



*Process modeling: A
business practice camps
can profit from*

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Social, developmental, & organizational psychology applied to camp
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**Please utilize the audio that accompanies this
presentation in order to benefit fully.**

The background features a soft, light-colored illustration of a mountain range in the distance and a willow tree with long, drooping branches on the right side. The overall tone is calm and contemplative.

*What are your
expectations?*

Why are you here?

Goals of the session

- ❖ Understand what process models are
- ❖ Know why they are so useful and crucial
- ❖ Broad overview of the steps involved in creating and evaluating process models
(Only soft outcomes will be covered)

I applaud you for being here

Outline

1) Introduction

- i) What are process models?
- ii) Benefits of using them

2) Steps in creating accurate process maps

- i) List everything that leads to outcomes
- ii) Graphically map your processes
 - (a) United Way model
 - (b) Camp adaptation of model
 - (c) Examples
- iii) Verify maps with stakeholders
- iv) Assess accuracy with social scientists
 - (a) Theory-driven process maps
 - (b) Examples of useful theories
- v) Review map with stakeholders
- vi) Conduct and implementation evaluation
 - (a) Opening the black box
 - (b) How to conduct and implementation evaluation
- vii) Revise maps with importance and effectiveness factored in

3) Conceptual exercises to help map processes

Realities / Caveats

- ❖ Part of a trilogy of sessions
 - How to seriously evaluate your outcomes
 - Measuring the softer outcomes
 - Process and implementation evaluation
- ❖ Can't tell you everything you need to know
- ❖ Evaluation is not quick, simple, or easy

What are process models?

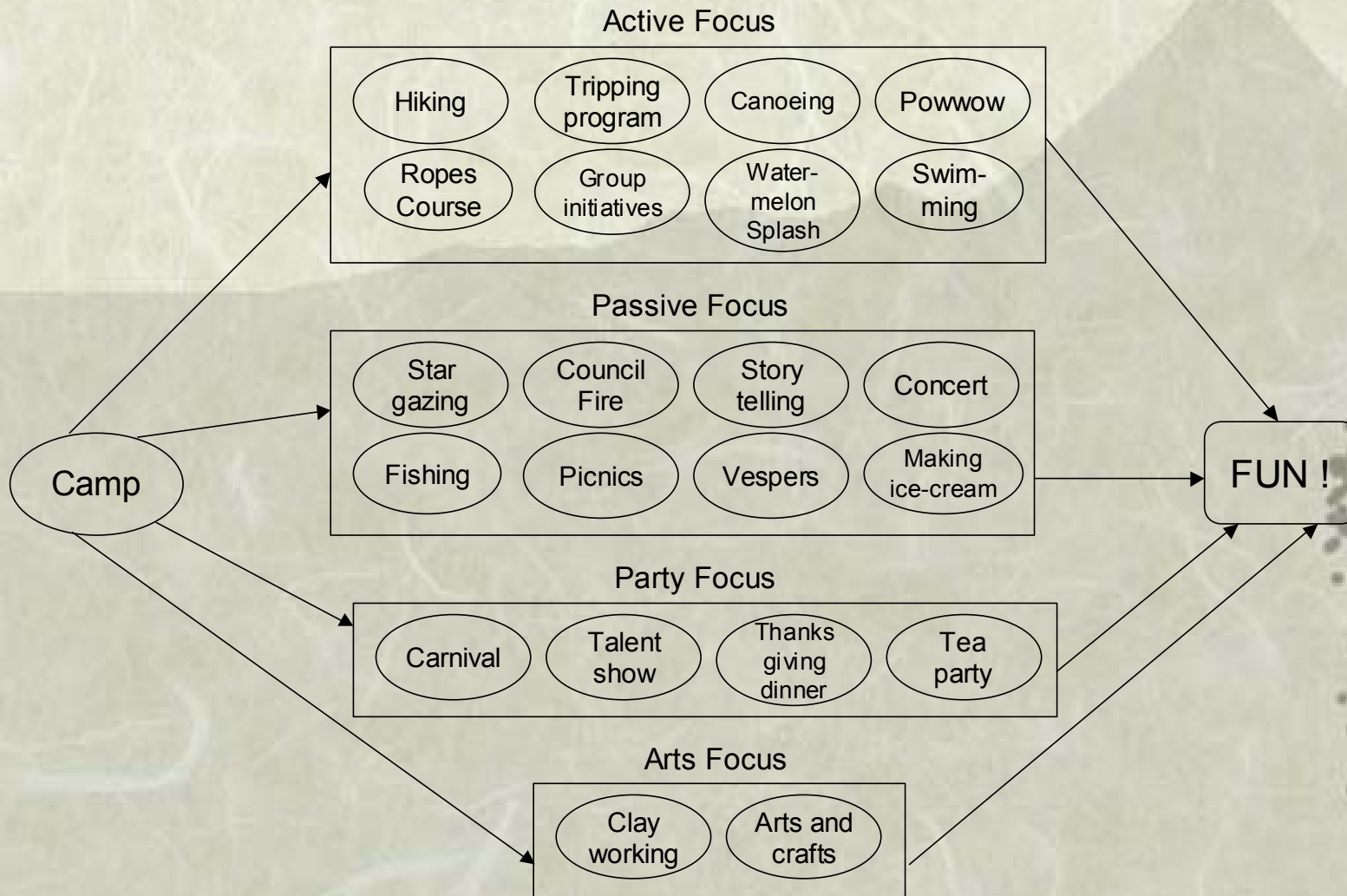
❖ Also known as

- Logic models
- Process maps
- Benefits based management
- Conceptual modeling

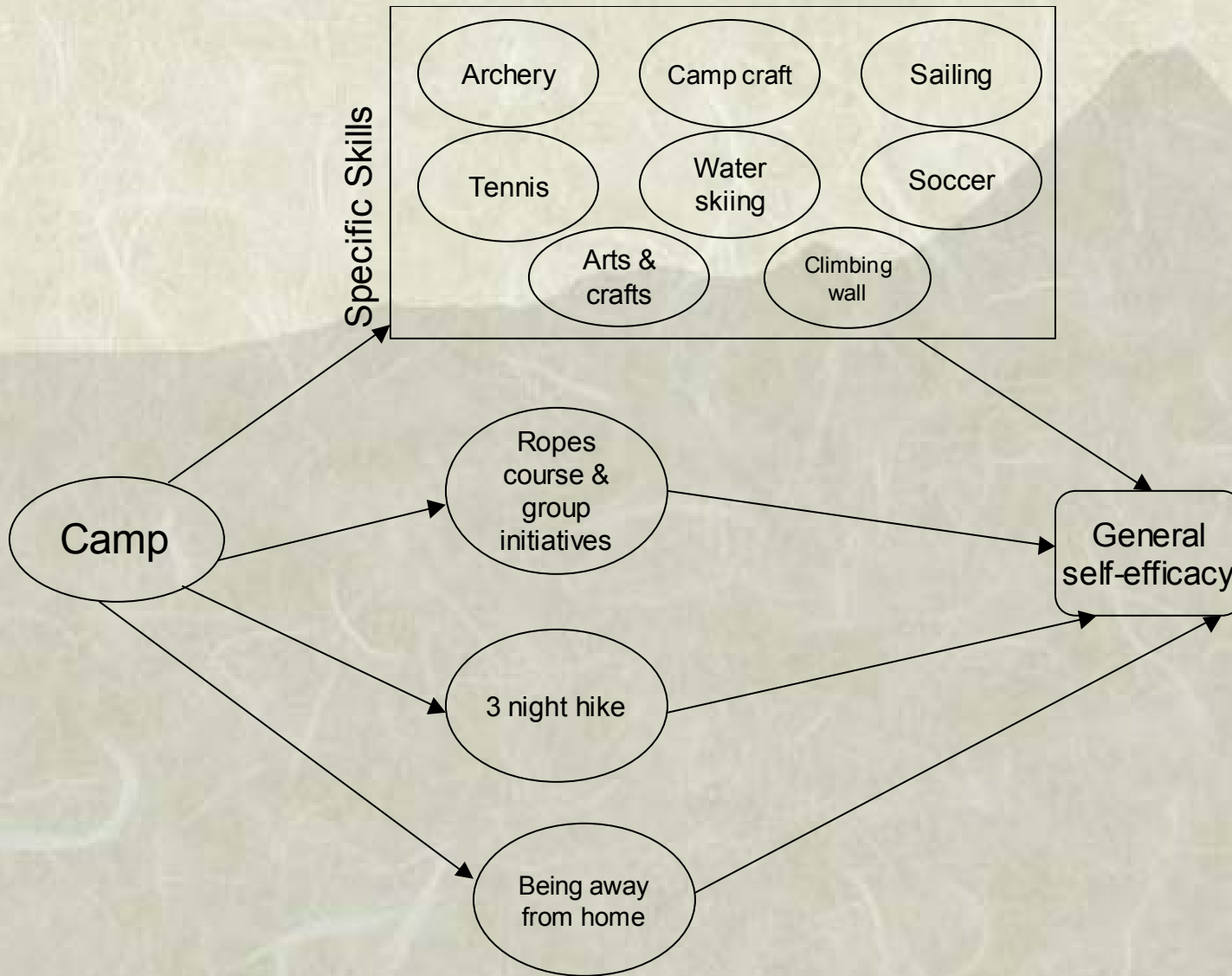
❖ Working definition

A graphical representation of the activities, programs, policies, and structures that are implicated in achieving a given outcome

Example using FUN!



