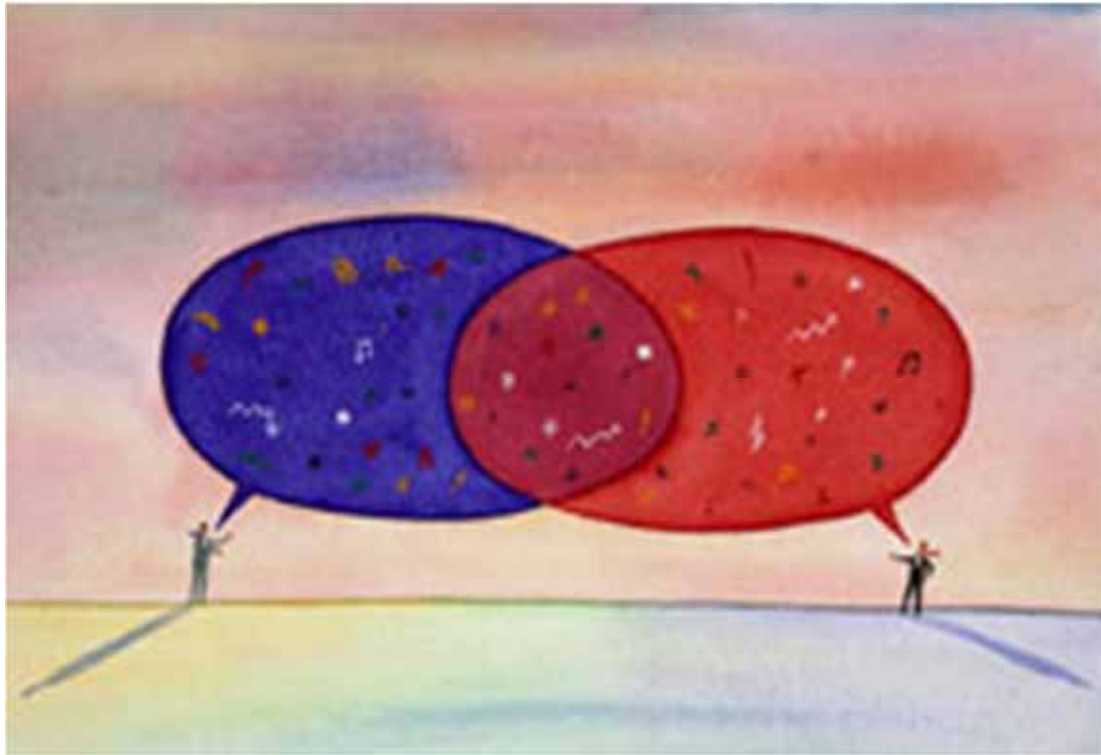


Valerie J. Yontz, RN-BC, MPH, PhD
H-PEA Annual Conference
September 9, 2011

Communication: By Design or Default?

Conference Theme

Reaching Shared Meaning: I Thought You Understood



<http://www.barnesconti.com/programs/communication.html>

Prepared by Valerie Yontz, PhD- Public Health Faculty- 9/9/11

H-PEA Purpose



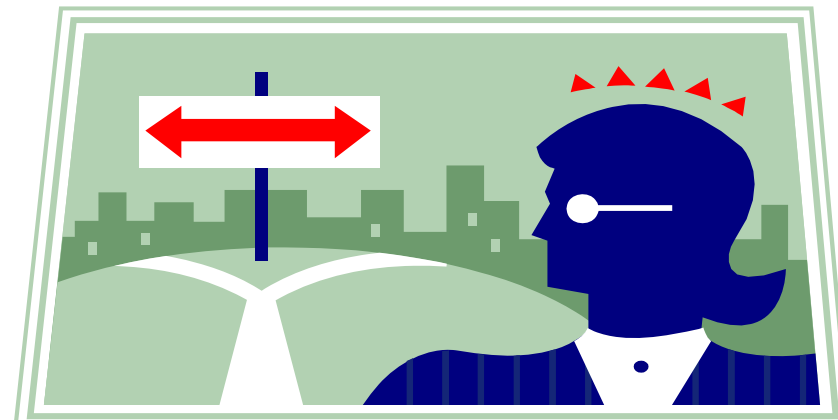
- Section 1. Purpose. H-PEA is organized exclusively for educational purposes.
- Specifically, its purpose is to **improve the quality of evaluation research, theory, and practice** in Hawai'i and the U.S. Affiliated Pacific Jurisdictions.
- By creating **forums** for dialogue, relationship-building, learning, and collaboration.

Where to Start the Journey?

- Focus: To create a higher impact communication process during your evaluation process or strategy

Which path to take?

- By Design or
- By Default



What is my Understanding of Evaluation?

My Understanding of Evaluation as H-PEA Explains it



- **WHAT IS EVALUATION?**

Evaluation is the **systematic investigation** of the worth or merit of an object, and it is often undertaken for the purpose of **improvement** or to **guide decision making**.

- **What *objects* are evaluated?**

The *object* can be a particular program, an initiative, a group of people, an individual, a project, product, and/or process.

