

# COMPLEMENTARITY OF THE GOAL-BASED, THE SYSTEMS RESOURCE AND THE MULTIACTOR EVALUATION METHODOLOGIES

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This paper is about the complementarity of evaluation methodologies. According to the work on evaluation carried out by Gregory and Jackson (1991), there are different forms of evaluation: Goal-Based, Systems-Resource and Multi-Actor. The important issue is to use these approaches in a complementarity way order to allow each methodology to contribute to the analysis of the organisation. I advance the argument for an Evaluation System consisting of three parts: the complementarity of evaluation methodologies, the methodology user, and the organisation under study.

**Keywords:** Evaluation, Indicators, Organisational Analysis, Performance Measurement, Effectiveness.

## 1. INTRODUCTION

This paper focuses on the development of organisational evaluation theory and practice. Theoretically, Goal-Based Evaluation is based upon the organisation reaching formal goals. The Systems Resource Evaluation Methodology is based upon the idea that it is impossible to act without causing multiple reactions throughout the organisation. It is important to analyse the organisation as a coherent system with structure and processes. The Multi-Actor Evaluation is based on the principle that organisational success is based on satisfied stakeholders. It is a pluralistic approach that takes into consideration the different points of view of all organisational actors and stakeholders and their relationship.

I propose the argument of an Evaluation System that takes into consideration three elements: the complementarity of the evaluation methodologies, the methodology user, and the organisation under study.

In relation to the complementarity of evaluation methodologies, this examines how the evaluation methodologies come to be integrated through the Interactive Evaluation Management Process. It is a dynamic management system for formulating, measuring and implementing strategies.

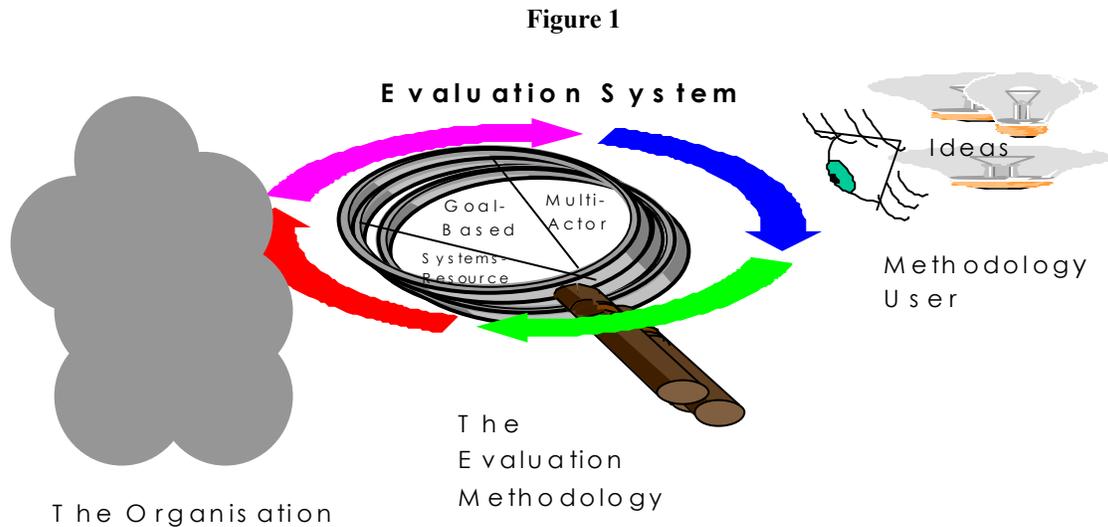
In relation to the methodology user, this demonstrates how I have tested the evaluation methodologies in courses, seminars and consultancies with Colombian organisations and the framework used to conduct the evaluation.

As for the organisation under study, this is to relate to the Colombian context. The methodology was tested for use in a project with Carbocol (The Colombian National Coal Company).

The paper will conclude with a learning process on practice as a permanent feedback from the whole system that helps to define organisational strategies.

## 2. THE EVALUATION SYSTEM

The Evaluation System allows all of the parts in an organisation to be evaluated simultaneously and integrally. As it is shown in Figure 1, The Evaluation System incorporates three elements: the methodology users, the evaluation methodology, and the organisation under study.