Example with General self-efficacy



Conversation with a new parent

Parent: “What do you do for kids?”

Director: “We give them a world of good! We improve their self-confidence and independence, self-esteem, environmental attitudes and behaviors, and impart a sense of responsibility in a fun, safe, and supportive environment.”

Parent: “Wow, that sounds really good! So, how will my child gain all these wonderful things at your camp?”

Director:

Benefits of using process maps

- ❖ Communicate what you do to parents
- ❖ Communicate to funders
(E.g. Boys Scouts)
- ❖ Communicate mission and objectives to staff
(Orientation and hang in staff lounge)
- ❖ Facilitate staff owning the mission
(Truly understand camp & reminded on a daily basis)

Benefits (2 of 3)

Better understand your own processes

- ❖ Identify conflicting outcomes and processes
- ❖ Identify interactions among process components and processes
- ❖ Prioritize outcomes
- ❖ Identify unintended outcomes
(what's left over & what others can point out to you)
- ❖ Identify “missing” processes, gaps, and strengths

Benefits (3 of 3)

- ❖ Focus on outcomes and what your camp is about
- ❖ Benchmark with other camps and organizations
 - Identify other methods of reaching outcomes
 - Share your knowledge on how to help children with the camping community
- ❖ Better be able to give your kids a world of good

Steps in the evaluative process

1. Needs assessment
2. **Understand completely what you do**
3. Pick which outcomes to evaluate
4. Design an evaluation plan / methods
5. Conduct the evaluation
6. Analyze the results
7. Utilize and disseminate the results
8. Begin again – continuously evaluate

Steps in creating process maps

1. **List everything that leads to outcomes**
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7. Revise maps with effectiveness factored in

List everything that leads to outcomes

- ❖ Brainstorm list of all activities, programs, policies, and structures for every outcome

- ❖ Include all stakeholders in the process
 - Director
 - Executive director or owner
 - Board of directors
 - Campers
 - Parents
 - Group/division/unit leaders
 - Counselors

- ❖ Utilize several iterations

List of outcomes

Cognitive

Emotional

Behavioral

- ❖ Appreciation of diversity
- ❖ Communal orientation
- ❖ Conflict resolution skills
- ❖ Creativity
- ❖ Hope & goals (future sense of self) / sense of purpose
- ❖ Environmental attitudes, awareness, and behaviors
- ❖ Leadership
- ❖ Locus of control
- ❖ Moral reasoning / character / ethics / values – e.g., six pillars framework: trust, citizenship, fairness, respect, responsibility, & caring
- ❖ Extroversion
- ❖ Problem solving / planning
- ❖ Emotional intelligence
(Assertiveness, responsibility, cooperation, self-control, emotional self-awareness, empathy, interpersonal relationships, social responsibility, problem-solving, reality testing, flexibility, stress tolerance, happiness, and optimism)
- ❖ Appropriate risk taking
- ❖ Receive positive attention / love / caring
- ❖ Fun
- ❖ General self-efficacy, independence, self-confidence
- ❖ Self-esteem / self-concept
- ❖ Self-discipline / delay gratification / restraint / impulse control / aka self-control
- ❖ Achievement motivation / success orientation
- ❖ Grades / cognitive development
- ❖ Behavior problems (externalizing and internalizing)
- ❖ Free-time activities at home
- ❖ Skill achievement or enhancement
- ❖ Friendship status (popular, neglected, rejected, controversial, average)
- ❖ Intergenerational relationships
- ❖ Health self-efficacy and behaviors
- ❖ Physical fitness

Spirituality

(Orients and gives meaning to our lives; Guidelines for living; Answer the question Why? for things like random nature of events, uncertainty of the future, and death)

Sample list for self-esteem

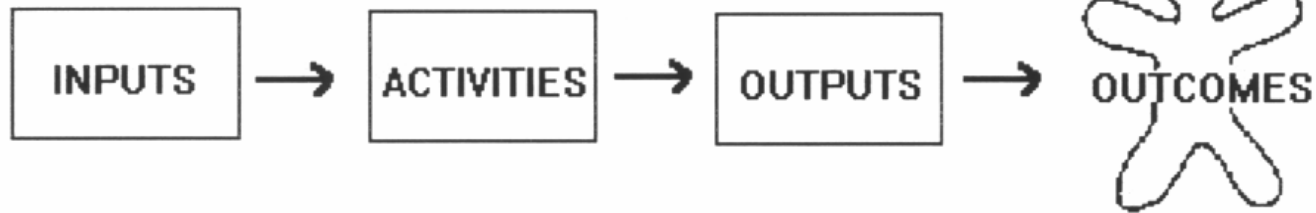
- ❖ Non-competitive
- ❖ Success at numerous camp activities
- ❖ Caring, trained counselors
- ❖ Safe, supportive community
- ❖ Freedom from negative labels
- ❖ Awards night where everyone gets one
- ❖ Sing songs about how special every person is
- ❖ Praise all effort regardless of actual outcome
- ❖ Write poems, papers, and plays about how special you are
- ❖ Acknowledging substantial areas of value in individual campers
- ❖ Learn to take pride in effort instead of outcome
- ❖ Counselors attempt to foster a healthy self-serving bias

Steps in creating process maps

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United Way Model

Program Outcome Model



Resources dedicated to or consumed by the program

e.g.

- money
- staff and staff time
- volunteers and volunteer time
- facilities
- equipment and supplies

Constraints on the program

e.g.

- laws
- regulations
- funders' requirements

What the program does with the inputs to fulfill its mission

e.g.

- feed and shelter homeless families
- provide job training
- educate the public about signs of child abuse
- counsel pregnant women
- create mentoring relationships for youth

The direct products of program activities

e.g.

- number of classes taught
- number of counseling sessions conducted
- number of educational materials distributed
- number of hours of service delivered
- number of participants served

Benefits for participants during and after program activities

e.g.

- new knowledge
 - increased skills
 - changed attitudes or values
- ↓
- modified behavior
- ↓
- improved condition
 - altered status

Camp adaptation of model

Inputs

- ❖ Orientation (training)
- ❖ Low ratio (3:1)
- ❖ Natural resources
- ❖ Facilities
- ❖ Session length
- ❖ Quality of staff
- ❖ Organizational hierarchy / structure
- ❖ Staff motivation
- ❖ Microcosm community
- ❖ Safe, supportive environment
- ❖ Experiential learning
- ❖ Exceptional leadership on every level
- ❖ Adequate finances
- ❖ Individual treatment plan