H-PEA website: <http://h-pea.org/evaluation.html>

For Evaluation

- Types:
 - Process Evaluation
 - Outcome Evaluation
 - Impact Evaluation
- Function
 - How well did we do?—Qualitative evaluation
 - How much did we do?—Quantitative evaluation



H-PEA website: <http://h-pea.org/evaluation.html>

Other Types of Evaluation

- Internal Evaluation
 - External Evaluation
 - Preliminary Evaluation
 - Formative Evaluation
 - Summative Evaluation
-
- In the end, we want to do what?



Evaluate the Program Domains

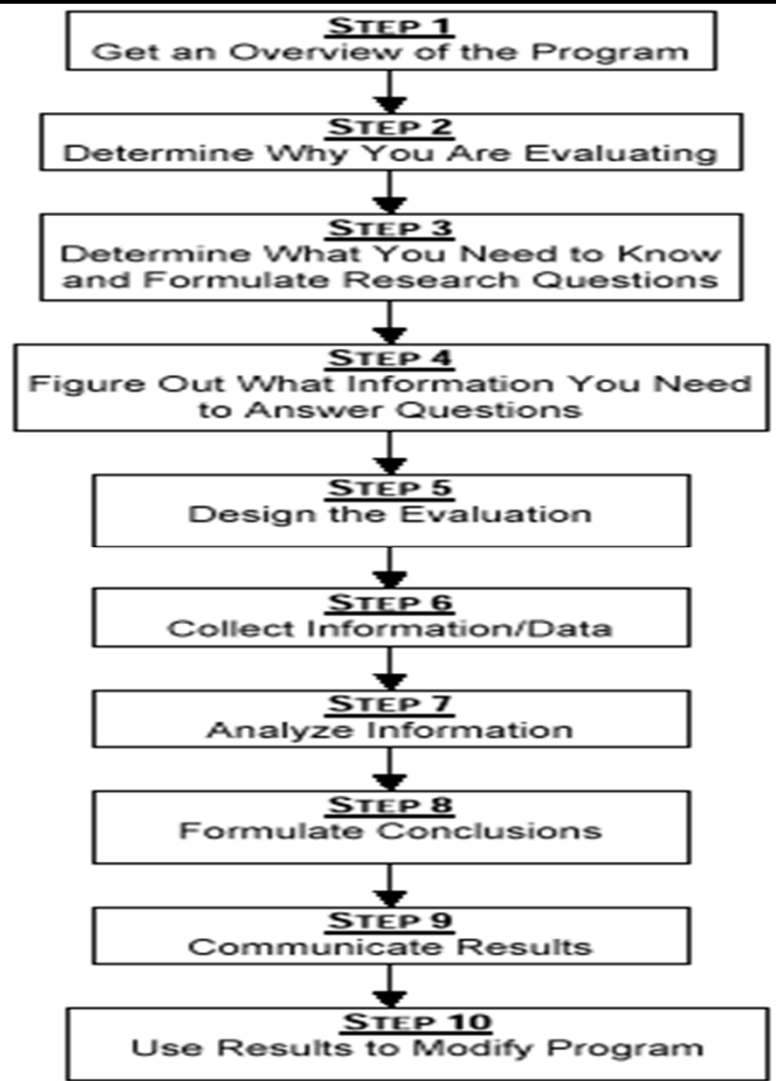
- Evaluation typically involves assessment of one or more of five program domains:
 1. the need for the program,
 2. the design of the program,
 3. program implementation and service delivery,
 4. program impact or outcomes, and
 5. program efficiency.
- An evaluation must be tailored to the political and organizational context of the program being evaluated
- Any or all of the results need to be communicated for improvement and refinement

Why Evaluate



- Evaluation for project improvement
- Evaluation for project management
- Evaluation for staying on track
- Evaluation for project efficiency
- Evaluation for program development
- Evaluation for dissemination of useful results
- Evaluation for project accountability
- Evaluation as evidence for more funding
- Evaluation as evidence of the impact

Evaluation Steps



Rossi and Freeman, 1993

Evaluation Steps

- **CDC Steps in Evaluation Practice**

Step 1: Engage the stakeholders

Step 2: Define your program

Step 3: Focus the evaluation design

Step 4: Gather credible evidence

Step 5: Justify conclusions techniques

Step 6: Ensure use and share lessons learned

<http://www.cdc.gov/mmwr/PDF/rr/rr4811.pdf>

The Evaluation Matrix is the “Blueprint” of the Evaluation System

Key Focus Areas	Indicators	Data to record on collection sheets	Data Collection Tools & Reporting Instruments	Data Sources	Schedule (Time Line)
Outputs					
1. Participation Throughout the first year, identify and intervene with number of students who show indicators of detaching from school	1a.- The number of youth enrolled in program 1b.- Number of youth who participated in any part 1c. - Number of youth who completed the program	1a—# of youth enrolled in program 1b—# of youth who participated in any part 1c-- # of youth who completed the program	- Attendance and tracking log Report on Youth Data Sheet for Master Spreadsheet (MS)	Grantee agency & youth	< 1 week following each encounter during the year
Short-Term Outcomes					
6. Adult Support Create trusting relationships among the students with safe, caring adults (such as grantee staff, parents, teachers, admin and school staff and other adults) and peer mentors	6. Adult Support Youth perception of support given and increase sense of belonging	6. Score on survey	ACIS Youth Survey Record on Youth Data Sheet (MS)	Youth	Survey youth in October 2011
Long-Term Outcomes					
9a. School Compliance and Connectedness--Discipline	9a. Lack of disciplinary referrals or actions	9a. # of youth in program who got in trouble (e.g., disciplinary referrals, arrest, etc)	Student school record Record on Youth Data Sheet (MS)	School administration	Records checked four times a school year at Oct, Jan, April, and June
Impact					
10. Impact Overall Evaluation by the Youth Tobacco Prevention Program—What was the impact?	10. Measure the impact by way of success	Narrative—Success Report Form	Report using Annual Report Success Story Form	Grantee Staff	Part of final evaluation report at end of each fiscal year

