



Most Significant Change: ECEBC Training

January 30, 2014

Truth, naked and cold, had been turned away from every door in the village. Her nakedness frightened the people.

When Parable found her, she was huddled in a corner, shivering and hungry. Taking pity on her, Parable gathered her up and took her home. There, she dressed Truth in Story, warmed her, and sent her out again.

Clothed in Story, Truth knocked again at the villagers' doors and was readily welcomed into the people's houses. They invited her to eat at their table and to warm herself by the fire.

Jewish Teaching Story (Annette Simmons)

Agenda

Item	Time
Welcome	6:30 - 6:35
Why Stories?	6:35-6:50
Background / Our experience	6:50 - 6:55
Overview of MSC	6:55 - 7:40
BREAK	7:40 - 7:50
Creating Stories	7:50 - 8:40
Next Steps and Questions	8:40 - 9:00

Learning Outcomes

- Understand the use of stories in evaluation
- Understand how and when to use the MSC technique
- Understand the major steps in MSC
- Learn how to write and adapt MSC stories
- Apply learnings in creating and selecting stories

Why Stories?



Why Stories?

1. Stories are a primal form of communication.
2. Stories are about connection.
3. Stories are how we think.
4. Stories provide order.
5. We are wired for stories.
6. Stories engage our right brain and trigger our imagination.

Pablo Rodríguez-Bilella

<http://evaluationstories.wordpress.com/category/evaluation-story-template/the-power-of-stories/>

Story Sharing

- Work in pairs- select one person as the story teller and the other as the listener
- Story-teller: Share a story about an important change that happened to you

Things to consider:

- Character
 - Beginning
 - Change
 - Resolution
-
- Share enough details for the listener to understand the significance of the change; listeners can ask questions to get the whole story



Background on MSC

Background on MSC

- Participatory evaluation technique
- Qualitative
- Used in conjunction with other techniques - not a stand alone method
- Developed in an attempt to overcome challenges associated with evaluating complex participatory programs

A large, stylized number '5' graphic composed of several overlapping semi-circular and circular shapes in shades of blue and purple, positioned on the left side of the slide.

Overview of MSC

Overview

- Getting Started
- Defining “domains of change”
- Collecting stories
- Writing and checking stories
- Selecting stories
- Providing feedback
- Analysis

Getting Started

- Become familiar/confident with the approach
- Find champions
- Find a story team; define roles
- Promote the MSC technique
- Develop materials/tools to collect MSC stories or conduct MSC interviews

Defining “Domains of Change”

- Domains are broad categories of significant change stories
- Domains can be selected before or after stories are collected
- Types of domains:
 - Changes in individuals, organizations, communities, policy
 - Positive and negative domains
- Ideally, select 3-5 domains

Defining “Domains of Change”

- Different techniques for establishing domains
 - Top down approach
 - Bottom up approach
 - Based on program objectives
- Define the reporting period and frequency of story collection
 - Less frequent vs. frequent story collection

Collecting Stories

- Pose a question with a defined reporting period

“Looking back over the past six months, what do you think was the most significant change in your leadership skills as a result of the Leadership Initiative“

“Looking back over the past six months, what changed for you or your community because of the Leadership Initiative?”

