 felt we answered the last set of questions. She was not sure why, but gathered we were trying to make some sense of answers. Priorizing helped point out relevant areas in terms of evaluation. There was also a discussion about what would come next and where the design would go. She felt the idea to use the design politically was a good one as she is tired of the farce so far. She doesn't think the evaluation will have anything to do with Regional Approval since the regional push is for leisure time and not prevention.

In general there was excitement about getting closer to the end. The experience had been fulfilling, now that she knew where the decision was going and what was happening. Intimacy with the project director and researcher has also increased. Their personal touch seemed to make the evaluation go or not go. It could have something to do with commitment and numbers of people. The larger group was overwhelming. In an attempt to document proof of outcomes, she has begun to record participants behaviour at the program site.

Private Work Session.

Date: February 6 - 17, 1980.

Setting: Study desk.

During the next week I concentrated on organizing priorized questions into sequence. Eight categories were defined and within each category data sources, access and cross validation were determined. Through a process of elimination it became apparent the material I was producing was voluminous. An appointment was scheduled with the project director.

Meeting No. A.7

Date: February 12, 1980.

Time: 1400.

Present: Project Director and researcher.

Setting: Project director's office.

The meeting began with casual remarks about February blues and weather. The project director began by asking "Have you figured out where to go next. I'd rather hear what you figured out."

I began to explain my week's work and the rationale for reorganizing my thinking. He asked if I had thought about continuing with "Stake" or not. I confided I hadn't. I was trying to organize the work into something that made sense to me. I showed him my work and he examined it providing a lot of "huh's" which I found encouraging. Perhaps I had been thinking in the right direction and what I had written made sense. He explained this way might be a "good way to go" rather than stay "rigidly in the Stake Model."

The project director then asked for more details within the categories and these were elaborated upon. He thought we should "do these high priority things and present the format to the community people and see how they react." I detected some reservation about the format but was so delighted about his comments I ignored them.

We then talked about limitations of resources and we chose one of the issues as a starting point. The project director suggested a logical thing to do might be to "get the questions formulated so there's some detail. Specify data sources using this list, look for cross validation where possible, then feasibility access and cost. If they got that, it ought to be a useful starting point for this last phase. What questions do you think came under outcomes. Can they be focused."

We discussed outcomes and how questions might get at specific information. It became apparent work expansion was getting larger and larger. The project director said, "Sounds like a terrible job." However, I decided to take it on for practice in order to gain expertise. The project director then said, "let's grab one," and "brainstorm as many questions you can while keeping in mind the realities of data collection." I chose "Content" and began to quickly work through a brainstorming session in relationship to data collection and the kinds of data appropriate to be asked. The project director began to make scratchy notes on a piece of paper. He then suggested that all this fits nicely with Stakes Observation Standards and Judgements. Clarification followed.

We then began to discuss time frames and cut off dates for the research project. We both decided that production of a "design" and acceptance of it by the client should determine the end of the research work. He thought it would be interesting to turn it over to a group who knows nothing about what we're doing and see what they would do. We then went over time frames again. They looked good.

The project director then indicated the luncheoh appointment with government people was set for tomorrow and we chatted about complications and commitments of the day. He suggested he might like to tape the meeting however, decided it may be intrusive I supplied him with some information from my perspective interviews that seemed relevant and we talked a little about the luncheon expectations.

We then paused and the project director asked about files at the agency. I confided what I knew and he wondered about them in relationship to data sources. I also told him that since our meetings in January they have begun to keep more accurate records, particularly on program participants behavior at meetings.

We then went back to the project design, chose another category and brainstormed formates. We both visualized a phenomenal volume of work involved and began to look at ways to cut it back. It was suggested we ask the client to rank the broad categories. Then we could either work on all of them or produce individual segments which could be put into action at individual times.

As we sat in silence the project director's non-verbal excitements indicated he was envisioning something. I asked him to draw it. He did and as he drew explained the meaning. It was Stake utilizing the broad categories I had determined. Each category could be done as an individual evaluation task, or all categories could be done at once. Data collection parameters including costs and cross validation could be added to make a total complete design. He then related how this draft design could be put to work with spring semester students. He did not see us developing the tools necessary to get the information as this was beyond designated time frames and wishes of the client. He then provided some tips on new materials just published by Spradley and suggested these become part of my work. He had just been in touch with a representative publishing company and informed me of the contact. I left the meeting consumed with new ideas, new materials and a task to put together a design utilizing the Stake model.

Impression.

My mind was going in all of directions. The library, new books, Stake, data sources, standards, and thesis termination. I was getting close to the end. I felt exhilerated, alive and light. I must get to work and get it done. I see the end, it's great!

Verbal Communication

Date: February 13, 1980.

Time: 1000.

Present: Project director and researcher.

Setting: Education Administration main office.

Client No. 1 called. The luncheon with the government people has been postponed to February 29, 1980.

Telephone Communication.

Date: February 20, 1980.

Time: 0930.

Contact was made with Client No. 1 and our position explained in relationship to development of the design. I indicated we now needed a new priorized list of these groupings and asked him to pick up a pencil and write them down. I listed each group and then requested he priorize the categories. We chatted

a

briefly about the program and thesis project. He informed me of the luncheon change and I made interview arrangement following the luncheon engagement. We ended on a friendly note.

Telephone Communication.

Date: February 22, 1980.

Time: 1500.

Present: Client No. 2 and researcher.

Contact was made with Client No. 2 a repeat of the information given to Client No. 1 was forwarded. She also wrote down the new groupings and priorized them. We chatted briefly.

Private Work Session.

February 23 - March 7, 1980.

Present: Researcher.

Setting: Kitchen table at home.

Contruction of an evaluation design, began with priorized item No. 1. The format was simple enough, but my creativity was limited. Many times I went to the library to ascertain materials. Sometimes I spoke to colleagues with more experience and frequently I approached the project director in brief encounters in the hallway, or office. I also went to the bookstore and purchased several books on participant observation and evaluation design.

It was tedious work. However, as I gathered more knowledge I became more creative and the work at hand become easier so that near the end it almost became fun. I drafted the design three times and although it wasn't near perfect, I felt at the end of this time it was ready for scrutiny by the project director. An appointment was scheduled for March 17, 1980.

Luncheon Meeting.

Date: February 29, 1980.

Time: 1230.

Present: Project director, Client No. 1 two Government Persons.

Setting: Restaurant.

I was not in attendance but interviewed project participants as quickly as possible.

Interview.

Present: Project director and researcher.

Perspectives from the project director.

Appendix: Table XXIII

The conversation centered around three topic areas.

1. Evaluation event update.
2. Budget beyong spring, including such areas as staffing and transportation.
3. The evaluation design.

The project director indicated the government people seemed relaxed. They were impressed with the way the evaluation was going and nodded good when the design was discussed. It was clear, however, they didn't really know what was going on. There was some embarrassment about the budget and transportation. Government No. 1 indicated before Government No. 2 arrived the budget was being worked on and transportation money could be found. Government No. 2 after his arrival indicated the budget had been established and transportation was not included. Government No. 1 flushed and added the budget for transportation could come from another department. The project director assumed the program will expand.

A discussion also evolved around staffing. It appeared that head government officials were in favour of the program because it was preventive in nature. In general he felt the luncheon was sort of a testimonial--like a retirement banquet. It was not appropriate to ask hard nosed questions. The government people just wanted the U of A to finish the evaluation and not open any cans of worms.

If he had an opportunity again he would have picked a more suitable table. All men present were overweight so it was a bit crowded. He was not sure of the agenda and would have felt more comfortable with one. He thought they would be talking more about the project, but instead they discussed internal problems of budgeting and staffing.

He felt the next thing that should happen would be first of all to finish the interviews. Secondly we should put together an evaluation design that should include a statement of introduction, format, a list of tools to draw from, notes to explain rationale and definition of terms and where to turn for assistance. Outcomes need to be broken down to observational sources. Standards will not be easy to identify and it may be best to look at what they have and set their own standards.

When asked if he had anything to add he reflected on how interesting it was to know that civil servants have the power to manipulate money.

Interview.

Present: Client No. 1 and researcher.

Perspectives from Client No. 1.

Appendix: Table XXIV

Client No. 1 felt the most important main thing that happened was the government people saw the guy from the university. The purpose of the meeting he felt was to discuss some important questions such as job description, staffing and funding for transportation. He feels the government people tend to make unguarded statements and commitments which Client No. 1 holds them to.

In general he felt hassled. He had to get his mother-in-law to a train so he left the table a number of times to make phone calls about it. One of the government persons seemed to be establishing in his mind some priorities for the program and he is the individual ultimately responsible for transportation. What is needed now is a programer to develop a regional program.

Client No. 1 would have assured better table arrangements as there was not enough room for four large men. He would like to receive a design as he wants to phone another government department to ask for comments. He is also considering rewriting the program and requesting more funding.

He added the evaluation experience has been a growth and learning experience which expanded his horizons. He enquired about the research project. An update on its progress was provided. We left the interview in a happy frame of mind.

Meeting No. A.8.

Date: March 17, 1980.

Time: 1400.

Present: Project director and researcher.

Setting: Project director's office.

This meeting was scheduled in order to obtain feedback on the evaluation design. It began with short light introductory remarks. I waited in silence as the project director browsed through the pages of the design. He made several non-verbal "huh's", then flipped to the front. "It's good", he said, "let's go with it." I was in shock. To me it wasn't complete and we discussed that at some length. He generally felt we had spent enough time on the project and although I didn't think it was good enough, it was. He felt we needed to send it over to the clients for their comments and then find out what they wanted to do next. He felt the design was workable enough and could be turned over to a spring session class for development of tools and implementation.

We then talked a little about the research component. I updated him on the fact that all interviews were completed. I did not interview the government people following the luncheon as I felt it was inappropriate at this late stage. The project director agreed. He said it would increase visibility and perhaps cause a back lash.

We then decided to have the design Xeroxed. The project director would draft a cover letter and we would wait for the clients response.

Impression.

The design was acceptable. My confidence level went up 50%. I wonder what the client will think. I'm sure they'll want some work done in the field, perhaps the literature review is all that is necessary.

Meeting No. A.9.

Date: May 14, 1980.

Time: 1000.

Present: Project director and researcher.

Setting: Project director's office.

We chatted briefly. The project director had received a phone call from Client No. 1 who had received the design and was stunned at the amount of planning and detail that had gone into the work. He did request a review of the literature. The project director suggested he would ask one of the spring session students to complete the review as part of the practicial component of the course. Client No. 1 agreed.

The project director relayed this information to his class and a volunteer came forth. He gave me her name and suggested I fill her in on the year's events before a visit to the client was scheduled.

Impression.

I was elated. I could turn data collection responsibility to someone else. My project was terminating and my thesis data was almost complete.

Meeting B.4.

Date: April 17, 1980.

Time: 1130.

Present: Student and researcher.

Setting: Small lounge area on University Campus.

This meeting was held with the volunteer student from spring session who would do a literature review. I brought necessary materials. We chatted briefly and then events about the evaluation project were summarized. We covered the beginnings, working phase and design format. She was informed of communication routes and provided background about the clients. Several questions in relationship to concerns were answered as honestly as possible. We then had lunch together and chatted about other personal matters of interest. I wished her luck.

Impression.

This time I controlled the meeting. It was fun. I felt a little threatened when questions were asked about the design, however I felt relieved that the project was out of my hands.

Date: Spring, Summer, Fall.

Since my financial budget required adjustment I began a job and thus dropped my work. I became annoyed for not setting time frames for writing. In November I enrolled in an extension course in which Client No. 2 was present. During a coffee break she confided the literature review revealed nothing, funding was not available, stress was high, so the program was terminated. I felt sad.

CHAPTER IV

ANALYSIS

The research problem of this work is based on three assumptions; one, subjects are knowledgable beings; two, control over intelligent behavior is constrained by social norm and three subjects have a high capacity for organizing complexities, attending to communication and reconstructing social roles.

Documentation in Chapter III has told the story in sequential time frames of actual events that occured during an evaluation project. Through analysis of the actual and perceived it should be discovered that:

a) interaction events contain patterns.

b) there are relationships between participants' perspectives and events.

c) certain factors may influence development of perspectives about an event.

d) perspectives may affect project direction.

This analysis should also provide some information on what it is like to be part of an evaluation team and what social behaviours are perceived as appropriate for an evaluation leader.

In order to simplify analysis of materials, three similar event groups were established. Criteria for their delimination was based on attendance, objectives of the event and repetitiveness. The groups include lectures, meetings and internal/external forces. Within each of these groups an attempt will be made to determine interaction patterns. Interaction patterns will be considered "similar" when more than two comments by different people are discussed or observed about an event. Interation patterns will be considered "different" when isolated comments are discussed or observed about an event.

General Overview

The project originally commenced with dialogue between the client and project director. A strategy for accomplishing the evaluation was negotiated and the project director posted a "project class notice" requesting student volunteers. Three masters students became involved. After parameters of the project were explained, the students were provided with five lectures on evaluation.

Participants from both parties were introduced to each other in a casual setting on university campus. Career backgrounds, aims and strategies for the project were shared. In search of answers to questions considered important several strategies were adopted so that by Christmas, a firm background about the project had been established. This became labelled Phase I of the project.

Since two university evaluators had met their course requirements and would no longer be participating in the project new strategies were developed. Two working meetings were arranged with the client. This became labelled Phase II of the project. During this phase the client contributed heavily to development of criteria for an evaluation design. Evaluation domains were identified and priorized in order of importance. Methods of obtaining data were clearly delineated and standards for judgments negotiated. This Phase terminated with the submission of an evaluation design to the client.

Following submission of the document the client requested data collection from one aspect of the design. This request was responded to by a master's student in the spring session and was considered Phase III of the project. The researcher supplied background information to the new student and this terminated research activities. The new student collected the data suggested by the client and submitted a document. Over the spring, summer and early fall months, the client decided the program would not continue. Table 1 illustrates attendance of participants during Phases of the Evaluation project.

<u>Interaction Patterns During Lectures</u>

<u>Lectures</u>

Analysis ozed will be based on recall. Thf lectures will begin with Lecture No. 2. Actual data collection did not commence until Lecture No. 4, therefore two lectures analyzed will be based on recall. The reason for incorporating both is to determine patterns of development that could be missed by only analyzing the two lectures in which data was collected.

<u>Lecture Components</u>

<u>Setting</u>

Lectures were held in various rooms available on campus within the department of Education Administration. The first two lectures were held in the board room, one was held in a classroom and the other in the project director's office. In relationship to the board room setting evaluators mentioned several times during interviews they felt like equal participants, adults and responsible people. Up until this point evaluators had only been allowed access to classrooms within the department. They were now introduced to a forbidden, upper eschelon room "The Board Room." It is possible this access elevated the evaluator's perception of themselves breaking the barrier of studentism, allowing evolution into adult perceptions which ultimately created equal opportunity for discussion, and acquisition of knowledge.

Table I

Attendance of Participants During The Evaluation Project

		Phase I				Phase II			Phase III
Participant	Negot-lations	Lecture Series	Meeting Series A	Meeting Series B	Perspect-ives Interviews	Meeting Series A	Meeting Series B	Perspect-ives Interview	Data Collection
P.D	x	x	x	x	x	x	x	x	
C.1	x			x	x		x	x	
C.2				x	x		x	x	
E.1		x		x	x				
E.2		x		x	x				
R		x	x	x	x	x	x		x
S									x

P.D - Project Director
C.1 - Client No.1
C.2 - Client No.2
E.1 - Evaluator No.1
E.2 - Evaluator No.2
R - Researcher
S - Student
x - In attendance

The classroom setting presented an environment in which evaluator's associated previous classroom behaviours. The room selected provided ample space for the brainstorming activity encountered.

The third location, the project directors office, promoted group sharing. The size of the room and close proximity of the people enhanced this type of lecture formate.

In each setting the project director took a position of authority within the room. He either assumed his most occupied space, stood or sat at the top of the room. The evaluators assumed positions facing the project director in a circular fashion. Positioning of people in the room was always voluntary, space between people was similar. In three of the lectures seating capacity was much higher than required. There was a tendancy to cluster around the top of the room. Physical barriers such as tables and desks were not present during two lectures. Both these lectures received frequent comments about elevated subjective levels.

An interesting event in relationship to space and positioning occured in Lecture No. 3 during presentation of the research proposal. At this occasion we were in the board room. The project director had assumed a position at the top of the room, while two evaluators were on one side of the table and the researcher on the other. When the researcher began presentation of the research proposal the project director assumed a position parallel to evaluators. As he did so he mentioned "I'll stand over here so as not to present a supporting base to your presentation." The move created for the researcher feelings of isolation, increased authority and a deep sense of responsibility to the group. As evaluators began to ask questions about the research proposal the project director gradually regained his position. This move created feelings of support, and a shift back to original authority structures. The project directors ability to answer questions in a nonchalant matter of fact and practical approach increased confidence levels within the group. This experience indicated that positioning can be supportive or isolating dependent on the location of the most authoritative person in the room. The person of authority should therefore be aware of this influence and the manipulative effect it has on a group.