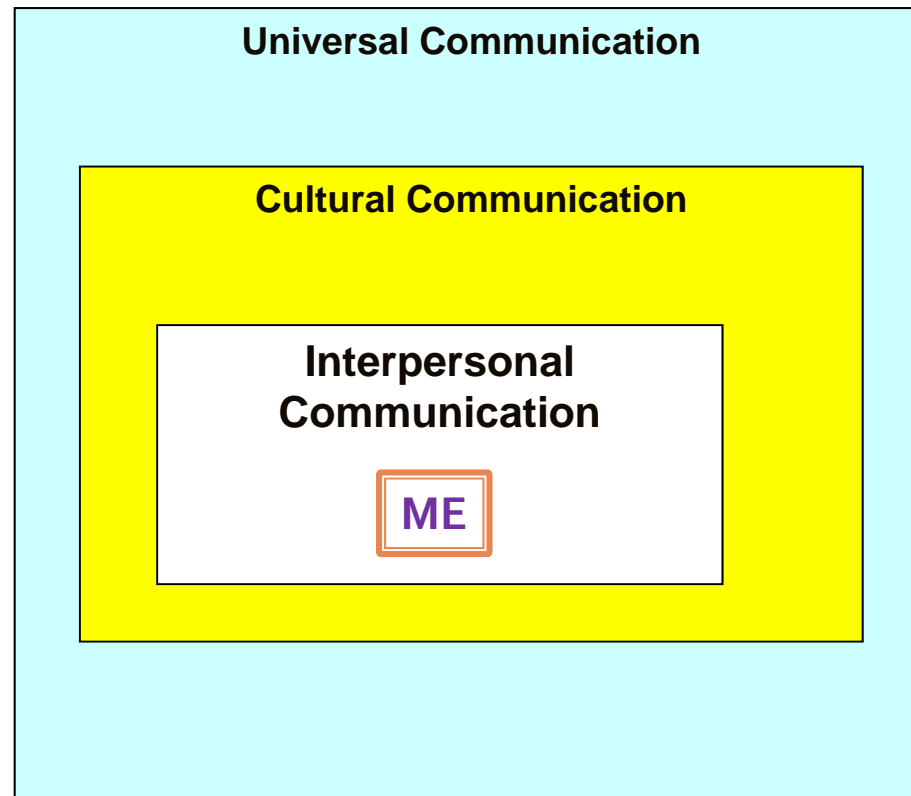
Common Evaluation Methods

1. Interviews
2. Focus groups
3. Surveys—Online and In-person
4. Observations
5. Quantitative data collection from existing sources
6. Qualitative and quantitative data collection
7. Content analysis



What is my understanding of Communication?

Get the Three, Before Me



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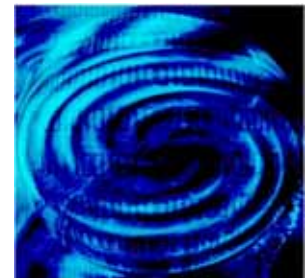
Level of Communication

- Macro—universal communication
 - Meso—cultural communication competency
 - Micro—interpersonal communication
 - Inner—ME
-
- Remember: The whole is greater than the sum of the parts

