



*He kura te tangata*

**aotearoa new zealand evaluation association**

[www.anzea.org.nz](http://www.anzea.org.nz)

0800 EVALUATE (0800 382582)

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**NEWSLETTER**  
**September 2008**

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## Convenor's kōrero

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Kia ora,  
Bula vinaka,  
Talofa lava,  
Malo e lelei,  
Welcome to you all.

Spring almost feels as if it here, the sun is shining a bit more frequently, the daffodils have bloomed, and blossom is appearing, so it feels as if warmer weather is just around the corner. And thankfully we do not seem to be being buffeted by quite so many weather events.

In spite of the last few weeks of wintry cold, wet and windy conditions, the winter months have been very busy ones for **anzea**.

Without doubt, the highlight was the July conference in the Kingsgate Hotel in Rotorua, where we had a record attendance of more than 200 delegates, an impressive 36% increase in attendance from last year's inaugural conference. Again, we had an impressive line up of keynote speakers, workshops, papers and presentations. One of the international keynotes, Ernie House, talked to me before leaving the conference, and said that he is usually quite a cynic about evaluation conferences, but he commented that he was more heartened by the energy of **anzea** and the state of evaluation than he had been for a very long time. Sulley Gariba felt that the conference had opened a fresh page for him in his social and professional life. He commented that he felt greatly honoured to be there, and that he had made life-long friendships whilst in NZ.

The legacy of the 2008 Conference is that **anzea** is now on a firm financial footing, and there are clear expectations from New Zealand evaluators for high quality annual professional development. And on that note, a new Conference committee has already been formed and is hard at work sorting out the Conference theme, location and overall organisation for the 2009 Conference. Rest assured that **anzea** is committed to offering NZ evaluators an annual high quality professional development event, where every delegate gains something that contributes to their practice, their networks, and their learning about evaluation.

A new Board took over the governance of **anzea** after the Conference, and I want to extend a big welcome to the new **anzea** Board, which is made up of some old Board members but we also have some new faces. All of these people have volunteered to help steer **anzea** into a place where the needs of evaluators in NZ are being met, in a professional and useful way, and that high quality evaluation practice is encouraged and supported in Aotearoa. It is a fantastic privilege to work alongside such talented people, and I am very sure that with the collective effort of this amazing group of people, the evaluation profession in Aotearoa will be better off.

As a young and emerging organisation, I think it is also important to also acknowledge the hard work and dedication of previous board members. We have been really well served by them all. The organisation's structure, governance and operational systems are now in place. Our membership continues to grow, local Branches have been established, local events and opportunities are being delivered, and we have now held two very successful national Conferences.

So that we continue to meet the needs of evaluators (and we now have 227 paid up members), we will be surveying members later this year again to get feedback on the value of current services and direction, and to help with further planning for 2009

onwards. I would encourage you to provide us with your feedback, as it is vital to our ability to keep meeting **anzea** members' needs.

Daylight saving has arrived, and with the days getting longer and warmer, I hope that we can all achieve productive and balanced lives in the next few months in the lead up to busy festive season.

Kate McKegg

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## Quotable quote

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*“Part of the goodness of being an evaluator is the contribution that one can make to helping people, programs and organisations be more open, communicative and deliberative.”*

*(Standards-Based & Responsive Evaluation. Robert Stake, 2004. p.44)*

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## anzea Conference 2008

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This year's Conference definitely upheld the standard set by the Inaugural Conference in 2007, with 205 delegates attending, including three quarters of those who attended last year. Generous sponsorship was received from SPARC, SPEaR, the Tindall Foundation, Research New Zealand, MORST, and the Ministry of Education. The following feedback from delegates is summarised from the independent evaluation report compiled by Rosie Zwart.

Aspects of the Conference that delegates liked most overall were the range of topics offered in the programme, the networking opportunities made available, and the open atmosphere of the Conference, in particular the friendliness of other delegates. Many delegates also commented that they liked the varied backgrounds of delegates, which led to an interesting range of perspectives. Typical comments were:

*“The keynote speakers – the smallish size of the venue and the aroha of fellow evaluators” (Private/ NGO sector)*

*“The diversity of the workshops and the papers, and the willingness of participants to dialogue and connect on their experience.” (Private/ NGO sector)*

The keynote presenters were the overwhelming highlight of the Conference, with both overseas and local presenters receiving high praise. Many evaluation respondents named individual Conference workshops as the highlight for them, while the venue, the Conference dinner entertainment and the overall Conference atmosphere were also noted as highlights.

*“Having [the] opportunity to spend time with Ernie House in the workshop asking and hearing responses to questions post keynote address. Workshops were outstanding due to facilitated participation of group (active, engagement, humour).” (Private/NGO sector)*

The opportunities to network and make contacts with others in the evaluation field were considered the greatest gain from attendance at the Conference, and some delegates commented that this networking would potentially lead to collaborative work. Delegates also felt they had gained new knowledge, consolidated existing knowledge, had the opportunity to affirm their own work and practice, and acquired new evaluation tools and skills to take back to their own practice.

