Full reference: Siddiqi. T., Gullickson, A.M. (2023, September). Evaluators' Self-Assessment Tool. Australian Evaluation Society Conference Brisbane.

AUSTRALIAN EVALUATION SOCIETY

Improving the theory, practice and the use of evaluation

REFLECTING ON THE DATA FROM THE AES COMPETENCIES SELF-ASSESSMENT: WHAT HAVE WE LEARNT? WHAT'S NEXT?

aes23 International Evaluation Conference

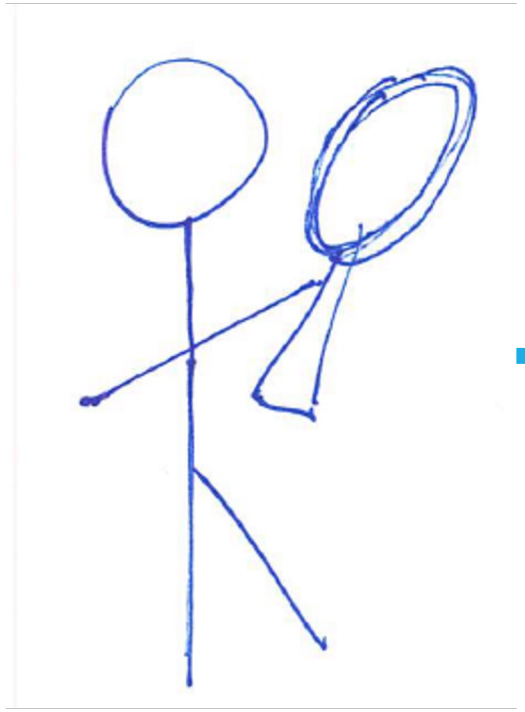
Acknowledgement of Country

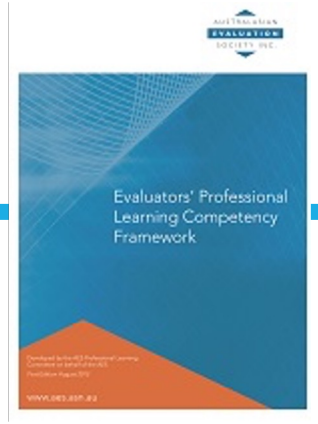
Bush Medicine Leaves (2014) by Selina Numina, Utopia Country

Agenda

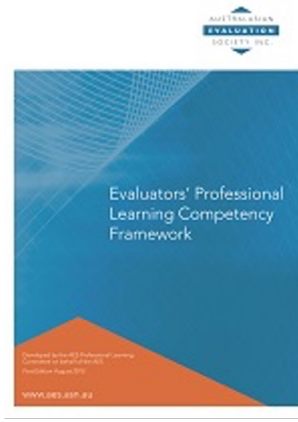
Time	Topic
4:30	Who was involved?
4:35	What did we do?
4:40	What did we find?
4:45	Small group activity
5:00	Whole group debate
5:20	Wrap-up

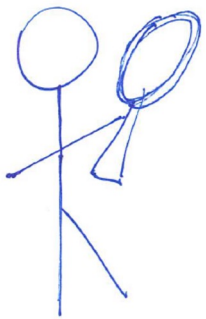
How can a person know what they need to know and be able to do, to do evaluation?

