

Full reference: Gullickson, A.M. & Siddiqi, T. (2024) The learning journey: competency self-assessment for personal learning and profession development. AES Pathways Committee, AES24 Conference, Melbourne, AUS

AUSTRALIAN

EVALUATION


SOCIETY

Improving the theory, practice and the use of evaluation

**THE LEARNING JOURNEY: COMPETENCY
SELF-ASSESSMENT FOR PERSONAL LEARNING AND
PROFESSION DEVELOPMENT**



Acknowledgement of Country




Mapping Aboriginal Melbourne

Search

Filter Urban context Neighbourhoods

Welcome Themes Timeline Extras

Wominjeka / Womindjeka / Welcome



This interactive map reveals something of Aboriginal peoples' deep connection to this Country, the City of Melbourne, and significant events and experiences since colonisation. It only scratches the surface.

The City of Melbourne is located on the sovereign lands of the [Wurundjeri Woiwurrung and Bunurong Boon Wurrung Peoples of the Eastern Kulin](#). It has since time immemorial been imbued with [spiritual and cultural importance](#).

The settlement that became the City of

Marvel Stadium
Southern Cross Station
Batman's Hill
Melbourne Aquarium
Crown Melbourne
Melbourne Convention and Exhibition Centre
The Turning
The Mills
Melbourne's GPO
Melbourne Town Hall
St Paul's Cathedral
Flinders Station
Fed Square
Arts Centre Melbourne
Southgate
Melbourne Skydeck
Melbourne Central
State Library Victoria

Flinders Street
Collins Street
Rourke Street
City Road
Power Street
Kings Way

mapbox

<https://aboriginal-map.melbourne.vic.gov.au/>

The story so far...

- 2013 competencies launched
- 2020-2023 competencies updated, self-assessment designed and tested with learnevaluation.org
- 2022 conference session on competencies related to values
- 2023 conference session on most essential competencies
- 2024 self-assessment on AES platform for members, EJA special issue in Dec, AES Board makes a competency revision a strategic priority.



learnevaluation.org



Domains and competencies

- **7 Domains**

- 1 Evaluation Activities
- 2 Evaluation Attitude and Professional Practice
- 3 Theoretical Foundations
- 4 Attention to Culture, Stakeholders and Context
- 5 Research Methods and Systematic Inquiry
- 6 Project Management
- 7 Interpersonal Skills

- **96 Competencies**

Online self-assessment tool and report



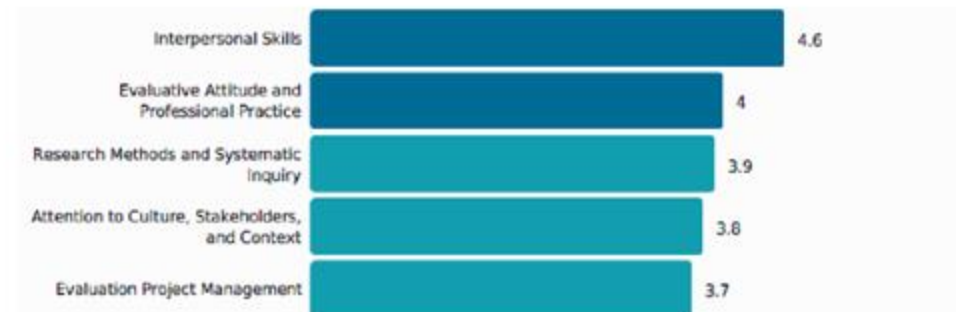
learnevaluation.org

Your Learner Profile Cat Frog - September 15, 2021

Thanks so much for filling out the Learn Evaluation Competency Tool! The purpose of this report is to summarise how you rated yourself on the different Domains and Competencies on 14/07/2021.