Themes

Each lecture followed a predominant theme. In Lecture No. 2, evaluation authors, their theories, strategies, reporting mechanisms and popularity were defined. In Lecture No. 3 one evaluation model was selected followed by an explanation of how application of this model would fit the task at hand. In Lecture No. 4 the model was reviewed and utilized to develop questions associated with one task. In Lecture No 5 details were wrapped up and closure of the course took place.

Each theme seemed to build on the other overlapping at the beginning and end of each lecture. Not only did this overlap create an opportunity for review and clarification but it also seemed to stimulate excitement and a sense of accomplishment.

Visual direction to the lecture was provided by writing items for discussion on the blackboard or by referring to xeroxed handouts. By providing visual direction for themes it allowed evaluators an opportunity to address specific subjects, delimit categories for note taking, create continuity, and keep the project director on track. As each item was discussed and either crossed off visually or in our minds, lecture direction and its end could be perceived by all participants.

In relationship to time, theme presentation varied dependent on detail and fullness of coverage. In all cases, however, themes occupied the longest time segments of the lecture. As each theme was reviewed the content increased in detail and depth thus developing the evaluators knowledge base.

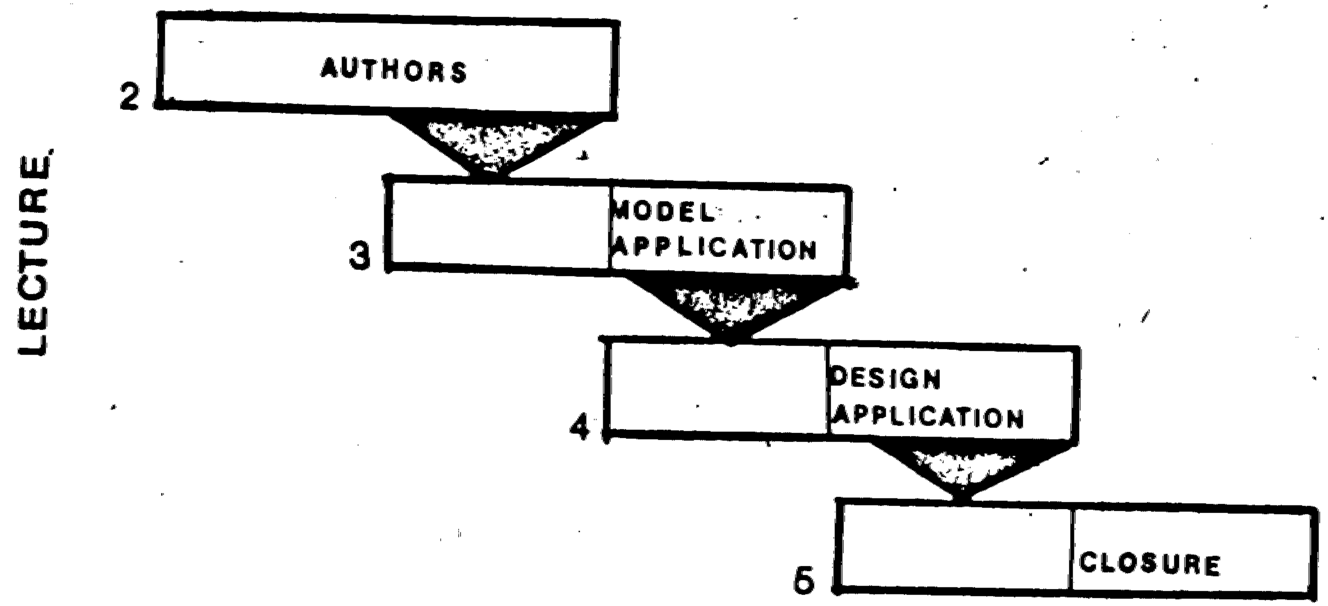
Two elements appeared to emerge in correspondence with theme development. These included credibility and authority of the project director. Credibility seemed to be established by the citing of authors, dates, theories, strategies, and publications. Evaluators made comments such as "Boy he sure knows his stuff." and "How does he keep that all in his head?" Evaluators lack of knowledge caused them to scurry to the library to begin research.

Parallel to the establishment of credibility, evaluators gave the project director authority. He had already established some authority through setting and position but now he was given total authority because of his credibility. Authority seemed to be invested when he was able to translate, weave and interweave knowledge of evaluation into situations experienced in the world of evaluation. This created a perspective that the project director was knowledgeable about his field and could work practically within it. Figure I illustrates interaction patterns of themes during lectures in relationship to time, subject and reviews.

<u>Humour</u>

All four lectures began with light introductory remarks made by the project director. These consisted of greetings, shaking of hands, jokes, puns, environmental observations about the weather, and current events. This seemed to relax evaluators, establish a light frame of reference and develop authority. Evaluators perceived the project director as human and fun loving which created

FIGURE 1
INTERACTION PATTERNS OF THEMES
DURING LECTURES



increased receptiveness in the group. His mannerisms were relaxed and a basic language level was used in order that everyone could understand and respond to the humour.

Further analysis of lectures demonstrated humour spread throughout the lecture in small segments. These seemed to be intuitively injected either to terminate an over-worked thought, begin a new issue, lighten a too heavily detailed presentation or break a too serious environment. These injections reinforced authority, re-established the human fun-loving nature and renewed receptiveness.

Reviews

Reviews of past circumstances and events was another predominant pattern present in all four lectures. At the beginning of each lecture a summary of previous events was presented by the project director. It was predominantly presented in sequential form. For example: "You'll recall that last time we discussed...", "Then we went on to..." and "concluded that...". The review accounted for overlaps in theme which were discussed earlier. It provided evaluators with an opportunity to refocus their mind and recall details in relationship to the course. Direction of interaction during reviews was from the project director to the evaluators.

Toward the end of the lecture another type of review was presented. In this review the project director presented an overview of ideas presented in the lecture and sometimes provided information of what might be ahead. This review provided evaluators with a final opportunity to grasp issues discussed and focus them in relationship to the course. This type of review also seemed to establish a sense of continuity and feeling of accomplishment.

Clarification

Clarification, another pattern associated closely with review, provided an opportunity for evaluators to either contribute their perspectives or seek out additional information. The question "What do you think?" seemed to trigger the response. This question was asked at the beginning of the lecture following review, in the middle during presentation of themes, and at the end before the lecture. Some clarification patterns appeared to be collections of thoughts and ramblings in an attempt to pull out key data or grasp an event's full meaning while others could be described as discussions.

A recurrent pattern expressed verbally and non-verbally by the project director was the impression that no matter how small clarification questions were, they were important. He did this by looking the evaluator square in the eye, listening acutely, nodding an understanding of the question, then answering it in an honest up front way. Sometime the question would be restated and then expanded upon utilizing an interweave of theory and practice. This provided expansion of knowledge and feelings of usefulness. Verbal cues included "huh"; That's an excellent point."; "You're quite right."; "I see your point. Let's go beyond that though." Major direction of interaction during this pattern was dependent on the question and length of answer. It was like a ball bouncing back and forth from evaluator to project director, from project director to evaluator, and from evaluator to evaluator. What seemed important was to understand and answer the questions.

Closure

This predominant pattern concluded the lecture. It generally followed a review of the main ideas presented in that lecture. Relative to time it was close to the two hour class limit. Closure consisted of several components:

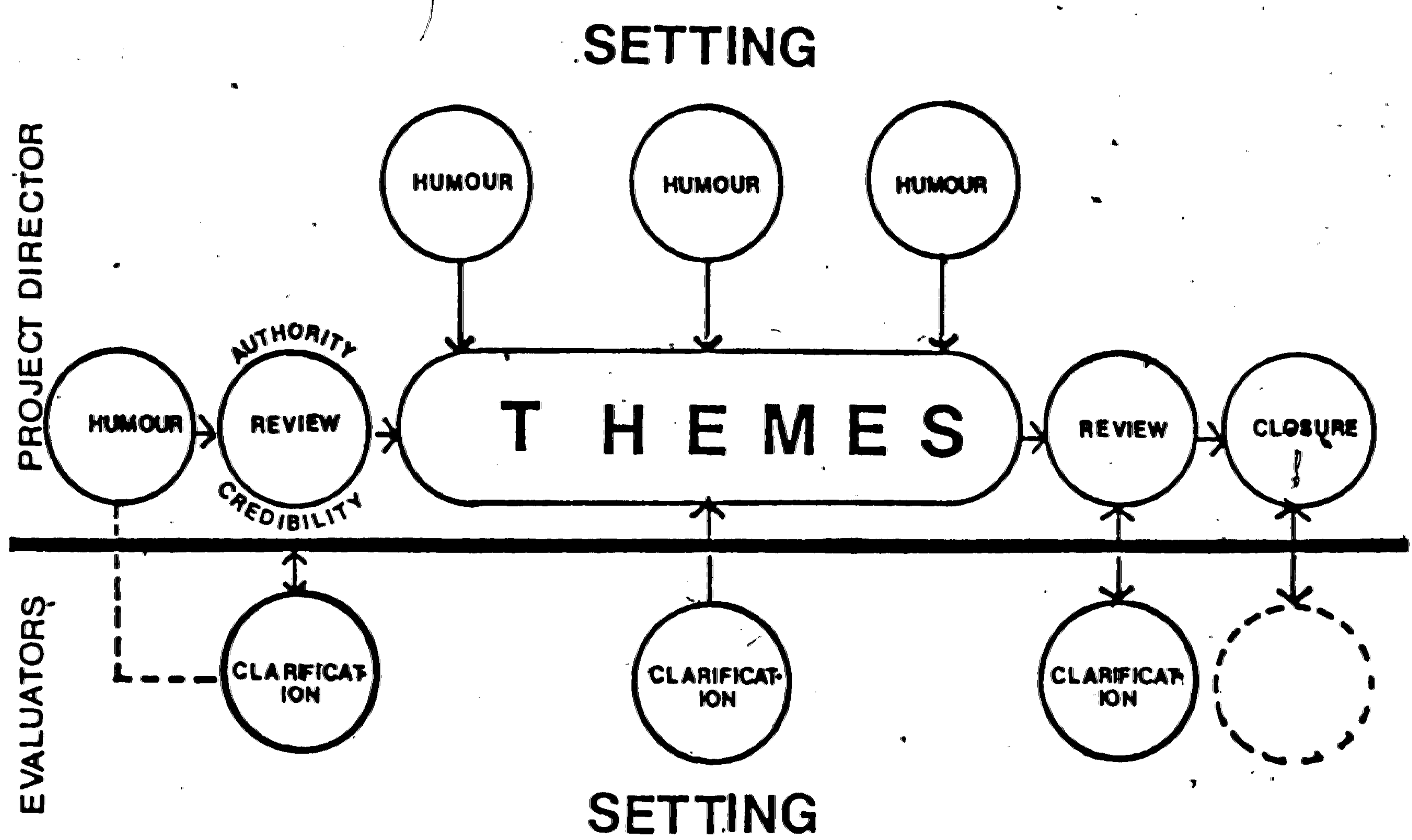
a) Task delineation. Each person was assigned or negotiated a task in relationship to the project. This included the project director. The project director, seemed to choose tasks which made him an equal in our group. He was perceived as a partner or peer who would share the load. He also chose tasks evaluators might have found difficult or too time consuming to do. For example, he chose to put the rough draft of the design together while evaluators chose to do field interviews.

b) Dates: A date for the next meeting was negotiated usually in relationship to tasks. Each person confered with their schedules and wrote the selected date down on their calendars. We were assured that a report on our completed tasks would be presented. Once the date was set the project director gave a cheery goodbye and left.

c) Chit Chat: Evaluators usually chatted socially for a short period as belongings were gathered up. Sometimes attempts were made to set perspective interviews. Conversation was usually light and filled with laughter. There was a sense of satisfaction, progression, enthusiasm, and excitement about task assignments and lecture direction. We seemed to anticipate our next meeting.

In summary, six interaction patterns have been identified in the Lecture series. They include setting, themes, humour, reviews, clarification and closure. These patterns were consistently identifiable in all four lectures. Figure 2 illustrates interaction patterns of components during lectures. The lecture commenced with humour followed by review, theme presentation, review and closure. During the initial review authority and credibility were also established. Humour and clarification questions were injected periodically during theme presentations. The line separating the evaluator and project director illustrates

FIGURE 2
INTERACTION PATTERNS OF COMPONENTS DURING LECTURES



control. During the lecture series control was maintained by the project director. The setting envelops the interaction. The arrows illustrate interaction direction. It is the interaction of these patterns that create an environment which stimulates participants to engage in constructing their perspectives.

Lecture Activities

Patterns of activities also became apparent during the lecture series. As can well be imagined, students at a masters level are well versed in appropriate lecture behaviour due to the numerous hours associated with this activity. Four behavioral activities were isolated: sitting and standing, writing, brainstorming and non-verbal cues. Each will be discussed separately.

Sitting and Standing

For evaluators, sitting was the most common activity during lectures. However, the project director chose to site only through Lecture No.5.

During Lecture No. 2 and 3 the project director maintained a position at the top of the room. When standing, he moved back and forth from the blackboard to the table and when sitting, postured himself on the arm of a chair. His elevation was always predominant. During Lecture No. 4 he again assumed a position at the top of the room. In this case he sat through the beginning of the lecture, stood about halfway through the lecture to write on the blackboard and then resumed a sitting position at the end of the lecture. Because of his location in the room, he was the only person with access to the blackboard and the only one who could combine two activities.

By combining activities, maintaining elevation and movement the project director was perceived tohave authority and power. He maintained this authority in Lecture No. 5 by sitting in his most occupied chair in the office. By this time, authority was well established so elevation and access to activity were not necessary.

Writing

Writing another predominant activity took place at all lectures in varying degrees. Evaluators wrote all four Lectures in note books, steno pads, loose papers and scribblers. In Lecture No. 2 and No. 3 evaluators wrote details utilizing visual outlines provided on the blackboard as guidelines. In Lecture No. 4 writing activity was carried out during important activities and in Lecture No. 5 writing occured sporadically through out the lecture.

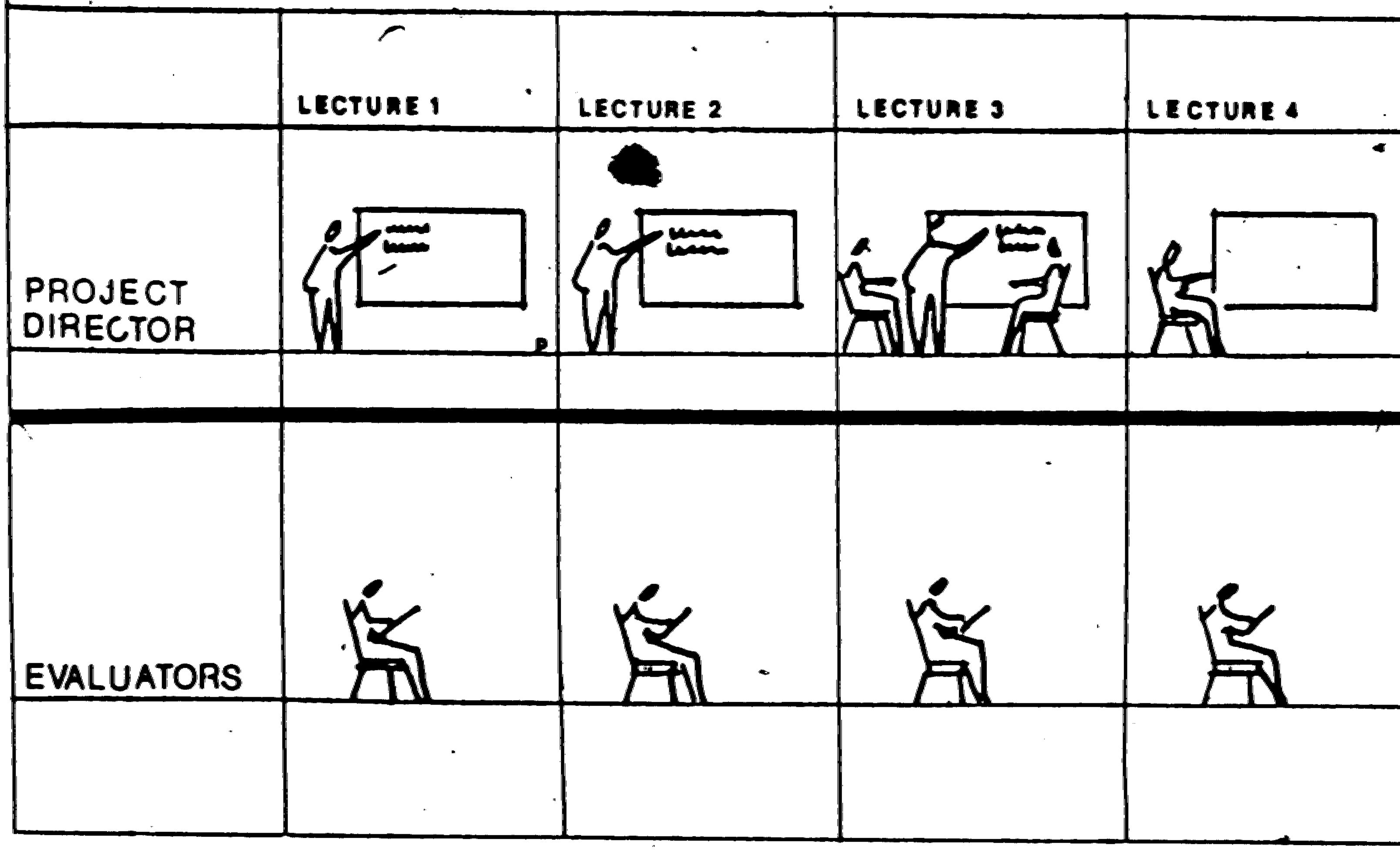
The activity of writing for the project director seemed to have two purposes. One to establish an outline of the lecture and two, to provide visual references in relationship to themes and models. The activity of writing was directly associated with standing. Figure 3 illustrates the relationship of the evaluators and project director to the activities of standing, sitting and writing during the Lecture series.