*“Lots of ideas to take back to our work. Networks and connections to build for the future. Seeing our work as part of a wider profession.” (Private/ NGO sector)*

*“Reaffirmation of knowledge we already know. Great to look at different tools and models for evaluation.” (Private/ NGO sector)*

Overall delegates expressed high levels of satisfaction with the Conference (average 3.9 over 13 parameters and 4.1 on value for money, on a scale of 1=not at all satisfied and 5=very satisfied). Many people also praised the Conference organisation, and scholarship delegates expressed gratitude for the opportunity to attend, several commenting on how useful their learning from the Conference would be for future work. The main suggestions for improvement made were related to the timing and pace of the Conference, and this year’s committee has taken them all on board. According to the evaluation report, “this comment from one of the presenters summed up many of the sentiments expressed by fellow delegates”:

*“The conference was an exceptional experience indeed with a wonderful mix of professional stimulation and fun thrown in. Y’all really know how to have fun, and show sincere warm hospitality. I have never felt so welcomed as both an attendee and presenter. Thank you. Most importantly, I will come away with what I believe are some cutting edge knowledge and skills to apply to the evaluation work back home.”*

A few interesting stats about delegates – slightly more than half were aged over 45, only 18% were men, and over one third were central or local government employees. The full Conference 2008 evaluation report is now on the website, together with photos of highlights, so check it out.

The Conference Proceedings are up on the website now, with papers in a downloadable form. We also hope to have the Conference keynote addresses on the website soon – in the meantime if you want to view them, just get in touch with your local Branch Convenor (via [info@anzea.org.nz](mailto:info@anzea.org.nz)) who will be able to lend you the DVDs.

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## **anzea Membership**

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The number of **anzea** members at September 2008 is 227. The table below provides the number of current members per **anzea** region.

<b>anzea region</b>	<b>Number of members</b>
Northland	2
Auckland	69
Waikato/BOP	22
Central	3
Eastern	1
Wellington	92
Upper South Island	30
Lower South Island	5
Overseas	3
<b>TOTAL</b>	<b>227</b>

**A reminder to members that it is now time to renew your membership.**

If you know of anyone who may be interested in becoming a member **please** direct them to [http://www.anzea.org.nz/member\\_docs.htm](http://www.anzea.org.nz/member_docs.htm).

Benefits to **anzea** members include

- A Newsletter published three times per year
- Regular member updates between Newsletters
- A bulletin service advertising job vacancies
- Discounted registration fees for the **anzea** annual Conferences (the discounted amount equals the **anzea** membership fee)
- A website, including a developing resource library
- Professional education and professional development events through regional Branches
- A Professional Indemnity Insurance Scheme
- An **anzea** Evaluator Mentoring Education and Brokerage service in development
- A professional body advocating for the interests of evaluation practitioners
- Being part of a professional and collegial network; making new contacts and expanding thinking and practice
- Links with other professional evaluation associations internationally.

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## Guest editorial

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### **The Self-Complexity of Programme Evaluators**

Janet Clinton, School of Population Health, University of Auckland.

I began my career as a teacher with the intention to change the world. Over time, I moved from teacher to psychologist to evaluator with the hope of having a greater effect. Now I am an evaluator in the School of Population Health at the University of Auckland and my aim has not varied, I still want to change the world. Given the nature of my early career it was natural for programme evaluation to become part of my life. Very early on I also realised that I needed evaluation to understand change. Whenever I pronounced that I could see change there was also somebody asking 'where's your evidence?'. Furthermore over time I came to realise the power of programme evaluation to make or break programmes. Eventually, I move to what some of my 'interventionist' colleagues would suggest was the dark side and over the years, and even decades, I have pondered my role as an evaluator. As evaluation evolves I think it is time to raise the question again what is the purpose of my chosen profession – am I providing a service to the world or am I changing the world?

As a psychologist by trade, it is in my nature to figure out my identity and contemplate my 'evaluator self-concept'. The question of purpose is at the heart of many a psychological debate, and given the current climate of programme evaluation, it is an important one for evaluation. Is evaluation simply a 'methodology that fits into the realm of research or does it really have a greater a purpose that relates to social good? There has always been some controversy about the nature and role of evaluation. Scriven has suggests that evaluation is fundamentally about judgement; Patton on the other hand suggests it's about improvement. Of course both would argue that they are not mutually exclusive. For others, evaluation is simply a tool for gathering data about what works and what doesn't. Evaluation theorists have of late maintained that evaluation isn't complete unless the information from the evaluation is used and disseminated; this to some extent implies that evaluation is simply a tool, albeit a valuable one.