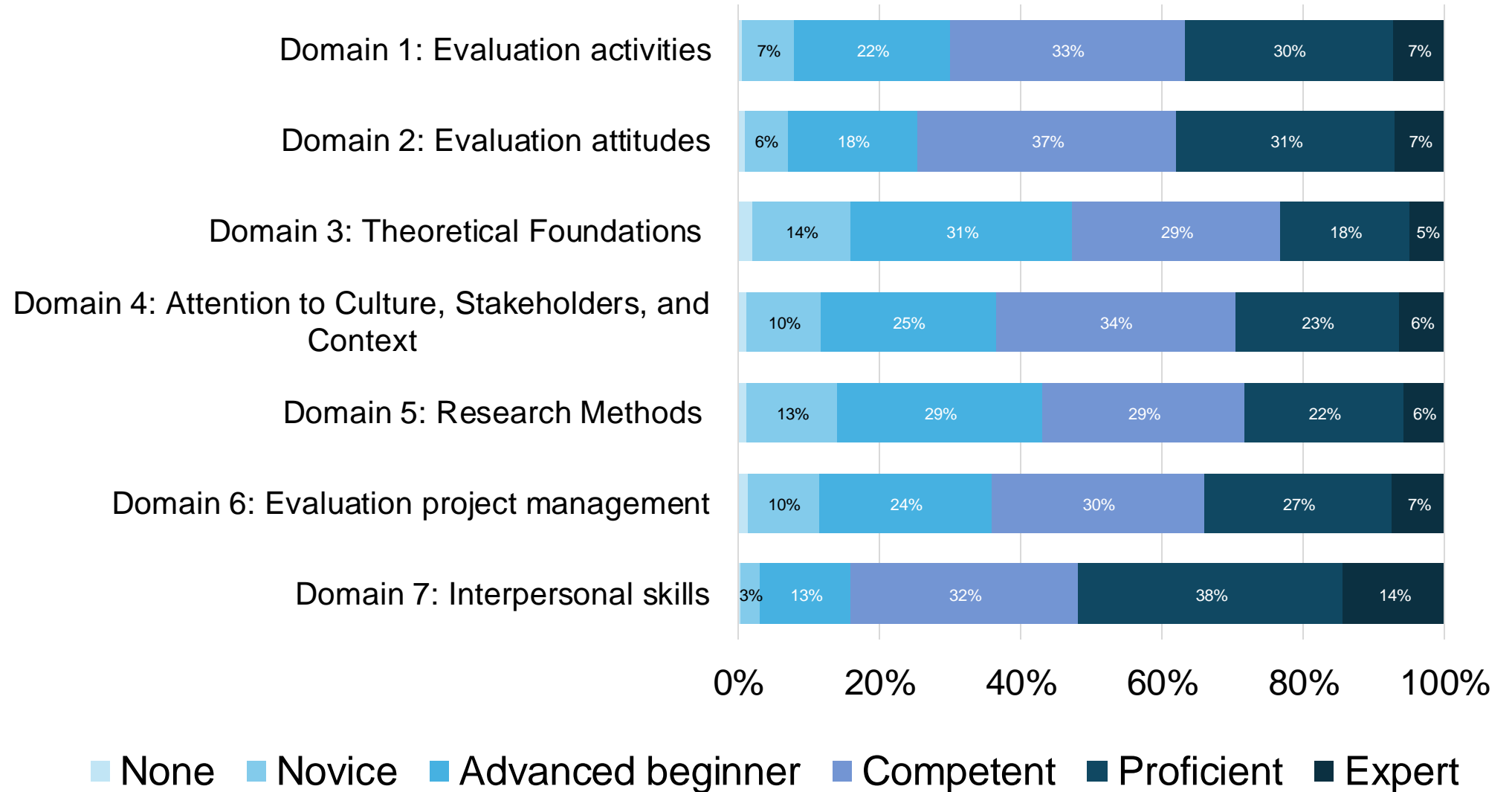
OVERALL DOMAINS

Here's how you rated yourself across all the Competency domains.



<https://app.learnevaluation.org/>

Distribution of competency scores, by Domain



The plan for today

- We took the group ratings from aes23 and triangulated them with some other analyses to get a top 10 list – on the next page
- We've put two competencies at your table for you to discuss.
- Our aim is to get perspectives on levels of performance for each. What would a beginner look like? Competency? Expertise?
- We'll share one and try one together before setting you loose on the top 10