Brainstorming

Brainstorming activity also took place in all lectures. Brainstorming can be described as an act of searching for answers. The process involves the presentation of an idea, then allowing the mind to search for questions or answers in order to make sense out of the idea. Measurement is done in terms of verbal responses.

In Lecture No. 2 and No. 3 brainstorming was not an activity. If it did occur it was present only in the minds of participants. In Lecture No. 4 brainstorming activity began early in the lecture when the project director felt

FIGURE 3
STANDING, SITTING, WRITING ACTIVITIES
DURING LECTURES



we should "explore thoughts", reflect on past events and surrounding pressures. After the project director drew an Evaluation Model on the blackboard, the group began slotting into the model questions they felt were important to be answered. Brainstorming questions began slowly, the project director leading the way with examples. As the evaluators began to contribute, he nodded and grunted approval. The brainstorming acitivity began to escalate until questions were being voiced so quickly they sometimes overlapped. The activity terminated with a slowing down of questions in an exhaustive type manner. During brainstorming activity evaluators tried feverishly to write down all questions as they seemed vitally important. As brainstorming activity increased, so did writing increase until it was mentioned this was being tape recorded. Writing then decreased and brainstorming became even more escalated. This association is illustrated in Figure 4.

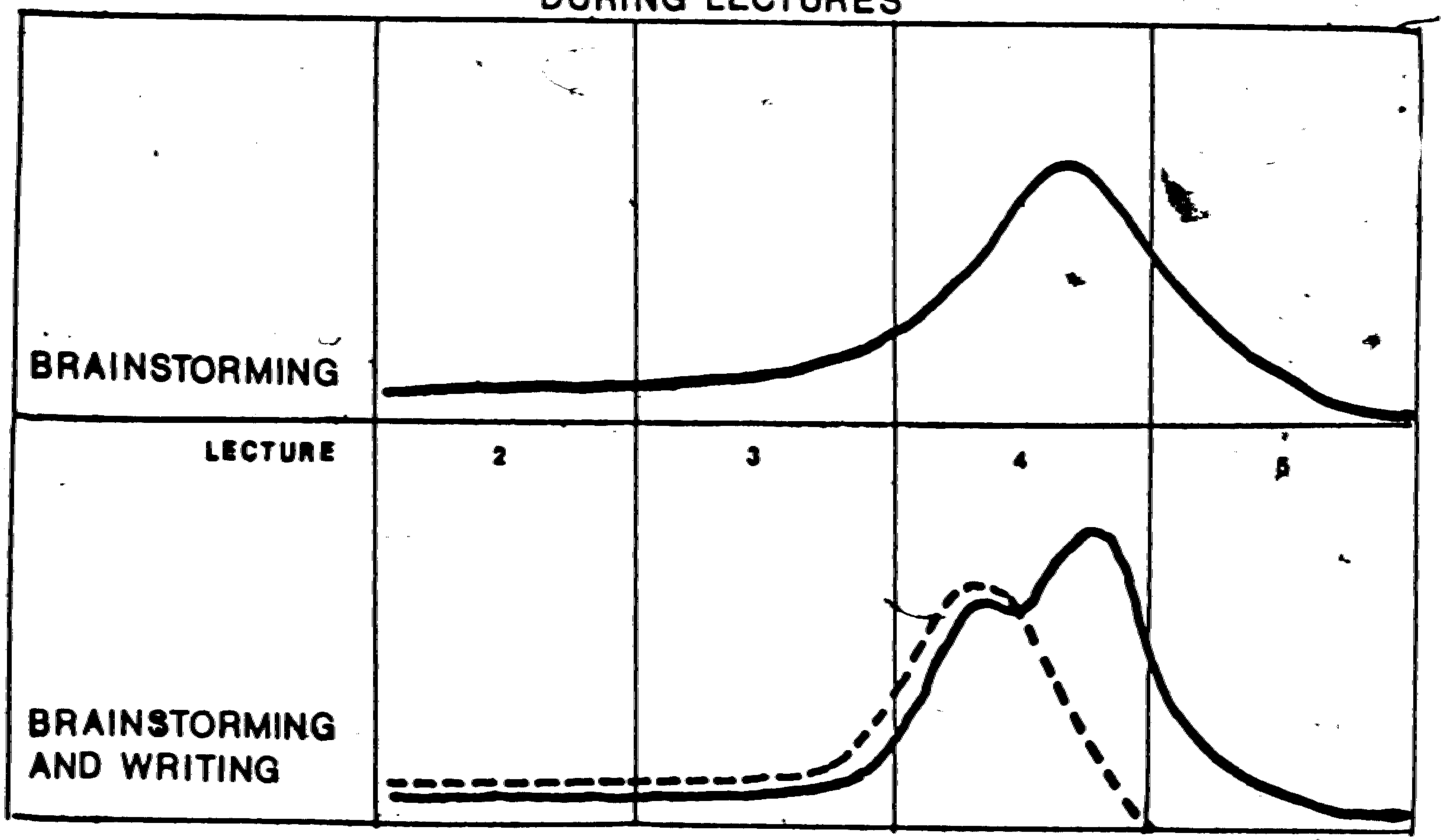
In Lecture No. 5 brainstorming activity was less predominant and tended to fall within the context of a discussion. New ideas and new questions were inserted at a slow pace.

Evaluators commented they found this activity rewarding and satisfying. By creating a wide open "anything goes" environment, evaluators were able to express questions in the backs of their minds. This had almost a cathartic effect and was important in formulating the evaluation design.

<u>Non-verbal Activities.</u>

Non-verbal activities isolated in the case study constitute eye contact, body movements, and positioning. The project director utilized eye-contact during presentations. He shifted contact to each participant in equal

FIGURE 4
INTERACTION OF BRAINSTORMING AND WRITING
DURING LECTURES



oportions. Equal contact seemed to draw attention to the content and establish concern for understanding of the subject. It also developed a collegial, partnership feeling.

During presentations from evaluators, the project director leaned back in the chair, sometimes crossing his legs or supporting his arm over the backrest. This generated feelings that "you had the floor". He maintained direct eye contact with the presentor and provided supportive cues such as nodding the head, raising a hand to his chin or shifting weight. At points of interest or concern he would sit up straighter and lean forward, nod his head and grunt "huh". Grunting and leaning forward provided positive affirmation of the importance of statements and indicated more details could be provided.

Throughout the Lecture series evaluators maintained fairly direct eye-contact with the project director. During their presentations they made frequent reference to notes then return their gaze to the project director. It was during eye contact that the project director grunted "huh". Eye contact during clarification sessions was generally directed to the person speaking and shifted randomly to whomever had the floor.

The project director maintained relaxed, easy-going mannerisms throughout the project. This seemed to establish a free, open atmosphere in which creative ideas could be expressed. This also created feelings of warmth and collegialism which were often translated into feelings of excitement and resulted in increased verbal communication. Increased communication led to deeper understanding of events and development of a broader knowledge base.

Restlessness and fidgeting occurred when content became repetitious or activities seemed slow and non-productive. Shuffling and repositioning occured during injections of humour and periodically there was the usual fumbling and organization of papers, shifting of feet, picking up and dropping of pens and notes. Doodling, staring and inattentiveness were not apparent in this lecture series.

In summary four activity patterns were isolated in the Lecture series. They include sitting and standing, writing, brainstorming and non-verbal cues. Inter-action between activity patterns and lecture components add reality to the environment. For example presentation of a theme by the project director initiated sitting, standing, writing and direct equal eye contact. Clarification components stimulated direct eye contact directed randomly to whom ever had the floor. Material presentation by evaluators stimulated non-verbal cues of grunts, leaning forward and backward from the project director. Humor stimulated shuffling and repositioning. Reviews initiated direct eye contact and closure initiated writing. It is this interaction that creates a viable environment which directs participants to respond by perceiving themselves in relationship to that event. As a result participants develop a perspective about the event that is important to their social structure.

Participant's Perspectives in Lecture No. 4

The following section will discuss finding from interviews held with participants. An attempt will be made to isolate factors that may contribute to perspective development.

Evaluators perspectives about Lecture No. 4 indicate similarities in several areas. Both evaluators identified brainstorming was one of the main things that happened. This is clearly evident since the longest period of time during the lecture was devoted to this activity. Review of the model was also identified as another main thing that occured. The period of time devoted to this pattern was slightly longer than average due to the addition of detail and application to project tasks.

Both evaluators felt "good" and "satisfied" about project aims and activities. This stemed from the fact that they were both able to apply knowledge creatively to an activity which resulted in a product. Brainstorming activities were described as cathartic resulting in feelings of ventilation and satisfaction.

Both evaluators also felt they would not have done anything differently and since neither offered additional comments in relationship to that it indicated decisive satisfaction with this event.

There were some differences between evaluators with regards to what should happen next. Evaluator No. 1 sincerely wanted to "get out in the field" to further her perspectives on field events, while Evaluator No. 2 did not think this "fit with our needs." She wanted to "document an instrument for their expressed needs." The factors associated with these differences seem to come from personal preference and desire. Although this conflict existed it did not deter events that followed. Decisions were made based on the best strategies for the project. This included the conducting of two field interviews in response to questions.

Both evaluators also had different comments to add. Evaluator No. 1 reflected that clarification and review activities were stimulating and mind expanding. She enjoyed the course due to the open, relaxed collegial manner in which lectures were presented and appreciated the project directors method of support with "huh's". This seemed to allow for expansion of creativity and scope within project parameters.

Evaluator No. 2 however, seemed to be at odds with herself. Previous knowledge about the client seemed to interfere with objectivity of the project. This created a struggle and as an attempt was made to avert these feelings more positive aspects about the project were presented than were necessary. An attempt was also being made to reorganize her thinking about project phases. Several rambling attempts are documented in Table VII in the Appendix. She indicated this redirection in her thinking had been mind expanding, and although conflict was uncomfortable the direction things were going were alright.

Note: Perspectives from the project director were not obtained.

In summary several factors can be identified that contribute to the similar perspectives.

1. Activities identified as similar were, in relationship to time, the longest activities during the lecture.

2. Activities identified as similar were combined with other activities. For example, reviews and brainstorming questions were written on the blackboard or note books while sitting or standing.

3. Heightened non-verbal activity also contributed to similarities.

4. Feelings such as cathatic experiences resulting in satisfaction also contributed to identification of similarities.

Two factors were identified that may have contributed to differences in perspectives. The most predominant factor isolated seemed to be previous experience. For example Evaluator No. 1 found brainstorming and reflective activities mind expanding, creative and satisfying while evaluator No. 2 indicated her previous knowledge and experience was restricting objectivity. In an attempt to nurture objectivity in the evaluation role an attempt was made to be more positive.

Another factor that influenced differences was desire for involvement.

This is identified as a personal preference intrinsic to each participant. It is associated with a person's inner drive to become involved or remain detached. Evaluator No. 1 "wanted to get out into the field" while Evaluator No. 2 would have preferred to "construct a document".

Participant's Perspectives in Lecture No. 5

Both evaluators shared two similar perspectives in relationship to the main things that happened. One, they both felt the project director had brought about "closure of the course" or "wrapped up loose ends". In actuality this did occur. This perspective was picked up by words spoken, plans made and ideas expressed. Words like "let's wrap it up", "that brings that to a close", "do you agree that's what we should do", "let's look at this document and wind it down", "this is our last get together or do we need one more?".

Two, they both felt they had been given an opportunity to present their findings and impressions from two field interviews. In relationship to time, this occupied approximately three quarters of the length of the lecture. This activity was also accompanied by frequent reference to notes, eye contact with participants leaning backward and forward plus supportive "huh's" from the project director.

Differences in perspectives were also clearly evident in this lecture. Evaluator No. 1 reiterated objectives and the mutually agreed upon design. She felt advancement of the project in a "step wise fashion" and envisioned herself beyond project completion dates. There was a sense of fulfilment, enjoyment and support from project participants.

Evaluator No. 2 however focused specifically on feelings of the client and herself in relationship to the project. She generally felt unprepared for the presentation and indicated the project director had assisted her in gleaning information of importance. Her understanding of how the document fit with the project seemed clouded by concern about client expectations.

Perspectives from the project director were entirely different. He found content from evaluator presentations "conflicting" and struggled with the clients "desire or need" for an evaluation. He began to speculate about tactical "get tough" manoeuvers in order to get the job done.

In analyzing these differences it is clear that outside information had penetrated the cohesive direction of the project. Outside influences included additional information gleaned from two field interviews conducted by evaluators and six perspective interviews conducted by the researcher. The conflicting information can be broken into two categories; Role Identity and Evaluation Expectations. All persons agreed these two aspects needed clear definition.

<u>Role Identity</u>

Evaluator No. 1 identified her role as:

(a) relationship developer

(b) interviewer

(c) information solicitor

(d) information provider

Evaluator No. 2 identified her role as:

(a) relationship builder

(b) point of view solicitor

(c) visible participant

Client No. 1 identified his role as:

(a) information provider

(b) controller of information

(c) visible participant

Client No. 2 identified her role as:

(a) the one to be evaluated

(b) program co-ordinator

Evaluator No. 1 and Evaluator No. 2 definitely have similarities in role identity. Factors isolated that may have contributed to develop these similarites could be lecture content and project task assignment. Lecture content provided background information for evaluators on roles and application of this to task assignments associated with the project reinforced that role.

Client No. 1 and Client No. 2 clearly identify their role as attached to their setting. They did not receive lecture input and it became unclear to them as to how their roles fit with the evaluation group and project. They expresed their uncertainty and indicated how they would like to develop their roles. Both clients also brought with them past experiences of their understanding of evaluation which was clearly stated by both. Neither were exposed to task assignments nor did either of them confer about the project with each other.

Evaluation Expectations

Evaluator No. 1 expected to:

(a) get into the field

(b) write the document

Evaluator No. 2 expected to:

(a) respond to an already constructed document

Client No. 1 expected to:

(a) receive a literature review

(b) get a paper to participants, complete results and give results to him

Client No. 2 expected to:

(a) become involved in developing a design and tools

All expectations of the evaluation are different. The main factor contributing to these differences can be associated with what did not happen. In this case neither the client, nor the evaluators received a clear statement of what to expect. Client No. 2 expressed this most accurately when she said, "It would be useful to have a clear statement about what it is an evaluation could or could not do." Evaluator No. 1 and No. 2 seemed to be expressing a personal preference based on past experiences rather than responding directly to the question.

It is clear that perspectives from all participants varied. What seemed important, however, and perhaps decisive in determining the direction of the evaluation project was that both evaluators and clients were provided with an opportunity to express their difference. By providing an avenue of release through a private interview the researcher was able to supply feedback to the project director about gaps in information and misunderstandings. Responding to these helped ward off tensions and anxieties among participants.

In summarizing this section, it has become evident that there are similarities and differences in participants' perspectives. Collating these with real actions has led to identification of factors that may contribute to the structuring of perspectives. Factors identified that contribute to similarities include length of time devoted to an activity, emotional experience attached to the activity, combination of several activities at one time, verbal connections and increased non-verbal cues. Factors identified that contribute to differences in perspectives include previous experiences, personal preference, outside information, role identity, and expectations. The following table is intended to illustrate similarities and differences in Lecture No. 4 and 5 along with factors that contributed to their identity.

Interactive Patterns During Meetings

Meeting Content

Analysis of meeting content will be completed in two sets. The first set, Meeting Series A are meetings held with the project director and researcher and will constitute the first set of discussions. The second set of meetings, Meeting Series B involve participants in the project and will constitute the second set of discussions. Components isolated in Meetings Series A are identical to those isolated in the Lecture series.