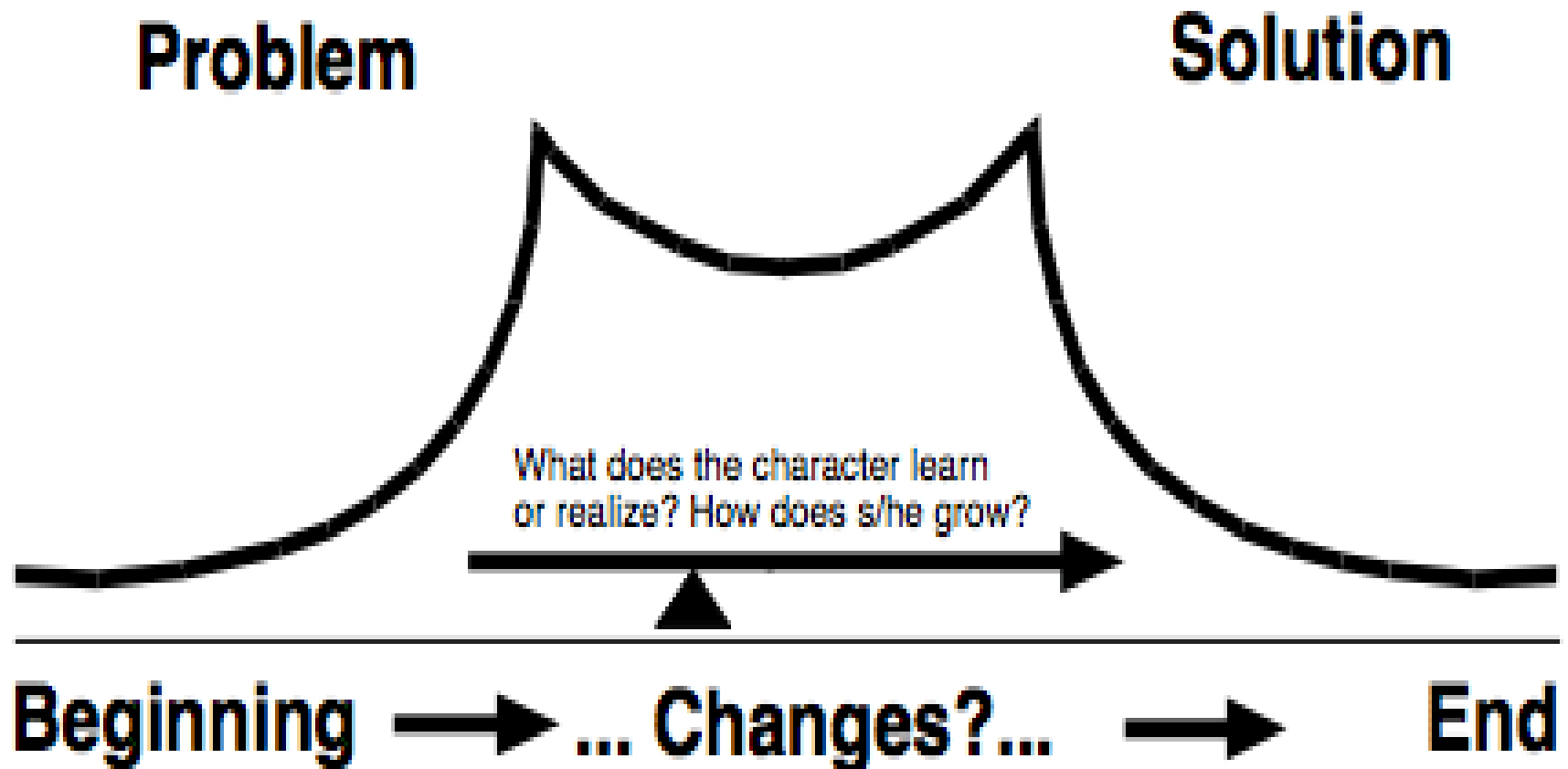
- Collect stories through interviews, group discussion, reporting
- Ensure the respondent explains the significance of the story

Collecting Stories

- Several ways to identify and document MSC stories
 - Unsolicited stories
 - Interviews and note taking
 - Group discussions
 - Reporting forms
- Other things to consider:
 - What information to document?
 - How to document? (recorder, journal)
 - How long should the story be?
 - Whose stories to collect?
 - Consent and permission to collect/share stories?
 - How/where will stories be stored?



Preparing Stories



(Dillingham, 2003, with Changes (Ohler, 2004))