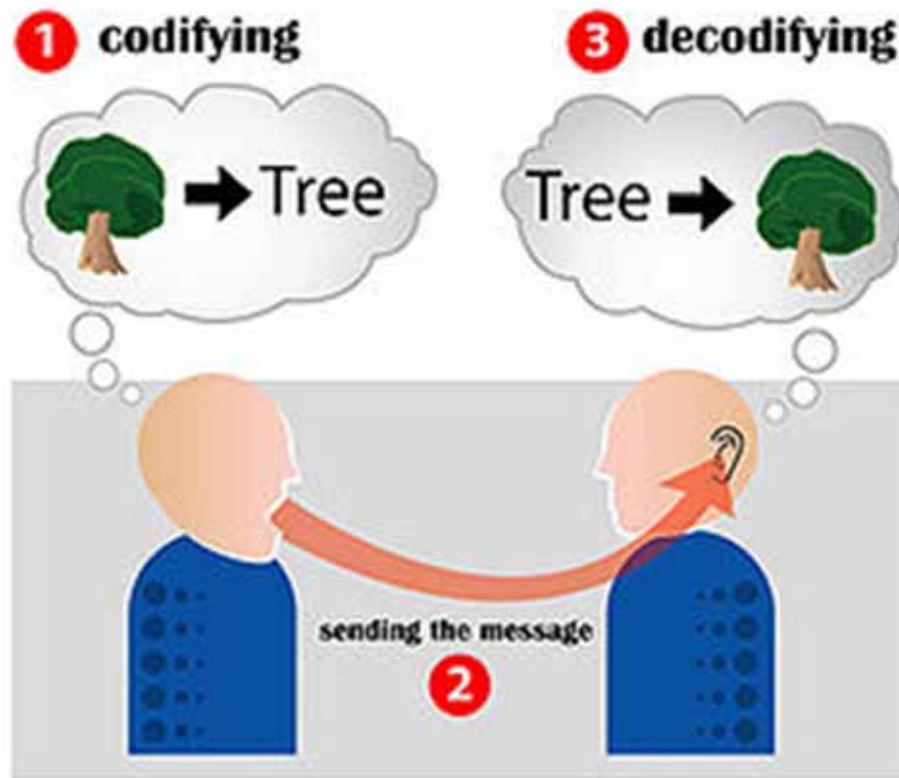
For Communications

- Communication vs. Communications
 - **Communication** is an **act of** communicating with **exchange** of thoughts, information, and feelings between individuals or groups. It is the art and technique of expressing ideas effectively.
 - **Communications** are different **methods** used for communicating, such as person-to-person engagement, email, reports, and radio, television and web-based campaigns. It refers to the channels and messages used to communicate.

Sources: Are We There Yet? Prepared by Aslbey Consulting for The Communications Network



The Scheme



Communication code scheme

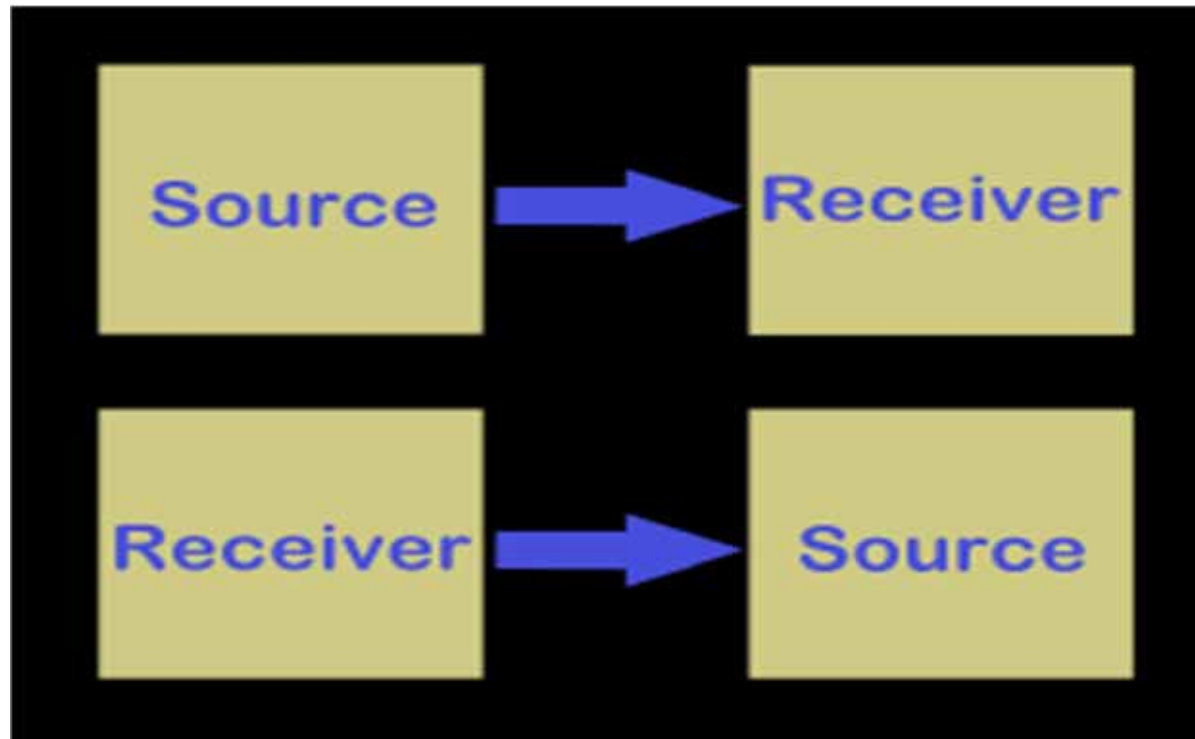
<http://en.wikipedia.org/wiki/Communication>

Five Principles of Communication

1. Communication is a transactional process (business exchange)
2. Communication is an interactional process (it happened)
3. Communication is an irreversible and unrepeatable process (unique event)
4. Communication a culture-specific process
5. Communication is about content and relationships