The methodology users are the people with different roles and backgrounds involved in the Evaluation System. The user of the methodology must be able to identify training needs and ways in which he/she can improve his/her competence in obtaining an Interactive Evaluation Management Process.

The Evaluation Methodology is used to harness together the different methodologies on which a holistic evaluation might be based. There are many types of evaluation methodologies being used in isolation: The Goal-Based, The Systems Resource and The Multi-Actor Evaluation Methodologies. The isolated use of an evaluation methodology provides a partial information about the organisation. Besides, it points out the need for a holistic evaluation system embracing different perspectives and approaches. The Interactive Evaluation Management Process is a framework in which the different evaluation methodologies are applied in a complementary way. Complementarity evaluation has to be used in a whole interactive process producing synergetic action through strategies and indicators in the organisation.

The organisation is continually interpreted as using ideas through the methodologies, whose source is the perceived world itself in a process of mutual creation. The Interactive Evaluation Management Process was tested in Carbocol (The Colombian National Coal Company). This organisation is presented as the case study for this article.

A detail explanation about the three elements of the Evaluation System: the methodology users, the complementarity of evaluation methodologies and the organisation under study in more detail are developed next.

### 2.1. The Interactive Evaluation Management Process

There are dominant forms of evaluation: Goal-Based, Systems-Resource, and Multi-Actor Evaluation Methodologies. Traditionally, each approach has been used in isolation. The use of the methodologies in isolation

is critically deficient for attaining an overall evaluation performance. The Interactive Evaluation Management Process proposed here is a complementary way to use these evaluation methodologies.

### 2.1.1. *The evaluation methodologies working in isolation*

A definition of Goal-Based, Systems-Resource, and Multi-actor Evaluation Methodologies are advanced using the common framework of the view of the organisation used, the suggested systems approach for conducting each particular approach, and what is considered as effectiveness for conducted each particular methodology in isolation. Each methodology has its own way of looking at the situation using a specific lens according to figure 1.

This analysis has been developed by Morales (1998) and it is summarised for each evaluation methodology in a specific table.

Table 1 shows a “Summary of the Systems Resource Evaluation Methodology” as a first lens. In this methodology, a wider understanding of the organisational structure and processes from an internal or an external perspective, permits a better adaptation to the ever-changing environment, and at the same time allows a successful future development, measuring effectiveness as the organisations ability to survive and adapt in the dynamic environment. The systemic approach plays a paramount role, helping the policy, planning, control, co-ordination and implementation functions to be considered simultaneously and as a whole (Beer, 1988).

#### **A Summary of Systems-Resource**

Evaluation Methodology based Upon the Idea That	The Organisation Is a Coherent System Which Survives, Adapts and Develops in the Environment
View of the Organisation As a:	Adaptive System of Interactive Parts
Suggested Systems-Approach	Viable System Model Which Permits One to Check That Structures and Processes Ensure Adaptability and Effectiveness
Effectiveness	Is the Organisation’s Ability to Survive and Adapt in a Dynamic Environment?

**Table 1**

Table 2 shows a “Summary of the Goal Based Evaluation Methodology” as a second lens. Once strategies have been agreed The Goal-Based Statement Plan is implemented having as a result the achievement of the goals. To ensure goal achievement, it is necessary that the implementation of the Goal-Based Statement Plan be monitor performance in an on going manner. Also, continuous strategic measuring stimulates competence within the measuring of effectiveness as the organisation ability to achieve its goals (Gregory, 1995).

#### **A Summary of the Goal-Based**

Evaluation Methodology based upon the idea that	The organisation sets formal or operational goals
View of the Organisation as a:	Machine seeking to achieve its goals with the minimum use of resources
Suggested Systems-Approach	Interactive Management which provides a process for deciding on objectives, strategy and mission, and gives rise to criteria for measurement
Effectiveness	Is the organisation's ability to achieve its goals

**Table 2**

Table 3 is “A Summary of the Multi-Actor Evaluation Methodology” as a third lens. Here, people in the organisation generate debate and consensus in order to implement the strategies. The Multi-Actor Evaluation Approach sees organisations as arenas of social action" (Gregory and Jackson, 1991). The organisational culture

filters the strategies that they consider viable. In order to implement the strategy chosen, in the way that it can be necessary to satisfy the needs of all those parties influenced by and having an influence upon its activities.