More recently, as I have been involved in larger and more complex evaluations, I have realised that I have acquired many different roles and my thinking about the nature of evaluation has been challenged. In an attempt to analyse my role as an evaluator, I have examined what our evaluation team actually does and how that equates to our role and purpose. I have used a very complex long-term evaluation project of a programme called Let's Beat Diabetes as an exemplar. *Let's Beat Diabetes* (LBD) is 5 year plan

within Counties Manukau District Health Board designed to combat type 2 diabetes. It has 10 intervention areas including social marketing, urban design, and building community leadership. The goal of the evaluation was 'to create a learning environment in which multiple individuals and organisations can learn off each other and from successive and challenges to continuously improve quality' (2003, CMDDBH). As evaluators, we were tasked with creating an overall evaluation framework; developing a program logic to understand and model causal relationships between the context of Counties Manukau, the inputs, the process and outcomes; developing a system of why continuous learning; and finally developing an effective and frequent dissemination process for passing evaluation findings on to community stakeholders, and all interested parties. The evaluation contract has been progressing for three years and still has some time to run.

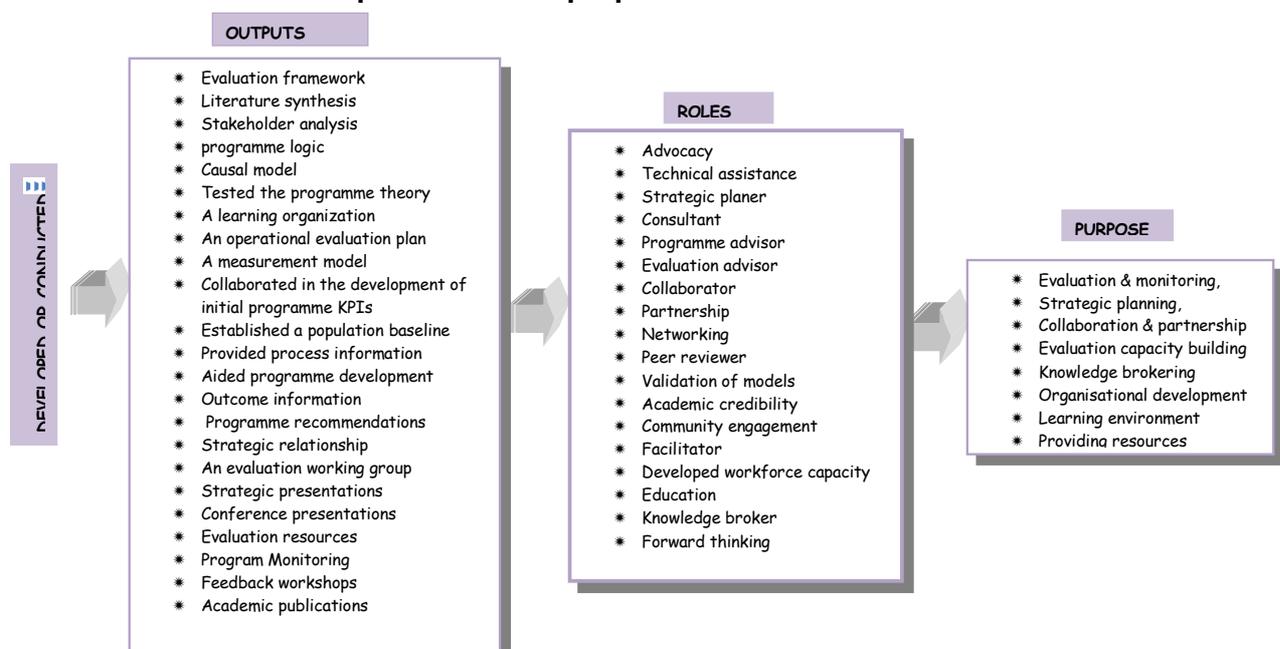
We used this project to stocktake all of our evaluation activities. By examining and categorizing the outputs (see Table 1) from the evaluation, we were able to scrutinize what we do –literally. It provides an exemplar of our work. The following diagram presents the categorised list of outputs. While this list has been collapsed, it is clear that the activities go beyond the realms of tasks that are considered as evaluation. Subsequently, we classified these tasks into 'roles' (see Table 1). As we reflected on what we were actually doing, questions about our identity came to the fore. Our roles were so varied it was hard to define what we were. At this point in the evaluation, it was also important to consider whether this role was a good fit with our stakeholder expectations and more importantly were we adhering to the standards of programme evaluation by adopting these varied personas. While as evaluators we recognised that we had many responsibilities, there was a constant dilemma of how far do we go, and when did we stop being evaluators and where do we draw the line.

So in our thinking about LBD it was important to examine where evaluation fits. After collapsing the roles further, a number of basic components emerged. It is these components that facilitate change.

#### Components of change

- Evaluation
- Strategic planning
- Collaboration and partnership
- Facilitation of evaluation readiness
- Knowledge brokering
- Organisational development
- Developing a learning environment
- Providing resources.