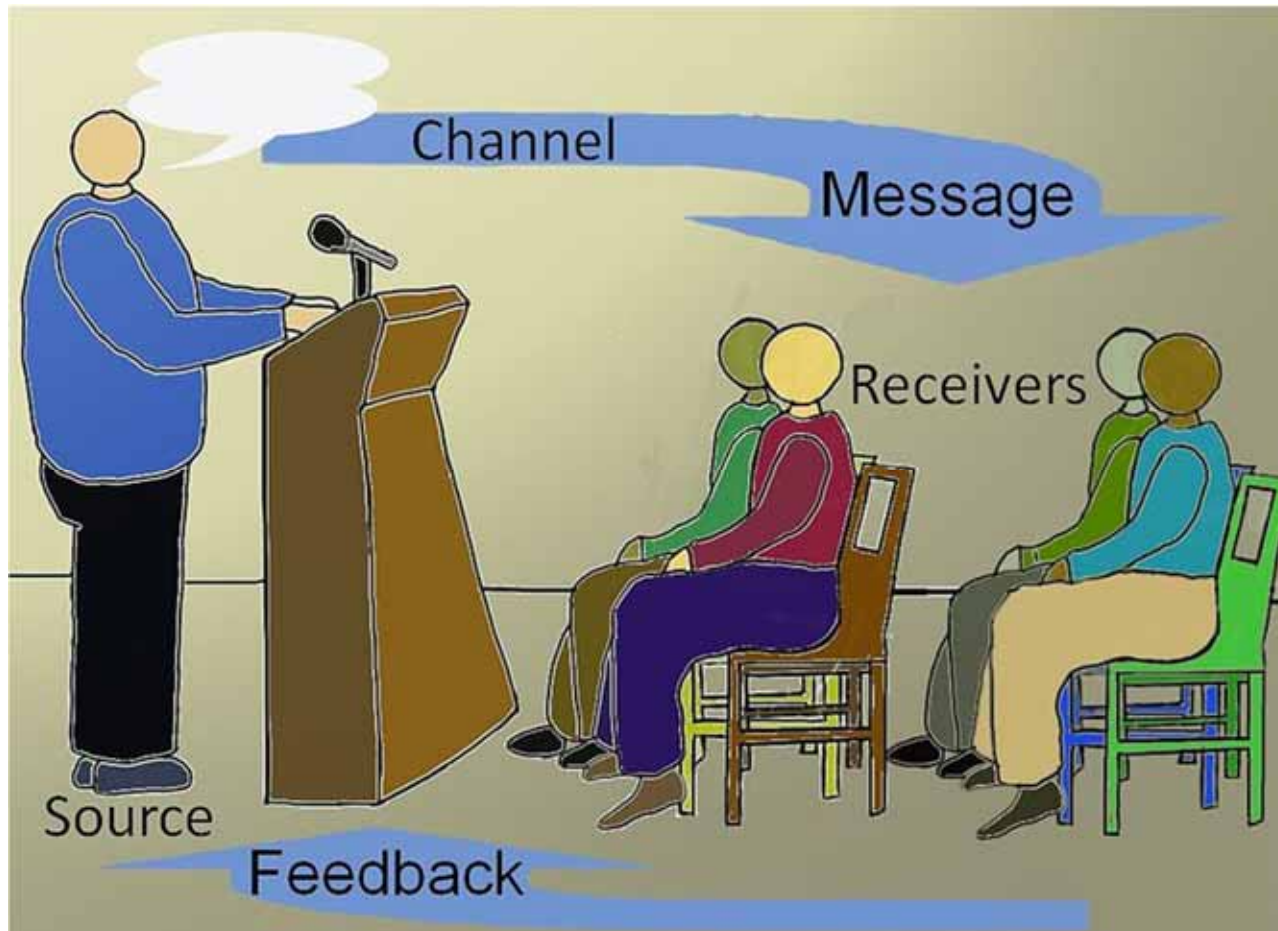
<http://paulford.com/what-is-communication/>

Interaction—Back and Forth



Interactional Model of Communication

Transactional Model of Communication



<http://en.wikipedia.org/wiki/Communication>

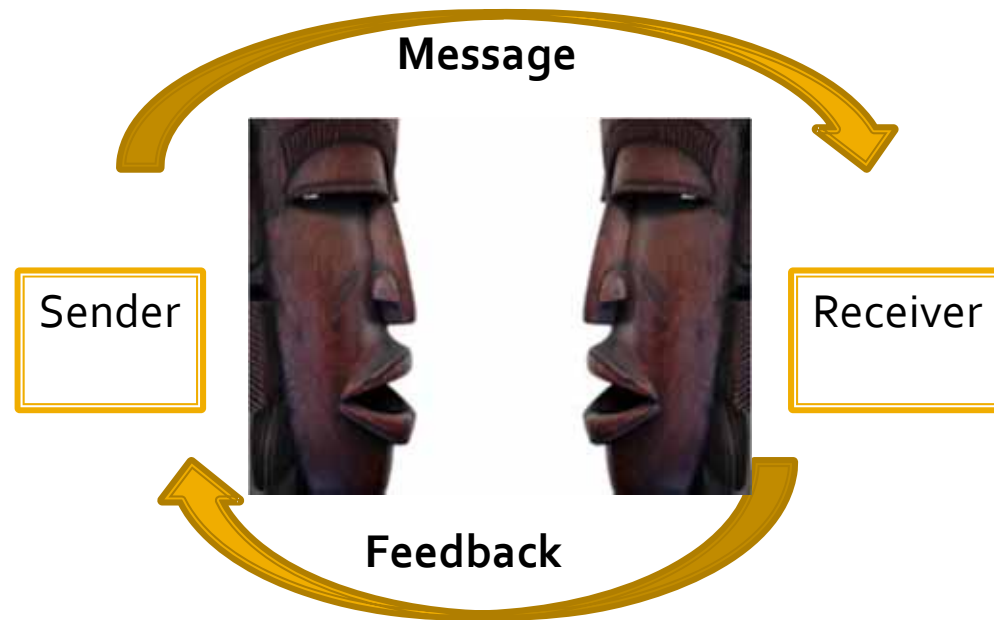
Purpose of This Talk

- Explore the useful **techniques** that can be applied in situations where **communication interactions** are involved in evaluation:
 - Academic and educational settings
 - Non-profit sector or in social services
 - Government, e.g., at Department of Health
 - Communities