### A Summary of Multi - Actor

Evaluation Methodology based upon the idea that	Satisfied Actors and Stakeholders Are Primarily Responsible for Organisational Success
View of the Organisation as a:	Pluralistic System. As a Result of the Interaction Process, Organisational Social Structure Emerges
Suggested Systems- Approach	Soft Systems Methodology to Reflect the Views of What Different Individuals Want From the Organisation.
Effectiveness	It Is the Organisation's Ability to Satisfy the Needs of All Those Parties Influenced by and Having an Influence Upon Its Activities

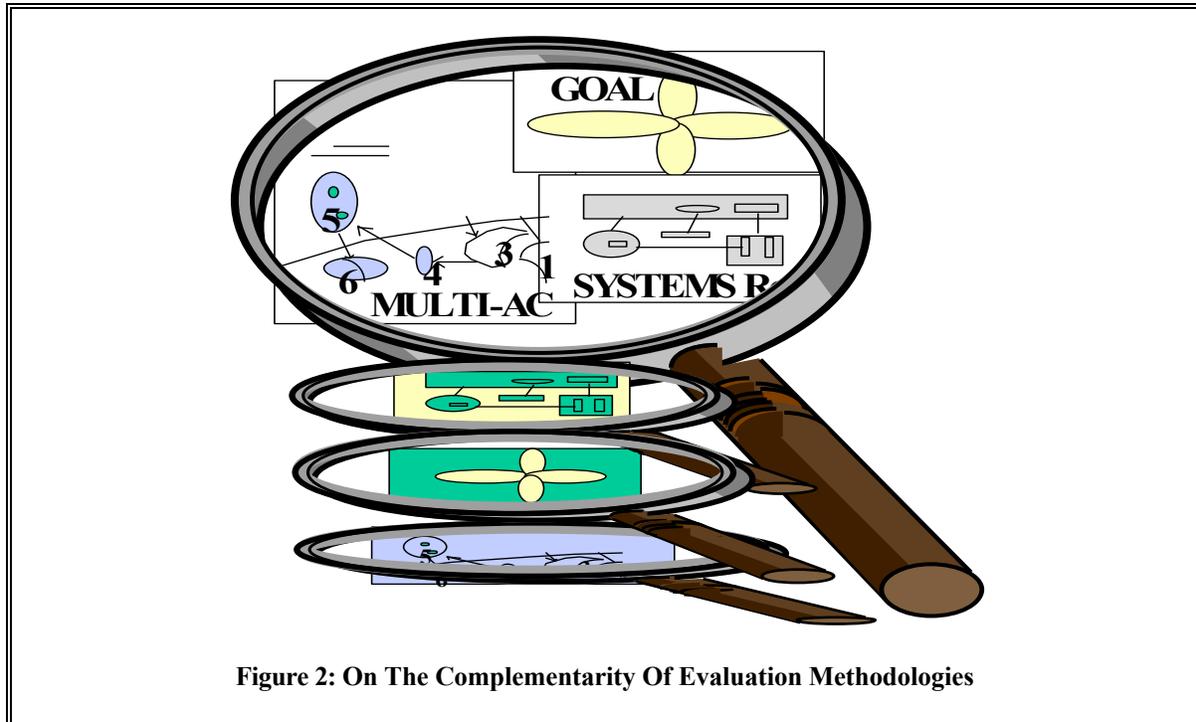
**Table 3**

The use of the methodologies in isolation is critically deficient for attaining an overall evaluation of organisational performance. Gregory (1996) referred to the ability to use several methodologies at once in the field of evaluation. The complementary use of the evaluation methodologies gives, an overview of the organisational as a whole, and permits the identification of the strategies focusing on what is important for the whole organisation.

#### *2.1.2. The Interactive Evaluation Management Process.*

In Figure 1. each evaluation methodology in isolation is joint in a connective way. The analysis of the organisation as a whole is accomplished by a circular feedback loop using synergy from each evaluation methodology. How to achieve the complementarity of the evaluation methodologies is shown in detail in Figure 2. As it was explained, each evaluation methodology has its own lens summarised in each previous table. When the three lenses are merged together, all of them are needed for the combine lens of the three evaluation methodologies. Joint together in one lens, it balances the different strengths and weaknesses of each Evaluation Methodology, combined together in a holistic view. Considering this combined lens, the Interactive Evaluation Management Process emerges.