What camp has

What camp

Inputs



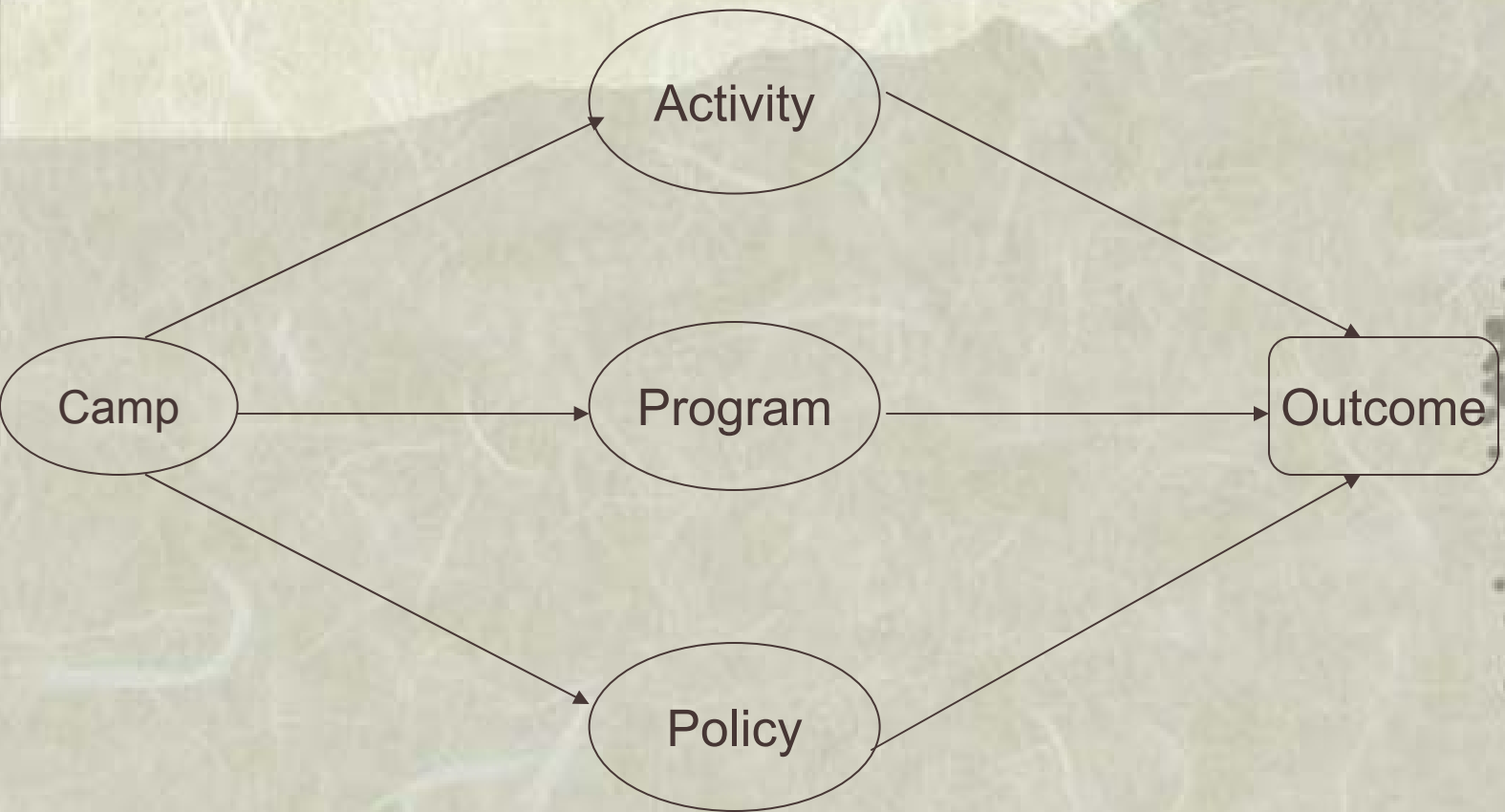
Activi

Progra

Polico

Camp adaptation of model

What camp has What camp does What effects does camp have?



Defining what camp does

❖ Activities

- Archery
- 3 night hike
- Climbing wall
- Gardening
- Chores & community jobs
- Final banquet
- Council and camp fire
- Rest hour / Siesta
- Camp counsel and camper elections
- Friendship circle
- Teaching stress management techniques
- Running club

❖ Policies

- Non-competitive
- Camper bill of rights and responsibilities
- Reduce, reuse, recycle
- Only written contact with family

❖ Programs

- Arts and crafts
- Leadership program
- Adventure program
- Aquatics program
- Sports program

"Deviations" from United Way Model

❖ Inputs

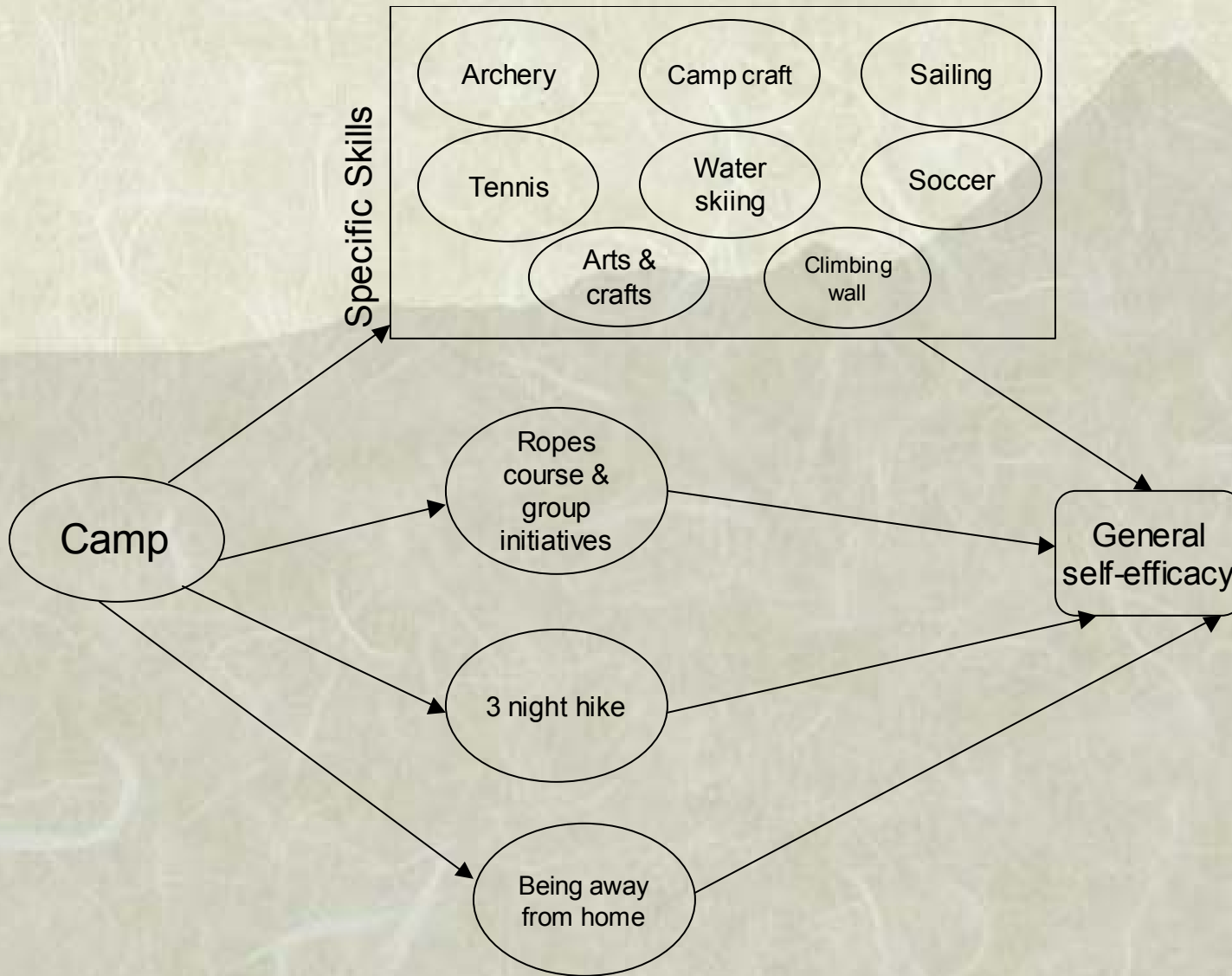
- Represent them with just the bubble “camp” when the aim is to communicate what camp does
- Need to evaluate inputs (e.g. staff training) in order to understand results on outcomes

❖ Outputs (number of times exposed to activity)

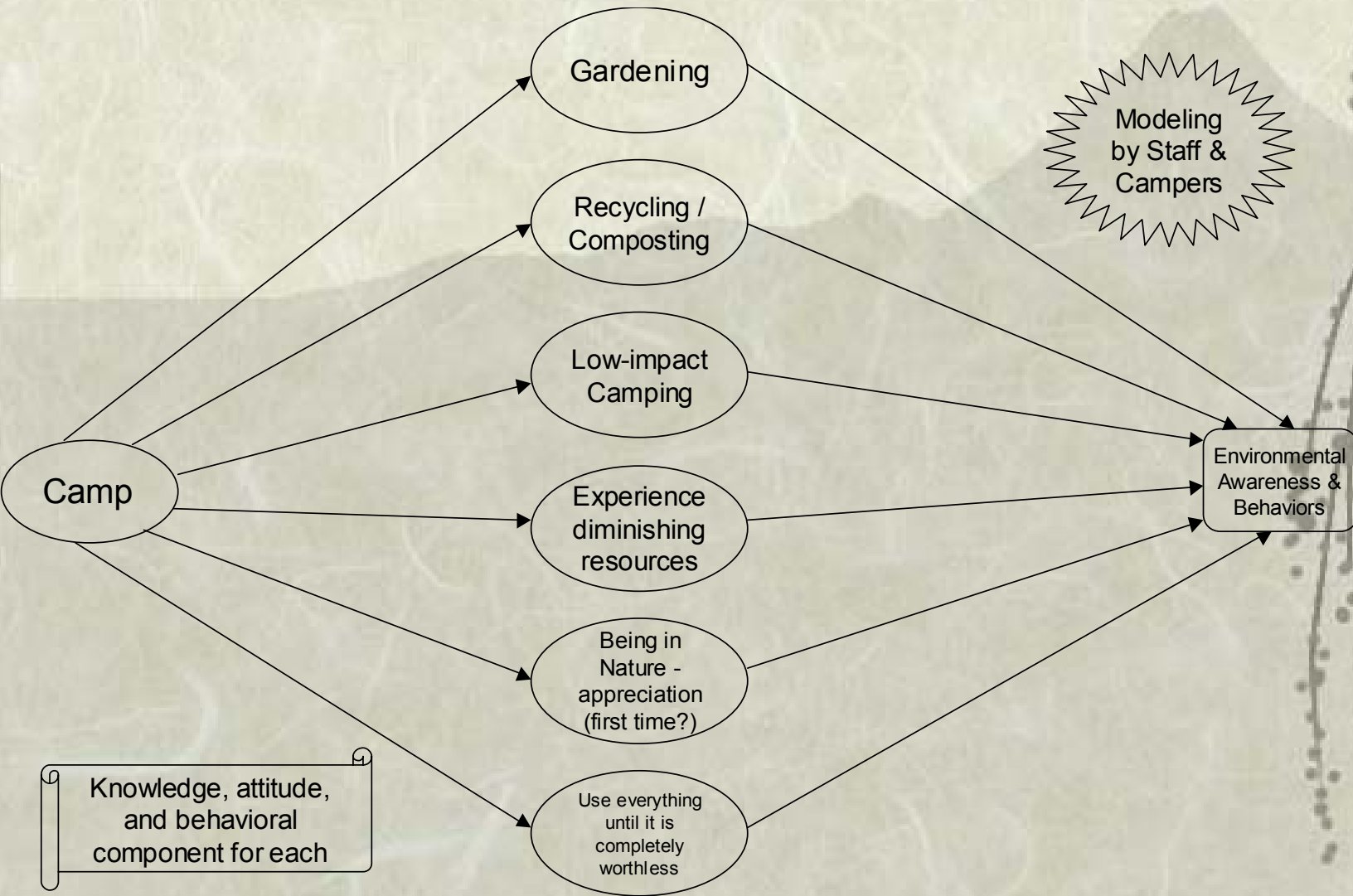
- On a conceptual level, this is unnecessary and confusing
- At camp, children are often exposed to components a roughly equal number of times
- When examining outcomes for an individual camper, outputs can be useful information
- On the whole, outputs are useful to consider when campers differ substantially in the activities or number of activities