Top 10 Competencies

Number	Competency number	Competency name
1	2.1	Know and uphold professional evaluation ethics (values, relationships and research ethics)
2	4.7	Identify intended and potential evaluation users
3	5.6	Systematically integrate evidence from multiple sources, identifying causal linkages, generating valid findings and noting data gaps, and limitations
4	2.15	Are sensitive to, respectful of, and compliant with cultural protocols and practices and understand that even in groups that look or sound the same as the evaluation team, there will be cultural aspects that are different from the evaluators' own
5	5.4	Identify available data sources, including the scope and validity of each source
6	5.2	Prepare a research design to systematically gather data and other forms of contextual evidence that address the key evaluation questions
7	2.7	Demonstrate flexibility, e.g., able to respond and adjust to changing circumstances during an evaluation
8	3.4	Use the logic of evaluation, i.e. identifying criteria of merit, setting performance standards (thresholds), choosing measures, synthesising evaluative judgments using synthesis methodologies which bring together facts and values for reaching evaluative judgements.
9	2.9	Understand and seek to build self-efficacy e.g. develop their ability to perform with confidence in different settings and contexts.
10	5.15	Review the logic, coherence and relevance of the evaluation design and approach

Example: Domain 1 - Evaluation Activities

1.1 Team Development:

- Novice: Contributes to team formation
- Competent: Forms teams skilled in designing, conducting, and supporting program evaluations.
- Expert: Assembles teams to increase an organisation's evaluation capacity.

1.7. Stakeholder Engagement:

- Novice: Identifies stakeholders involved with the evaluation subject.
- Competent: Engages stakeholders to support evaluation.
- Expert: Establishes relationships with stakeholders, anticipating their needs for decision-making.

1.6. Evaluation Planning:

- Novice: Conducts research to understand evaluation subject.
- Competent: Ensures evaluations are relevant and well-designed.
- Expert: Analyses evaluation subject, integrating theories into strategic planning.

Try one: Domain 7 - Interpersonal Skills

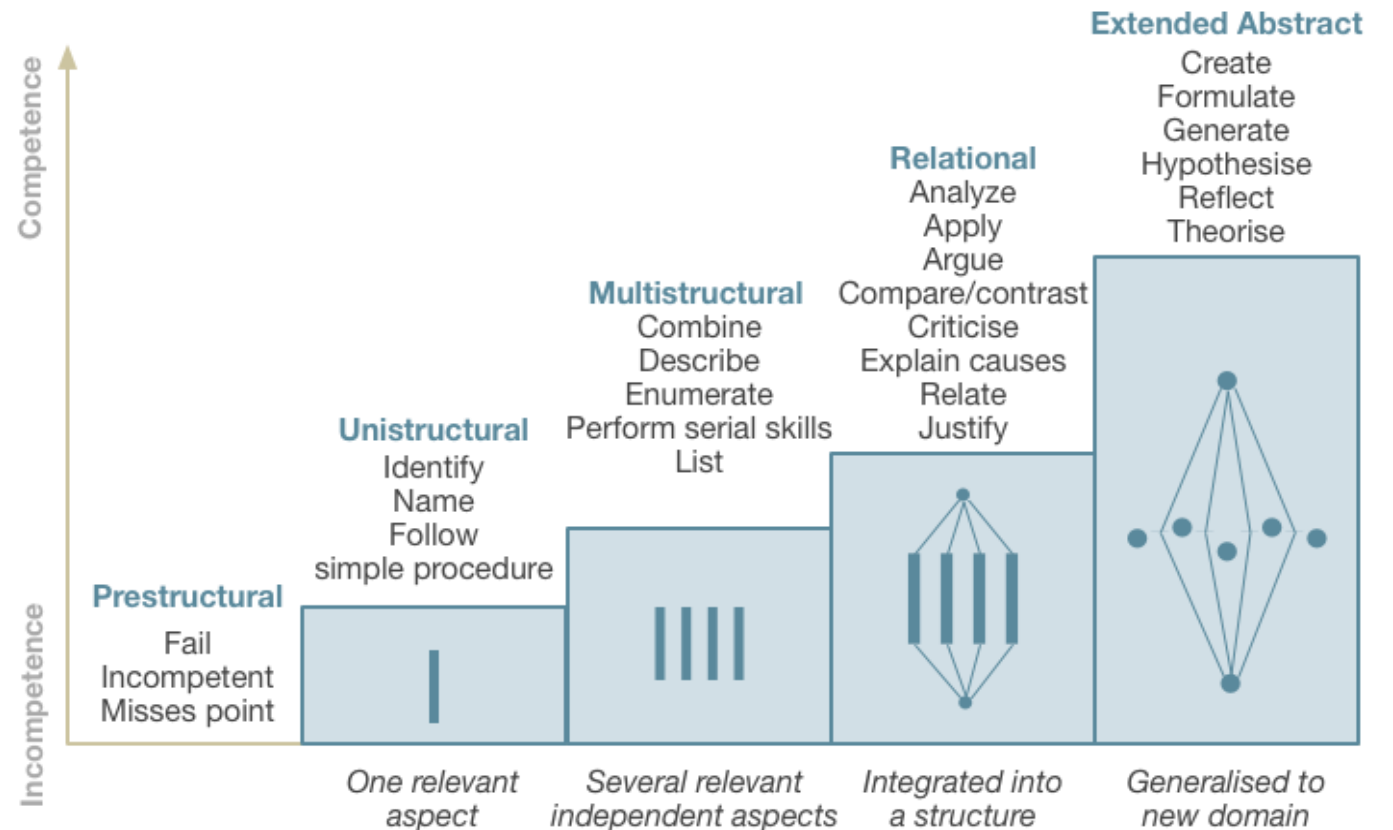
7.4 Demonstrate effective written communication skills