Meeting Series A Components

Setting

Meetings A.1 - A.9 consistently occurred in the project director's office. Seating and room arrangements rarely changed except for the addition or subtraction of papers in the in/out basket and presence or absence of loose papers and memo pads on the desk. All meetings were requested by the researcher and all meetings with the exception of one were pre-arranged. Since the setting did not change, a certain comfort level seemed to be present when entering the room. The project director always had his desk cleared of work which created the feeling he was prepared and had time to spend with you.

Themes

Three themes were isolated in relationship to Meeting Series A. They

Participants Perspectives	Isolated Factors
Lecture No. 4	Lecture No. 4
Similarities	
Brainstorming	Time -longest period, writing, standing, non-verbal cues heightened.
Review of model	Time -longer than average, writing, standing, non-verbal cues heightened.
Felt "good" related framework and project.	Verbal connections, writing, standing.
Felt satisfied.	Emotional experience.
Would not have done anything differently.	
Differences	
Get into the field	Personal preference
Document an instrument	Personal preference
Enjoying course	Previous experience.
Loss of objectivity	Previous experience and preference.
Reorganize thinking	Personal experience
Desire for involvement	Personal preference.
Lecture No. 5	Lecture No. 5
Similarities	
Closure of the course	Verbal connections
Expressed idea	Time -verbal connections, increased non-verbal cues.
Some role identity	Verbal connections, emotional experience.
Differences	
Important issues about project	Outside information, role identity, expectations.
Feelings of clients	Previous experience, personal preference,
	Outside information.
Conflicting information	Outside influences.
Role identity	Outside influences, previous experiences, expectations.
Evaluation Expectations	Personal preference, past experiences, expectations, outside information.

included discussions about the research prójext, evaluation design and strategy planning. Coverage of each of these themes and length of time associated in discussion with each varied but what seemed to be occurring was a monitor type involvment including content progression updates and new ideas.

Below content progression is illustrated in relationship to the first theme, "Research project".

Theme: Research Project

	Meetings	Subject
Phase I	A.1	General Projects
	A.2	Research Proposal
	A.3	Proposal Acceptance
	A.4	Parameters, Role, Data Collection, Interviews, Time.
	A.5	Data collection, record keeping
Phase II	A.6	Update
	A.7	Writing format
	A.8	Update
	A.9	Termination, Writing

The project director focused not only on increasing knowledge but also widening parameters of research construction in order to develop the researchers knowledge base and understanding of the project. Meeting A.1, A.4 and A.5 remained totally a discussion about research, while other meetings contained elements of various themes: Meeting A.1 focused on a discussion about projects that could be considered for research. Meeting A.4 followed the first meeting in which all project participants met so that understanding details of research parameters such as roles, data collection, interviews and time elements was critical. Meeting A.5 provided reinforcement and approval of data collection and record keeping methods.

A consistent pattern at each meeting was the fact that the project director allowed the researcher an early opportunity to present materials attained prior to the meeting. During these presentations, he injected a number of "huhs", which encouraged full revelation and attention to details on the researchers mind. He listened attentively to what was being said and seemed to focus on common threads of knowledge or deletion of knowledge which were later "zeroed in" on during discussions. This type of sensitivity can be developed through listening skills which over the years have been a focus of development. This was experienced by myself as researcher on the evaluation project. At first the ability to listen was exhausting only after short encounters, however with practise the skill began to develop accuracy and acuteness. The project director seemed to have developed this skill to a high degree.

A second theme "Evaluation Design" focused on discussions about the project. During Phase I lectures which focused on evaluation design were being conducted concurrently with these meetings. Therefore the need to discuss the component was found unnecessary. Intead this allowed attention to be focused on development of the research aspects of the project.

During Phase II of the project "Evaluation Design" became the predominant focus. Several factors were associated with this development. They included:

a) decreased number of evaluators

b) a circulate X-mas letter indicating a design would be forthcoming in April

c) clients anticipated completion dates

d) approval of research parameters.

e) lectures were not being held

Content areas within Evaluation Design also illustrate progression towards a widening knowledge base and deeper understanding. This is illustrated below.

Theme: Evaluation Design

	Meeting	Subject
Phase I	A.1	Not discussed
	A.2	Not discussed
	A.3	Not discussed
	A.4	Not discussed
	A.5	Not discussed
Phase II	A.6	Review of questions
	A.7	Design format
	A.8	Design format approval
	A.9	Design implementation

Meeting A.7 seemed to be critical in relationship to following through with the model choice. The researcher had been finding it difficult to organize the design to fit the chosen model and had selected an alternate presentation of materials. The project director initiated the following pattern of interventions:

1) silently read the document
2) commented - "this way might be a good way to go"
3) sought clarification
4) displayed non-verbal reservation
5) focused on an issue in the document
6) suggested a logical sequence of activity

7) asked how to get specific

8) brainstormed about one issue utilizing logical sequences

9) sketched a design on paper

10) suggested how easy this fits into the Model.

Redirection required major revision. Intervention utilized in this manner left the researcher feeling "exhilerated, alive and light". The pattern was effective in both redirection, and motivation. Redirection seemed to be accomplished by choosing one issue in the work presented, suggesting a logical sequence, becoming specific, brainstorming, suggesting new sequencing and showing how it fit with a visual sketch. By following these steps it illustrated to the researcher how the model could be adhered to.

Motivation seemed to be threaded by the repetitive use of words such as "we should"; "what do you think"; "let's grab one"; "let's brainstorm". These words provided support and feelings of collegialism. There was an effort to work together to get the job done utilizing a formate inclusive of detail yet simple, enough for the client to interpret. Visualization of a sketch created a desire to make it work.

Empathy also seemed to be threaded into this interaction. The project director knowing the work had been completed and both of us visualizing new work expansion expressed empathy to each other. The project director suggested "Sounds like a terrible job" and the researcher suggested "I'll take it on for practise to gain expertise." Joint brainstorming and formate changes made the task simple. The success of this redirection interaction points to the fact that neither party felt alone in task development. Empathetic support was provided and materials previously worked upon were utilized to develop a new approach.

Reinforcement and acceptance of the design was generated in Meeting No.

A.8. Immediate acceptance of the design with brief scanning elevated confidence levels.

A third theme "Planning Strategies" focused on events that should happen next. This occurred in all nine meetings. Varying lengths of time were spent in this activity. Content included planning strategies in either Evaluation Design or Research Project.

The following figure illustrated progression from Phase I to Phase II in relationship to the time spent on each subject.

Theme: Planning Strategies

	Meeting	Subject
Phase I	A.1	Research Project
	A.2	Research Project
	A.3	Equal
	A.4	Research Project
	A.5	Research Project
Phase II	A.6	Evaluation Design
	A.7	Evaluation Design
	A.8	Evaluation Design
	A.9	Evaluation Design

These interactive patterns reflect both need and direction of these meetings. During Phase I planning strategies focused on the research project. On one occasion equal time was devoted to both subjects. It was during this time that lectures were being held in which evaluation design was being developed so the need for discussing planning strategies during these meetings was not imperative. Research project development however was a predominant need during Phase I. It was during these meetings that research parameters were determined, roles were delineated, data collection and tabulation methods outlined. As these parameters developed and became adopted the need for discussion about them became less.

During Phase II planning strategies involved in evaluation design occupied predominant time frames. Factors associated with the predominance were discussed earlier and still remain the same. They include:

a) decreased number of evaluators,

b) Christmas letter,

c) client anticipations,

d) approved research parameters,

e) lectures had stopped.

A typical strategy planning development pattern began with several questions such as "how should we go about this?" or "what do you think the best approach would be?" This usually initiated a review of previous events followed by various approaches, their rationale and consequences. Discussion continued until concensus was reached about the best approach. Task assignments were then either chosen or designated based on appropriateness and expertise of the people available. Time frames were attached when necessary.

In summary, three themes were isolated during Meeting Series A. Each component increased in cognative level thus widening the knowledge base and increasing the understanding of the researcher. Theme focus was determined by factors associated with sequence and concurrence of events.

Several consistent patterns of interaction were also identified. For example, the project director allowed the researcher an opportunity to present materials first, while he provided "huh's" in support of the content. Consistent patterns were also identified in relationship to strategy planning and intervention.

Humour

Light introductory remarks ensued upon entry to the room and humour and chuckle were injected intuitively throughout the meetings. The focus was on subjects around the project and event which were found rather light and enjoyable.

Reviews

6

Reviews in this series of meetings can be described as up-dates on work the researcher had completed prior to the meeings. This was preceded by a question from the project director, "what have you done so far." The question was asked early in the meetings and the content presented became the focus of discussion for the remainder of the meeting. Reviews did not occur toward the end of the meeting.

Clarification

Clarification was sought frequently in order to maintain consistency of ideas and strategies. This occured spontaneously as each participant sought deeper understandings. The direction of interaction was initiated equally from the project director and the researcher.

Closure

Closure of these meetings contained the same components as those found in the lectures. Tasks were delineated, dates for meetings established followed by light chit chat. Only one meeting altered in this closure pattern. This was meeting A.5. This meeting occured at the junction between Phase I and Phase II of the project. .Task delineation and dates were mentioned but action was not taken.

In summary the same six components isolated in the Lectures series were also isolated in Meeting Series A. They include setting, themes, humour, review, clarification and closure. Interaction between components emphasized equality which resulted in feelings of collegialism and support. Researcher contributions were considered important, worthwile and useful. The project director utilized motivation and empathy strategies to direct tasks to completion. Figure 5 illustrates interaction patterns of components during meeting Series A. Humour at the beginning of the meeting was shared and injected throughout theme presentations. Reviews consisted of work completed by the researcher and clarification was injected through the body of the meeting by poth parties. The line through the middle indicates equal division of participation which resulted in collegial interaction patterns.

Meeting Series A Activities

Sitting and Standing

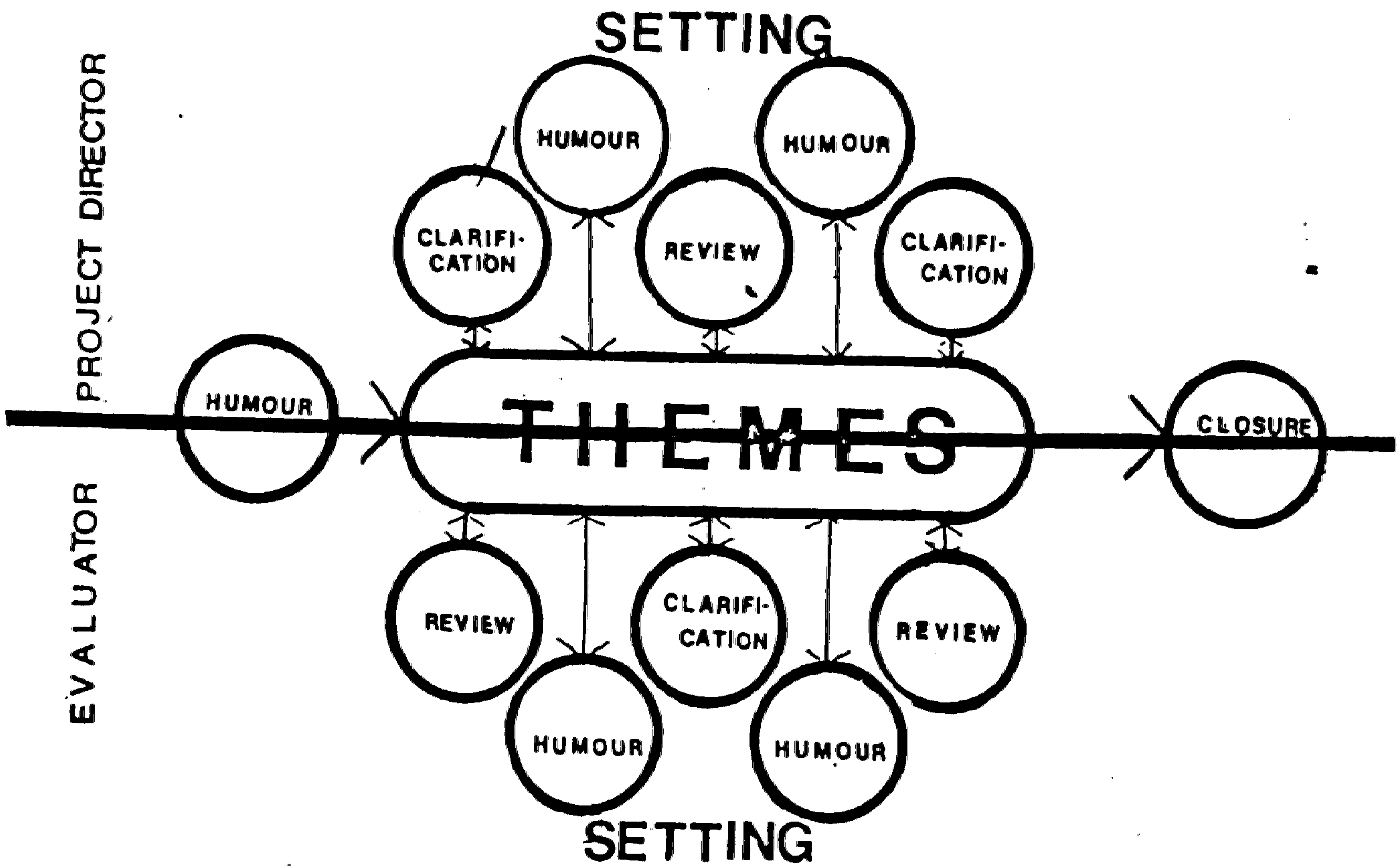
All meetings were conducted in a sitting position.

Writing

This activity occurred sporadically in the form of short notes, dates for next meetings, authors' names and/or publications, drawing of a model and paper doodling. Frequent reference was made to written materials brought by the researcher.

FIGURE 5

INTERACTION PATTERNS OF COMPONENTS DURING MEETING SERIES A



Brainstorming

This activity had a major impact during these meetings. The project director intuitively initiated this activity. The longest period of time in which this activity occured was during Meeting A.2, A.4, and A.7 During meeting A.2 brainstorming focused on testing research ideas. Meeting A.4 focused on research parameters, data collection, time frames, role participation, interview questions and ethics. Meeting A.7 focused on evaluation design development and outside influences affecting the design.

Brainstorming activity was an attempt to expand parameters by asking and seeking answers to a variety of questions. This fostered negotiation of decisions that were mutually acceptable. In Meeting A.7 for example brainstorming was utilized to redirect the evaluation design in order that the chosen Model could be adhered to.

In comparison with lectures, six factors appeared to contribute to similar development of brainstorming activities. These include:

1. Comfortableness with participants.

   Brainstorming activities did not become full blown until Lecture No. 4 and Meeting A.7. At this point, an understanding relationship seemed to have been well established.

2. The idea to brainstorm was presented by an authority figure. This was done in all cases by the project director. He simply said, "let's brainstorm and see what we come up with."

3. How to do it.

   The project director demonstrated how to do it. He posed questions in quick succession.

4. Invitation to participate.

The project director invited participants to join in. "Try some," he'd say. Participants began to follow his example and soon found themselves responding spontaneously with increased rapidity.

5. Stopping.

Questions were stopped when there were no more to ask.

6. Analysis.

All participants began to analyze what had transpired, determining categories, similarities and differences of the questions posed.

The results of brainstorming activities also seem to have similarities. The activity was cathartic in nature, as well as mind expanding. It allowed insight into thought processes of others and often determined perspectives about the problem at hand.

Non-Verbal Activities

Non-verbal activities during this series of meetings were subtle. Most involved eye contact and various head movements. Leaning forward and backward in a chair was also a common activity. Forward movements seemed to occur when interest levels were high or when notes were being taken. Backward movements seemed to be associated with thoughtfulness, pauses and silence. An opportunity to clarify non-verbal cues was available due to the close proximity of participants and their skill at focusing on that activity.

In summary, the same four behavioral activities identified in Meetings Series A were also found in the Lecture Series. However, their patterns of use altered. Sitting was constant. Writing and reference to written materials occured sproadically. Brainstorming was by far the most predominant activity. This occured in all meetings and gained major focus in three of the meetings.

Comparison of brainstorming activities during this meeting series and lecture series resulted in a number of similarities. Finally, there was a frequent opportunity to clarify non-verbal cues which did not occur in the lecture series.

Participants Perspectives about Meeting Series A

The researcher's impressions clearly isolated factors that affected the direction of the project. One factor isolated that influenced both direction of these meetings and development of appropriate strategies was "interest." Interest can be defined as a level of attention. In Meeting A.1 interest levels focused on evaluation projects and in particular a project requested of the education department. The project director shared interests with the researcher and was instrumental in convincing the researcher to become involved in the project. In relationship to time this discussion was predominant.

In Meeting A.2 following presentation of the idea for a research project, interest levels increased. The idea "was great" and immediately conceivable ways of making it work were discussed. Voice inflections were enthusiastic and rapid and time devoted to this discussion predominated.

In Meeting A.3 and A.4 interest shifted to a more constructive and business like form. The researcher was to determine and control details of research construction. Interest from the project director was felt through his supportive "huhs" and requests for details.