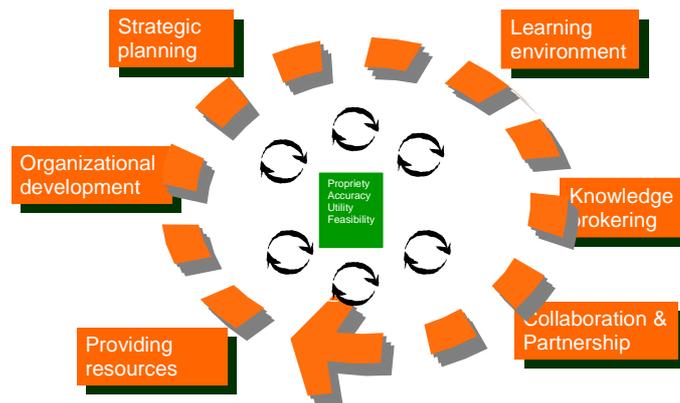
**Table 1 Evaluation outputs roles and purposes**



These components are all significant if not essential in bringing about change. In essence this was our purpose, according to our evaluation goal, that is, create a learning environment. The fundamental purpose of making a judgment of merit and or worth is intrinsically tied up in this purpose. It may just be that this is the nature of evaluating complex and complicated programmes that have multiple partners and multiple sites. However, we have attempted to explain the process and the following picture places evaluation at the heart of facilitating change within the community. The diagram suggests that it is our adopted roles that facilitate that change. For LBD it reflects where we think evaluation belongs, what its purpose is.

**Figure 1 Role of programme evaluation**

**Error!**



When we examine the roles that we have adopted it is hard to argue with the ideals that underpin these roles. Conducting an evaluation this way ensures that we have been able to build and spread information and knowledge, subsequently the evaluation has greater utility at a policy, practice and learning level. This can only mean that the programme has been enhanced. By building capacity in evaluation, growth and excellence are encouraged, and ownership and empowerment are developed – constructs that are so ideal they are impossible to argue against. Moreover, by adding to a wider body of knowledge and creating a culture of learning and feedback, the programme has a much greater chance of success.

So on the surface, the approach seems valuable, and almost altruistic. However, there are issues that are cause for concern. Scriven for example would question the evaluator's objectivity in this project, and it is true that by being so closely engaged you develop a connection to programme that can cloud your view. Many stakeholders also wonder about the danger of the evaluation overshadowing the intervention. An evaluation of the size of LBD does feel quite burdensome for stakeholders and the ideal of embedding evaluation activities into programme activities in reality is very difficult.

From a pure workload perspective, this kind of evaluation is also all consuming and sometimes not really feasible. The diversity of our roles affects our relationship with our stakeholder. We are involved in most aspects of the programme, at their request and our suggestion that feedback is unassailable. In some way, it is actually disempowering, the balance of power we have created is often tenuous. The image it conjures for me is one of the overbearing parent, where the fledgling can't move without input from it's guardian.

In addition, given the contentious nature of the methodological status of programme evaluation in the public health sector, it is always a challenge to ensure the acceptability and methodological strengths of a programme evaluation design. Similarly, a common dilemma for programme evaluation is what actually constitutes evidence. In many ways, particularly in the health sector, we are unsettling the relationship between research and programme evaluation by suggesting that outcome research, particularly in community settings, can't possibly have the same impact as programme evaluation.

When I consider the impact of such approaches on the discipline of programme evaluation, it is easy to speculate that we have spread the role and or purpose too wide and too thin, as such, threatening the credibility of the discipline.

In terms of the LBD evaluation, it has been important to address some of these issues, and while it has been fascinating to contemplate our role as evaluators, there is a job to be done and we need to ensure that the evaluation is reliable and robust. Working hard to develop good working relationships and structures with the stakeholders was essential. For example, having very regular meetings with stakeholders ensured that processes for delivery sign off contracts were appropriate and all in order. Maintaining transparency for all stakeholders about data processes, reporting and obviously content of evaluation reports was also critical. We have articulated and documented every move through out the evaluation. As such any aspect could be repeated, questioned or challenged. In terms of the methodology, it was built on a strong framework and a programme theory-based approach. Every method within this approach has a rationale and evidence base.

The evaluation has been constantly scrutinised by our own internal structures as well as external groups and an evaluation working group. This group was made up of providers, academics and members of the programme partnership steering group. Throughout the journey we have constantly defined and redefined our role. We have acknowledged our engagement and defended our independence. We have strongly adhered to programme evaluation international standards, and we have attempted to follow the basic principles of the Treaty of Waitangi participation protection and partnership and, of course, adhere to our ethical requirements. On many occasions we have stamped our feet and held our ground. Ultimately it has been a strong methodological base has kept the evaluation on the straight and narrow. While evaluation, as a discipline is evolving, for us it has become a vehicle of change, that not only promotes change but it provides the direction for change. It facilitates change, and in turn it monitors change.