❖ Orientation itself can be process mapped

Example with General self-efficacy

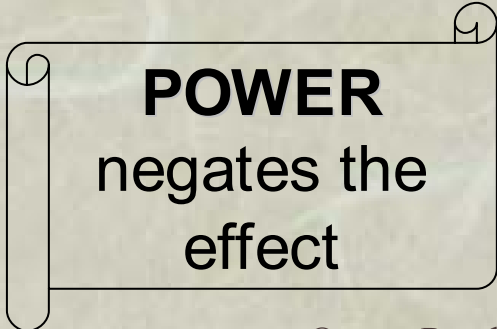
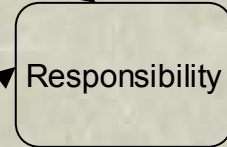
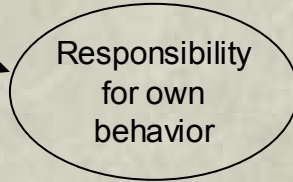
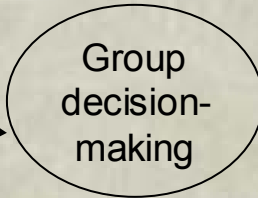


Environmental awareness and behaviors

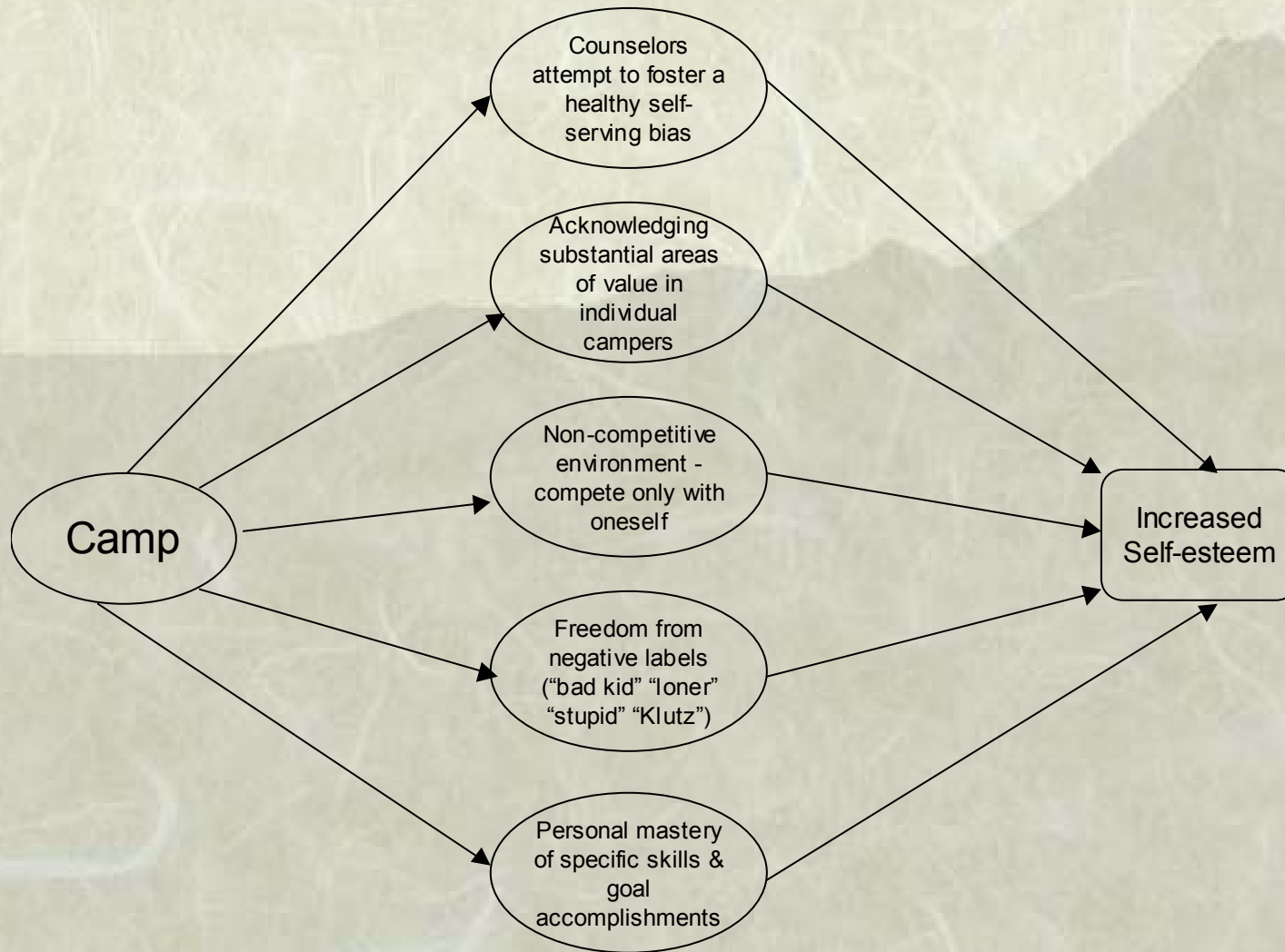


Responsibility