In Meeting A.5 the project director's interest dropped. He was unable to determine why, but knew task assignments were being put off. He also cancelled a lecture.

In Meeting A.6 interest returned to being constructive and business like. In meeting A.7 interest began to spark. Words became more rapid and light.

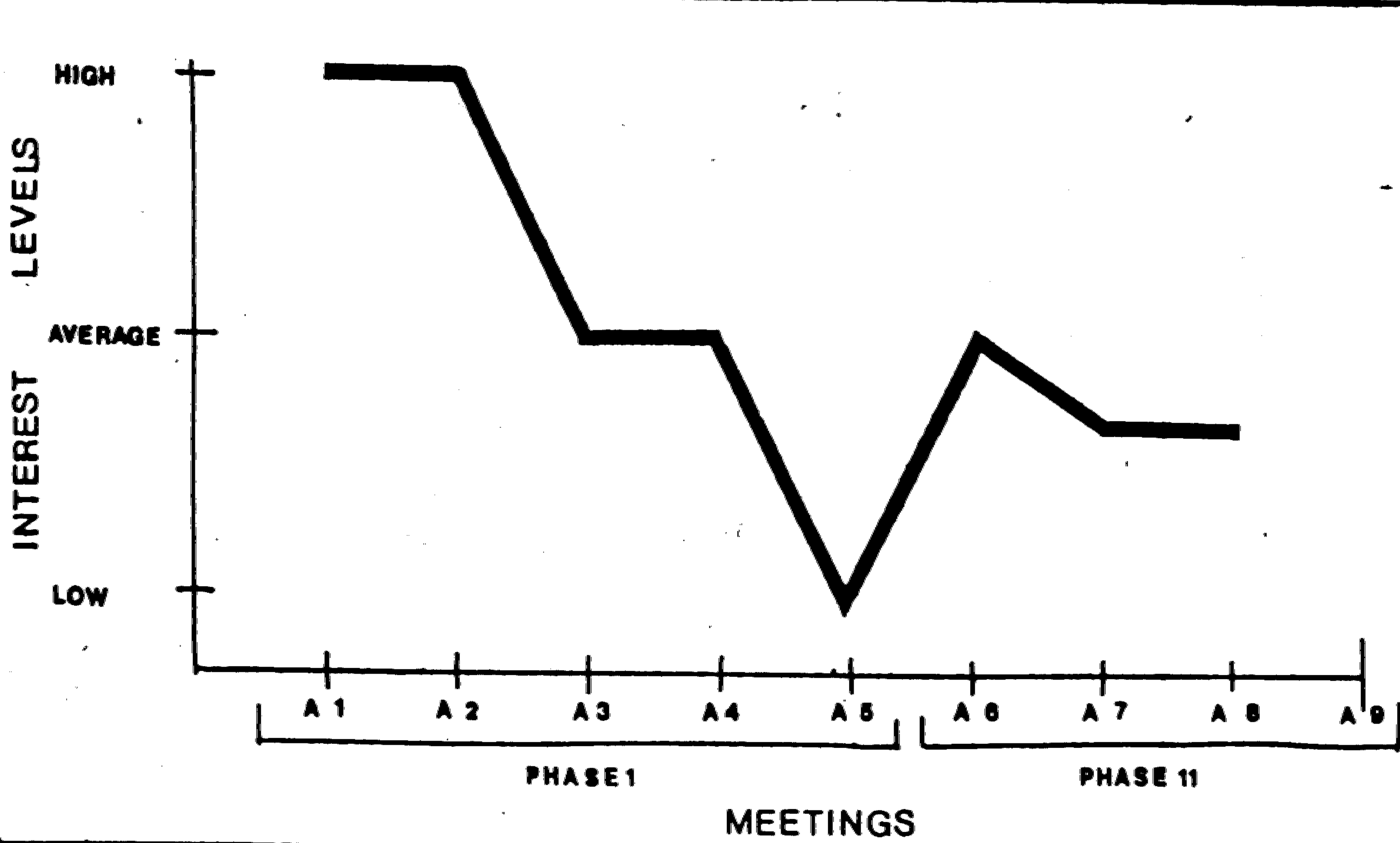
Supportive and motivational words were used frequently and new ideas and tasks injected in order to complete the model. The length of this meeting exceeded all other meetings. Finally in Meeting A.8 and A.9 interest appeared more constructive and business like.

Interest seemed to be influenced by factors associated with personal commitment and feelings about project development. Peak interest levels appeared at the conception of the project. An air of excitement and challenge prevailed. It was the beginning of fall semester, the project director and researcher had just returned from summer vacation and were feeling fresh and ready to get started. The year's commitments, time frames and schedules were not yet influential. The project director had commited services to the client and therefore began to structure events to make things happen. Feelings of optimism and excitement were felt in his manner of presenting the project.

Lowest interest levels appeared in Meeting A.5. This occurred at the junction of Phase I and Phase II at the end of fall semester. Data had been conflicting and "get tough" decisions seemed necessary. Outside commitments began to place pressure on schedules to the point that a lecture was cancelled. Two evaluators would also be leaving and visualization of the amount of work still left to be done was awesome.

As a result of interest levels planning strategies seemed to have different flavors. As interests peaked, planning was more detailed, excitement higher and accomplishments more vigorous and creative than at lower levels. Average interest levels contained serious "down to business" overtones. Accomplishments were logical, systematic and sequential. During average interest level meetings, confirmations, adoptions and acceptance occurred more frequently. The pattern of interest during Meeting Series A is illustrated in Figure 6.

FIGURE 6
PATTERNS OF INTEREST
DURING MEETING SERIES A



Two other factors were isolated that influenced strategic planning. These were political influences and feedback. Because of the nature of these two factors and because they were threaded through all materials a discussion of their impact will be dealt with later in the chapter.

A topic worthy of discussion and outlined in impressions of this meeting series was personal development of participant observation skills. Spradley discusses this process at length and although the researcher was familiar with terminology and understood the process that would ensue actual occurrence of events taught the researcher much.

Impressions from Meeting A.2 most clearly defines the beginnings of dual purpose, explicit awareness, record keeping and wide-angle lens. The experience of dual purpose refers to "engagement in activities appropriate to the situation and observation of activities, people and physical aspects of the situation" (Spradley 1980:54). This purpose is unseen, remaining hidden in the researcher's head. It is the reason why the ethnographer attends events and participates in data collection.

Dual-purpose coupled with the mammoth task of record keeping became serious issues to sort out. Grappling with these issues required several days of library research, reflections and evaluation of personal skills. From knowledge of data collection methodology these reflections developed new awareness. Time frames became acute, commitment from participants imperative, quality of data paramount and fear unnerving.

At the same time the researcher experienced the development of wide-angle lens approach. A broader spectrum about the project developed along with the expanded vision of social interactions. By Meeting A.4 parameters of the study were established. Acceptance of these by the project director and participants allowed the researcher to further expand quality of data collection, maintaining records, improving and developing expanded communication parameters and increasing sensitivity to events.

The insider-outsider experience was also fascinating and noticable only in the head of the researcher. This experience of moving through a sequence of activities in subjective and objective manner reached conscious awareness during Lecture No.4 and No. 5 and increased in magnitude as the project continued. During Phase II of the project the researcher could actually decide on subjective or objective approaches and could swing easily from one to the next. Associated with movement was the nature of data collected. Subjective data was felt to be narrow and encumbered by personal feelings, while objective data was broader in scope, factual and detached from feelings. With this in mind the researcher attempted to maintain objective experiences the majority of the time and was successful in doing so.

Interview skills also became a focus for development. The first few interviews were interwoven with anxieties and apprehensions about workability of questions and quality of data. Few clarification questions were inserted to confirm meanings. However, as interview skills developed, anxiety decreased, insertion of clarification question and intimacy of information increased. The researcher also experienced increase in sensitivity to verbal and non-verbal cues. Memory capacity and ability to recall detail also expanded.

The effect of the researcher's development on the project was positive. Participants appreciated contributions made by the researcher and as skills increased so did intimacy and bond. The project director also assigned increasing responsibilities to the researcher as the project progressed. During Phase II responsibilities for setting up meetings, arranging parking, delivering materials, formulating a design and providing information in order to complete Phase III were shifted to the researcher. This increased the researcher's confidence and involvement as an active participant.

In summary identical patterns were isolated from Meeting Series A as had been previously identified in the Lecture Series. However, interaction between components was quite different. Factors associated with these differences included a) the collegial nature of the relationship, b) interest levels and c) development of the researcher role.

Meeting Series B Components.

The following discussion constitutes the second set of Meetings B.1 - B.4. In this set of meetings clients were in attendance. Attendance of participants is illustrated in Table II.

These series of meetings focused on development of the evaluation design. Each meeting was followed by a perspectives interview.

Setting

Meeting B.1 took place in the Faculty Club Lounge. The atmosphere was casual, warm and comfortable. A fire was crackling in the fireplace. The project director was present first and as others arrived they made themselves comfortable around a table.

Meetings B.2 and B.3 were held in a small discussion room within the University Department. The room contained casual chairs, coffee table and portable blackboard. Because of its size, people were situated relatively close to each other. Seating arrangement seemed to have little effect on the direction of interaction however, what did seem to matter was the number of people present.

Table II

Attendance of Participants During
Meeting Series B

	Phase I	Phase II		Phase III
Participants	Meeting B.1	Meeting B.2	Meeting B.3	Meeting B.4
P.D	x	x	x	
C.1	x	x	x	
C.2	x	x	x	
E.1	x			
E.1	x			
R	x	x	x	x
S				x

P.D - Project Director
C.1 - Client No.1
C.2 - Client No.2
E.1 - Evaluator No.1
E.2 - Evaluator No.2
R - Researcher
S - Student
x - In attendance

The project director and both clients commented the smaller group was more intimate, events happened faster and consensus was arrived at earlier than in the larger group. The clients both indicated they felt overpowered in the larger group and felt balance between participants had improved in the smaller group.

Meeting B.4 was held in a small lounge area within the University Department. Two people were in attendance, the researcher and a student from spring session. The setting was quiet, and appropriate for the sharing of project information. There was room to spread out the file and there was space for note taking. Information shared occurred quickly and in confidence.

Themes.

Themes isolated in Meeting B.1 - B.4 centered around development of the evaluation design. Isolated subjects include Roles, Design Content, and Program Operations.

The first isolated theme "roles" was predominant in Meetings B. 1 and B.2. Meeting B.1 was the first meeting in which all project participants were present. During this meeting participants had an opportunity to put names of people, their faces and backgrounds together. By accomplishing this simple activity participants began to visualize who was on the project and why. Although roles did not seem to be clearly defined at this time the beginnings of role identity within the project seemed to emerge. The clients knew their role was to share information about program operations however, at this point neither was aware of what kind of information was important. The evaluators knew they were to gather information but they did not know what was useful. The project director knew he was the leader and assumed that role.

In relationship to the research project concenus for it's adoption had just been negotiated with the client. Roles associated with contributions were clearly identified.

In meeting B.2 role parameters became clearly defined. This meeting commenced the beginning of Phase II. Exact role identity was determined through discussion about approaches to design development. Clients were to participate actively in design construction rather than provide information which was their previously perceived role.

The development of this approach was preceeded by a series of events. Both clients had indicated during information and perspective interviews their frustration and lack of understanding about their role. During these interviews evaluators attempted to explain their roles and also brought these concerns forward for discussion in Lecture No. 5. The outline below illustrates role development through Phases of the project.

Theme - Role

	Meetings	Subjects
Phase I	B.1	Names, faces, & backgrounds/Research Project
Phase II	B.2	Role approach
	B.3	
Phase III	B.4	Data Collection Role defined

"Role" in Meeting B.2 was developed by the project director. He chose to approach the topic by asking "which approach do we take in this project." The project director explained thoroughly thoughts about the project approach he would prefer and how each person would participate. Interaction of thoughts from both clients resulted in consensus of a new approach to the project as well as clearly defined roles.

Two things happened after roles were clearly defined:

a) discussion about roles ceased

b) work on the design progressed quickly

It appears that once roles were clearly determined, task expectations and delineation easily followed. Some thought should therefore be given to early development of this parameter. In this particular case study, events, meeting arrangements and circumstances did not permit this to happen.

In meeting B.4 roles were clearly defined. The researcher provided information to the student who was to gather field data for the client.

A second theme "design content" threaded all four meetings. However, intensity and length of discussion varied. In meeting B.1 literature review was the single design content discussed. Its purpose and intent were discussed briefly.

In Meeting B.2 "Design Content" was a major focus. Subjects developed within design content included the evaluation Model, questions of importance and data collection methodology. All were discussed at length and in detail.

In Meeting B.3 "questions of importance" became the major focus. These were associated with priorization and data collection. The more critical issue received lengthier discussion. In relationship to priorization the focus centered on "what was important to the client." In data collection the focus centered on availability, reliability and ethics. Case studies methodology was discussed in detail and although it appeared this could provide rich data it was agreed information may not be reliable and ethics may not be appropriate.

In Meeting B.4 a summary of design content was presented to the student and she was provided with a copy of the proposed draft sent to the client. The majority of time was spent on this subject in order that an understanding of design content could be reached. Her task was to carry out a Literature Review. The outline below illustrates design content development through Phases of the project.

Theme: Design Content

	Meetings	Subjects
Phase I	B.1	Literature Review
Phase II	B.2	Evaluation Model/Questions of Importance/ Data Collection
	B.3	Questions of Importance/Priorization/ Data Collection
Phase III	B.4	Summary/Literature Review

Considerable overlaps of content can be visualized in the above illustration. Two isolated incidents occured in Meeting B.1 and B.4. Meeting B.3 contains more detailed information in all content areas. During this meeting, understanding and comprehension of the entire design seemed evident. An interaction pattern contributing to deepening understanding and comprehension can be attributed to repetition of subjects at increased cognitive levels. This pattern was also identified in the Lecture Series and Meeting Series A.

A third theme isolated was "program operation". This can be defined as descriptions of intended, anticipated and current program activities. This theme became closely interwoven with "design content". It was during these descriptive periods that attitudes, frustrations and concerns were isolated. These ultimately developed into questions about the program that required answers. These questions formulated "design content."

In Meeting B.1 program operations involved the disemination of information about program scope, its intent, financial support, location and participants. Client No. 2 expanded "on some results she had seen in the program." "She was commited to the program but needed some relief from the frustrating aspects of the program."

In Meeting B.2 questions about program operations was the key focus. These questions came from two sources: the work done before Christmas by evaluators and brainstorming completed by clients in this meeting. Because of the volume of questions generated a decision was made to categorize them, put them on tape so the client could answer them, pick out questions which needed further refinement and finally priorize them in order to begin looking at data sources.

In Meeting B.3 answers to questions from Meeting B.2 were of major focus. Unfinished questions were completed and comments made about "relevant importance of them." These formulated the "design content."

In Meeting B.4 "program operations" were traced from the beginning to present explaining question development and "design content."

Progression of this theme can be visualized below.

Theme: Program Operations

	Meetings	Subjects
Phase I	B.1	Information
Phase II	B.2	Questions–evaluator & client
	B.3	Questions–refinement & importance
Phase III	B.4	Overview

In this particular theme volumes of questions were produced. In order to keep the project managable decisions about question importance and relevance were negotiated. This not only eliminated trivia, but relieved client frustration and provided information for program operations improvement.

An influential factor isolated which contributed to movement of the project was "participation." It appears that once roles were determined and a participatory approach agreed upon several things happened:

1. Volume of work escalated
2. Intimacy of information increased
3. Consensus was arrived at earlier.

These similar factors were also isolated in relationship to numbers of people and interest levels.

Humour

In this series of meetings, light humour was introduced at the beginning of each meeting and was also intuitively injected during themes by the project director. In Meeting B.1 humour was injected frequently. In Meeting B.2 it was injected occasionally and in Meeting B.3 sparingly. It appears as intimacy, participation and interest increased humour also changed in frequency.

Reviews

Reviews occured in all four meetings and typically involved a summary of interim events from both parties.

A typical pattern of interaction included a presentation of interim events by the project director followed by a question to the client and subsequent presentation of their interim events. This seemed to provide both parties with information required to add richness to decisions. It also provided a deeper appreciation of the situation.

Clarification

Clarification was a predominant factor in these meetings. Since intimacy levels increased during Phase II of the project it was easy to seek clarification not only of verbal remarks by non verbal activities as well. Clarification was injected sporadically by all participants when required.

Closure

Closure contained the same components as the Lecture series and Meetings Series A. These included task delineation, dates for next meeting and light conversation.

In summary the same six components identified in the Lecture series and Meetings Series A were also identified in Meetings Series B. A formal/collegial relationship permiate between evaluators and client. As meeting participation increased so did productivity, intimacy and consensus. It also appeared that repetition of subject matter within themes at increased cognitive levels developed a deeper understanding of the project design.