Examples of Communication Interactions that Involve Evaluation

1. Between Funder and Project Manager—
planning, progress, reporting the results
2. Evaluators with Client and Staff in
meetings—set goals and objectives, design,
communicate result
3. Evaluator and evaluatee—interview, focus
group, paper and pencil survey
4. Site visit by funder or evaluator
5. Evaluator delivering unexpected results

Basic Verbal Communication



Verbal communication—communication information about ideas and events

Characteristics of Nonverbal Communication

- Nonverbal messages primarily communicate emotions, attitudes.
- Nonverbal cues substitute for, contradict, emphasize or regulate verbal message.
- Nonverbal cues are often ambiguous.
- Nonverbal cues are continuous.
- Nonverbal cues are more reliable.
- Nonverbal cues are culture bound.
- Nonverbal behavior always has communicative value.
- Nonverbal communication is powerful.



Source: Knapp & Hall, 2007

Elements of Person That Send Nonverbal Messages

- **Physical body**—clothing and bodily characteristics like physique, height, weight, hair, skin color, gender, odors
- **Physical Environment**—place, sounds, smell, others
- **Space**—use physical space in communication (proxemics)
- **Time**—use time in communication (chronemic)
- **Kinesics**—movement and body position (kinesics) including posture, gesture, stance and movement
- **Touch**—touching in communication—handshakes, high five, shoulder contact, pat on back (haptics)
- **Eye**—role of eyes in nonverbal communication (oculesics)
- **Paralanguage**—nonverbal cues of voice

Source: Knapp & Hall, 2007



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Nonverbal Communication

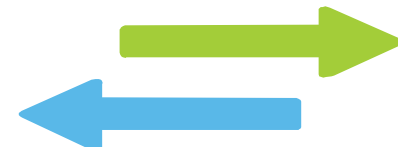
- Argyle (1988) concluded there are **five primary functions** of nonverbal bodily behavior in human communication:
 1. Express emotions
 2. Express interpersonal attitudes
 3. To accompany speech in managing the cues of interaction between speakers and listeners
 4. Self-presentation of one's personality
 5. Rituals (greetings)

Argyle, Michael, V. Salter, H. Nicholson, M. Williams & P. Burgess, 1970; Argyle, 1988



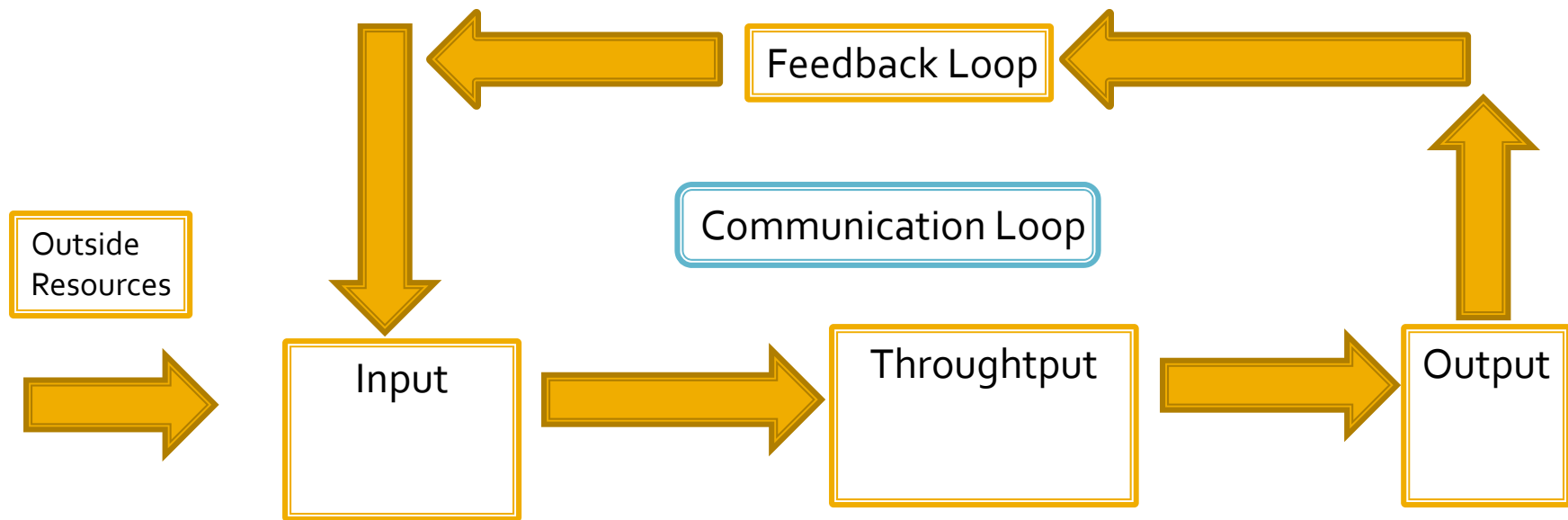
Interaction of Verbal and Nonverbal Communication

- Six ways that nonverbal messages interact with verbal messages:
 1. Repeating (reinforcing)
 2. Conflicting (opposing)
 3. Complementing
 4. Substituting
 5. Regulating
 6. Accenting or moderating



Knapp & Hall, 2007

Open System Approach



What do I need to remember today?