- How would you know if someone was a novice?
- Competent?
- Expert?
- [Solo taxonomy and expertise level handouts on your table can help]

Expertise levels

Rating	Description
Novice	I have heard about this domain/competency, but the vocabulary or concepts are unfamiliar and/or I don't really understand how to do it in practice.
Competent	In this domain/competency I am able to analyse, calculate and prioritise information to determine what needs to be done across contexts and situations. I make reasoned decisions in new situations based on my experience, but that takes effort and I'm less sure about the appropriateness of those choices.
Expert	In this domain/competency I operate on intuition honed over years of experience. I am able to see the total situation and know immediately how best to adapt my experience to practise effectively in different contexts. I only use analytical approaches when there's a problem or a novel situation.

SOLO Taxonomy – verbs can help with your descriptions at each level



Rating scale from AES Evaluator Competency self-assessment (Gullickson, et al., in press), based on Dreyfus & Dreyfus (2005)

The Structure of Observed Learning Objectives (SOLO) Taxonomy, Biggs:
http://www.johnbiggs.com.au/wp-content/uploads/2013/01/solo_taxonomy.jpg

Try one: Domain 7

Review the list of interpersonal competencies

Are there any that seem like novice or expert versions of the same thing?

Use those to help set the levels

Domain 7: Interpersonal Skills

7.1 Listen for and respect others' points of view

7.2 Display empathy

7.3 Maintain an objective perspective

7.4 Demonstrate effective written communication skills

7.5 Demonstrate effective verbal communication skills to engage with all evaluation stakeholders

7.6 Use non-verbal communication skills where relevant and appropriate (e.g. to set an interviewee at ease or to demonstrate openness to multiple points of view during a focus group)

7.7 Use efficient and relevant technologies in evaluation practice (e.g. online surveys or collaboration tools)

7.8 Attend to issues of diversity and culture throughout all communication planning and processes (e.g. devise accessible means of consulting diverse participants, prepare and deliver accessible participant feedback)