So the dilemma for me is - have I come full circle, have I come back to my roots of teaching and psychology and being the programme provider? The purpose, objectivity and rigour of programme evaluation are critical to how we work. However, in the current environment of engagement they seem to have lost their edge. Such constructs were once clearly defined and now their boundaries are blurry. My contemplations suggest that we may have evolved too far, no matter how philanthropic perhaps we are spreading ourselves too thin.

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## **Board news**

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### **2008 Board elections**

13 Board members were appointed by an election of the **anzea** membership in May. Together they represent a diverse range of expertise, sectors, regions and **anzea** Board experience. Board portfolios have been reallocated, which should promote fresh ideas and developments.

Pam Oliver served as Board Convenor for 2006-08 and was instrumental in setting up **anzea**. On behalf of the **anzea** membership, the Board acknowledges and thanks Pam for her tireless commitment to establishing a strong foundation for **anzea**. Her legacy of robust policies and procedures stands this organisation in good stead for future growth and development.

The Board welcomes Kate McKegg to the role of Convenor for 2008-10. Kate is also a foundation member of the **anzea** Board, and brings a wealth of evaluation experience and network knowledge to this important role.

### Board Portfolios

Kate McKegg:	Convenor
Laurie Porima:	Deputy Convenor; Membership; Secretary ( <i>associate</i> ); Māori Evaluation Development
Maggie Jacob-Hoff:	Treasurer; Conferences ( <i>associate</i> )
Rachael Trotman:	Secretary
Jane Carroll:	Communications
Anne Dowden:	Conferences; Professional Learning
Pam Oliver:	Strategic Relations; Special Projects; Treasurer ( <i>associate</i> ); Professional Practice Development ( <i>associate</i> )
Nancy Sheehan:	Membership Secretary; Pacific Evaluation Development
Kataraina Pipi:	Māori Evaluation Development ( <i>associate</i> ); Website and IT development
Shaun Ackroyd:	Branch Development; Māori Evaluation Development; Professional Learning ( <i>associate</i> )
Melissa Weenink:	Professional Learning
Tania Wolfgramm:	Website and IT development, Māori Evaluation Development ( <i>associate</i> ); Pacific Evaluation Development ( <i>associate</i> )
Roberta Hill:	Professional Practice Development; Professional Learning ( <i>associate</i> )

### Board Contact List

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### Pacific Evaluation Portfolio

Nancy and Tania have drafted a plan for 2008-10. They have consulted with Pacific members and those that attended the Conference this year for comment. The plan will be presented to the Board for endorsement at the next Board meeting in October.

### Charitable status

The recent granting of charitable status to **anzea** is of great benefit to our organisation. It will mean that we have significantly greater funds to spend on developing member services.

## Website development

The IT portfolio team are currently reviewing tenders from website developers. This process should be finalised in the next few weeks. We are looking forward to a more interactive and useful website for our members and would welcome ideas from you.

## Annual General Meeting

The 2008 **anzea** Annual General Meeting was held at the end of the July **anzea** conference at the Kingsgate Hotel in Rotorua. The minutes for this meeting are on the **anzea** website. [www.anzea.org.nz/about/2008AGMminutes](http://www.anzea.org.nz/about/2008AGMminutes)

Amendments were made to the **anzea** constitution and the amended version can be located also on **anzea's** website. [www.anzea.org.nz/about/Constitution](http://www.anzea.org.nz/about/Constitution)

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## Te Tairawhiti

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**anzea** is currently looking at levels of interest in setting up an **anzea** Branch in Te Tairawhiti on the east coast of the North Island. If you would like to be involved in meeting with other evaluators and researchers in this area please contact Manu Caddie at [manu@ahi.co.nz](mailto:manu@ahi.co.nz)

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## Auckland Branch news

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**WORKSHOP** – *Set your outcomes models free!* May 22  
Presented by **Paul Duignan**, Parker Duignan Ltd.

I don't doubt that many utilise programme logic, intervention and/or outcome type models effectively. I do wonder whether most have a tool as efficient, effective and compact as the outcomes model. The outcomes model can be used at an individual, local and national level and requires similar processes of facilitation to inform the model. The big difference is the use of the software versus the use of white boards and/or paper. How you get one to own the final product and ongoing utilisation of that product is a question for both processes.

I truly got a sense that the outcomes model is a piece of software that has a great contribution to make, not only to evaluators and other like minded professionals but also the wider public sector. This really captured me, the big picture capability of this model. I could see how you could take a national strategy and align the government interventions and community programmes to the pre-determined outcomes. I could picture the Ministry of Health, Ministry of Social Development and Ministry of Education utilising this model to assist in their inter-sectoral approach. The model has the ability to cascade information, so you could start from or work up to the government strategy level, synchronising with the community level programmes. The model is able to identify outcomes according to programmes and/or government strategies. The model has the capacity to map, identify gaps and duplication. The potential is exciting and hope more government agencies utilise the outcomes model.