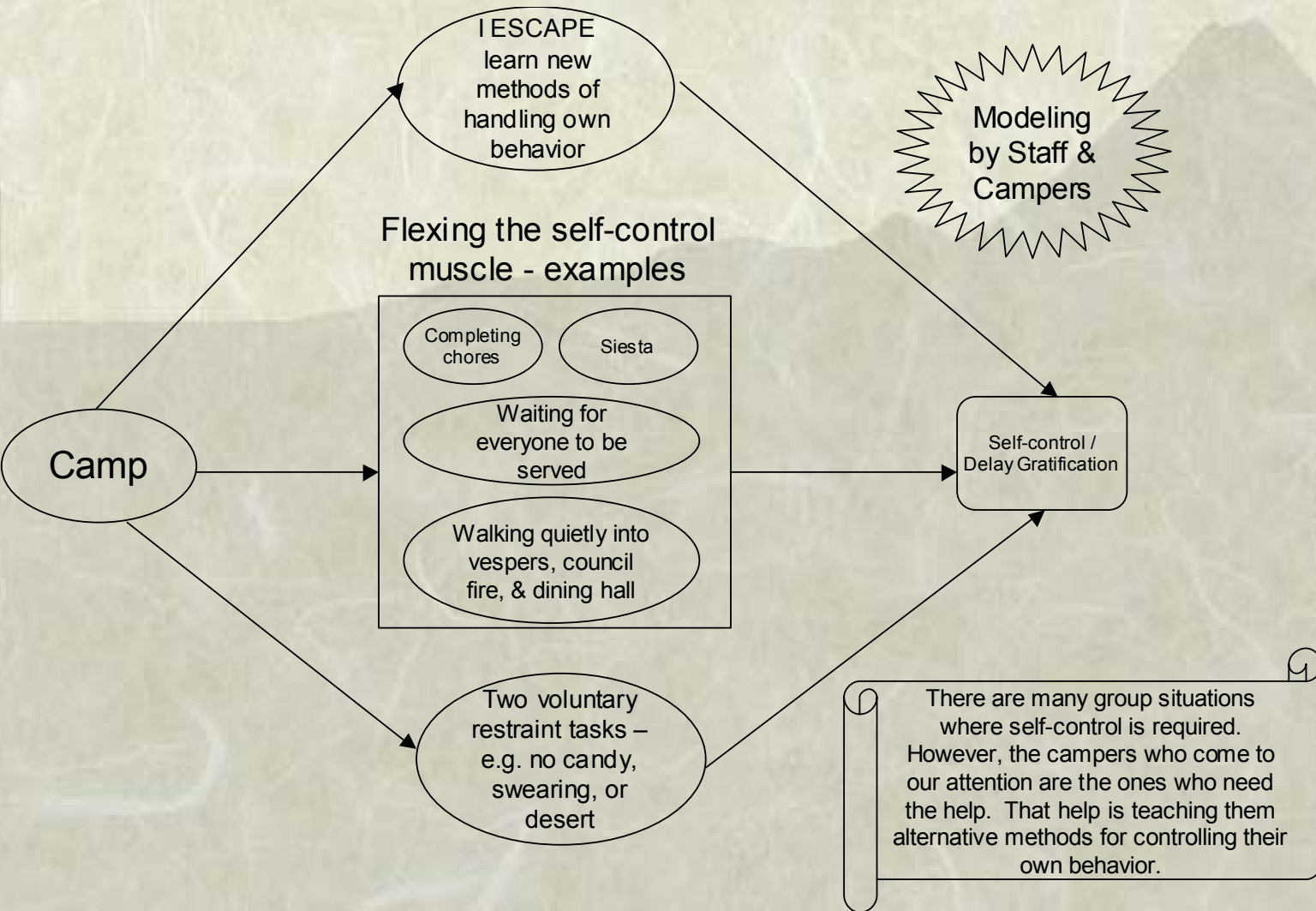
Chores



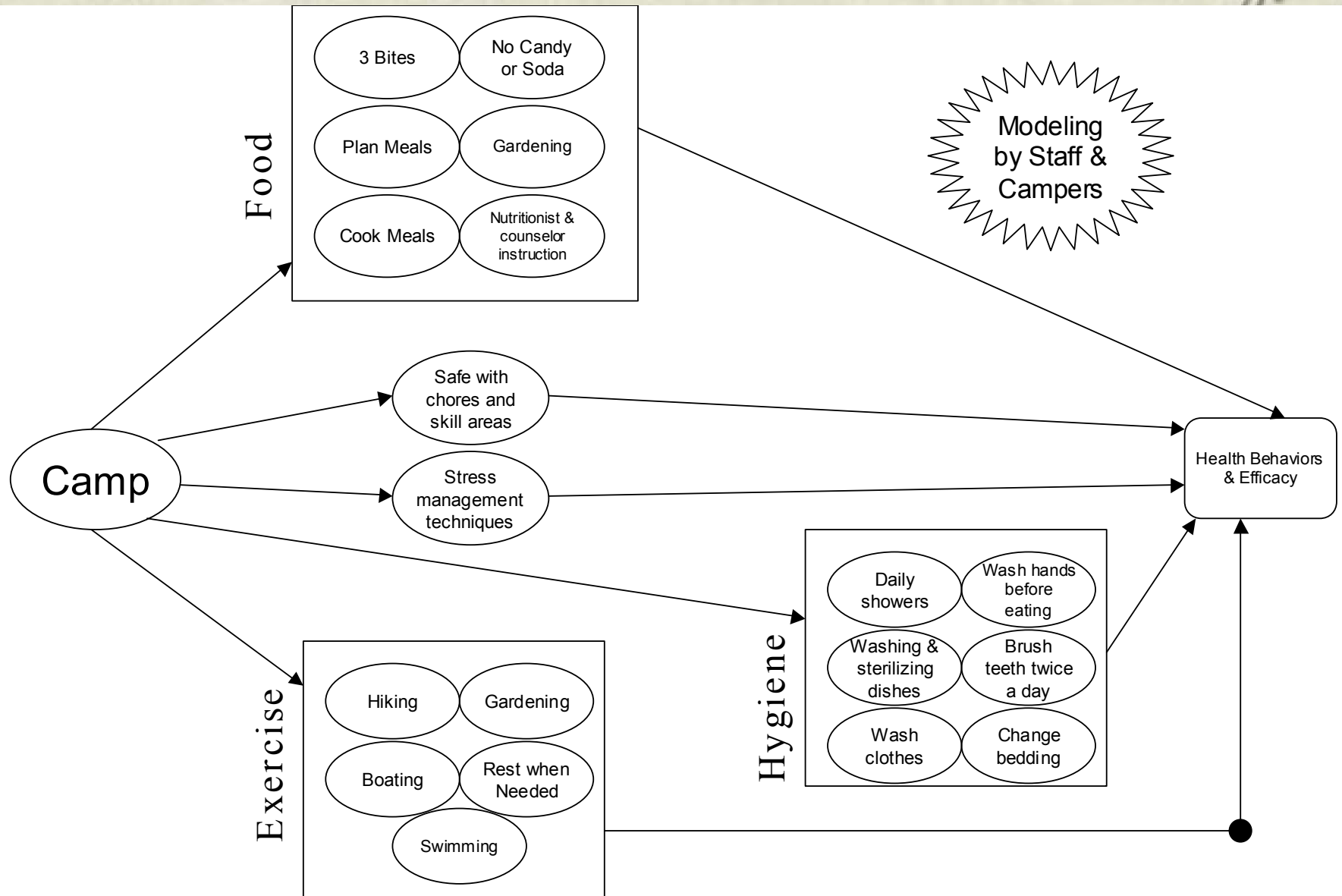
Self-esteem



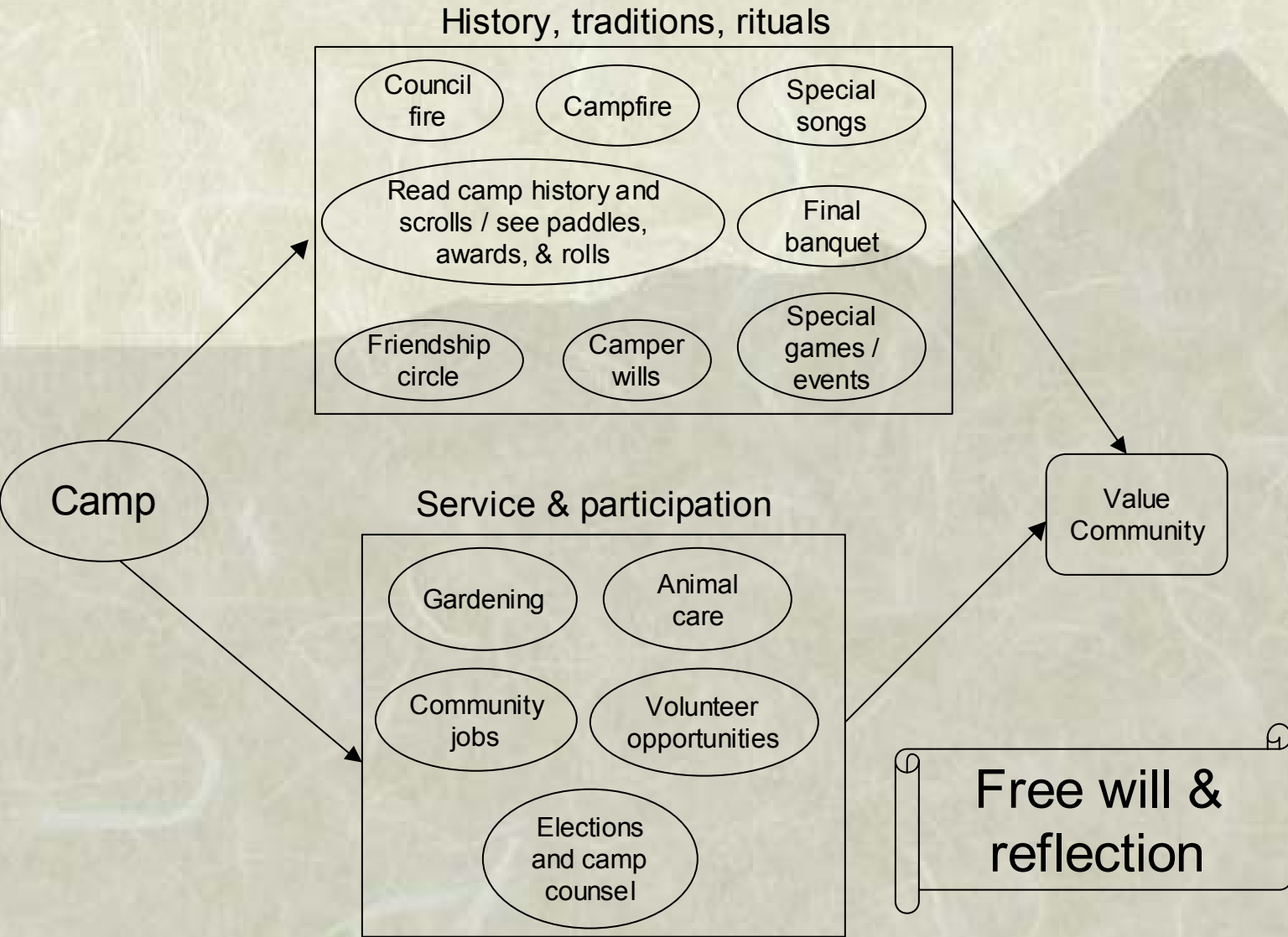
Self-control



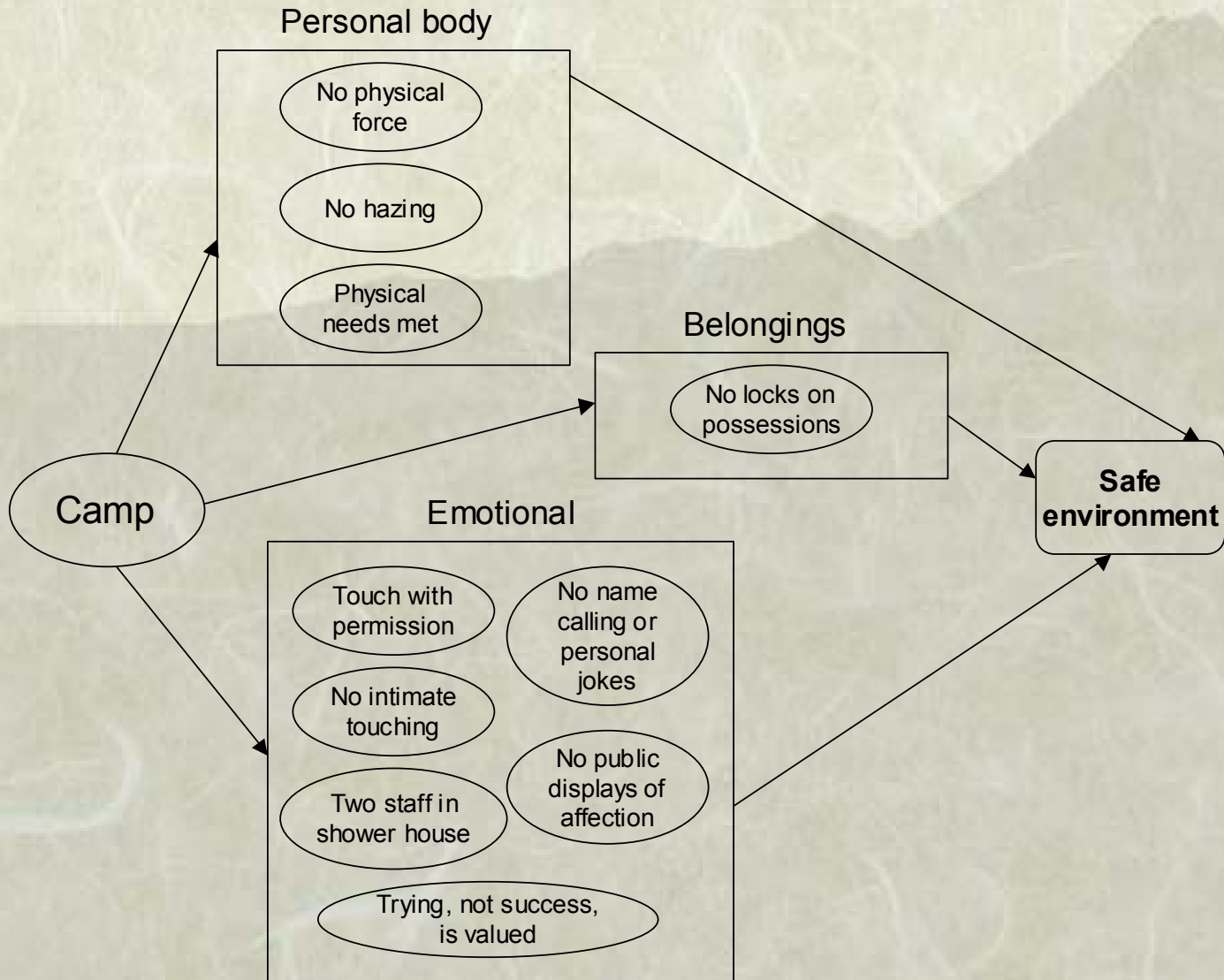
Health knowledge, self-confidence, and behaviors



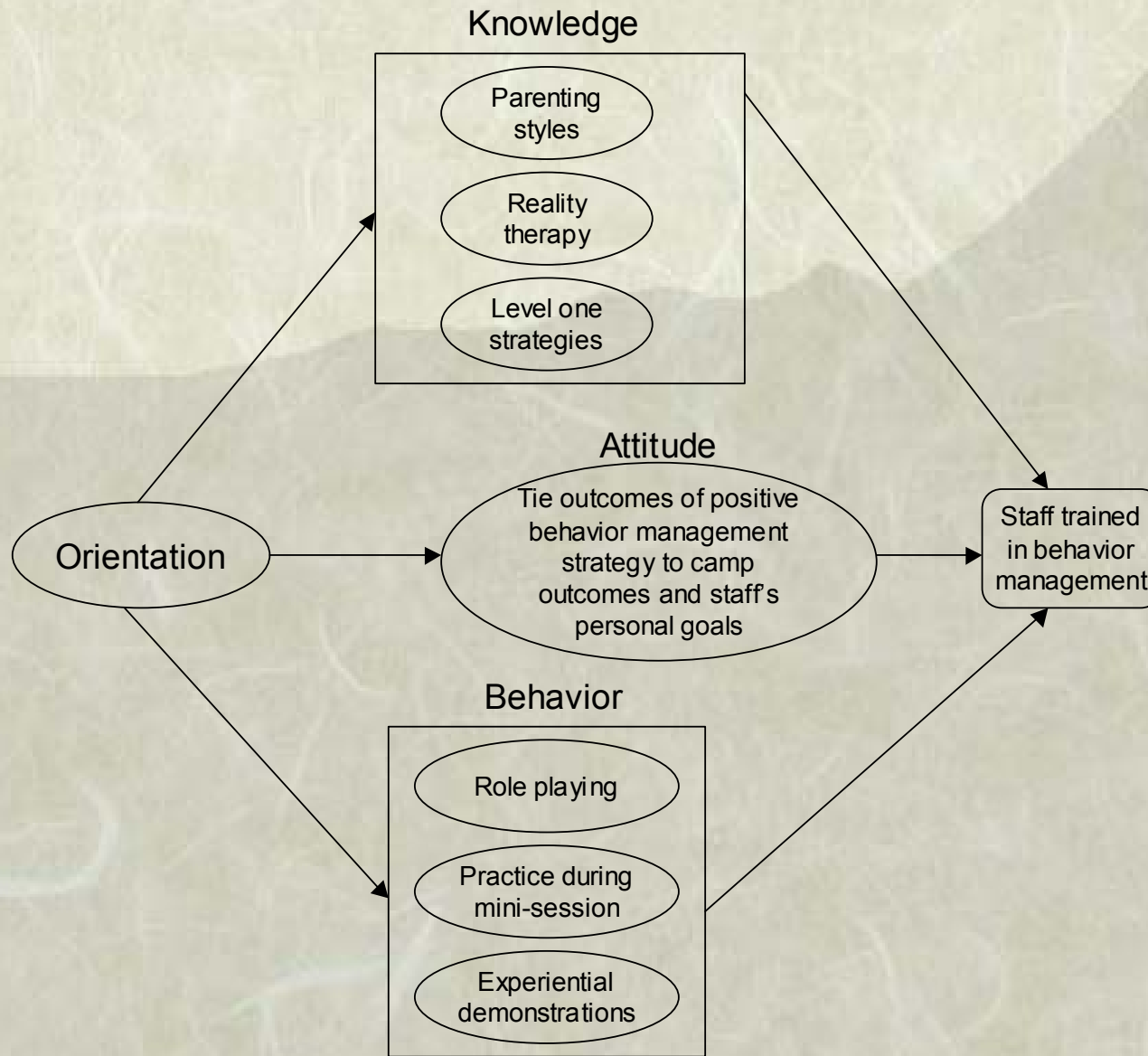
Value community



Safe environment - mapping *inputs*



Training in behavior management



Steps in creating process maps

1. List everything that leads to outcomes
2. Graphically map your processes
3. **Verify maps with stakeholders**
4. Assess accuracy with social scientists
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7. Revise maps with effectiveness factored in