Meeting Series B Activities

Sitting and Standing

During this Meeting Series the majority of time was spent sitting. The project director, however, chose positions in which movement was appropriate. During Meeting B.1 for example his sitting positioned allowed easy access to the bar and in Meeting B.2 and B.3 he sat next to the portable blackboard. He used a standing position to write on the blackboard and did not appear to use standing in order to achieve authority through elevation. Authority and credibility were established through verbal citings of authors and maintenance of leadership role.

Writing

The only writing conducted in this series of meetings was carried out by the project director and researcher. During Meeting B.2 the project director drew the Evaluation Model on the blackboard, then sat and explained how the model related to evaluation design. The length of time associated with the activity was minimal and the activity was directly related to standing. The researcher wrote reference notes and number codes for records during Meetings B.1 and B.3.

Brainstorming

This activity was introduced in Meeting B.2. The project director explained how this activity in Phase I of the project had generated a flood of questions that needed answering before a design could be formulated. After explaining the Evaluation model the project director suggested brainstorming activity in order to isolate key questions.

During the brainstorming process the project director lead the client through each step and explained the reason for each activity. The activity progresses as follows:

a) introduction of subject at beginning of meeting by authority figure

b) half way through meeting - suggest activity again

c) explain how to do activity using examples

d) encourage activity and allow time for activity

e) analyze, categorize and priorize

A cathartic effect followed this activity as it did in the Lecture Series and Meeting Series A series. Similarities between the Lecture and Meeting series can also be identified. They were similar in that

a) trust had been established

b) the idea was presented by the authority figure

c) how to do it was explained and demonstrated

d) invitation to participate was extended

e) cathartic response and mind expansion experience was felt by participants

f) analysis followed.

This activity was different in that a method of answering questions was arrived at and priorization was requested.

Non-Verbal Activities

Non-verbal activities included eye contact and various supportive activities such as nodding the head and leaning forward. Relaxed, casual positioning and movements prevailed.

In Meeting B.1 non-verbal eye activity was extremely high between clients, particularly when providing evaluators with an update on interum events. They seemed to be searching for clues as to what materials were allowable to divulge. At one point anxiety became so uncomfortable they mentioned they had not gotten together prior to the meeting to discuss the project. This seemed to relieve the tension.

Also during this meeting two evaluators appeared to have something on their minds. They did not come forth verbally with their concerns at that time but expressed them later when asked.

It seems that non-verbal checking activities were predominant in early meetings but as participants intimacy grew the necessity for this activity became less. During Meetings B.2 and B.3 clarification of non-verbal actions was also frequent. This was due to small numbers of participants. Clarification of these actions contributed to development of intimacy and increased fluidity of verbal communication.

Participants Perspective about Meeting Series B

Perspectives about Meeting B.1 involved members of the project present in Phase I. All participants indicated two main things happened, a) there was an opportunity to put names, people and backgrounds together and b) some consensus had been reached about what the evaluation would do. The project director visualized roles however, other participants did not. Instead they isolated such items as relationships, different requirements between people, processes, expectations, involvement. . This corresponds with discussion identified earlier under the isolated theme "Roles." It is perhaps at this meeting that clarity may have prevented the frustration that ensued until Phase II. This could act as a guideline for group leaders in that role identification should be negotiated early in a project.

All participants indicated their general feelings were positive, relaxed, comfortable, enthusiastic, friendly and social. Each participant added other general feelings of a more personal basis. The project director noted a literature review was requested. He noted that a university proposal could be done overnight however prolonging the group would extend the learning experience for evaluators. Evaluator No. 1 felt confused and didn't have a feel for the project.

Evaluator No. 2 was interested in a responsive evaluation and felt the meeting had accomplished what she wanted. Client No. 1 felt betrayed but was impressed with leadership style and skill. Client No. 2 felt committed, overwhelmed and concerned about time frames.

The differences of general feeling enlisted from this first meeting may be quite typical for a first encounter and it would be of value to study a series of first meeting encounters to establish whether this is a recurrent pattern. In this case all participants added personal perspective which seemed to stem from work experience and educational background.

Two participants, Evaluator No. 1 and Evaluator No. 2, would not have done anything differently, however, all other participants would have. The project director thought he may have chosen a better meeting place. Client No. 1 wished he had negotiated the evaluation earlier as it was imperative to get feedback for administration. Client No. 2 wished we had met earlier but finds scheduling difficult. She was also not sure of who was getting in touch with who.

Two factors contributed to similar feelings from Evaluators No. 1 and No. 2. These included:

1) lectures had prepared Evaluators for first meeting expectations so level of understanding and purposes of this meeting were clearly defined.

2) timing was appropriate to meet the client.

Several factors contributed to difference expressed by Client No. 1 and Client No. 2:

1) they received no preparation for the meeting and therefore expectations ranged in scope and direction.

2) the clients also did not discuss the project at their agency prior to this meeting.

3) Client No.2 arrived at this meeting knowing only evaluators were going to discuss a program she was responsible for.

There was also no agreement on what should happen next. The project director anticipated evaluation direction. Evaluator No. 1 wanted to get out and see the program. Evaluator No. 2 was happy with all events. Client No. 1 felt the evaluators should do some analysis and present him with a paper, in order that he could make program modifications, Client No. 2 wanted to confirm responsibilities for project tasks. These differences in perspectives appear to stem from background experiences, education and previous knowledge about evaluation.

Participants also expressed differences when asked the question "Do you have anything to add". The project director enlarged on basic assumptions and expertise of project management. Evaluator No. 1 touched on eye contact and increase in her knowledge from the meeting. Evaluator No. 2 focused on climate of the meeting. Client No. 1 was waiting for a report and Client No. 2 indicated how different it was on the evaluation end of the stick and that the idea of an evaluation had conjured up negative thoughts. She was however, glad the agency was having it done as the project needed to be justified.

When analyzing this first encounter there are very few similarities. Difference seem to stem from past background experience and education. This was determined by analysis of language use and subjects addressed. The project director used words such as roles, proposal, design, expert, assumptions, expertise, project and tools, which are common terms utilized by evaluators. He also addressed subject such as literature review, thesis, learning experiences and delivery of design, which are terms frequently encountered in academia.

Evaluator No. 1 percieved events differently because of her background and experience in nursing and education. She used such words as relationship, comfortable, confused, keen, eye contact, theory, skill and teaching, which are common terms used in nursing education.

Evaluator No. 2, whose background stems from nursing and psychology used words such as impressions, requirement, relaxed, comfortable, enthusiastic, responsive, low key, non-threatening, open expression and open ended, which are terms often used in psychology. She also addressed issued from this perspective.

Client No. 1, whose background experience and education is in social work administration utilized words such as simplistic, process, turning point, feel betrayed, feedback, intuition, confidence and program, which seem to be a combination of phrases derived from personal adaptation of language communication. He also addressed issues such as leadership style, administration, program modification and target groups, which focus on the administrative aspects of his background.

Client No. 2, whose experience is in social work used terms such as shared, broad description, expectations, friendly, social, compromising, commitment, overwhelmed, responsibilities, glean information, conjures up and justify. These terms are commonly utilized by social workers and point out aspects of her dicipline. She addressed issues such as concerns for time, responsibilities associated with roles and evaluation expectations.

The importance of language cannot be emphasized enough and can be critical in the beginning phases of negotiating evaluation team members. For example, if team members had background experiences and education in engineering, law or medicine, terminology and subjects address may have been quite different. However, because of similarities in backgrounds common language meanings were quickly established. This seemd to have a strong influence on the direction of the project and the speed which consensus was achieved. Had language differences been more diverse members on the project could have taken longer to develop commonalities of meaning resulting in changes of direction in the project and slow decision making processes.

Two comments were recieved from Evaluator No. 1 and Client No. 1 in which they identified the project director's leadership style and skill. They both commented that his style and skill had something to do with relaxed mannerisms, unquestionable knowledge base, ability to get at issues in an honest way, a sense of humor and provision of direction. This provided Client No. 1 with confidence and left Evaluator No. 1 feeling she had gained a lot in terms of theory, skill in teaching and evaluation.

Perspectives surrounding meetings B.2 and B.3 involved members of the project present in Phase II. A large number of similarities were presented in this set of interviews. All three participants agreed the main thing that happened was a presentation of a model which allowed for a change in direction giving the client control and involvement. Their role now was to answer questions and develop the design on their terms. All agreed they liked the model. The project director commented it was easy to learn, easy to use and hard to beat. Client No. 1 felt the project directors presentation of the model was upfront and planned.

Change in direction was quickly accepted by the client. Factors influencing that change came from previous knowledge about the client. Two lectures had been held - one isolating questions and one discussing the results of information interviews and perspective interviews in the field. Several other meetings had also been held by myself and the project director in which information about project direction was discussed. Through analysis it had been decided this new direction may be the best way to go. It was "tried on" during meeting B.2 and quickly accepted. Our assessment of the clients knowledge base, perspectives and personal involvement style seemed accurate resulting in an alternate direction in the project. Prospecting at what might have happened had this not occurred could be an interesting exercise, however in this case not productive.

General feelings were also more positive. The project director felt more optimistic, Client No. 1 felt a little overpowered by the model but understood it was critical. He also felt a little anxious because the process did not fit his style. Client No. 2 felt we had accomplished a great deal and she had finally received the direction she anticipated. Both the project director and Client No. 2 commented about the appropriatness of acquainting government people with the project.

By offering the client control of their project general feelings among participants became more positive. Although Client No. 1 experienced an increase in anxiety and some personal frustration he didn't seem to mind this now that he had control.

The project director and Client No. 2 both agreed they would not do anything differently. Client No. 1, however, wished he wouldn't talk so much. It is apparent all participants were satisfied with the new approach taken.

All participants agreed that what should happen next is a follow through on plans. No one had anything to add.

The differences in perspectives are evident only in general feelings and perhaps are due to personl differences as expressed by Client No. 1. Similarities permeate this meeting. Project paramters had been presented and accepted. Involvement and control were placed in the hands of the client along with role expectation and task delineations. There was also an increase in confidentiality particularly evident in relationship to government people.

In meeting B.3 all agreed the main thing that happened was a set of questions were finished and priorized. The project director percieved their quick response as a visible committment to the project. Client No. 1 indicated the task of doing the questions generated new thinking, opened new possibilities and developed appreciation for Client No. 2's frustration in the program. Client No. 2 felt the project director could give support to political influences but visualized a regional push for expansion would not be helped by the evaluation.

What seems to be occurring in this meeting is a greater appreciation of each participant's perspective. The project director began to realize how tough it really was for the project to operate. Client No. 1 and Client No. 2 worked together for the first time trying to answer questions about the project. The activity appeared to expand their thinking in support of each other's attempts to develop the program.

These new appreciations also spilled over into similar general feelings. Client No. 1 and No. 2 explained their excitement about the program quality. Client No. 2 defined the experience of doing the questions fulfiling and expressed her commitment by starting to record "outcomes" on the program site. Client No. 1 expressed his commitment by indicating the necessity of having an evaluation in place before expansion. He also felt confidence in the product.

The project director viewed this meeting differently. He acknowledged the client's experiences however, was concerned about where this was leading. There were a lot of unknowns. The program was too dependent on the government department for support and they seemed to be generating double messages. These differences in perspective may have stemmed from the project director's past experiences with government people and his ability to gather data focusing it towards fact rather than wishful thinking.

Client No. 1 and No. 2 agreed they would not have done anything differently however, the project director would like to rearrange luncheon with government people. All agreed the next thing that should happen was to come up with an evaluation design. Time frames were agreeable.

Similar comments were also made about group size. The project director felt the group was more manageable, scheduling was easier, accomplishments were escalated, it was easier to feel each other out and more difficult to hide behind masks. Client No. 2 felt closer to the evaluators. She sensed a personal touch and associated this with numbers of people. She had experienced an overwhelming sense in the larger group. Group size and balance in numbers between evaluators and clients should be an important consideration when establishing an evaluation team.

In Meeting B.4 participants perspectives were not elicited. A decision had been made by the project director and researcher that data collection would terminate at this point and so it did.

In summary the first encounter meeting presented many different perspectives. These were identified as originating from past background experiences and education. Because of similarities in background and education, language consensus was arrived at quickly thus promoting positive project direction. Leadership style, appreciation of each other's perspectives and group size were factors that also affected interaction between participants.

Internal/External Interaction Patterns

Internal Influences.

Internal influences can be defined as intrinsic factors that affect project direction and interaction patterns. These factors could be considered to have positive or negative affect on the project. Internal influences identified in this case study included personal motives, time, and feedback.

Personal Motives.

Personal motives are those drives that exert action causing motion towards a goal. In this case study personal motives were isolated in perspectives interviews in which the question was asked—"what do you think should happen next?" Through answers to this question personal needs and direction were identified. This knowledge enabled the project director and participants to formulate strategies which satisfied personal motives.

The project director's motive was to produce an evaluation design utilizing a model that would meet the client's needs, yet stand up to criticism should the model become public. Evaluator No. 1 wanted a project course in order to learn new skills, and belong to a small group. The evaluation project was appealing and it also added credit to her course of study. Evaluator No. 2 wanted to learn about evaluation and decided this may be the best way. The course also added credit to her studies. The researcher wished to develop evaluations skills and gather data for completion of the research component of her course of study. Client No. 1 expressed several personal motives towards the project. Since the program concept was originally based on intuition and had been in operation for three years with success and failures, some personal reassurance about his intention was needed. He also wanted government people to know that the program was being investigated by an evaluation expert which could justify program closure, requests for increased funding or expansion negotiation on a regional basis.

Client No. 2 required some assurance that the program was producing results for participants. In this particular case study personal motives had a positive effect in moving the project towards completion. Each person's investment in the project created an environment in which new approaches were developed and alternative obstacle negotiated.

At the beginning of the project motives appeared to be more inner directed. For example, each person expressed what they personally wanted to see happen next. Towards the middle of the project motives appeared more outer directed. For example each person expressed how the project was moving as opposed to their personal desires. Outer direction was maintained until the project terminated.

The accomplishment of this type of motivation was initiated by the leadership style of the project director. He maintained outer directed perspective throughout the entire project and it is this attitude that perhaps elevated project members to that same perspective. Had this not occurred it could be quite possible that project members could have remained at inner directed levels which may have resulted in personality and need conflicts.

Time.

A second internal influence that affected direction of the project was time. Time in this sense refers to "the amount of time participants can allocate to the project." Each project participant lives in a world of activity unequaly their own. Their lives are individually scheduled around commitments to themselves, their jobs, their families and other "hats" they must wear. An agreement to participate in a project results in alterations of schedules in order to accommodate modalities of the new "hat."

Different factors affected participants in different ways. The following table isolates time factors which influenced each participant.

Project director	Evaluator No. 1	Evaluator No. 2
Lecture committments Project Phases Oral Examinations Meetings Course completion dates	Course pressure More reading Course completion dates	Course pressure Meetings Weather Many things to do
Researcher	**Client No. 1**	**Client No. 2**
Course pressures Family commitments Terminating date	Job crisis Work schedule Family responsibilities	Work Schedule Meeting commitments

Time factors appear to have had both positive and negative influences on project direction. The most positive influencing factor was course completion dates. It became apparent that within certain calendar dates events must occur in order for course completion to follow. In order to meet requirements this forced participants to schedule events within those time frames and thus moved the project towards completion.

Time factors that could have created negative influences appeared to be elements imposed from personal life styles of the participants. These factors were imposed during "closure" of meetings, lectures and some telephone communication when plans for future events were being considered. During negotiations these factors were considered by participants to be important, so that meeting consensus was not confirmed until participants were able to comfortably secure a committment of time within their personal life styles. Had these factors not been considered important negative effects could have created negative feelings resulting in retarded or non directional project movement. These negative feelings were made evident primarily when telephone communications were attempted and messages not returned. This conjured up a number of negative responses.

Group size also affected negotiations surrounding time. Negotiations became simpler, easier and faster when group size decreased. This is particularly evident in several remarks made during Phase II of the project. It seems the fewer people there are the fewer schedules that need consideration and the faster consensus is arrived at.

Respect for time was evident by starting and ending events on time. When an events starting or completion time was interferred with such as when Client No. 1 was late for an Information Interview and Meeting, thoughts about committment, organization and management criteria were expressed.

It has become apparent through analysis that time is a factor within a project that requires targets, limits, negotiation and respect if it is to have a positive influence on project direction.

Feedback

Feedback can be defined as a mechanism in which information obtained from various sources is made available for consideration to evaluation members. A feedback system in this case study was established at the onset of the research project when the proposal was accepted and role change eminent. The researcher was selected as the key person to provide feedback which seemed appropriate in relationship to the new role as participant observer. Although the researcher was the key person involved, all members on the evaluation project contributed at various times.

Establishment of a feedback system early in the evaluation project provided an opportunity for participants to feel they had a right to it and a right to use it. Because of this factor communication with the researcher became intimate and free flowing. Requests for feedback were often made in perspective interviews in which the researcher responded in an honest way.

The researcher realized through discussions with the project director, responsibilities in this role. Since intimate information would be fed through her, confidentiality and discrimination were important in dissemenation of information.