There was so much more in the workshop and you can visit [www.central.org.nz](http://www.central.org.nz) or [www.easyoutcomes.org.nz](http://www.easyoutcomes.org.nz) for a lot more in-depth information. Thanks Paul for an enthusiastic and passionate presentation of the outcomes model. I love that you want people to try it and give something back by way of sharing their work with the model.

Kanewa Stokes

**WORKSHOP – Using storytelling as an evaluation technique. June 25**

Presented by **Pam Oliver**, independent contractor in evaluation, research, strategy, and community development.

Pam shared her experiences of using storytelling as a valuable research and evaluation technique. Using an appreciative approach, Pam gains insight to the different perspectives of people involved in or associated with a particular programme or enterprise. This helps build deeper understanding of the contextual significances of each programme, and in some ways answers the question why things are the way they are.

Rather than being presented with a list of investigative questions, storytelling helps people to make more personal connections/relationships with an evaluator. They feel more included in an evaluation – their perspective is valued - and often come up with ‘pearls of wisdom’ in their conversations.

Pam uses a 3-phased approach to storytelling whereby she actively listens while people:

- talk of their experience
- talk of why it was significant to them
- interpret or analyse this experience regarding things that underlie this significance

*“Tell me about .... Tell me why/how/what’s important ....”*

*“the thing I’m really keen to find out about is ...”* (for tangent talkers)

15 people attended this interactive and entertaining workshop. Using an evaluation scenario, Pam facilitated the group through role-plays involving both a focus group session and a storytelling approach. The group then had a stimulating discussion around the pros and cons of the two approaches.

Although storytelling may not be appropriate in some evaluation contexts, and the resulting information not always trustworthy, nevertheless it can generate personal and meaningful conversations that help to more quickly surface depth and richness of what really matters – the story behind the message.

*Jane Carroll*

**Further events for 2008:**

22 October **anzea Auckland Branch General Meeting** 5.30-8.00 pm  
Phoenix Research, 8 Normanby Road, Mt Eden

To celebrate two years of being the **anzea** Auckland Branch, we will be having a short meeting followed by a forum where we share ideas and innovations for evaluation practice.

Xmas function ... watch this space. This occasion is always a relaxed and enjoyable way to renew acquaintances and build networks of evaluation associates and friendships.

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## **Waikato Branch news**

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September 25 **WORKSHOP – Outcomes evaluation: a new approach.**  
Presenter: **Paul Duignan**, Parker Duignan Ltd.  
1pm - 4pm

Any enquiries about the Waikato/Bay of Plenty Committee can be directed to [Tony.Waldegrave@dol.govt.nz](mailto:Tony.Waldegrave@dol.govt.nz).

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## Wellington/Lower North Island Branch news

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The **anzea** Wellington/Lower North Island Branch is delighted to invite members to register for the **anzea** Evaluator Mentoring Education Programme! This workshop will be held in Wellington over the evening of Friday November 7 and all day Saturday November 8.

The programme has been designed by **anzea** in collaboration with the New Zealand Mentoring Centre, in response to requests from **anzea** members, and focuses specifically on the mentoring needs and contexts of evaluation practitioners, both as mentors and mentees. It presents a co-mentoring model developed by the New Zealand Mentoring Centre and tailored to evaluation practitioners. A very successful pilot workshop was run in Auckland in April this year, and the feedback from participants was that it was engaging and highly valuable.

**Places are limited to 15. Registrations close on October 30** or when all 15 places have been filled, so book early.

Register by emailing the **anzea** Administrator at [info@anzea.org.nz](mailto:info@anzea.org.nz) or call Jackie on 0800 EVALUATE. Please make full payment in advance to **anzea**. Introductory materials will be sent to registrants with their receipt and confirmation.

We look forward to seeing you there!  
Melissa Weenink, Convenor Wellington /Lower North Island Branch

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## Christchurch/Upper South Island Branch news

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The last session we had here in Christchurch was with the energetic Pam Oliver on Tuesday 12 August at our usual venue, Community House, in Hereford St. The drinks and nibbles, as always, were a treat after work, and the topic evoked some great discussion.

The topic Pam is exploring nationally is that of the skills and attributes for an effective evaluator. We had two discussion groups and about 12 people present. We distinguished between skills as being something learned or knowledge based and personal attributes which are qualities people have or develop. The list is not in any ranked order, but simply as things were discussed in the two groups. This is our contribution to the national data compilation on this topic.