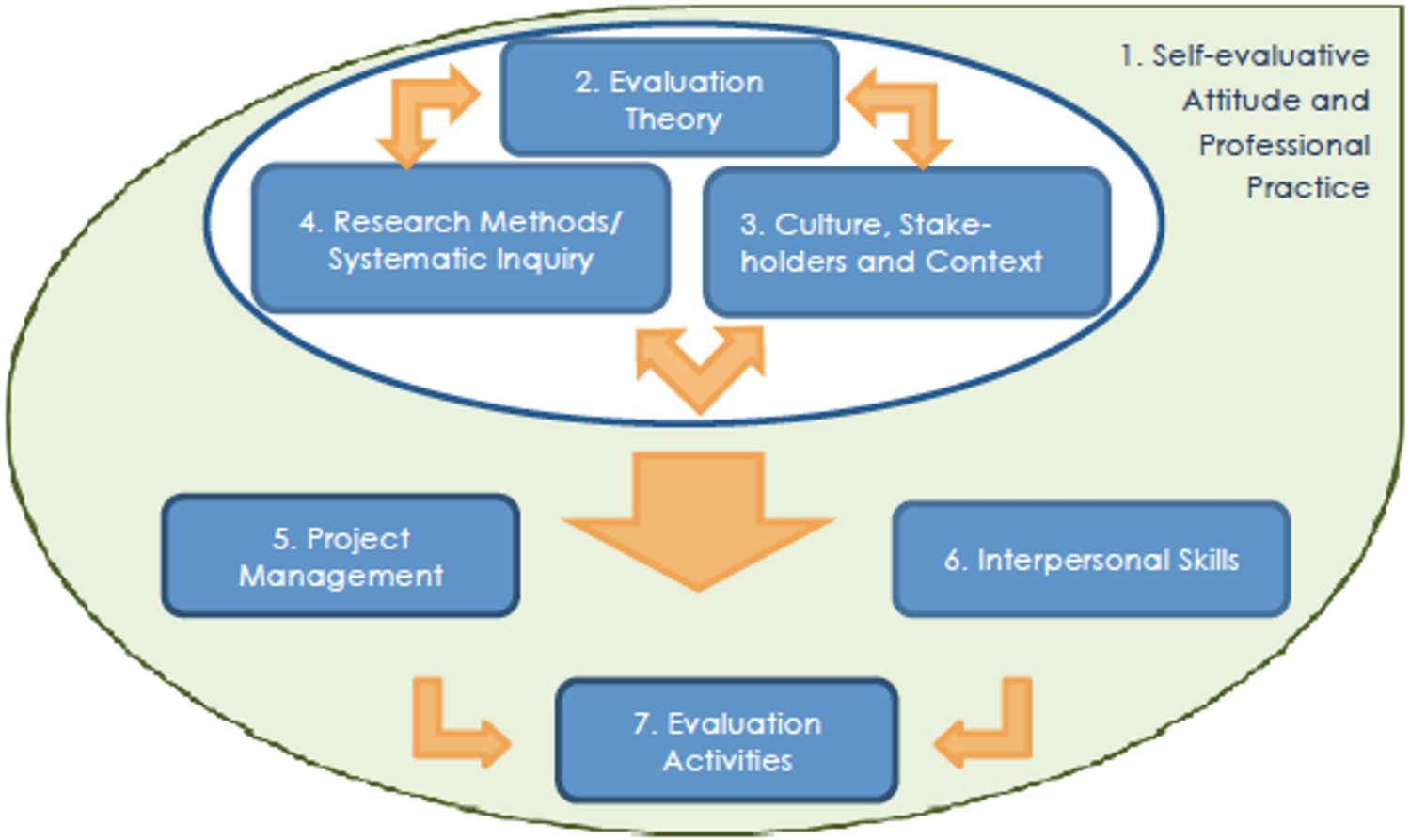




AES Evaluators' Professional Learning Competencies Framework







http://www.aes.asn.au/images/stories/files/Professional%20Learning/AES_Evaluators_Competency_Framework.pdf

Who’s involved & why?

learnevaluation.org

Who is developing the Self-Assessment Tool for AES?

Sarah Mason
US/AUS

Lauren Wildschut
South Africa

Amy Gullickson

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Pathways Committee working group

Taimur Siddiqi

Anne Stephens

Del LLoyd

George Argyrous

Who sponsored development?

learnevaluation.org

Sponsoring Organisations

AUSTRALIAN EVALUATION SOCIETY

CERE | Center for Research Evaluation

crest
Centre for Research on Evaluation, Science and Technology

THE UNIVERSITY OF MELBOURNE

What did we do?