The complementarity of these evaluation methodologies determines those organisational corporate strategies whose purpose is to guarantee survival, adaptability and growth for the organisation. The strategies constitute the thread that keeps organisational actions coherent in the present and in the future. The design of the Interactive Evaluation Management Process, as an Evaluation System Methodology, derives from the desire to co-ordinate the structure, the goals, the processes and the organisational values provided by each isolated methodology and their potential synergy, in order to formulate the necessary and the best strategies. The Evaluation System controlled and evaluated through indicators permits the successful implementation of strategies according to the organisational culture.



## 2.2. The Methodology User

The Interactive Evaluation Management Process is a process that needs strong executive participation. As it is shown in Figure 3, the observer, the facilitator and the participant group are considered the methodology users. Without methodology user's new ideas, Interactive Evaluation Management Process can hardly serve the function of renewing management capacity and cannot be expected to have a high probability of success.

It is possible to improve the ways to learn which help the users of the methodology to be more productive in achieving the Interactive Evaluation Management Process easily. Using methods to improve the learning situation emerges, as a result of debating, the questions included in guides and workshops in courses and seminars. Some efficient consensus methods for managing the process to carry out the Interactive Evaluation Management Process are useful. For the users, the most important issue is to learn about the process of each evaluation methodology and their complementarity in the most appropriate way, using courses, seminars and consultancies.

The users of the methodology are the group of people involved that usually consists of the expert, who has the relevant knowledge about the different aspects of the situation; a facilitator or a group of facilitators, who can take the participants through the steps of whatever formal group processes are adopted: students, executives and managers, who are the participant group: and an executive co-ordinator, who can work with the participants in structuring the issue. Stakeholders may be affected in some way by the outcome of the research. The last two are important only in consultancies, when it is important to create conditions in the organisation to support an on-going process for the implementation of the Interactive Evaluation Management Process.

Figure 3 illustrates the relationship among the observer, the facilitators and the participants. The way in which the observer as the expert conducts the learning process, contributes essentially to the efficient handling of the Interactive Evaluation Management Process in the organisation. The figure below shows the observer and her/his interaction in courses, seminars, and consultancies and also contains the guide, the workshops and the case studies as the products of courses, seminars and consultancies. In both seminars and consultancies, each group has a facilitator, who assists participants in organising and assimilating their knowledge into a broad perspective on which practice can be based. Guides and workshops are used to draw out methodology user's ideas and to

encourage focused dialogue while carrying out operations aimed at structuring the information provided by the users.

Facilitators are those who manage the work of the groups and guide participants through the steps of the tools and the used conversational methods. The facilitator have to hold discussions with her/his client to develop a clear understanding of the nature of the subject of interest. S/he is usually responsible for deciding on a question or answer, which provides the central theme and sets the context for the group thinking. S/he would explain the questions in the workshops as a focal point for the participants' thinking in order to allow the generation of ideas.

The evaluator groups are people responsible for improving an organisational situation. The way in which the evaluation is carried out depends on the evaluators' skills and on the development of the learning process in their respective organisational situations. Also, the information and data available in taking any decision is crucial. Those taking part in the appropriate seminars and participant groups become evaluators in the real organisation. A group of evaluators in the organisation constitutes the Evaluation Committee.