Input

- 1. Be Present
- 2. Be Positive

Throughput

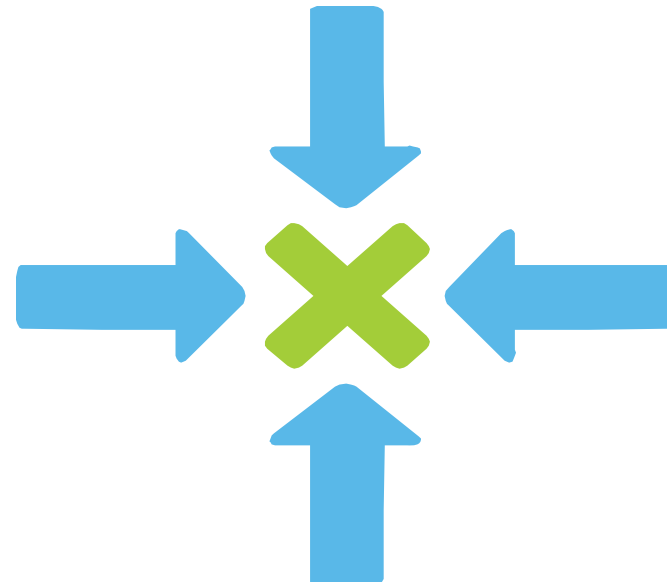
- 3. Guided Talk Story
- 4. The Art of Probing

Output

- 5. Mindful Listening
- 6. Coconut Wireless

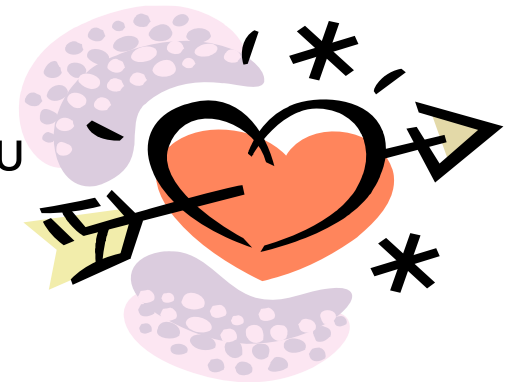
Feedback Loop

- 7. Two Degrees of separation
- 8. The Power of Purpose—useful or not



Input—Open System

1. **Be Present**—Focus, eye contact, get comfortable, connect deliberately
Example: Me or the computer, put tools away, set aside problems; this sets up the nonverbal
2. **Be Positive**—Smile, make one “happy” statement, set the stage for inclusive conversation, be affirming, open
Example: They are the expert about what you want to know—make them feel important.





Throughput—Flow Along

3. **Guided Talk Story**-Know where you want to go—well-known questions and range of what to be evaluated

Example: Allow the story to be told; sailboat

4. **The Art of Probing**—Need pre-mediated probing questions

Example: Smokeless tobacco focus group



The Art of Probing

Q1: ACCESS/USERS' CHALLENGES

How hard is it to get betel nut in Hawai`i?

- Is it the same as what you could get in Chuuk?
- Cost? Effect or Strength? Taste?
- Do you Different types (species) of betel nuts or always the same kind?
- About how much do you spend on betel nut and the ingredients?
- Do you have times when it is hard to get any of the ingredients to chew—when and what ingredients?

Q2: TOBACCO USE WITH BETEL NUT

Did you always chew it with tobacco?

- What made you start use with tobacco?
- Who taught or showed you how to use betel?
- Would you ever chew w/out tobacco? Without any other ingredients?
- Are there any other differences in chewing in Hawai`i than in Chuuk?
- Do you think it's as socially acceptable or "tolerated" to chew betel nut here as it is in Chuuk?



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Output-Reap the Result

5. **Mindful Listening**—What are you hearing with the words, tones, phrasing; seeing with non-verbal; and feeling energy-wise & vibrationally

Example: Are verbal, nonverbal, and energy aligned; look for incongruence; Cambodian encampment

6. **Coconut Wireless**—Process the information, wait, look, listen before starting again and start a new area

Example: Tell me more about this; Vietnamese winds





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Feedback Loop

7. **Two Degrees of Separation**—Compare and contrast what have you been given—can it help you—Evaluate the worthiness of your data against your purpose

Example: Analyze at the meta level; China—6 focus groups

8. **The Power of Purpose**—Useful or not; are you on target for your purpose—can you adjust and refine

Example: Lost in the sea of data; KKV



Design or Default Checklist

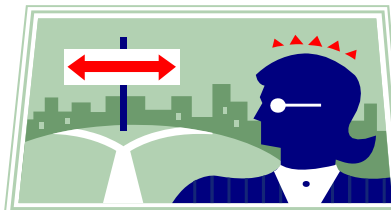


Design

- Deliberate presence
- Choose to be positive
- Know where you want to go
- Cheerfully seek insights
- Check out understanding
- Clarity of purpose
- Apply new learning/data
- Improvement