Domains and competencies

- **7 Domains**

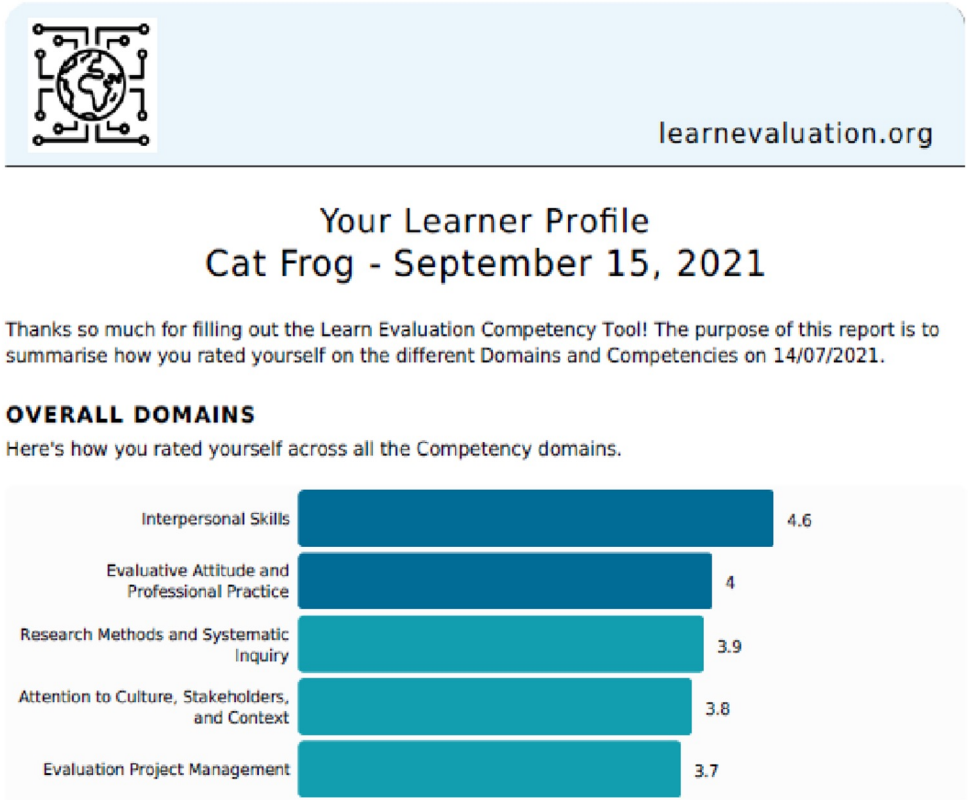
1. Evaluation Activities
2. Evaluation Attitude and Professional Practice
3. Theoretical Foundations
4. Attention to Culture, Stakeholders and Context
5. Research Methods and Systematic Inquiry
6. Project Management
7. Interpersonal Skills

- **96 Competencies**

The Rating Scale

Rating	Description
None (1)	I don't know anything about this domain or competency.
Novice (2)	I have heard about this domain/ competency, but the vocabulary or concepts are unfamiliar and/or I don't really understand how to it do in practice.
Advanced beginner (3)	I have had some experience with this domain/competency either through examples or experience. I have a basic understanding of what it is and how it works, which I can apply in contexts where I have used it before. Outside of those contexts I need help.
Competent (4)	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.
Proficient (5)	In this domain/competency I have a variety of positive and negative experiences that have shaped my perspective. I can see holistically what needs to be done in each situation, even when it varies from familiar patterns. But, it still takes some analytical thinking and planning.
Expert (6)	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 practice effectively in different contexts. I only use analytical approaches when there's a problem or a novel situation.