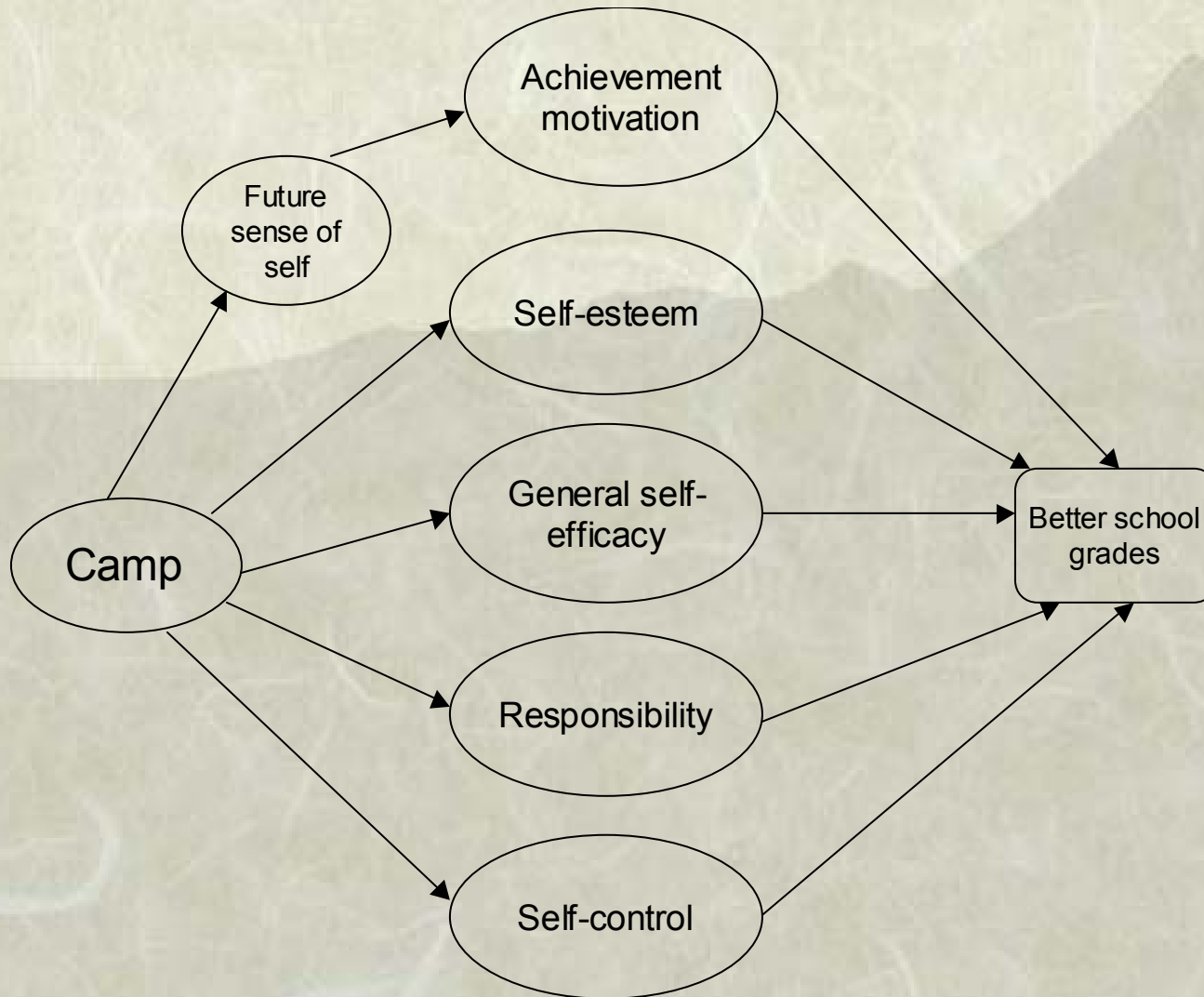
Verify maps with stakeholders

- ❖ Seeing the outcomes in graphical form often yields new insights
- ❖ Display maps in counselors lounge so they can be viewed and edited when processes are live

Now that all your process are mapped

- ❖ Examine which outcomes might interact with each other – e.g. competitive environment for skills and self-esteem
- ❖ Map second order outcomes

Mapping second order outcomes



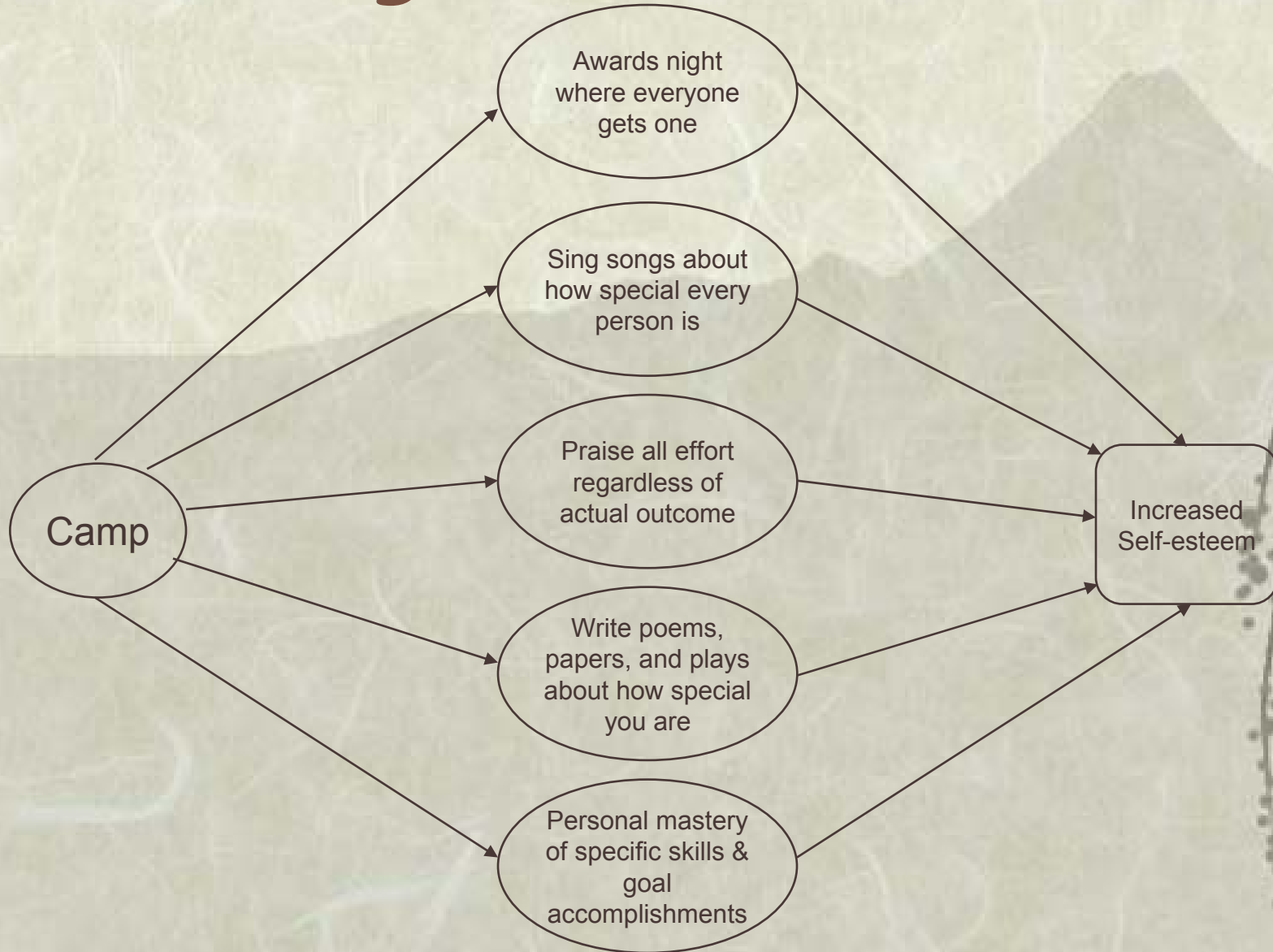
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Need for theory

When trying to assess how it is you actually go about giving kids a world of good, you must use appropriate theories.

Drawing it does not = outcome



Sounds good on paper = not enough

❖ The D.A.R.E. program

- 4.5 million served kids by 1993. Targets 17 areas like drug use and misuse, attitudes, consequences, resistance skills, social skills, self-esteem, etc.
- 60 minutes once a week for 17 weeks
- D.A.R.E. instructors are trained for over 80 hours
- Results: effect sizes were either very, very small or non-existent (with the exception of knowledge) and were essentially gone 6 months later
- After careful evaluation and examination of theory, D.A.R.E. was redesigned and is now much better.