X Default

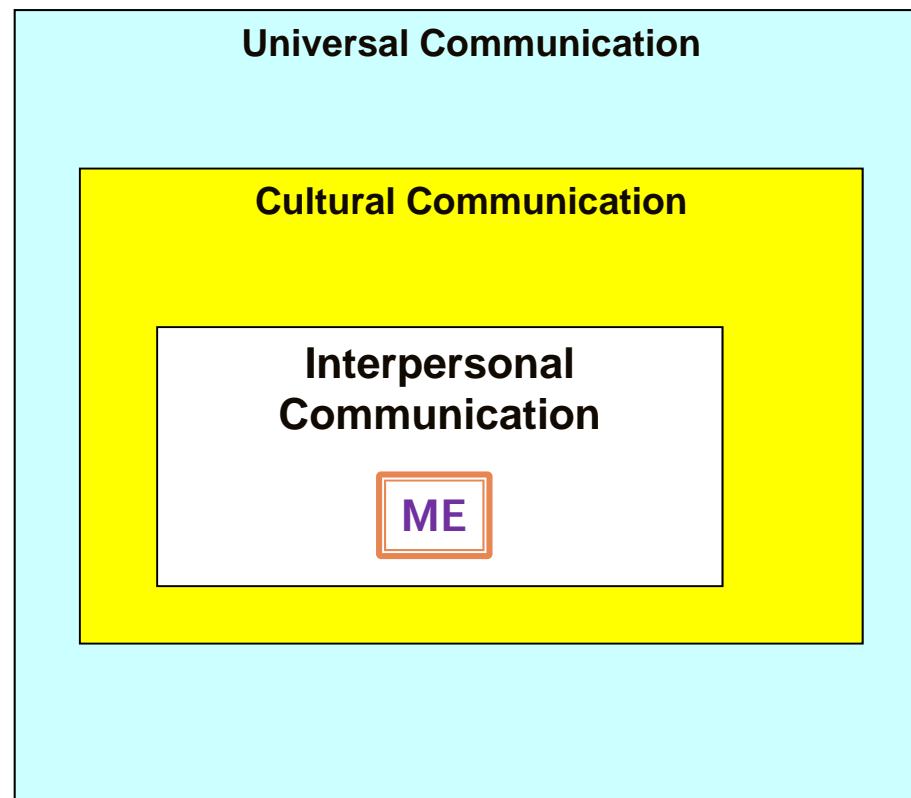
- Just there—cell phone on
- Neutral or muddled
- Wander around
- Missed cues
- Make assumptions
- No eye on goal
- Lost in pile of data





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Get the Three, Before Me



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Cultural Competent Communication Skills

- Cultural Competent skills
 - Use inclusive language
 - Make no assumptions
 - Learn about each other's culture & beliefs
 - Listen well
 - Use translator if there is language barrier
 - Learn about the client's culture
 - Ask culturally inquisitive questions
 - Explain what you want to do and why
 - Engage the client's family
 - Approach client with openness
 - Approach client with willingness to learn



Cultural Competency Communication (1)

(Via Valerie's experiences)

1. Cultural Curiosity—"Prime the pump" meaning you have to get interested
2. Cultural Awareness—"What you see is not what you get" meaning do not judge by looks, judge by actions and morals of person & awareness has to do with external signs of diversity.



Cultural Competency Communication (2)

(Via Valerie's experiences)

3. Cultural Sensitivity—"Do unto other as you would have them to do unto you" meaning learning enough to not to say or do things that might be offensive. Try to gain personal attitudes & behaviors that will not be offensive in or with any cultural group.



4. Cultural Insights—"More than skin deep" meaning there are lots and lots of cultural facts to learn & keep learning for a "lifetime of learning"

Cultural Competency Communication (3) (Via Valerie's experiences)

5. Cultural Clarity—"Do you hear what I say" meaning you must not assume anything and seek clarity from the cultural person. They are the experts about their culture: let them teach you.
6. Cultural Contrast—"Take off your rose-colored glasses" meaning comparing and contrast are a good way to learn about differences and realize how and why differences exist. Don't use generalizations and stereotypes.



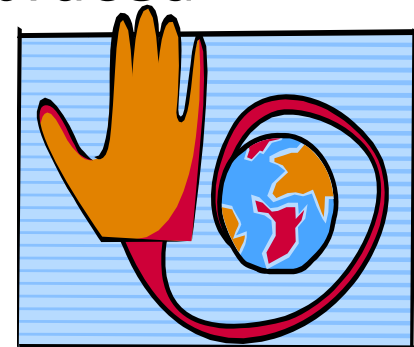
Cultural Competency Communication (4) (Via Valerie's experiences)

7. Cultural Strengths—"United we stand" (divided we fall) meaning when you focus on the strengths of a person/culture then you see it anew and you keep things positive.
8. Cultural Integration—"We are all in this together" meaning we have to equally desire to listen to, be heard, and respect.



Cultural Competency Process (5) (Via Valerie's experiences)

9. Cultural Congruence—"Just do it" meaning be culturally in-tune with one's environment and treat others with understanding, respect, fairness, care, compassion, humility, love, & honesty.
10. Cultural Alignment—"Chime with it" meaning we can get into the positive flow with those from other cultures if we allow ourselves to be embraced



Take Home Messages

1. Keep your purpose in focus
2. Use multiple-level guidance
3. Practice, practice, practice...

Positive communication to be fabulous evaluators

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- Argyle, Michael, Veronica Salter, Hilary Nicholson, Marilyn Williams & Philip Burgess (1970): The communication of inferior and superior attitudes by verbal and non-verbal signals. British journal of social and clinical psychology 9: 222-231.