Online self-assessment tool and report



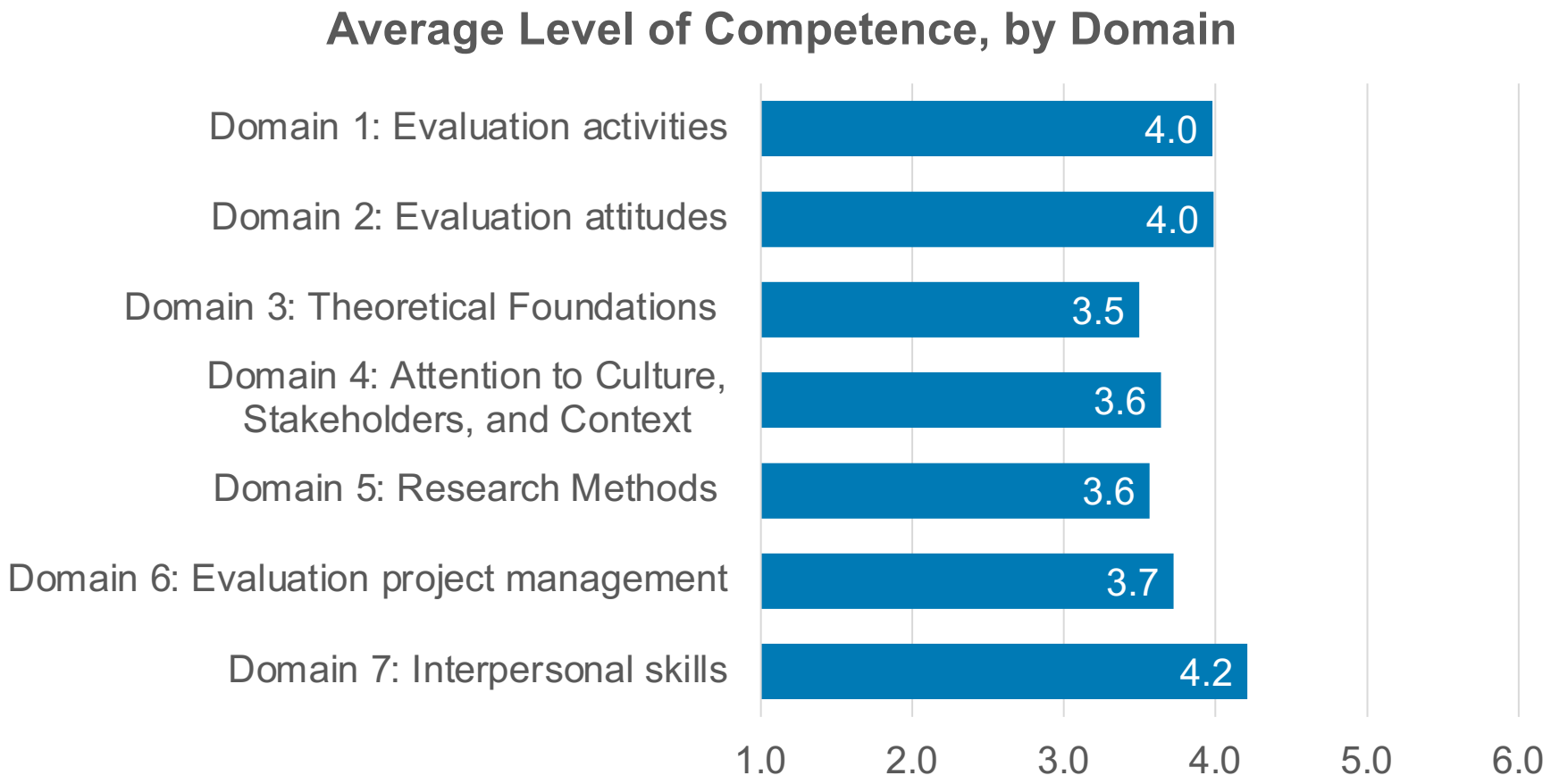
https://app.learnevaluation.org/

Testing the self-assessment

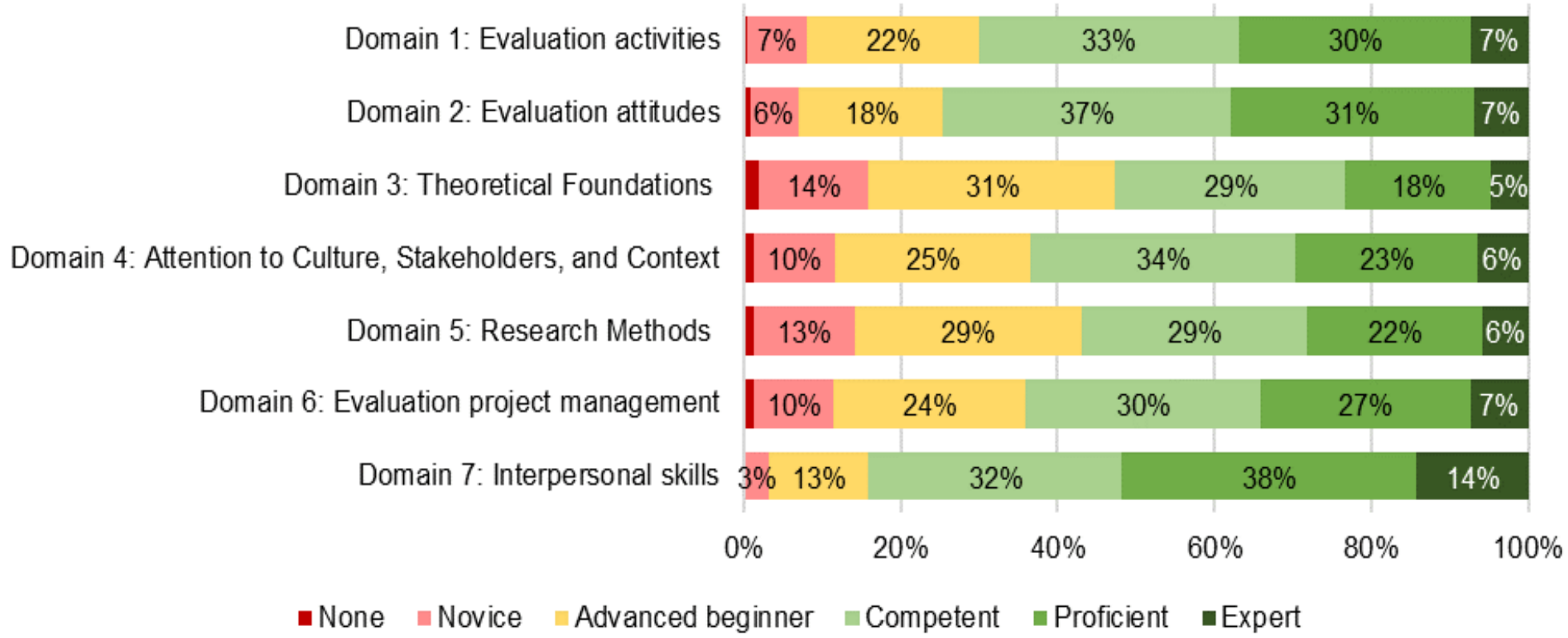
Test event	Year	Event	Population	# of respondents
AES Alpha	2020	FestEVAL participants	AES members + public	116
AES Beta	2021	AES mentoring program	AES members only	7
AES Gamma	2021	FestEVAL participants	AES members + public	58
	2022	AES conference	AES members & conference attendees	
LEAP website (gamma version)	2022	Ongoing	University of Melbourne students and general public	113
			Total	**294**

What did we find?