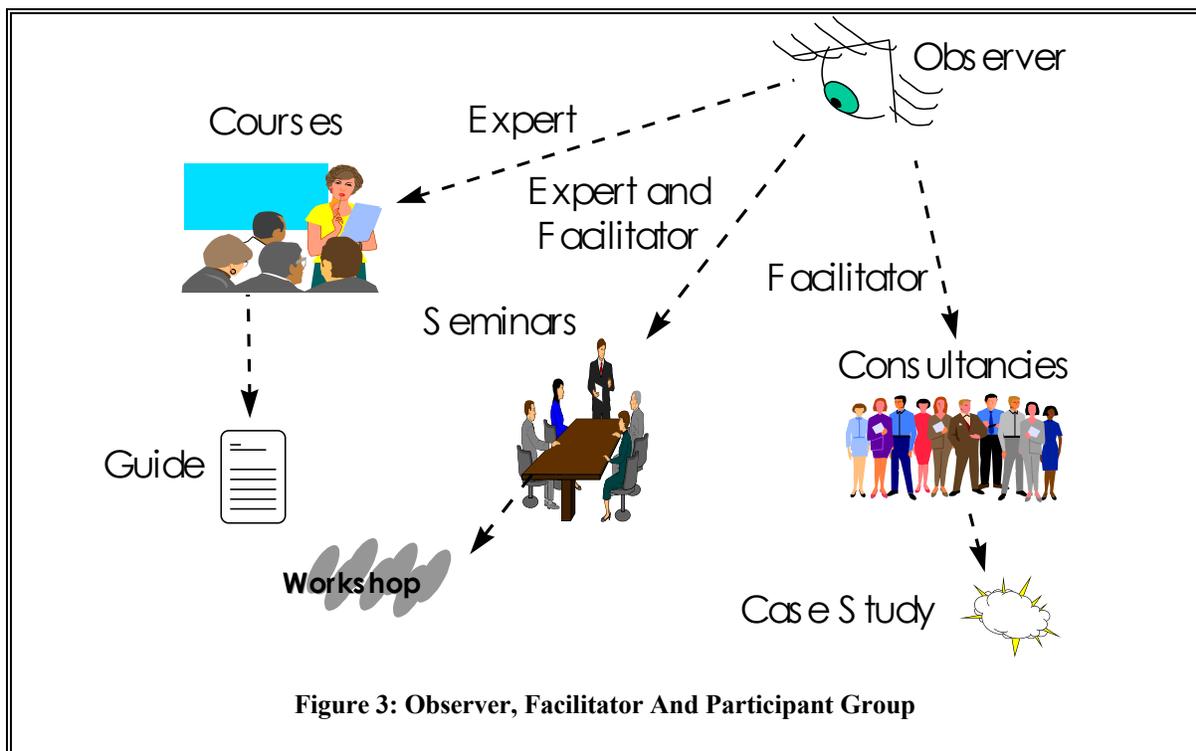


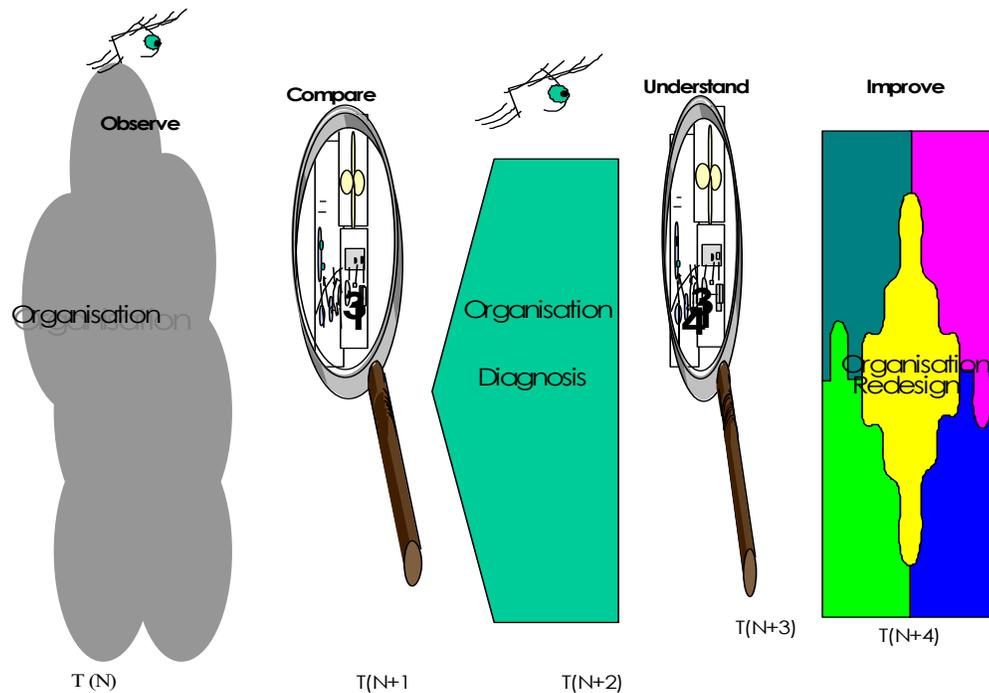
Figure 3: Observer, Facilitator And Participant Group