❖ POINT = need for theory and evaluation

Theory-driven evaluation

- ❖ Pick out what components will and won't work
Self-esteem example
- ❖ Understand how effective components should be
Is being away from home enough, or do we need a ropes course and challenging trip as well?
- ❖ For whom should the processes work?
 - Children with low self-esteem or social skills often need a different kind of process/intervention
 - Do first time campers with moderate levels on the outcome variable of interest benefit the most?
- ❖ Identify key components that might be missing
D.A.R.E. example. Tells you where to look

Examples of useful theories & theoretical concepts

- ❖ Transactional analysis
 - ❖ Systems theory
 - ❖ Interdependence theory
 - ❖ Reality therapy and parenting styles
 - ❖ Influence – media, labels, and schemas
 - ❖ 40 developmental assets
 - ❖ Scaffolding and modeling

 - ❖ Resiliency and at-risk youth
 - ❖ Knowledge is a necessary but insufficient condition (Attitudes)
 - ❖ Cognitive misers and 7 + or – 2
 - ❖ Intergroup relations and conflict resolution
 - ❖ Group socialization theory
 - ❖ **Theory of planned behavior**
 - ❖ Need for control and people
 - ❖ Ritual
 - ❖ Dissonance
 - ❖ Attribution
- ❖ Teaching for transfer - metaphor, processing, framing, & sequencing
 - ❖ Cooperative learning

 - ❖ Benchmarking
 - ❖ Knowledge management
 - ❖ Process mapping
 - ❖ Staffing theory and motivation
 - ❖ Bases of power
 - ❖ Leadership
 - ❖ Ecological systems analysis
 - ❖ Obedience, conformity and minority influence
 - ❖ Equity theory
 - ❖ Personnel selection

**Plus theories related to
given outcome of interest**

List of outcomes

Cognitive

Emotional

Behavioral

- ❖ Appreciation of diversity
- ❖ Communal orientation
- ❖ Conflict resolution skills
- ❖ Creativity
- ❖ Hope & goals (future sense of self) / sense of purpose
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A remaining quandary

- ❖ You've mapped your processes
- ❖ You've used theory
- ❖ You evaluated your key outcomes
- ❖ You found no effect on a few outcomes

- ❖ What do you make of those results?
 - Theory failure – more needs to be understood?
 - Program failure – camp can't help the outcome?

Implementation evaluation

- ❖ Examine the program components (bubbles) as they actually happen live at camp and assess to what degree they are functioning as intended.

- ❖ Color code your process maps
 - Red = Not very effective
 - Yellow = Moderately effective
 - Green = Highly effective

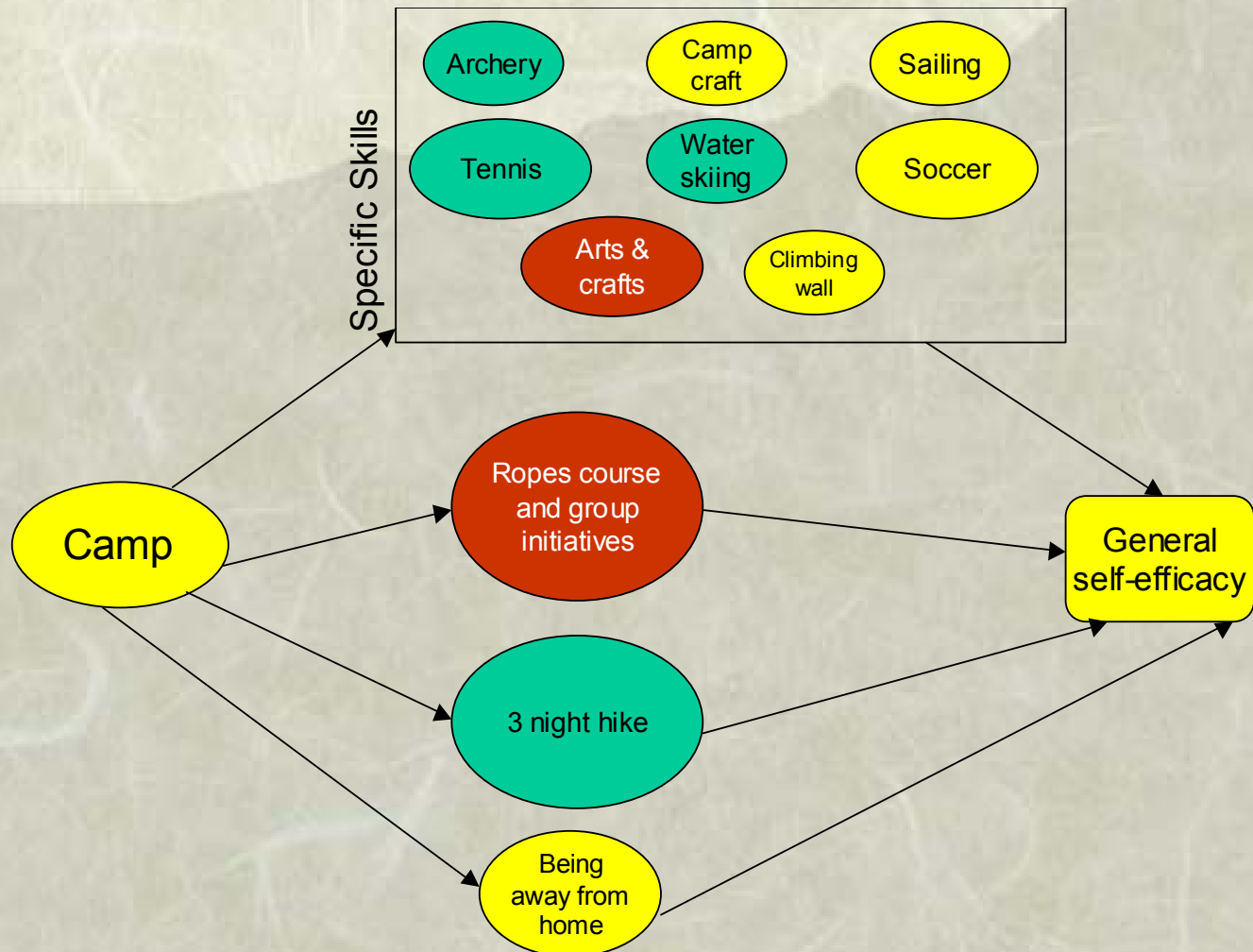
Importance & effectiveness factored in

size = importance

(based on theory and time and resources. Also, importance is on average, not for individuals)

color = effectiveness

(on average, not for individuals)



How-to conduct an implementation evaluation

Problems with data collection

- ❖ Problems utilizing quantitative methods
 - “Bean counting” approaches
 - Ignore the importance of each activity overall and for each camper individually
 - Don’t assess actual effectiveness as implemented
 - Camper ratings
 - Survey/measurement fatigue
 - Valid and reliable measure for the effect of a poem, ropes course, hike, or soccer game?
- ❖ Problems utilizing qualitative methods
 - Staff contribution toward self-esteem is large or only 5%
 - Counselors assess self-esteem levels, change, & processes

Best approach = multiple qualitative methods

❖ Qualitative methods

- Case studies
- Interviews - campers, counselors, & parents
- Focus groups
- Youth participatory evaluation
- Observational analysis of processes by evaluation team

❖ Data analysis

- Content analysis of each source
- Listen to each story individually and the symphony

Results of implementation evaluation

❖ Importance

- How much of an effect should an activity have based on theoretical relevance is already known
- From implementation evaluation, how much time and resources are really dedicated to the process components?

❖ Effectiveness

- From multiple qualitative perspectives – parents, campers, counselors, & evaluators
- Clear understanding of strengths and weaknesses

❖ Better understanding of processes

Results are clearer with black box wide open

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Conceptual exercises once you have your process maps on paper

- ❖ Try and create the opposite of desired outcome
- ❖ Pretend that the entire camp is dedicated to achieving one outcome. What would change? What would stay the same?
- ❖ What aspects of your program are not represented in the process maps? What outcomes do they lead to? Do they interfere with others?
- ❖ What is missing within each process map?
(benchmarking and theory-driven are extremely useful)
- ❖ What outcomes are missing from these sets?
- ❖ Use higher and lower order process maps
In other words, create nested process maps. This is especially the case with second order outcomes. Also useful to map a program area instead of all the components that make up that program.

Simplicity?

- ❖ “This is so quick, isn’t there more?”
 - Will take weeks, if not months
 - Remember, must map:
 - All outcomes
 - Inputs – including orientation
 - Conduct implementation evaluations for every map

- ❖ “This is so easy/simple! What about increasing detail/accuracy?”
 - Must be theoretically accurate
 - When mastered process evaluation as delineated here, larger, more detailed and accurate maps can be created

Resources

Caveat: So far, there isn't anything really good out there

Overview how-to for hard processes

Damelio, R. (1996). The basics of process mapping.
New York, NY: Quality Resources

Galloway, D. (1994). Mapping work processes.
Milwaukee, WI: ASQ Quality Press.

Reengineering/Rethinking processes

Chang, R. Y. (1996). Process reengineering in action.
Irvine, CA: Richard Change Associates.

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Questions & Discussion