Domain level - means



Domain level - distributions



Competency level - Distribution

Competency level – Top 10

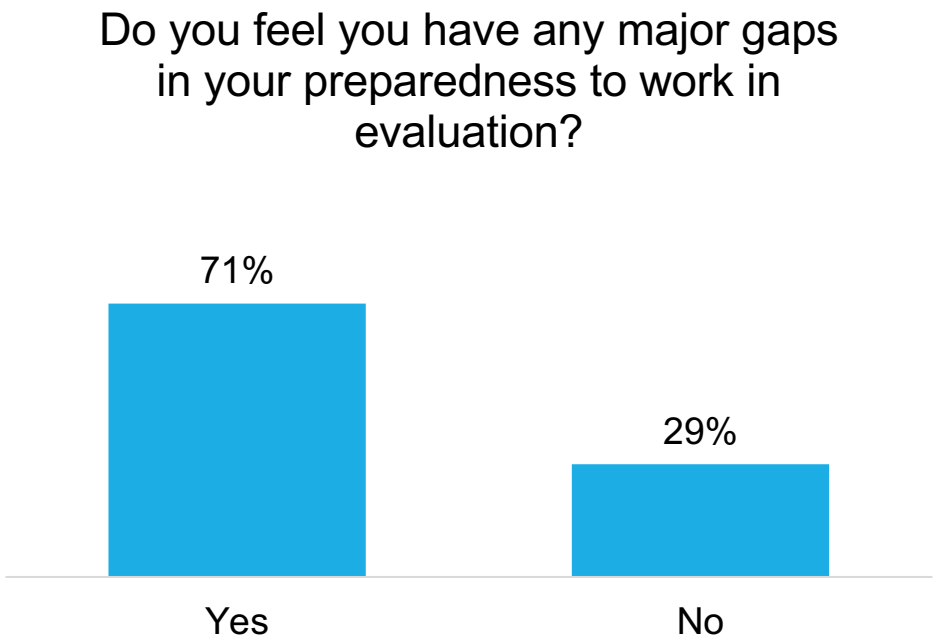
Competency	Average Competency score
7.2 Display empathy	4.5
7.1 Listen for and respect others' points of view	4.5
7.9 Demonstrate the capacity to build relationships with a range of people	4.4
7.4 Demonstrate effective written communication skills	4.4
7.7 Use efficient and relevant technologies in evaluation practice (e.g. online surveys or collaboration tools)	4.4
7.5 Demonstrate effective verbal communication skills to engage with all evaluation stakeholders	4.4
2.4 Demonstrate professional credibility, discretion and confidentiality throughout evaluation processes	4.4
7.3 Maintain an objective perspective	4.4
7.6 Use non-verbal communication skills where relevant and appropriate	4.3
2.14 Respect the values of others e.g. different political persuasions or social views in contrast to your own.	4.3

Competency level – Bottom 10

Competency	Average Competency score
3.7 Use economic approaches to value for money assessments e.g. Cost analysis, cost benefit analysis, cost effectiveness, social return on investment (SROI).	2.7
5.12 Employ valid quantitative methods with rigor, and apply statistical analysis with awareness of the assumptions underlying the analysis	3.1
4.11 Consult with stakeholders on any departure of evaluation process from cultural norms (e.g. unable to communicate directly with cultural leaders, inability to follow cultural timeframes or procedures)	3.2
4.12 Understand and articulate the potential limitations of the evaluation within the cultural context(s)	3.3
5.9 Undertake impact assessments based on the specific program or project logic and context; verify actual and perceived impacts	3.3
4.2 Identify and incorporate appropriate cultural protocols for interacting with the community, including incorporating cultural expertise on the evaluation team	3.3
3.8 Undertake evaluative actions, e.g. grade, rate, score, rank, apportion, compare or attribute to establish merit or worth	3.3
3.6 Use evaluation theories, concepts, and general approaches to evaluation e.g. developmental, realist, principles based etc.	3.3
5.11 Design appropriate sampling methods (based on approaches such as stratified or purposive sampling for example) to maximise learning and avoid bias	3.4
5.5 Assess reliability and validity of data through use of data checks, control and comparison trials, triangulation of results and cross analyses	3.4

Detailed findings

- Identified variance between demographics and variables such as level of education, years working in evaluation, etc.
- Also asked people about whether they felt they had gaps…