### 2.3. The Organisation under Study

Having reviewed the literature on evaluation and having developed a way of using the evaluation methodologies in a complementary way, a case study was developed. The organisation chosen for developing the case study was the Colombian Coal Company (Carbocol). This organisation was chosen after a process of gathering information and testing the Interactive Evaluation Management Process within a wide range of organisations. A more detailed information of Carbocol is included in Morales (1995).

The success of the Interactive Evaluation Management Process is based partly on the continuing learning of the organisational situation through its design, its diagnosis, and its re-design. Figure 3 shows the interactions generated when comparing the model with the reality. Implementing the changes can be described here in terms of three loops of learning: design as the first loop of learning, diagnosis as the second loop of learning and

re-design as the third one. This is a cycle which is continuously changing and creating the possibility of learning.



**Figure 4 : Learning through the methodology**

In the design, diagnosis and redesign the use of the isolated lenses and the combined ones are fundamental for comparing and understanding the organisation in a process that will be repeated, producing a learning process in the organisation. Diagnosis of the organisation permits knowledge of how these problems emerge and how to determine their causes, when the Interactive Evaluation Management Process is inserted and implemented in the organisation. Re-designing the organisation is carried out in order to decide how to use this analysis in improving the new one.

Organisational learning is defined as the process by which knowledge emerges from the organisation and from the methodologies in an action-outcome relationship between the organisation and the environment. In Figure 4 the organisation is observed through the combined lenses and both the organisation and the methodology are learning and improving each other. The users of the methodology are also learning through the complementarity lenses in different times.

The comparison of the models with the reality and the implementation of the changes were started using the Carbocol Case Study. Carbocol has been chosen as the pilot case study in this research because the researcher, as an internal and external consultant has observed the organisation for almost a decade. This matter permits learning and reflection about Carbocol in an on-going process. The use of sources of evidence, when working inside the organisations in consultancies allows a collection of historical information concerning the business environment, strategies, objectives, policies, goals, resources and operations (Carbocol and Central Zone). Carbocol has been re-structured continuously during this decade. Observing the organisation chronologically permits an analysis of the organisation at different times, observing a sequence of cause and effect events. The continuous feedback between the diagnosis and the re-design stage makes possible a better implementation of the learning process.

### 3. CONCLUSIONS

The research approach described here can provide practical improvements and learning about the evaluation system. The whole process of exploring alternative ways for evaluation must be adapted taking into account the conversations, actions and interactions that generate the three components in the research: methodology, users and organisation.

The feedback among the different evaluation methodologies is fulfilled through the interactive evaluation Management Process. The development of the Interactive Evaluation Management Process is based on different conversations among the participants. It is essential to reflect upon the Interactive Evaluation Management Process, if we are to learn from the improvements of the real situation of the organisation.

The maintenance of these conversational methods requires the involvement of the methodology users in order to create optimal conditions in which to analyse the Interactive Evaluation Management Process. Based on the interactive review, the users are comparing the organisation with the ideal model. Having gone to some lengths to gather information from the organisation about operations, the methodology users, by this stage, will usually have got an opinion about how well the organisation is actually operating. It creates a compromised work and production atmosphere.

The 'wants' and 'hows' of the Carbocol improvement need attention, as well as the decisions taken through the methodology users' eyes. During the time of this research, Carbocol not only changed its name but it also underwent an almost total change of the staff. These changes introduced more action into the research and it was a good scenario for the assistance given to the participants' commitment to the project.

The relations among the three elements can be described as a participant way of learning and as an appropriate response to recognise the evaluation as a social process. Critical reflection upon an appropriate evaluation has been shown in practice. The use of a theory and its application in practice is more of a means of enabling the use of the methodologies as a "reflective conversation". To carry through and then analyse, organisational change demands an enormous amount of time; therefore, they should be structured with guides and workshops.

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