Writing Stories

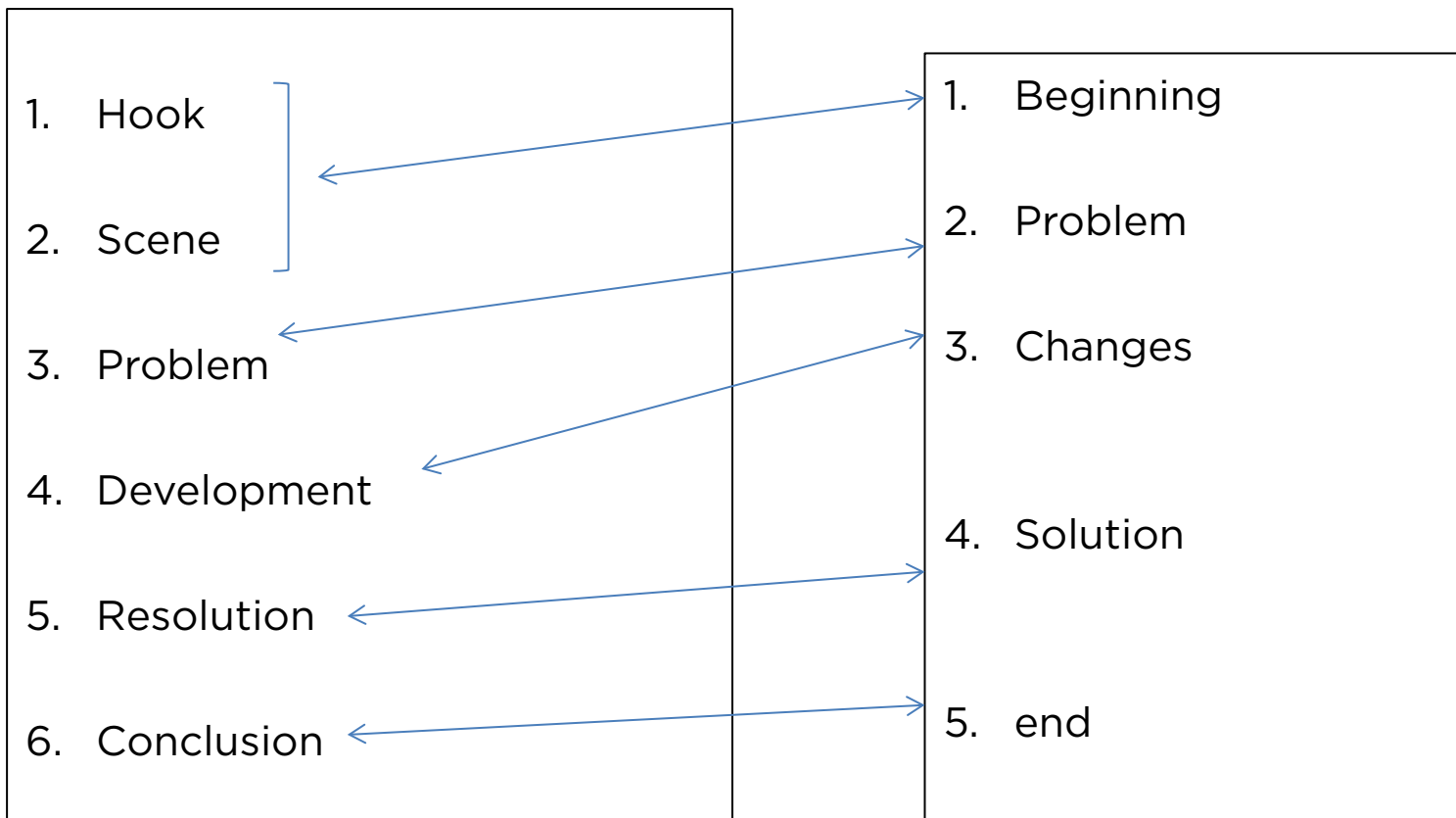
1. Hook: e.g. provocative question, what if?, foreshadowing, problem, etc.
2. Scene: take your readers there, use senses, add description
3. Complications: inner conflict, interpersonal conflict, external conflict
4. Development: simple clear explanations/descriptions, concrete, relevant
5. Resolution: basic, compelling, clear
6. Conclusion/Action: incite action, inform, inspire