One rule established in the dissemenation of information was never to discuss project member perspectives. All information was confided to the project director, but only important and constructive information was provided to participants. This confidentiality developed a bond between participants and the researcher which created a positive influence on the direction of the project.

Another rule hidden in the researcher's head was that information provided from a request be simple, direct and short. This avoided the possibility of diseminating too much information. Personal requests about project members were avoided all together. The effects of keeping it simple gave participants confidence about the project. Knowing this confidentiality was maintained created an increase in intimate information, which ultimately lead to accuracy in strategy development.

The most powerful example of feedback involving project participants can be isolated in perspective about Lecture No. 5. As a result of conflicts presented new strategies based on several learned assumptions were formulated. A letter was drafted to the client, informing them that the first part of the evaluation was completed. After Christmas a design would be developed. This would begin in January and could be completed in three working meetings therefore the client could expect to receive a completed design by mid-March. This letter seemed to satisfy the client.

Another concept that emerged which resulted from conflicts was an examination of the Phases of the project. The project director concurred there would be three phases now instead of the previously perceived two. The new phases included:

Phase I - Warm up - October-December

Phase II - Working Design - January-March

Phase III - Data Collection and Analysis - April-May

Another new idea was a switch in roles. The project director visualized conflict as part of the development required when new inexperience people became involved in a project. Once conflict was recognized he acknowledged that something needed to be done. He weighed the facts and decided to "give a shot at a more participatory model". In this way the clients could choose questions important to them and stream the design to meet their specific needs.

During feedback sessions in meetings the information underwent several scrutinizing considerations. These included: a) is the information important? b) what happens if we chose to ignore it? c) what do you think we ought to do with it? d) if we do that, will participants experience some satisfaction? By consistently maintaining this pattern it was possible to develop strategies that had a positive effect on the direction of the project.

Several comments were made in support of the feedback mechanism. The project director felt the "participant evaluator role provided a good common link and was perhaps necessary to the smooth running of the project". Evaluator No.1

felt the role provided "continuity in information". Evaluator No. 2 felt she was able to "clarify her contribution", which resulted in good feelings about the project. Client No. 1 "felt less exposed" because he was able to tell his story in confidence and Client No. 2 was appreciative of "role clarification".

It become apparent in this case study that the mechanism of feedback had a powerful effect on project direction. Because of the positive ways in which the mechanism was handled it created positive effects. However, had this not occurred a different and perhaps harmful effect may have ensued.

Three internal influences have been isolated in this case study which exerted pressure on project direction. They include personal motives, time and feedback. Because of their importance, consideration should be given to them when a new project is being developed.

External Influences

External influences can be defined as factors surrounding the project which may affect it's direction. In this case study the most predominant external influence was politics.

Political ramification began during the negotiation phase held with the project director and Client No. 1. Client No. 1 sought financial support from government superiors but was informed money was not available. Government people were ambivalent about the necessity of an evaluation and therefore no pressure was created to complete it. This attitude permiated all political events surrounding the project.

Although political influences were primarily discussed in Meeting Series B. they also permeated both the Lecture Series and Meeting Series A.

In Meeting B.1 "political changes" were touched on briefly during an update on client interim events. This included discussion about funding, absence of pressure and non restricted time frames. In Meeting B.2 and Meeting B.3 "politics" was discussed openly and in Meeting B.4 political influences were shared.

A typical pattern of interaction in relationship to political influence was indentified in the following steps.

1. the word "politics" was introduced early in a meeting creating an opening;
2. the project director requested information about Government People;
3. the project director asked what government knew about the project;
4. the client suggests contact;
5. the project director agrees or disagrees;

Utilization of this approach resulted in obtaining both factual public information and "off the record" information. Humour was sometimes injected to lighten the subject, this allowed participants time to clear their thoughts and created a sense of trust.

Political influences required to establish government recognition also appear to be complex. A pattern considered effective by the client included:

1: Acquisition of professional expertise in order to be influential.
2. Social interaction with government officials to update client activities
3. During social interaction, a witness to government commitments.
4. Media coverage of the program.

Although the client felt these were necessary steps towards recognition, government people responded with apathy and double messages. It appeared government people were interested in funding and cost effectiveness, two factors which would ultimately determine program direction.

Client No. 2 also felt media publicity about the program would increase public awareness, resulting in a flood of inquiries about the program with subsequent increased enrolments. This didn't happen, nor did government people respond, thus reinforcing their apathy and isolation from the public sector.

Since our discussion in this section centers on politics it seems appropriate to include some information about the luncheon meeting held with the government people. This took place on February 29, 1980 exactly one month following Meeting B.3. The luncheon was attended by the project director, Client No. 1 and two goverment persons. Prior to this meeting Client No. 1 had outlined his objectives and the project director and researcher had made a decision not to confide the research component of the project and not to tape record the session. The researcher was not in attendance.

Perspective interviews about the luncheon meeting with government people indicated two main things happened. These were a sharing of evaluation project events and discussion about budget and staffing. The project director perceived the luncheon similar to a testimonal retirement banquet received dual messages to, "keep going but don't open any cans of worms". Client No. 1 however, percieved the event as a good exchange of ideas. He felt one of the government people was beginning to establish priorities and perhaps consider regional expansion.

It appears the project director was able to identify dual messages displayed by the government, while Client No. 1 preferred to push for expansion and increased funding. Several lessons can be learned through this analysis. First, information about government will be supplied if asked. Information considered important is, who's who in the system, how does the system work and where does money come from? Second, informing the government about an evaluation project is important for strategy planning. Third, dual messages must be acknowledged. Fourth, scope of evaluation influence should be determined.

Summary

In this chapter the researcher has analysed dialogue from tape recordings, interview transcripts, documents and notes. The materials were organized into three groups—Lectures, Meetings, and Internal/External Forces. Within these groups analysis of interaction patterns took place. The first two groups can easily be compared while the third group Internal/External Forces cannot as factors identified threaded through the project from beginning to end.

In the first two groups six components and four activities were isolated. The components consisted of setting, themes, homour, review, clarification and closure. Activities included sitting and standing, writing, brainstorming and non-verbal associations. Each of these components were incorporated into different patterns of interaction. During Lectures the project director formalized interaction patterns but also invited participants to respond actively through clarification, closure and brainstorming. During Meeting, Series A both participants had equal opportunity to utilize the components and activities which established a collegial pattern of interaction. During Meeting Series B a combination of the above seemed to be utilized. As intimacy of the group increased a shift took place from the more formal patterns towards the collegial pattern.

Perspective interviews were held following each event and from analysis of these was pulled similarities and differences in perspectives. This further resulted in identification of factors contributing to perspectives. During Lectures factors that contributed to identification of similarities in components or activities were length of time devoted to an activity, emotional experience, verbal connections, increased non-verbal activity and a combination of several factors grouped together. These factors spilled over into both meeting series. Factors contributing to differences in perspectives included previous experiences, educational backgrounds, personal preferences, outside information, role identity, interest and expectations. These also spilled over into the meeting series.

Internal/External influences that affected direction of the project included personal motives, time, feedback, political pressures, group size and intimacy. It is the interaction between components, activities, internal/external influences that create dynamics in the environment. The combinations of interactions are limitless, however, since they are identifiable and can be controlled they can be utilized to create an environment that nurtures, promotes and guides participants.

CHAPTER V

CONCLUSIONS

The following chapter will attempt to draw conclusions centered around components, activities and internal/external influences that may guide a project director towards a better understanding of dynamics in order to knowledgably structure and conduct activities to achieve maximum results.

An attempt has been made so far to identify components which contribute to interactive patterns in three major re-occuring events: Lectures, Meeting Series A and Meeting Series B. Six components and four activities recurred in all three events. Interaction of these components within events isolated factors which contributed to similarities and differences in perspectives as well as factors that seemed influential in molding the project to its completion.

Although rich information is provided within materials presented, the researcher has chosen to study the more obvious events, interactions and factors. This has in some ways limited this work and yet at the same time has opened the door for future study in this area. It is clear that interaction of identified components created perspectives about the environment which influence the project. This interaction reflects the construction of participants' social self in relationship to their environment. It is hoped this chapter will provide some practical information about components, activities and events that will help in the construction and management of an evaluation project.

Components

Settings

Settings, should be planned together with themes and activities in order to match objectives with space. Smaller rooms with chairs positioned in close proximity tend to produce feelings of intimacy and warmth. In order to create intimacy in an oversized room a small group should cluster in an appropriate area with the majority of people seated with their backs to the vacant space. Illumination should be adequate so that writing can be seen clearly. Sound levels should be undisturbing.

It also apprears the more consistently a setting is utilized the less adaptive time is required. A certain comfort level exists in knowing the setting well. It's also easier to find, creates less anxiety and saves embarrasment for those with poor directional sense who have a tendency to get lost. In this case study planning the first encounter meeting in a casual setting was extremely effective in getting the project off to a good start. Considerations should be given to the appropriateness of this setting selection.

Themes

Theme selection is based on subject focus and must remain consistent with goals of the project. In each major event in this case study themes varied. All themes however progressed in a planned manner. Progression was documented as increases in detail which expanded cognitive levels. It appears the more often a subject is repeated at increased cognitive levels the more emphatically it impresses the perspectives of participants. This can be accomplished by review followed by clarification and increased development of theme detail.

Humour

This aspect of the project created a light and pleasant environment. It developed humanistic, fun loving perspectives about the leader. Humour can be drawn from current events, personal experiences, jokes, environmental puns and peculiar association of incidents. Variety of use is the key as it stimulates interest and excitement.

Friendliness, sincerity and humour consistently utilized at the beginning of an event creates an easy going environment. It enhances exchange of ideas, learning and creativity. It established personal identity and respect. At the end of an event it creates friendliness and a desire to meet again.

Humour intuitively directed during events also creates relaxation and contributes to idea exchange and creativity. Humour is best injected when situations seem tense, when a subject has been overworked or when subject change is anticipated.

Reviews

At the begining of an event reviews give participants an opportunity to refocus their minds plus recall events to date. It also keeps participants versed on significant interum events that may have occured. Reviews at the end of an event encapsules themes and discussion which reinforces major points selected as imperative to remember.

During group situations review presentations appear to be more appropriate initiated by the leader. Reviews during one-to-one encounters may be more appropriate coming from the participant. By allowing the participant early review opportunity the leader has a chance to identify current perspectives and levels of cognitive understanding.

Clarification

Clarification provides an opportunity for participants to seek additional information. These opportunities were intuitively injected throughout all events but were most frequently available following presentation of new information. This allowed participants an opportunity to reinforce information so that all participants' perspectives were on track.

Closure

Closure of an event should take place about ten minutes prior to time limitations. It can consist of task delineation, dates for next encounters, friendly farewells and social chit chat. This tends to give direction to participants which stimulates feelings of satisfaction, progression, excitement and anticipation towards the next step.

Activities

Sitting and Standing

Sitting and standing interaction activities were most influential when combined with other activities such as writing. Standing is instrumental in establishment of authority, particularly during early encounters with participants. Standing associated with positioning can not only provide support to a participant presentor but can also isolate them. A leader should therefore be aware of the affects of this activity and use it appropriately to achieve authority, supportive and non-supportive goals.

Writing

Writing in itself such as note taking was valuable to participants but created little impact on group interaction. Writing as an activity was most influential when combined with another activity such as sitting and standing.

Visibility of writing such as on a black board reinforces messages and created picture images for participants. Hard to comprehend models were easier to understand. Listing subjects for discussion enables participants to delineate notes and envision progression through an event. It also breaks the monotony of verbal communication and often stimulates creative thinking and new approaches.

Brainstorming

Brainstorming patterns are specifically outlined in several areas in Chapter IV. If this activity is to be utilized the leader must learn the art of conducting the event as participants must be shown how to carry it out effectively. As a contributing factor to molding a project it is perhaps the most dramatic and significant activity. It expands perspectives, elicits information, creates open interaction, develops creativity and produces feelings of catharsis, excitement and progression.

Non-verbal

Non-verbal activities by themselves have little significance, however when tacked to other components begin to gain impact. Knowing meanings behind non-verbal cues adds increased meaning to verbal communication. Certain non-verbal activities are reinforcing, motivating and stimulating. Grunting in an encouraging manner signals a reporter to continue, or expand, while grunting in a non-encouraging manner signals a reporter to discontinue or "cut the garbage". Leaning forward or backward indicates interest. Direct eye contact lends itself toward sincerity and understanding. It seems imperative that a leader check out the meaning of non-verbal cues early in a project in order to increase understanding of communication between and with participants.

Perspectives

Similarities and differences in perspectives have been present in all interviews. Factors that have contributed to similarities and differences vary during different events. A leader should be aware of these factors so that in management of an evaluation project he can plan events to gain maximum benefit.

Similarities can be elicited when an idea, objective, or event is clearly understood and followed through. Similarities also seem to be elicited when more than one component or activity or combination of both are attached to each other. This seems to isolate the component or activity within the event creating a perspective. A third association occurs when an emotional experience such as humour or brainstorming is attached to a component or activity. With this in mind a leader can mold his delivery of an event to create similar perspectives.

Differences in perspectives were attributed to many factors. Past experiences and education were factors isolated in first meeting encounters with project participants that created the most diverse differences. It was found in this case study, through analysis of language, that past experience and education of participants can be an important key to management of a project. This cannot be taken lightly. A leader should attempt to select participants on the project from similar educational disciplines but with different focus. This tends to quickly breaks down language barriers. A leader should also select participants with similarities in work experiences or at least who have some idea about the target group. This promotes focus and ability to seek meaningful answers to questions.

Evaluation expectations and roles were also factors isolated that created differences in perspectives. In this situation an early attempt to clearly delimit these factors was not possible. Obtaining consensus in these two areas as early and as quickly as possible should increase productivity and create unified direction towards project completion.

Group size and balance can also contribute to differences in perspectives. This group felt "four" was ideal as it promoted increased work volume, easier and faster decision making, consensus and scheduling. Balance which included two evaluators and two clients; not only led to development of intimacy and bond but removed feelings of being overpowered.

Internal/External Components.

Internal Influences

Internal influences such as personal motives and interest contributed towards project direction. Fluctuations in the life of a project do occur and this does keep the project alive and moving. Early identification of these factors could assist the leader with periodic reminders, particularly during down periods that vision and activity need to be maintained in order to achieve goals.

Time, a factor isolated in this case study as an internal influence had both a positive and negative effect on project direction. A leader should quickly delimit paramaters of time that effect each person. With this in mind he can create targets and parameters for project completion. Arriving at consensus, remaining on target and respecting event time allocations creates a positive influence toward project completion.

Feedback

This system was adopted in this case study primarily because of the participant-observer role. However, because of its effect on the project it was suggested this may be a role that needs development in every project. It is believed the role kept the project running smoothly, softened conflicts, clarified perspectives, increased intimacy, created open communication, maintained accurate planning strategies and nurtured positiveness.

If such a role is to be established it must be done with consensus at the onset of the project. The person selected should carry with them a set of rules for conduct. These consist of confidentiality both in soliciting and diseminating information. Information routes to the leader need to be clearly defined and followed. Explanations that are positive, simple, direct and short seem to receive best results.

The leader should be aware that if the person selected to carry out this role has no experience, role development will take place. Improvements in skill will occur in relationship to memory, recall, sensitivity, empathy, use of a wide angle lens, insider - outsider experiences and data collection methods. Assistance with understanding and development of this role is imperative and although it may be taxing in the beginning of a project with so many other undertakings it has proved to be extremely valuable in the long run.

In relationship to field assignments since contact establishes support and creates perspectives about project unity and concensus, it is imperative that goals, attitudes and conduct are clearly deliniated prior to field contact. Practise for untrained individuals may need to be considered.

External Influences

An external influence isolated in this case study was politics. A leader should try to identify political environments at the begining of a project. This allows him the option to accept or reject the project. Parameters that need to be determined are: hierarchical structure, who's who within it, scope of influence, working circumstances, interdepartmental communication and funding systems. Identification and use of this information will lead to better "exposure" strategy planning.

A leader should under all circumstances utilize a proven evaluation model. This protects the evaluation group from criticism and assures credibility should the political environment change during the life of the project. A critical element which seems to determine existence or non-existence of a program is cost effectiveness. This should be considered early in the project and must be handled with discretion. Dual messages, although difficult to deal with need to be acknowledged and dealt with particularly if unrealistic expectations are associated with them.

Summary

The study of this case has provided valuable information about interaction patterns and factors that create participant perspectives. It has also shown that dynamics of interaction influence project direction.

Through study of interactive patterns four questions have been answered.

1. Interaction patterns do occur during an event. Patterns in this case study have been isolated in relationship to content and activity. Two basic patterns emerged a formal pattern controlled by the project director and a collegial pattern in which all participants contribute on an equal subjective level.