7.9 Demonstrate the capacity to build relationships with a range of people

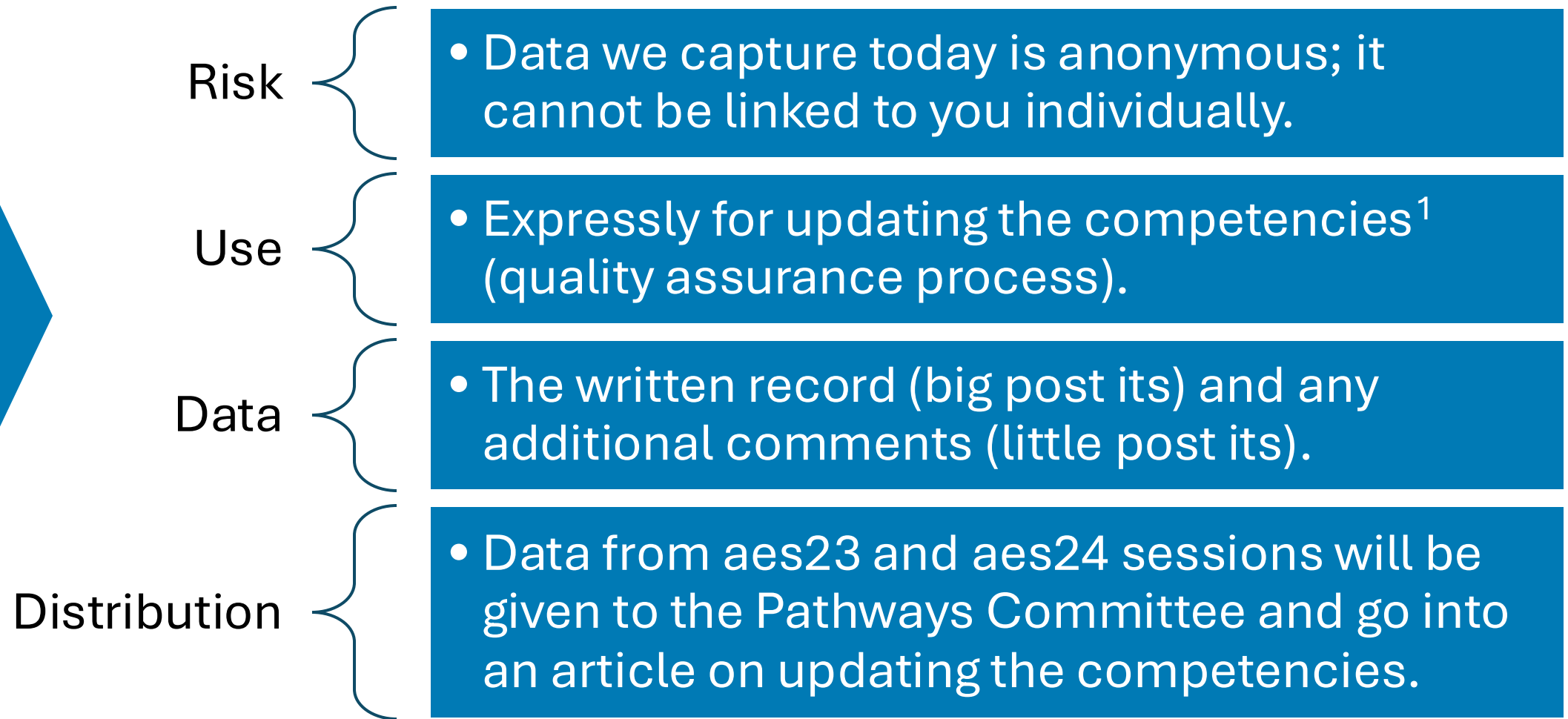
7.10 Ensure effective representation amongst evaluation participants including encouraging and enabling participation and leadership from diverse and marginalised groups.

7.11 Collaborate and partner with stakeholders to engage them in evaluation processes

7.12 Use facilitation skills (group work), interpersonal skills (individual and teams) and conflict resolution skills to elicit robust input to evaluation data

7.13 Negotiate to balance stakeholder views and acceptance of evaluation findings

Consent



¹NHMRC Ethical Considerations in Quality Assurance and Evaluation Activities 2014

Small groups

- 2 competencies at your table. Start with one!
 - Plus whole list of competencies
 - SOLO taxonomy (for verbs) and expert level descriptions
- **For each of the two competencies discuss what novice, competent expert would look like and write it on the giant post it.**
 - Add examples for levels if you have them.
- You've got 10 min (then move to next).
- Then we'll share around.

Big group

- Grab a post it notes and go look at 1-2 other group's competencies. Leave a post it with your thoughts, questions or ideas
 - Do you agree with what they chose for the levels?
 - If not, what would you change?
- Back together as a whole group – reflect on the process:
 - What are your takeaways from the conversation for your thinking/learning/practice?
 - What worked or didn't for you in this process?

Now and Next....



EJA special issue on the evaluator competency self-assessment
Dec 2024!



AES members can take the self-assessment through the member portal
<https://www.aes.asn.au/evaluation-resources/evaluator-competencies>



learnevaluation.org

Non-AES members can access the self-assessment through the public portal at
<https://learnevaluation.org>



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Thank you!

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References

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