Checking Stories

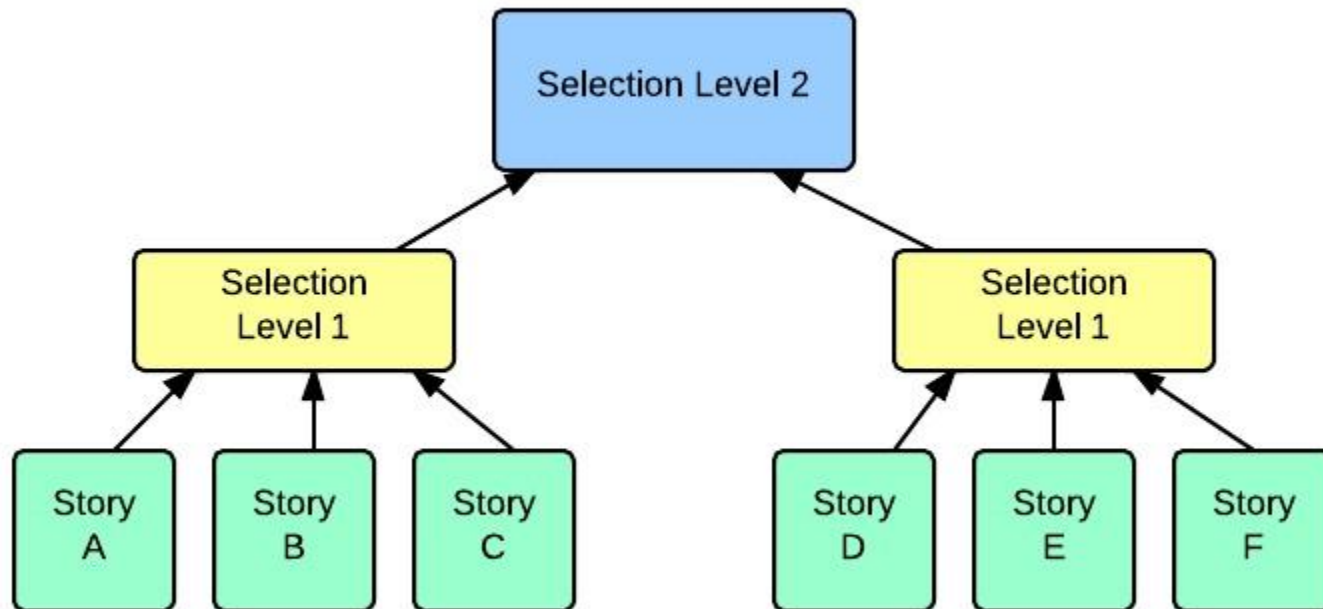
- Confirm that stories were reported accurately and honestly
- Obtain additional information on the changes that were deemed significant

Story Example

Read the story hand out and identify key elements of the story:



Selecting Stories



Selecting Stories

- How many levels of selection should there be?
- Who should be involved in selecting stories?
 - Past/present LI participants?
 - Funders?
 - ECEBC staff/Board?
- How often should story selection occur?
- What does the selection process look like?
- What are the criteria for selecting stories?
 - Majority rules
 - Scoring

Most Significant
Change Training
Videos on youtube

**Story selection - why
and how:**

<http://www.youtube.com/watch?v=b-wpBoVPkc0>

[video 2; 5:18-9:59]

Providing Feedback

- Important to document the results of the selection process – each selection “level” reviews the explanations
- Share results of selection process with story providers
- Share via email, newsletter, Leadership Institute/gathering

Analysis

- Quantification
 - How many people were involved?
 - How many stories were submitted/selected?
 - How many changes, related to program objectives/domains, were documented?
- Thematic Analysis
 - Types of changes occurring - analyze against domains of change and program logic model
 - Analyze stories for positive and negative changes
 - Analyze stories selected vs. those not selected
 - Analyze activities or groups mentioned in stories

Challenges

- Trouble collecting stories (e.g. not enough detail, changes aren't "significant," nothing has changed)
- Sensitivity that stories are not selected as significant
- Concerns about only selecting one story
- Process is time consuming

Role Play



Role Play

- Work in pairs – role play story gathering
- Take turns interviewing each other
- Document stories
- Work together to draft one story using the story format

“Looking back over the past six months, what do you think was the most significant change in your leadership skills as a result of the Leadership Initiative?”

Story Selection

- Read story
- Identify which story is most significant
- Document reasons why story was selected



Next Steps

Next Steps

- Establish a story group with roles and timeline
- Determine method and opportunities for collecting stories
- Determine and assign tools and/or resources needed
- Collect, organize and verify stories
- Determine review participants, structure and process
- Facilitate review sessions and document outcomes
- Share findings with story participants and stakeholders
- Ask us for help anytime!

Support Tools

- “*ThoughtStream*” online tool
 - www.thoughtstream.ca
- MSC videos (parts 1 – 6)
 - Start with this one: <http://www.youtube.com/watch?v=H32FTygl-Zs>