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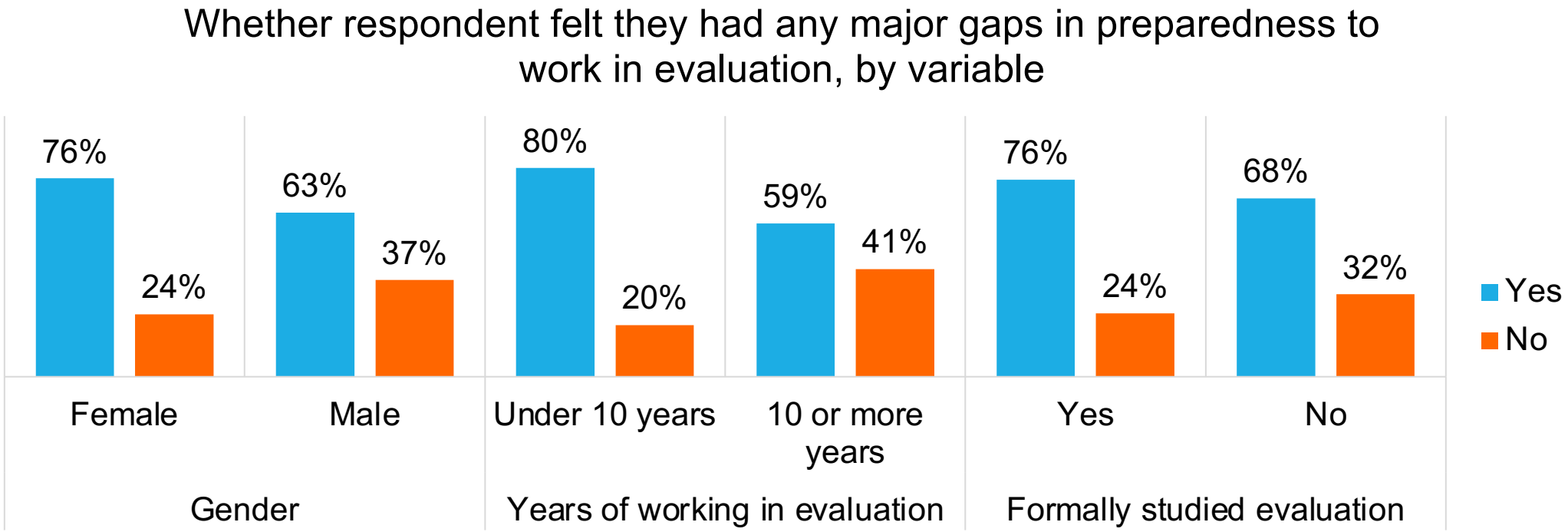

Individual / Pair Activity

(10 mins)

1. Review the self-assessment heat maps and competencies for **Domains 2 - 5**
2. Identify the **Ten Essential Competencies for Evaluators**

Table Activity

(10 mins)

3. Share with your table and see if you can come to a consensus

~~Fight!~~ Group Debate!

1. How did you decide?
2. What are your Top 10?

What's Next?

- **Self-assessment tool available on AES website** – late 2023
- **Evaluation Journal of Australia special edition** – early 2024
- **Refinements and updates to the platform and reporting** - Ongoing

AUSTRALIAN EVALUATION SOCIETY

Improving the theory, practice and the use of evaluation

Thank you!

For platform questions:
amy.gullickson@unimelb.edu.au
masonsk@olemiss.edu

For AES competencies questions:
tsiddiqi@lsbc.vic.gov.au

Your Data and Privacy

- The Self-Assessment platform and process went through the HREC at University of Mississippi and was determined exempt. You will be (or have been) asked to provide consent to share your data when you log in to the platform.
- Your data is de-identified at the aggregate level in all client reports.
- Organisation level clients do not have access to any identifiable data.
- The person who we are contracting with to manage the Learn Evaluation Assessment Platform (LEAP) CAN see identifiable data but that is because he needs to see profiles and responses to assist with trouble shooting.
- The research team (learnevaluation.org) gets an export of data, users are assigned a unique identifier (not their name/email address). We see only the unique identifier; we will not see identifying information.
- Data lives in the US.