2. There is a relationship between participants' perspectives of the event and the actual event. This study has pointed out that events, their components and activities create an environment which stimulates participants' perspectives. Interpretation of these perspectives results in interaction patterns that contribute to development of a project. The leader has the most influence on these patterns and perspectives. By planning content, creating environments, coaching participants through levels of activities and expanding cognitive thinking, the leader can influence perspectives. This will either stimulate or restrict project completion.

3. Factors have been isolated that contribute to participants' perspetives. These include previous experience, educational background, personal preferences, verbal connections, role identity, expectations, credibility, authority, interest and group size.

4. Perspectives do mold a project to completion. It is through feedback and the leader's sensitivity to perspectives that planning strategies can be developed to promote project completion.

This case study is a pre-experimental design research project. It is a hypothesis generating study that has permitted collection of rich data. Through this work other studies of evaluation projects can be initiated. Further work could encompass comparison studies in content, activities and interaction patterns. Experimental work might be conducted in relationship to "first encounter meetings", effects of participants educational background and work experience, group size, role identity, expectations, politics, feedback and any number of components identified.

Evaluation involves people. People perspectives contribute to interaction patterns, which under scrutiny of an evaluation leader can move an evaluation project towards success. It is hoped the more that is understood about how to create a successful project, the better chance there is of further delineation of evaluation as a specialty within the discipline of education.

Reflections of the Researcher

The development of skills as a participant observer exist as threads throughout this written work and require acknowledgement in order to provide some background information for those persons pursuing further study of this nature. The threads can be located in written records of events which increase both in length and detail particularly in documentation of data description found in Chapter III.

During the early phases of the project, participant observer skills were visualized as necessary activities in order to accomplish the task, but were however not fully understood. Spradley (1980) describes these well when he outlines six differences that exist between an ordinary participant and participant observer.

Dual purpose, the experience of being engaged in an activity while observing activities develops from exposure to the situation and people within it. The more frequent the exposure to the group the more quickly participants acknowledge the dual role and the more quickly the experience becomes refined for the researcher. The mechanism of feedback structured into this case study assisted in promoting this awareness to a high degree. Parallel to this experience memory, recall, explicit awareness and wide-angle lens also expanded in detail, volume and accuracy.

Insider-outsider experiences developed to such a degree in the last phase of the project that the researcher could consciously select or choose subjective or objective sequences of activity. Control of this choice was an exciting experience but also amplified the narrow consequences of subjectivity. Concious attempts were therefore made to view situations from the outside objective situation rather than from the inside.

The researcher also included introspection of feelings about a particular experience or event. These are located in Chapter III under the title of "Impressions". By recording impressions after an event, cathartic, self satisfying feelings emerged. When these feelings were later verified through comments made in perspective interview, it provided positive reinforcement that observations and awareness were acknowledged by other members of the group and therefore must have overtones of accuracy. This encouraged the researcher to seek more details and subtleties which further refined and acknowledged intuitive and gut feeling surrounding an event.

Record keeping in this case study was aided with use of a tape recorder and although this seemed threatening both to the researcher and participants it was the most accurate way of recording verbal group activity. It is imparative when conducting this type of reserach that the researcher record all activities and collect all materials in order to provide an accurate picture. This should include both objective and subjective feelings as well as written documents, notes and telephone communications.

A system of record keeping must be adopted early in the project and all participants should be made aware of how their contributions will be utilized. Contributions should be recorded in such a manner that they can be easily corrulated. This enhances documentation, analysis and writing. Methods utilized should be non-disruptive to the group yet well selected in order to accurately document the event.

The skill of interviewing is also an activity that develops with exposure and practise. Early interviews in this case study were clouded with insecurities resulting in limited data and verification of information. However, as skill developed detail and intimacy increased as well as freedom to verify and cross validate information.

Since the above experiences are for the majority experiences that remain hidden inside the researchers head they can be developed through conscious practise in almost any group or classroom situation. Interviews can be practised with family or friends in order to acquire skill and comfort with the formate. Practise of these skill is advisable when pursuit of this kind of research is being negotiated. This would hopefully increase the potential for increased detail and intimacy from the onset of a project thus leading to increased sensitivity and empathy towards group participants.

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APPENDIX

TABLE I

Perspective: Meeting B.1
Project director

Main Things	General Feelings	Do differently	Happen Next	Anything to add
Put face and back-grounds together.	Evaluator No. 2 knows more.	Choice of meeting place may have been better.	Cannot do study.	There are basic assumptions.
Evaluation roles were visible.	Literature review requested.		Can make excuses.	Wonder about expert-ise of project managment.
	Positive feelings towards thesis.		Can deliver a design as planned.	
	University proposal overnight.		Will need an expert on use of subject area specific tool.	
	Prolonging group. Would prolong learning experience.			

TABLE II

Perspectives: Meeting B.1
Evaluator No. 1

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Put names and people together.	Felt comfortable about the meeting.	Nothing--Have achieved more than expected.	Want to get out and see the programe.	Did not have eye with Client No. 2.
Client looked more closely at what they were doing.	Don't really have a feel about the program.		Course pressure.	Gained a lot from the meeting in terms of theory, skill in teaching and evaluation.
Relationships between Client No. 1 and Client No. 2.	Still confused.			
	Still keen on project.			

TABLE III

Perspectives Interview - Meeting B.1
Evaluator No. 2

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Face to face, getting acquainted.	Relaxed, comfortable enthusiastic.	Would not have done anything differently.	What's happened is happening in good sequencing.	Relaxed, low key, non-threatening situation.
Impressions of involvement unclear.	Interested in responsive evaluation.		Initial phase takes time.	Allowed open expression, open ended.
Different requirements between Clients.	Accomplished what I wanted.			
	What wasn't done could be done at another time.			

TABLE IV

Perspectives: Meeting B.1
Client No. 1

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Excellent way to meet.	Excellent, positive.	Wished evaluation done earlier.	Researchers should do do some analysis.	Waiting for report.
Explained what we were doing.	May feel betrayed.	Was ready to chuck the program.	Program modification.	
Evaluation is simplistic.	Impressed with leadership, confident of style and skill.	Feedback from administration to go ahead.	Need confidence in the target group.	
Process is much broader.		Idea was based on intuition.		
Turning point.		Feedback is needed.		

TABLE V

Perspectives: Meeting B.1
Client No. 2

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Chance to get to know each other on an individual basis.	Friendly, social, compromising.	Wished had met us earlier.	Firm up what we're doing.	Different on other end of the stick.
Shared background information.	Concerned about time frames.	Schedule difficulties.	Responsibilities need defining.	Evaluation conjures up negative thoughts.
Arrived at a broad description of evaluation project.	Commitment to continue.	Not sure of who is getting in touch with who.	Feel it is responsibility of faculty to glean information.	Glad agency is doing it.
No expectations.	Overwhelmed.			Need to justify project.
				Had not discussed project with Client No. 1.

TABLE VI

Perspectives Interview - Lecture No. 4
Evaluator No. 1

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Reviewed model	Good.	No.	Get out in the field.	Enjoing course and reflective procedure.
Brainstorming	Pleased about brainstorming.		Nervous.	
	Program aims and questions were related well.			

TABLE VII

Perspective Interview - Lecture No. 4
Evaluator No. 2

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Brainstorming.	Feel o.k. about about framework by advisor.	No.	Construct a document or instrument for their expressed needs.	Trying to be objective.
Model Review.	Satisfied.		Implementation didn't fit with our needs.	Feel previous knowledge may interfere with objectivity. Difference between objectivity and subjectivity. Two phase in mind - have agreet to complete Phase I--preparing instrument and providing instructions, Phase II--Implementation collecting data, analysing, reporting.

TABLE VIII

Perspectives: Information Interview with Client No. 1
Client No. 1

Main Things	General Feelings	Do Differently	Happen Next	Anything to Add
15 mintues late. --No apologies.	Had to scramble	History could be more precise.	Get paper to participants. Compute it and give results to me.	Grateful that evaluation is happening.
Good exercise.	Event was structured.	Task doesn't fit with model of an evaluation.	Come up with design.	Unique program.
Documentation has been poor.	Girls were easy to get along with.		Evaluation idea has changed.	Likes idea of thesis project.
Discovered things we are supposed to do that we're not doing.	Should have been more directive.		Must think more specific.	Messages can go through me for clarification.
Aspects of the program were put into perspective.				Visibility is very important.
				Risks involved in visibility.

TABLE IX

Perspectives Interview: Information Interview with Client No. 1
Evaluator No. 1

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Getting to know him.	Beginning of a relationship.	Nothing.	Client No. 1 and 2 need feedback about what they can expect because of a) limited communication, b) expectations are both different.	No.

TABLE X

Perspectives Interview - Information Interview with Client No. 1
Evaluator No. 2

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Objective to find out present and and future point of view in terms of what Client No. 1 wants.	Impressions of Client No. 1--moving--wants to accomplish.	No.	Intitial phase takes time.	
History covered.		Agrees with his philosophy.	After relationship is built receive payoffs.	
Checked details.		Leadership style--tends to allow client to come out with what he intends.		

TABLE XI

Perspectives Interview: Information Meeting with Client No. 2
Client No. 2

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
History and current events.	Good.	Non-verbal "yes."	Both groups get together and make a decision about the kind of evaluation tools and roles.	Want to know team role and kinds of data.
What evaluation should entail.	Appreciate clarification.	Would be useful to have a clear statement about what it is an evaluation can or cannot do.	Role clarification.	
Clarification of roles.		Pressure is not there.		
Validity.	Preference is for participation and would like that to continue.			

TABLE XII

Perspectives Interview - Information Interview with Client No. 2
Evaluator No. 1

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Obtained specific information in relationship to the program itself.	Less apprehensive.	Strategy different.	Wants feedback from Client No. 1 and 2 about interviews.	Nothing.
No long range plans.	Client apprehensive.	Evaluator No. 2 took notes.	Wants feedback from participant observer.	
No evaluation tests being done.	Beginning to develop a new skill.	Evaluator No. 1 watched non-verbal cues and listened.	Would have liked to watch project director in interview.	

TABLE XIII

Perspectives Interview - Information Interview with Client No. 2
Evaluator No. 2

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Pace quicker	Lost and uptight about snow and skidding car.	Time to structure interview.	Evaluation decides what they can do.	Client No. 2 may leave for further study.
Searching out appreciation of program.	More directive--more demanding because of many things.		Need decision on design.--Then go ahead.	More conscious of need to record information.
Believes in program.	Interviews seemed disjointed and confusing.			Assistant may be the key figure to turn program over to.
Good with participants.	Journal interview may expand program.			Beginning to integrate theory and practise.
Wants to know if program is worthwile.				Agency is young. Publicity important.
				Visit was satisfying. Relaxed--low key.

TABLE XIV

Perspectives Interview - Lecture No. 5
Project director

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Conflicting description.	If I were more positive I would have gone out.	No. They are things that would entail more interaction.	Send Xmas letter.	Real questions—which —which is important —which would they ask.
Their desire or need for an evaluation is is not great.	Going to pretend it's important.	Need to merge with them. Has been an arm's length operation.	Present draft in January.	Need to get under the surface.
Need to decide what to do.			Give them a chance to studying it.	Someone has to get tough.
Assume—they want something decent.			Get advise and reaction.	Tough questions are around.
Could send a circular Xmas Letter.			Spring Session is worth worth considering.	Leaning towards change. Change is threatening.
Reasons for propos-ition are weak.			Should avoid tough questions.	Get a real picture of what would work.— What do you thing of this question. Do you think it's fair?
Think we're overdoing it.			Evaluation is being overdone.	I'm changing my mind as I go along.

TABLE XIV

Perspectives Interview - Lecture No. 5
Project director
- continued -

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
			Maybe main program needs evaluation.	New Ideas.—like to give a shot at a more participatory model.
			January/visualize 1st meeting feeling each other out. 2nd work in pairs, come up with a sketch—bring back main proposal.	Participant observer role a good common link and perhaps necessary.
			Speculate about what might be done.	
			Hidden agenda.	
			Tactical—mention to Evaluator No. 1 and 2.	
			Schedule 3—working meetings Jan. 15, 22, 29. Phase I warm up. Phase II Working/Design. Phase III Data Collection and analysis.	

TABLE XV

Perspective Interview: Lecture No. 5
Evaluator No. 2

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Project director brought about closure.	Wasn't well prepared.	I don't know.	We will get a paper from advisor that we will respond to.	I don't think so.
We had an opportunity to present information, feelings and impressions.	Did not present in an organized way and advisor pulled information out.		Concerned that Client No. 2 be informed about what is expected.	
Project director presented his own feelings.	Not sure how document fits.		Let Client No. 1 and No. 2 know what is expected.	
Eager to get it tied up.	Feeling of separation.			
	Course opened eyes, mind about thing in evaluation.			

TABLE XVI

Perspectives Interview - Lecture No. 5
Evaluator No. I

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Basically wrapped up loose ends.	Moving on in step wise fashion.	More reading perhaps.	Looking forward to getting framework. Keen to see it take form.	A final get t0-gether over a drink between teams.
Objectives were reiterated and spelled out.	Prepared to pull in information and put it into a pot.		See my responsibilities: a) finish reading, b) filling out document, c) see pooled data, d) brainstorming, e) putting together a rough document, f) revising it, g) see finished document.	Have really enjoyed time spent on project.
Mutually agreed upon structure of evaluation design.			Termination print document.	Grateful to Evaluator No. 2 for support in

TABLE XVII

Perspectives Meeting B.2
Project director

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
They showed up.	More optimistic.	Nothing.	Make sense of questions.	
Quick acceptance of idea.	Lunch with government people in fall.		Reverse. Present design.	
Model easy to learn.			Work in spring.	
Model easy to use.			Community people can do it.	
Stake is hard to beat.			Implementation a possibility.	

TABLE XVIII

Perspective Re: Meeting B.2
Client No. 1

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Looked at the model	A little anxious.	Not talk so much.	Follow through.	
Happy to see structure and direction.	Process does not fit his style.			
Aware of the models.	Model is critical.			
Upfront presentation and planned structure.	Overpowered—impressed.			
Direction has changed.	Frustrated because he couldn't arrive on time.			
Likes control.	Prefers meetings away.			
Wanted a "product" prior to meeting. Now we have control.				

TABLE XIX

Perspectives Re: Meeting B.2
Client No. 2

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Project director presented model.	Had acomplished a great deal.	Nothing.	Follow course of action.	
Involvement--liked that.	Finally received direction.			
New role--to supply answers to questions and then information or data for a design.	Acquainting government with project appropriate.			
Case studies not necessary.				

TABLE XX

Perspectives - Meeting B.3
Project director

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Things are tough.	Concern for where this is leading.	Rearrange luncheon appointment.	Send design by February 22.	Group size is more manageable.
Quick repsonse to tape.	A lot of unknowns.		Can feel each other out.	
Commitment is visible.	Dependent on department.			Scheduling easier.
	Double messages.			Don't meet as often.
				Accomplish more.
				Balance/weight of group is important.
				People helpful.
				Want to see results.

TABLE XXI

Perspectives Re. Meeting B.3
Client No. 1

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Finished task of doing questions/priorized.	Excited.	Nothing.	Wants implementation in May.	Should have set a date for next meeting.
Encouraged by advisor.	Program is a quality experience.	Accepted leadership		
Case histories unresolved.	Renewed admiration.	Feels good—worthwile.		
New thinking generated.	Wants an evaluation inplace before expansion.			
Opened new possibilities.	Concerned about thesis.			
Appreciates Client No. 2's frustration.	Remembers last meeting better.			
	Self doubts less.			
	More confident in product.			

TABLE XXII

Perspective Re: Meeting B.3
Client No. 2

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Answered last set of questions.	Excited about end.	Nothing.	Come up with deisgn	
Priorizing pointed out.	Fulfilling.		Approve it.	
Project director could give support to political influences.	Closer to evaluators.		Collect data with people from spring course.	
Regional push for expansion.	Commitment.			
	Numbers of people influence work done.			
	Large group over-whelming.			

TABLE XXIII

Perspectives Interview - Luncheon Meeting
Project director

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Evaluation events to date.	Pleasure.	Pick a more suitable table.	Finish the interview.	Interesting to see civil service available to discuss program maintenance.
Budget beyong spring, staffing.	Testimonial--retirement banquet.	Would like an agenda.	Put together a design.	Interested in how they take a bit of money from here and there.
Evaluation Design.	Keep gong but don't open any can of worms.	Needed to work out some questions.	Outcomes need to be broken into observational sources.	
Community No. 1 several telephone calls.		Has a few objectives in mind.	Standards not identifiable.	
			Set their own standards.	
			May go—may not.	

TABLE XXIV

Perspectives Inteview: Luncehon Meeting
Client No. I

Main Things	General Feelings	Do Differently	Happen Next	Anything to add
Government saw guy from university.	Hassled.	Better table arrangements.	Receive design.	No.
Discussed job descriptions, staffing.	Good about exchange of ideas.		Contact government department and get comments.	It's been an enjoyable experience.
Theory of meeting.	Regional programs.		Rewrite program.	
			More funding.	