### Skills (learned)

- Strong knowledge of research practice and evaluation approaches
- Good frameworks for different settings (knowledge of logic models etc.)
- Understanding of conceptual, cultural, technical world in which we're operating
- Ability to scope a project well – translation and interpretation of clients' needs into meaningful and realistically bound projects
- Project management skills
- Communication skills – especially listening and reflecting back for clarification. Understanding of how learning happens
- Analytical skills
- Facilitation and conflict management skills. (NB. evaluation can surface the 'undiscussables')

## Personal attributes

- Personable: empathy, warmth and humour
- Open-minded
- Adaptable
- Objective (or at least – aware of your assumptions and biases)
- Seek continuous improvement (in personal practice as well as an eye for outcomes)
- Attention to detail (but not too much! Knowing the appropriate balance)
- Critical thinker
- Creative, innovative. E.g. able to see other ways of approaching things when faced with an unfamiliar environment or situation
- Honest but also tactful and frank where appropriate
- Awareness of power (within organisations, and that of evaluator role – and knowing how to minimise negative effects of this in the evaluation process)
- Know your boundaries
- Diligent and a self starter – “working hard but not being hard work for the client”
- Ideally – have a ‘social change kaupapa’ (Moana). [“If you’re not here to change the world, then why are you doing evaluation?” (Will Allen) ]

We would like to thank Pam Oliver for coming to Otautahi, Christchurch for this session and we really appreciated her time and efforts.

Roberta Hill, Carena Shrubshraill (new member) and Libby Gawith

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## Resources, conferences, journals

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### NEWS relevant to evaluation and evaluators

To keep yourself informed about professional development events and other news relevant to evaluators, check in to the following websites each month:

Royal Society News: [www.rsnz.govt.nz](http://www.rsnz.govt.nz) or [www.rsnz.org.nz](http://www.rsnz.org.nz)

Social Policy Evaluation and Research (SPEaR): [www.spear.govt.nz](http://www.spear.govt.nz)

The National Centre of Mental Health Research. Information and Workforce Development: [www.tepou.co.nz/](http://www.tepou.co.nz/)

### Developing evaluation resources for developing countries

This project is about evaluation training or consulting in developing countries. This would offer free training or free consulting to projects in developing countries. More information is available here.

Free evaluation resources for developing countries:

<http://earth.prohosting.com/elecon/evaldevel/evaldevelopment.html>

One possibility is for training classes specifically prepared for program people in developing countries. The training material would be available on the web, in forms easily available for people with limited internet connection.

This is a call for folks to participate in this project, for example, by working in teams to prepare some of the on line classes, joining the project email list, or contributing any other way of interest.

Contact Gene Shackman Ph.D. for further information, contact info on the website.

The Global Social Change Research Project: <http://gsociology.icaap.org>

Free Resources in social research methods: <http://gsociology.icaap.org/methods>

## **The Australia New Zealand Third Sector Research (ANZTSR) Conference**

This conference is to be held in Auckland on the 18th and 19th of November. Planning is well underway and we will send an update with a web address as soon as this is 'live'.

The theme of the conferences is "DEMONSTRATE"! Please come and demonstrate the value of research to the way in which the Third Sector contributes to enhancing the lives of people and of Earth.

We have high hope that many people working in the Tangata Whenua, Pasifika, Migrant and Refugee areas will come. We plan to give some profile to elders in the research field and space and encouragement to youth research(ers). We hope that the event will be a vibrant demonstration of all expressions of research outcomes: song, dance, film – and of course, presentation and publication of those academic papers that many of us need to feed the PBRF monster!

Themes we are planning to develop include the regular work of the ANZTSR on the organization and management of the Community/NGO Not-for-Profit (Third) sector and the enhancement of Civil Society, as well as work being done in the area of Responsibilities and Rights for Human and Planetary Wellbeing, The Emergence and Effect of Social Enterprise and the many Public and Private Partnerships formed to serve our communities. We will also have an opportunity to discuss the emerging findings of the work that forms part of the New Zealand contribution to the Johns Hopkins project that seeks to articulate the scope and contribution of the Third Sector in many countries.

We hope that you will forward this Newsletter to colleagues and friends who may have an interest in either of these two items – perhaps working in community organisations, or wider spheres of social development within local bodies, ministries and corporations, in New Zealand, Australia and The Pacific.

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## **Get involved!**

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Ways that you can get involved in **anzea** activity over the next few months include:

- **Be part of the **anzea** 2009 Conference Committee** – contact the Conferences Portfolio Convenor, Anne Dowden if you would like to be part of the team for next year.
- **Building regional membership** – contact Rachael Trotman 09 818 3531
- **Help with redesigning and/or managing the **anzea** website** – contact Tania Wolfgramm 021 398 169
- **Be a proof-reader for the **anzea** newsletters** - contact Jane Carroll 09 361 5310

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## Members' forum

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**anzea** invites you to write to the Editor with news, ideas, grumbles, bouquets, or anything else likely to be stimulating or interesting to **anzea** members.

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## Classified

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The newsletter is a forum for advertisements relevant to evaluation – job vacancies, services offered, events – and there's no cost. To place an ad, contact the Editor, Jane Carroll via [info@anzea.org.nz](mailto:info@anzea.org.nz)

### Social Researcher/ Evaluator

Litmus helps organisations shape their strategic policies and programmes to deliver positive social change. They offer a range of specialised services, including public and stakeholder engagement, evaluation, and social research. With their conceptual rigour, multi-disciplinary team, and professional partnerships they are well equipped to tackle complex issues and offer clients integrated, holistic and future-focused solutions.

The success of Litmus has seen their team grow over the last 18 months and they now seek another savvy and intellectual consultant to join them, ideally at an intermediate to senior level. Opportunities like this are rare as it's a role that sits in a team with unrivalled experience in their field and a reputation for delivering work of the highest standard. They work on a wide range of interesting strategic projects, primarily in the public sector.

This role requires you to work collaboratively and in unison with the team. To join them, you must be highly analytical with exacting attention to detail in addition to demonstrating:

- Outstanding verbal and written communication skills.
- Confidence and effective relationship skills.
- Self-motivation and a "can-do" attitude.
- Qualitative expertise and passion for people.
- Ability to multi-task and deliver to deadlines.
- Political and social thinking and identification of emerging trends.

Previous experience in a consultancy/agency environment is preferred but not essential.

For the position description, or to apply, visit our website [www.powerhousepeople.co.nz](http://www.powerhousepeople.co.nz) and refer to 12603. For further information contact **Sue Watt** or **Jonathan Court** on (04) 931 9444.



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Contact **Jackie Pivach**  
**09 8339593 Mob 0274918200**  
[servicesolutions@xtra.co.nz](mailto:servicesolutions@xtra.co.nz)

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## How to join anzea

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Membership in **anzea** is open to anyone with an interest in evaluation – there are no other eligibility criteria. The fee is just \$78.75 (incl GST) per annum and only \$50.60 (incl GST) for student or unwaged members. If you'd like more information about **anzea**, contact the membership secretary Rachael Trotman, or any other member of the **anzea** Board (contact details above in this Newsletter). To join, all you have to do is complete the attached membership form and send it with your payment to: **anzea** membership, PO Box 106732, Auckland. (If you prefer to pay electronically, see details on the membership form.)

## anzea membership form 2008-2009

### DECLARATION

I wish to become a member of **anzea**.

I agree to abide by the **anzea** Constitution and by-laws.

My membership status is (tick one):

- Ordinary member            \$78.75 (inc GST)  
 Student member\*            \$50.60 (inc GST)

\*Requires evidence of full-time current student status as an accredited academic institution (please enclose photocopy of current enrolment confirmation).

Optional donation \$\_\_\_\_\_

Total enclosed \$\_\_\_\_\_ (Please make cheques payable to '**anzea**')  
**OR**

I have paid \$\_\_\_\_\_ by direct credit into the **anzea** bank account:

Name:        Aotearoa New Zealand Evaluation Association

Bank:                Kiwibank Ponsonby

Account:    389006 0153121 00

in the name of \_\_\_\_\_

[insert your account name]

NAME:	POSTAL ADDRESS:
PHONE:	
EMAIL:	
SIGNED:	DATE:

I give permission for my personal information above to be published in the on-line directory of **anzea** members.

I give permission for **anzea** to include me in emails that are sent to the **anzea** national or regional membership.

**NB** The following information is sought in order for **anzea** to suitably support a diverse membership and to facilitate the professional development of evaluators. Your answers will become part of a publicly available membership profile. Answering these questions is optional, but will be valuable in **anzea's** planning.

<p><b>CURRENT PRIMARY EMPLOYMENT</b></p> <p>Position:</p> <p>Organisation:</p>	<p><b>TRAINING AND QUALIFICATIONS</b></p>
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<p><b>GENDER:</b> <input type="checkbox"/> Female    <input type="checkbox"/> Male    <input type="checkbox"/> Other</p>	<p><b>AGE:</b> <input type="checkbox"/> 18-25    <input type="checkbox"/> 26-35    <input type="checkbox"/> 36-45    <input type="checkbox"/> 46-55    <input type="checkbox"/> Over</p>
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**ETHNICITY/IES:**

NZ Maori     NZ European/Pakeha     Other European     Cook Island Maori     Samoan

Tongan     Nuiean     Chinese     Indian     Other \_\_\_\_\_

**IWI OR TRIBAL AFFILIATIONS (WITHIN YOUR COUNTRY OF ORIGIN):**

N.B. This information is to help us identify members with specific cultural knowledge.

**MAIN PRACTICE INTERESTS**

**SECTORS WORKED IN (LIST UP TO FIVE) – E.G. HEALTH, EDUCATION, LOCAL AUTHORITIES ETC.**

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**AREAS OF EVALUATION EXPERTISE – E.G. METHODOLOGIES (INCLUDING CULTURALLY SPECIFIC, OR CROSS-CULTURAL APPROACHES), SUBJECT MATTER AREAS, ETC.**

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**AREAS OF PARTICULAR INTEREST (IN ADDITION TO THE ABOVE)**

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**Office use only:**

Date received:

Cheque banked:

Receipt number:

Confirmation sent:

