

Human Services Staff Development and Training Roles and Competencies: Evaluator/Researcher

APHSA American Public Human Services Association
NSDTA National Staff Development and Training Association
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The National Staff Development and Training Association

(an affiliate of the American Public Human Services Association)

The National Staff Development and Training Association (NSDTA) was founded in 1983 and incorporated as an affiliate of APHSA in 1985 to support persons responsible for human service training and staff development on the local, state, or federal level.

VISION: NSDTA has a vision of competent and caring people in effective organizations creatively working together to improve the well-being of society's children, adults, and families.

MISSION: NSDTA builds professional and organizational capacity in the human services through a national network of membership sharing ideas and resources on organizational development, staff development, and training.

OBJECTIVES:

- To promote a network of contacts to discuss and disseminate best practice methods and strategies.
- To provide a national forum for discussion of staff development and training issues.
- To provide leadership in the development of local, state, and federal programs and procedures which enhance the skills of staff and develop standards and evaluation criteria for training programs nationwide.
- To develop public policy recommendations and advocate for staff development and training issues.
- To create opportunities for continual learning and professional development for itself as an organization and for its members.

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This manual is part of a series of guidebooks developed by the Standards Committee of the National Staff Development and Training Association (NSDTA). As such, it continues and develops the work begun in the first manual, *A Key to Success: Guidelines for Effective Staff Development & Training Programs in Human Service Agencies* (NSDTA/APWA, 1993). *A Key to Success* provides basic information about the essential components for effective staff development and training programs. Areas such as the organization of the staff development and training function, staffing, resources, processes, policies, and procedures are examined.

In 1997, as chair of the Standards Committee, I coordinated the production of the first competency model: the Instructor Competency Model. This has proved to be a very useful tool for the field and is being used by many agencies in selection, appraisal and professional development of trainers.

I wish to acknowledge the care and rigorous work of the committee that is researching and developing these guidebooks under the guidance of the committee's chair, Freda Bernotavicz. The Committee has developed a comprehensive matrix of the competencies and functions of staff development and training staff and in 2001 produced competency models for the Administrative Support and Manager role and revised and reissued the Instructor Competency Model. This report is the fifth in a proposed series of nine publications.

Leadership for this effort is provided by Freda Bernotavicz, who is the senior author of this series. Jim McGroarty provided invaluable advice to the group in drawing their attention to the 1982 study of Public Child Welfare Staff Development and reminding them of the importance of continuity in our work. Rose Wentz is responsible for reviewing all reports for consistency. Final editing was done by Freda with the patient assistance of Janice Overlock who formatted and reformatted multiple drafts throughout the process.

Overall oversight continues to be provided by the Standards Committee. Many thanks to the team who provided the expertise to develop the Evaluator/Researcher Model which is an important contribution to the field. It is with great admiration that I acknowledge the teamwork and dedication of all who participated in producing this document. Particular thanks to Michel Lahti who provided his expertise as lead author of this model.

Mary Urzi, President
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Finally, we tip our hat to the leadership of the NSDTA in commissioning this work which we believe will help to create ways to mainstream evaluation into training and organizational development activities.

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BACKGROUND

In 1993, the National Staff Development and Training Association (NSDTA) Standards Committee published *A Key to Success: Guidelines for Effective Staff Development and Training Programs in Human Service Agencies* (NSDTA/APWA, 1993). One of the guidelines addresses trainer competencies: “The function is staffed by competent, qualified professional and clerical personnel.” (p. 6).

The NSDTA Standards Committee decided to take this guideline and develop a set of competencies (knowledge, skills, and characteristics) that define the role of instructor. The resulting publication in 1997 was the first in a planned series that at the time was described as not definitive, but as work that can be modified or added to as needs and professional evolution dictate. Since that time, the Standards Committee has further refined the concept of staffing of the field and expanded the roles that need to be performed.

DEFINITION OF ROLES

People who perform a different mix of roles staff the Staff Development and Training field. Roles are not synonymous with jobs or people. In a large organization, a higher degree of specialization exists and it is possible that individuals may have only one key role. However, in smaller organizations staff often wear multiple hats and may perform multiple roles.

Based upon a review of the literature and several rounds of review and discussion with leaders in the field, the committee identified nine major roles. Two major sources from the literature were utilized in developing this listing: *Models for HRD Practice* (McLagan and Suhadolnik, 1989) which describes the eleven roles in the training and development field and tends to reflect private sector staffing and *Public Welfare Staff Development: A Role and Competency Framework for Curriculum Development and Instruction* (Kinney, Cooke and Fox, 1982) which identifies six roles for staffing in public welfare training programs. Both studies provided invaluable information that was updated to reflect emerging priorities. The following, Table 1, shows how the roles are reflected in the proposed NSDTA listing.

TABLE 1: ROLES IN STAFF DEVELOPMENT TRAINING

ROLES AND COMPETENCIES IN PUBLIC HUMAN SERVICES STAFF DEVELOPMENT AND TRAINING (NSDTA 2000)	PUBLIC WELFARE STAFF DEVELOPMENT: A ROLE AND COMPETENCY FRAMEWORK FOR CURRICULUM DEVELOPMENT AND INSTRUCTION (Kinney, Cooke and Fox, 1982)	MODELS FOR HRD PRACTICE (McLagan and Suhadolnik, 1989)
• Administrative Support	•	• Administrator
• Communications Specialist	•	• Marketer
• Evaluator/Researcher	• Evaluator/Researcher	• Evaluator • Researcher
• Human Resource Planner	• Manpower Planner	
• Instructional Media Specialist	• Instructional Media Designer	• HRD Materials Developer
• Instructor/Trainer	• Instructor/Trainer	• Individual Development Advisor • Instructor or Facilitator
• Manager	• Manager	• HRD Manager
• Organizational Development Specialist	• Assessor/Consultant	• Needs Analyst • Organizational Change Agent
• Training Program and Curriculum Designer	• Curriculum Designer	• Program Designer

DEFINITIONS OF NSDTA ROLES

Administrative Support: The role of providing the administrative support to ensure that the facilities, equipment, materials, participants and other components of a learning event are present and that program and organizational logistics run smoothly.

Communications Specialist: The role of designing processes and materials for storage, retrieval and dissemination of information and products within the program and to other target audiences.

Evaluator/Researcher: The role of identifying the impact of an intervention and of developing and testing theories of learning, training, development and transfer of learning.

Human Resource Planner: The role of planning for the utilization and development of human resources.

Instructional Media Specialist: The role of designing systems for and producing written or electronically mediated instruction.

Instructor/Trainer: The role of facilitating individual performance improvement including delivering training, directing structured learning and facilitating groups.

Manager: The role of facilitating and leading a group's work including linking training and development with other organizational units and monitoring contract activities.

Organizational Development Specialist: The role of facilitating organizational improvement, including assessing training needs, diagnosing organizational problem areas, consulting on OD strategies, and conducting team-building sessions.

Training Program and Curriculum Designer: The role of developing programs and curriculum including defining the content and outcomes, selecting and sequencing appropriate learning activities, writing modules and developing case studies..

DISCUSSION OF NSDTA ROLES

Administrative Support: This role is similar to the Program Administrator role in the ASTD model (McLagan, 1989). However, in the NSDTA model, this role is conceptualized as the logistical support role most often played by classified staff. The competency model for this role is based on a model developed for secretarial support (Bernotavitz, 1984).

Communications Specialist: This role corresponds with the Marketer role in the ASTD study. However, unlike that role which focuses on "selling", this role also reflects the need within the public arena to develop mechanisms to share information both within the training agency, with the client agencies and with the field as a whole. In addition, this role incorporates the librarian function of storage and retrieval of information and products.

Evaluator/Researcher: Three trends in the human services training and development field are making this role more critical. One is the increased demand for accountability and results and the need to demonstrate a relationship between training and improved program outcomes. The second is the need to design training that is most efficient and effective both in terms of learning activities and delivery systems and which builds on theories of learning. Lastly, stakeholders are interested in the kind of return that they get on their investment in training activities – costs and benefits.

Human Resource Planner: In some states, such as New York, this role is a large part of the job of individuals who work for the public agency. Their responsibility is to predict future manpower needs of the agency and assist in planning for the necessary types of training. The name of the role has been updated from Manpower Planner to Human Resource Planner.

Instructional Media Specialist: This role draws on instructional media rather than program content expertise. The individual in this role converts and formats materials that have already been designed, selecting the most appropriate media to fit the learning goals.

Instructor/Trainer: This role focuses on performance improvement for individuals or groups and includes both preparations of individuals for training (development planning), direct delivery of instruction and follows up activities to promote transfer of learning. A competency model was developed for this role by NSDTA in 1999.

Manager: This role reflects both the traditional role of the manager in planning, organizing, and staffing operations or projects and the strategic role of developing long-range plans to accomplish the mission of the training and development program.

Organizational Development Specialist: In contrast to the Instructor/Trainer role, this role focuses on organizational performance improvement and includes a number of functions outside the scope of traditional classroom training.

Training Program and Curriculum Designer: Unlike the Instructional Media Specialist, this role requires program knowledge and includes both specifying learning goals, the design of interventions and writing content.

OUTPUTS OF NSDTA ROLES

Outputs are the tangible results or products of the roles. The following list is intended to be illustrative and can act as a guide to clarifying roles and responsibilities within a specific program or agency.

Administrative Support: Facility and equipment selections and schedules; inventory and projections of future equipment needs; records of programs and clients (training transcripts, Continuing Education Credits (CEUs), attendance and evaluation documents); logistical support and service to participants; on-site program support and staff management; functioning equipment; contracts and agreements to provide services.

Communications Specialist: Positive image for products, services and programs; plans to disseminate products, services and programs; promotional and information material; articles, presentations, catalogs of training materials and curriculum, reports, articles, websites, resource libraries, public service announcements.

Evaluator/Researcher: Evaluation and research designs and plans; instruments; evaluation processes; evaluation feedback; concepts, theories or models of development or change; data analysis and interpretation; current evaluation and research findings, conclusions and recommendations; best practices; information on future forces and trends.

Human Resource Planner: Predictions of future staffing needs; analysis of retention issues; recruitment strategies; plans for program staffing requirements; skill surveys; data on staff; analysis of legislation and regulations to determine agency staff needs; competency models; task analysis; job descriptions; employee development plans, tools for performance management.

Instructional Media Specialist: Graphic, video-based material or live broadcasts; audio or computer-based material; print-based learner material; job aids; instructor and facilitator guides; hardware and software purchasing specifications; advice on media use; recommendations on appropriateness of media-based training.

Instructor/Trainer: Learning environment; presentation of materials; facilitation of structured learning events (such as case studies, role plays, games, simulations and tests); facilitation of group discussions; facilitation of media-based learning events (such as videotapes, films, audiotapes, teleconferences, and computer-assisted instruction); test delivery and feedback; group members' awareness of their own group process; feedback to learners; individual action plans for learning transfer; individuals with new knowledge, skills and attitudes.

Manager: Staff work direction, plans and performance management; resource acquisition and allocation; linkage to other groups or organizations; budgets and financial management; work environment, strategy, structure and long range plans; policy; negotiating and monitoring of agency and contract training and consultation; project plans and progress reports; priorities; evaluation of process (goals, outcomes and activities); management of training tracking system.

Organizational Development Specialist: Teams; resolved conflicts for an organization or groups; diagnosis of organizational problem areas; performance analysis; assessment of training needs; consultation on O.D. strategies: changes in group norms, values or culture; designs for change; client awareness of relationships within and around the organization; plans to implement organization change; implementation of change strategies; recommendations to management regarding training and development systems; strategies for analyzing individual or organizational behavior; tools to measure individual, workgroup or organizational performance discrepancies; recommendations for needed change in individual, work-group or organizational performance; definitions and descriptions of desired individual or group performance.

Training Program and Curriculum Designer: Program or intervention objectives and designs; learning activities; role plays; case studies; training and curriculum modules; learning objectives; competency-based approaches, transfer of learning techniques, adult learning principles.

DEFINITIONS OF COMPETENCIES

Prior to developing the Instructor model, the committee reviewed a number of definitions of competencies and made a conscious decision not to endorse a single definition or approach, but to develop a set of competencies that embraced multiple approaches. Those definitions that were most useful in guiding the work were the following:

- ◆ “A competency is a grouping of the knowledge and skills necessary for the performance of a job task. Competent workers have the knowledge and skills they need to perform their jobs.” (Hughes and Rycus, 1989, p. 9).

- ◆ “[A competency is] any attribute of a person that underlies effective performance; a job competency is simply an attribute related to doing a job effectively. People carry with them a wide assortment of knowledge, abilities, interests, traits, and motives, but unless these attributes relate demonstrably to doing a job well, they are not job competencies.” (Klemp, 1981, p. 55).
- ◆ “A competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job situation.” (Spencer and Spencer, 1993, p. 9).
- ◆ “[Competencies are] internal capabilities that people bring to their jobs. They may be expressed in a broad, even infinite, array of on-the-job behaviors.” (McLagan, 1989, p. 77).
- ◆ “Skill -- those activities at which one is proficient or capable of being proficient. For example, a tennis player must be proficient at using a racket (a skill); a musician must be proficient at playing an instrument (also a skill).” (Powers, 1992, p. 15).
- ◆ “Knowledge -- the state of knowing about or understanding something, such as knowing about tennis or understanding music.” (Powers, 1992, p. 15,16).
- ◆ “Characteristics -- those traits that constitute a person’s character, such as enthusiasm, honesty, integrity, and so on.” (Powers, 1992, p. 16).

ROLE/COMPETENCY MATRIX

To help organize the data, the committee built upon the competency clusters previously identified: Administration, Communications, Course Design, Evaluation, Group dynamics/Process, Instructional Techniques, Learning Theory, Manpower Planning, Person/Organization Interface, Research and Development, Training Equipment and materials, Training Needs Analysis (Kinney, Coke and Fox, 1982). The following changes were made to the listing:

- Conceptual Knowledge/Skills, Information Management and Self-Management Skills were added;
- Human Resource Management replaced Manpower Planning and Logistics replaced Training Equipment and Materials;
- Evaluation was added to Research and Development.

A matrix showing all of the roles and competencies is available as an addendum to this report.

While each role requires a different mix of competencies, there are also core competencies which are common to all of the roles. These include: Cultural Sensitivity, Conceptual Knowledge/Skills (Problem Analysis, Judgment, Conceptual Thinking) and Self-Management Skills (Self-Responsibility, Self-Control, Flexibility and Professional Standards/Ethics). Recognizing the growing importance of competencies related to Information Management, this function was added and Basic Computer Skills has been included as a core competency.

To promote consistency across all of the roles, the following format was utilized for each of the competencies:

- Competency name,
- brief definition of the competency, and
- behavioral indicators or examples of ways in which the individual demonstrates the competencies stated as action verbs.

Note that while some competencies are common to more than one role, the behavioral indicators may be different reflecting a different level of responsibility.

DEVELOPMENT OF THE EVALUATOR / RESEARCHER ROLE

A group of evaluators from the University of Southern Maine and the University of California at Berkeley developed this guide in response to a charge from the NSDTA Board to create a set of competencies for evaluators working in training and organizational development settings. The developers consisted of professionals with experience in program evaluation, including the evaluation of training programs. To begin their work, the committee reviewed background material on competencies and roles in human services training and development and other literature related to evaluation standards and competencies. The following principles guided the work of the committee:

- Training and organizational development programs in the human services are functioning under increasing demands for accountability. There is a need to assess the results of training activities across all levels of impact for both individuals and the organization.
- Evaluation practice consists of many diverse approaches, beyond the traditional formative and summative notions of evaluation.
- Evaluation in training and organizational development settings often makes use of both quantitative and qualitative approaches to research; the primary methodological issue is determining what methods are appropriate based on the particular evaluation situation and the needs of those who will use the findings (Patton, 2002).
- As an empirical tool that helps to explore, describe and/or explain, evaluation needs to be grounded in the unique cultural environment in which it is practiced.
- Evaluation practice in the settings of training and organizational development is often concerned with matters of applied research more so than basic research. Therefore, as a type of program evaluation, evaluation practice in these settings is conducted in such a way as to be a service as well as a way to create new knowledge.
- Evaluators in the training and organizational settings take an epistemological position that results in the evaluator lessening the distance between her/himself and that being evaluated. Evaluators are partners in the process of improving training and organizational development efforts.

Recognizing the potential of the competency model in terms of promoting standards for the field, the group further agreed on the importance of incorporating national standards of quality into the competency model; especially the work of the Joint Committee on Standards for Educational Evaluation (1992).

After reviewing background materials, the group divided the work and made assignments to individuals to revise existing competencies and/or to develop new competencies and indicators. Since the grouping of competencies central to this role is in the Evaluation and Research cluster, most attention was focused in this area. Several meetings were held to review drafts and develop the final model. It is interesting to note that the guiding principle related to the evaluator's role as a partner

in the process of improving training and organizational development efforts resulted in a number of competencies in the areas of Communication Skills and Group Dynamics that might not appear in a traditional listing of evaluation competencies. Finally, a draft was presented for feedback at the Fifth Annual Human Services Training Evaluation Symposium at UC, Berkeley in May 2002.

IDEAS FOR APPLICATION OF COMPETENCIES

This set of competencies is a comprehensive listing of all significant skills, knowledge and characteristics that training evaluators might need on the job. It particularly highlights the fact that a good evaluator possesses far more than methodological skills. While a sound methodological grounding is certainly needed to perform the evaluation function, an effective evaluator also offers a set of personal attributes and work routines, complemented by a number of interpersonal, communication and group process skills.

So this list of competencies is a long one—and a daunting one! Identifying the competencies is only the start of our work. The key issue is how these can be used in a practical way in the staff training and development field. Following are some thoughts on this crucial question.

Uses for Training Agencies:

Any agency or organization can begin by rating the various competencies in importance (high, moderate, low, none) to that particular agency. Each organization has a unique mission and assets, and faces a different contextual situation and challenges. Thus, not all organizations will likely give equal priority to all of the competencies. There is no “Top Ten” list.

There are, of course, certain competencies that will probably be important to almost any organization doing training evaluations. This is particularly true for those that pertain to basic research/evaluation skills, such as:

- Project Management (Competency #3)
- Evaluation Considerations in Curriculum Design (Competency #10)
- Basic Evaluation and Research Concepts (Competency #11)
- Evaluation and Research Planning (Competency #12)
- Evaluation and Research Procedures (Competency #13)
- Evaluation Methods/Analyses/Reporting (Competency #14), and
- Training Systems (Competency #25).

It is also likely that most organizations will value essential personal skills or attributes, such as:

- Communication (Competency #4)
- Interpersonal Communication (Competency #6)
- Judgment (Competency #8)
- Interpersonal Skills (Competency #16)

- Teamwork/Cooperation (Competency #19)
- Self Responsibility (Competency #35)
- Self-Control (Competency #37)
- Flexibility (Competency #38), and
- Professional Standards/Ethics (Competency #39)

Other competencies may be much more relevant to particular agencies in particular situations. For example, relative importance of various competencies may vary by size of organization or by agency constituencies:

- Large organizations with specialized organizational development staff may not need to call on evaluators for group process competencies
- Large organizations that have database/statistical specialists will not require training evaluators with highly developed skills in those areas
- A training group targeting grassroots, community-based organizations might find the group process competencies to be more important than exhaustive knowledge of infrequently used quantitative or qualitative methodologies more appropriate to complex, comparison group studies

Once rated, the high-priority competencies can be used in various organizational functions.

Uses For Program Administrators/Managers:

Identify gaps in the organization's training evaluation skill sets. Just as managers can combine all of the competency models developed by NSDTA for the various staff development and training roles and use them to identify those skills and abilities that are insufficient across the entire organization, the competencies in this volume can more narrowly be matched with the skills and abilities of staff who work part- or full-time on training evaluations to identify significant gaps in relevant skills. This analysis can then be used to guide hiring, reallocate staff, promote staff professional development, or develop training programs to address those gaps (see below for further discussion of those functions).

One way to do this would be to first identify all staff that now play, or could play, any role in training evaluation; these persons might include, for example, evaluators, trainers, curriculum developers, and organizational development specialists. Once identified, these staffers could be given a matrix listing all competencies and asked to rate themselves as very competent, somewhat competent, not very competent or not competent on each item. Alternately, staff could be asked to self-assess only on those competencies previously identified as most critical to the organization. These individual self-assessments could then be aggregated to identify organizational skill gaps.

Identify and recruit new staff who will most help the organization do its work effectively. Once an organization has a clear assessment of its existing training evaluation skill gaps, it can focus on needed competencies in its hiring. Taking those

skills and abilities that it has identified as needs, the organization's managers can first prioritize those, and then use that prioritized list to more clearly frame job descriptions and interview questions. This will help both managers and job candidates to better determine if they have the attributes, skills, interests, and experiences the agency needs.

Create staff professional development plans. If the competencies needed by each employee are clearly identified, then this information can be combined with the individualized competency self-assessment described above to identify those areas where the employee could benefit from additional training or other professional development opportunities. The highest priority for such development work could be given to those competencies that the organization believes are most critical to its functioning, and which are at the same time of greatest interest to the employee.

Evaluate employee performance. If the desired competencies associated with each position in an organization are clear, then managers can more easily communicate the agency's performance expectations to employees. This in turn makes it easier for managers to provide on-going feedback and coaching to employees, create professional development options for them, and conduct meaningful personnel evaluations. On a cautionary note, managers need to understand that the competencies are only part of the information needed for effective personnel evaluations. The competencies provide one useful framework for assessment, listing the skills and abilities that a position ideally requires. The more important piece of information for personnel management is how in fact an individual's skills and abilities are used to accomplish assigned tasks. Is work done, and is it done effectively and efficiently? If an organization uses the individual competency self-assessments mentioned in the first section above, it needs to be clear that this information will not be used in disciplinary decisions; if the employee is not given a safe space for their self-assessment, then the information will be inaccurate and less useful to the agency and the employee.

Develop training curricula. Organizations or individuals that develop courses or workshops can use these competencies to identify the topics that need to be covered in any curricula for training evaluators. A key step in using the competencies for such purposes is to work closely with the target audience or contracting agency early on to identify those competencies they believe are most critical for their work, so that the curricula can emphasize those. With clarity on those desired competencies, it is also easier for course/workshop developers to create effective tools to evaluate how well their curricula promoted those skills and abilities. Evaluations can, for example, address whether trainees absorbed key information, whether the trainees feel confident in applying that information in their daily work, and (using follow-up contacts) whether trainees actually used the information or skills in their job, and the factors facilitating or impeding such practical use.

Uses For Evaluation Professionals

Identify areas for professional development. As mentioned above, training evaluation professionals can use the competencies to assess the degree to which they possess the

knowledge, skills and abilities needed in their field. The individual competency self-assessment matrix mentioned above is one possible vehicle for doing this. This inventory of personal strengths can help to pinpoint areas where they can further improve their performance and marketability. By prioritizing areas for professional development with his/her supervisor, this can be the basis for identifying professional development opportunities (e.g., courses, workshops, mentoring/coaching) useful to both the practitioner and his/her employer.

Educate others about the Evaluator/Research role. Evaluation professionals can also use these competencies to help educate clients and managers on the many facets of an evaluator's work, particularly on the importance of the often unrecognized interpersonal, group process, communication and ethical components involved.

Uses For Organizations Seeking Evaluation Help

Hire Outside Consultants. Many staff development and training organizations lack significant in-house training evaluation expertise and sometimes find they needing to hire an outside consultant to perform this function on specific projects. This may, in fact, become even more common in the future, as many governmental and non-governmental funders require enhanced evaluation of programs they support. Agencies or individuals seeking an outside evaluator can use these competencies to think through the skills and abilities that are most important given their project and their situation. These in turn can be used to develop position/project descriptions or advertisements, to identify criteria for evaluating resumes and applicants' previous products, and to create questions for prospective evaluators.

Use By Professional Associations

Develop Professional Development Programs. Professional associations like NSDTA can use the training evaluator competencies to identify programs or other services they could offer to enhance member skills and involvement in the organization. For example, just as an organization can use individual staff self-assessment inventories to identify skill gaps, an association could ask its members to rate the relative importance of the various competencies in their daily work, and their own level of skill on each one. Once aggregated, this information could be used to easily identify those competencies which members rate most important, but in which they collectively feel most need for improvement. These competencies can become focal points for developing professional development programs.

EVALUATOR / RESEARCHER ROLE OUTLINE

Administration

1. Organizational Ability
2. Human Service Policy and Framework
3. Project Planning & Management

Communication

4. Communication Skills
5. Facilitation Skills
6. Interpersonal Communication
7. Cultural Sensitivity

Conceptual Knowledge/Skills

8. Problem Analysis
9. Judgment
10. Conceptual Thinking

Curriculum Design

11. Evaluation Considerations

Evaluation and Research

12. Basic Evaluation and Research Concepts
13. Evaluation and Research Planning
14. Evaluation and Research Procedures
15. Evaluation Methods, Analyses and Reporting
16. Knowledge Development

Group Dynamics and Process

17. Interpersonal Skills
18. Group Process
19. Managing Process
20. Teamwork and Cooperation

Human Resource Management

21. HR Concepts and Systems

Information Management

22. Basic Computer Skills
23. Information Systems Thinking
24. Information Systems
25. Accessing Information

Instructional Management

26. Training Systems
27. Instructional Strategies

28. Assessment and Transfer

Learning Theory

29. Learning and Human Development

30. Theory Building – Knowledge Creation

Person/Organization Interface

31. Impact and Influence

32. Initiative

33. Information Seeking

34. Decisiveness and Directness

35. Organizational Development

Self-Management Skills

36. Self-Responsibility

37. Organizational Commitment

38. Self-Control

39. Flexibility

40. Professional Standards/Ethics

EVALUATOR / RESEARCHER COMPETENCY MODEL COMPREHENSIVE LISTING

ADMINISTRATION

1.00 Organizational Ability

Ability to demonstrate organizational skills.

- 01.01 **Work Management:** Shows ability to plan, schedule, and direct the work of self and others.
- 01.02 **Work Assignments:** Balances task requirements and individual abilities (matching people and assignments). Has the ability to supervise staff. Is clear about each assignment's product(s).
- 01.03 **Work Organization:** Organizes materials or activities to accomplish tasks efficiently and in a timely manner.
- 01.04 **Goal Setting:** Sets challenging yet achievable goals for self and others.

2.00 Human Service Policy and Framework

Ability to demonstrate understanding of human services policy, regulations, and laws.

- 02.01 **Human Services Philosophy and History:** Demonstrates understanding of relevant human services history, theory, values, and ethical considerations.
- 02.02 **Federal, State Laws and Regulations:** Demonstrates knowledge of federal/ state laws, legislation, regulations and agency guidelines.
- 02.03 **Human Services Information:** Demonstrates knowledge of current literature on human services and human services training, including major information sources (e.g., texts, journals, clearinghouses), how to access those sources (e.g., through the Internet), and how to extract, integrate, synthesize and organize information from those sources.

3.00 Project Planning and Management

Able to plan and manage projects and complete work in a cost-effective and timely manner.

- 03.01 **Interactions with Clients:** Plans and conducts an evaluation that assists organizations to address and effectively serve the needs of the full range of targeted participants. Gears evaluation results to help the client strengthen their program.

- 03.02 **Conceptualization of Evaluation:** Establishes a shared understanding of the concept of the evaluation with the clients and stakeholders
- 03.03 **Political Viability:** Plans and conducts evaluation with the anticipation of different positions of various interest groups, in order to encourage cooperation and avert or counteract any group's attempts to bias or misapply the results or to curtail evaluation operations.
- 03.04 **Contractual/Legal Agreements:** Establishes clear working agreements with clients to ensure efficient collaboration and protect involved parties' rights.
- 03.05 **Fiscal Responsibility:** Exercises sound accountability procedures and is prudent with the allocation and expenditure of resources.

COMMUNICATION

4.00 Communication Skills

Ability to communicate clearly and effectively with others.

- 04.01 **Written Skills:** Demonstrates ability to write and present ideas visually in a manner that meets the needs of both technical and layperson audiences. Writes reports that clearly describe the program being evaluated, including its context, and the purposes, procedures, and findings of the evaluation.
- 04.02 **Verbal Communication Skills:** Demonstrates ability to present both numeric and non-numeric data in oral communication to small and large groups. Speaks loudly and clearly enough to be heard and understood during large group presentations. Uses verbal communication skills to highlight important points of information. Varies vocal characteristics to further engage listener.
- 04.03 **Visual Presentation of Data:** Demonstrates an ability, through either written or oral presentations, to present evaluation findings that are relevant to stakeholders. Findings are presented so that they are: enticing to view; easy to interpret; and encourage further analytical consideration by the audience(s).

5.00 Facilitation Skills

Ability to assist an individual or group toward a goal.

- 05.01 **Task Orientation:** Gives advice and feedback on group process; adapts the process as necessary to help the group move forward; provides

summary and synthesis of group decision-making processes at key points; and facilitates work of group, both orally and through documentation, so that members come to conclusions, agreements and clarity.

05.02 **Objectivity and Role Clarity:** Demonstrates an ability to provide assistance to group members within established role as evaluator. Depending upon approach has ability to function as external “expert” and/or partner in capacity building. Does not impose own mental model(s) on participants, maintains a neutral perspective as necessary; and initiates/documents ongoing feedback on effectiveness of group work.

05.03 **Teamwork/Collaboration Skills:** Demonstrates a knowledge of, and ability to apply, basic sets of skills related to team development and collaborative decision-making processes. Understands processes of team development. Understands developmental processes of establishing collaborative partnerships.

6.00 Interpersonal Communication

Ability to communicate effectively with individuals and groups.

06.01 **Negotiation Skills:** Demonstrates an ability to effectively negotiate scope and depth of evaluation project with clients resulting in ownership of the evaluative process by stakeholders and clear expectations concerning evaluative procedures.

06.02 **Listening Skills:** Uses active listening skills to gather information, encourages discussion, and elicits feedback from others; encourages articulation of ideas by all parties; builds rapport, comfort and trust through dialogue.

06.03 **Communication Networks:** Demonstrates an understanding of the various methods through which communication is achieved.

7:00 Cultural Sensitivity

Ability to demonstrate effective cross-cultural communication techniques.

07.01 **Cross-Cultural Diversity:** Identifies differences in cultural, ethnic, gender-based and religious values, perceptions, customs, and beliefs.

07.02 **Cross-Cultural Interactions:** Identifies ways of communicating and establishing relationships with others from different cultural backgrounds.

CONCEPTUAL KNOWLEDGE/SKILLS

8.00 Problem Analysis

Ability to clarify issues by breaking them down into meaningful components.

- 08.01 **Identifying Elements:** Seeks out relevant data and analyzes complex information to determine the important elements of a problem situation.
- 08.02 **Approaches:** Uses critical judgment to assess alternative approaches to problems or decisions.
- 08.03 **Analysis:** Identifies underlying issues or causes and gaps between theory and practice.

9.00 Judgment

Ability to demonstrate sound judgment.

- 09.01 **Using Information:** Reaches sound conclusions and makes reasonable decisions based on available information.
- 09.02 **Balance:** Balances short-and long-term considerations.
- 09.03 **Priorities:** Sets priorities for tasks in order of importance.
- 09.04 **Objectivity:** Maintains objectivity in handling difficult issues, events, or decisions.

10.00 Conceptual Thinking

Ability to see patterns and synthesize related items.

- 10.01 **Frameworks and Experience:** Uses theoretical frameworks as well as learning from past experience to guide analysis or actions.
- 10.02 **Past Experience:** Applies past experience to interpret events, seeing crucial similarities and differences in present and past situations.
- 10.03 **Systems View:** Looks at the big picture to assess a situation, focuses on interactions and dynamics thereby creating a climate for action, recognizes tension as a catalyst for positive change.

CURRICULUM DESIGN

11.00 Evaluation Considerations

Ability to articulate the need for evaluation in the curriculum design process

- 11.01 **Program Documentation:** Describes and documents clearly the training program, and the context in which it is implemented, so that the training program is clearly identified.

- 11.02 **Design:** Works cooperatively with program designers to ensure a sound evaluation plan is included in the training program.
- 11.03 **Techniques:** Possesses the appropriate range of evaluation skills (formative evaluation, embedded evaluation, etc.) commonly used in the human services training field.

EVALUATION AND RESEARCH

12.00 Basic Evaluation and Research Concepts

Ability to demonstrate understanding of basic applied research concepts.

- 12.01 **Analyze Purpose of Training Program:** Shows ability to identify the intended objectives of the training program; including theoretical foundations for training program design and content. Ability to apply evaluation theory and models to assist in identifying underlying philosophical assumptions of both the intent of the training program and the particular evaluative approach.
- 12.02 **Utilize Systematic Process of Inquiry:** Engages in a logical set of activities resulting in empirical evidence to judge the value of the training program, including the ability to frame research questions; create research design that best addresses questions; identification of appropriate measurement techniques; apply quantitative, qualitative and or mixed-methods; conduct feasibility assessments; conduct cost-effectiveness and/or cost-benefit analyses; and conduct meta-evaluation.
- 12.03 **Shared Knowledge Construction:** Demonstrates ability to facilitate dialogue with program personnel that makes transparent the processes by which findings are established and communicated.
- 12.04 **Evaluation Practice:** Is able to plan and manage evaluation projects and complete work in a cost effective and timely manner.

13.00 Evaluation and Research Planning

Demonstrates ability to demonstrate evaluation and research planning skills.

- 13.01 **Stakeholder Identification:** Demonstrates ability to identify and include various stakeholders to the evaluation effort; including those with a stake in the evaluation who may not be purchasing the services of the evaluator.
- 13.02 **Information Scope and Selection:** Collects information broadly to address pertinent questions about the training program and to be responsive to the needs and interests of clients and other specified stakeholders.

13.03 **Values Identification:** Demonstrates ability to identify and document the perspectives, procedures, and rationale used to interpret the findings in order to make clear the bases for value judgments.

13.04 **Service Orientation:** Demonstrates ability to plan and conduct an evaluation that assists organizations to address and effectively serve the needs of the full range of targeted participants.

14.00 Evaluation and Research Procedures

Ability to conduct a practical, legal and ethical evaluation.

14.01 **Practical Procedures:** Demonstrates ability to design and implement evaluation procedures that are practical and keep disruption to a minimum while needed information is obtained.

14.02 **Rights of Human Subjects:** Understands the need for and demonstrates use of formal processes that guarantee that the evaluation is conducted in a way that respects and protects the rights and welfare of human subjects.

14.03 **Complete and Fair Assessment:** Demonstrates ability to conduct an evaluation that is complete and fair in its examination and recording of the training program's strengths and weaknesses, so that strengths can be built upon and problem areas addressed.

14.04 **Program Documentation:** Demonstrates ability to describe and document clearly the training program, and the context in which it is implemented, so that the training program is clearly identified.

14.05 **Fiscal Responsibility:** Demonstrates ability to plan and implement evaluation activities so that allocation and expenditure of resources reflect sound accountability procedures. Is prudent and ethically responsible, ensuring expenditures are accounted for and appropriate.

15.00 Evaluation Methods, Analyses and Reporting

Ability to reveal and convey technically adequate information about the features that determine worth or merit of the training event.

15.01 **Valid and Reliable Information:** Demonstrates ability to implement information-gathering procedures that ensure the results are valid and sufficiently reliable for the intended use.

15.02 **Systematic Information Processes:** Demonstrates ability to systematically review all data collection, processing and reporting functions so that any errors found will be corrected.

- 15.03 **Analysis of Information:** Demonstrates ability to appropriately and systematically analyze qualitative and or quantitative data so that research questions are effectively answered; and conclusions can be assessed by stakeholders.
- 15.04 **Timely and Impartial Reporting:** Demonstrates ability to clearly report on significant interim/final findings that can be used in a timely manner and implements reporting procedures that guard against distortion caused by personal feelings or biases of any party to the evaluation.

16.00 Knowledge Development

Ability to explicate and empirically test relationships among different components of training and the processes and goals the training facilitates.

- 16.01 **Clarify Processes and Outcomes of Training Program:** Conducts evaluation to provide empirical information that accurately describes and explains the processes and intended outcomes of training program.
- 16.02 **Identify Constructs and Relationships:** Demonstrates knowledge of relevant theory and applies knowledge in order to identify key constructs existing and/or emerging from the research; develops a model(s) of proposed relationships between/among the constructs in order to explain why training program caused/influenced intended outcomes.
- 16.03 **Empirically Test Propositions:** Demonstrates ability to empirically test propositions to identify and address those that conflict with previous research or other critically appraised knowledge about training impact/organizational development.

GROUP DYNAMICS AND PROCESS

17.00 Interpersonal Skills

Ability to apply interpersonal skills

- 17.01 **Builds Trust:** Remains neutral and objective during development of stakeholder relationships by: employing reflective listening techniques; remaining flexible while expressing confidence in process suggestions; naming and conducting safe discussions concerning issues or cultural norms affecting the organization.
- 17.02 **Feedback:** Provides timely, sensitive, and relevant feedback; when necessary, challenges participants' ideas in a way that maintains their self-esteem.
- 17.03 **Understanding Others :** Perceives strengths, needs, challenges, and feelings of others.

- 17.04 **Diversity:** Understands and values diversity and different styles of perceiving, learning, communicating and operating.
- 17.05 **Emotional Sensitivity:** Recognizes emotion-laden issues or situations and handles them with sensitivity.
- 17.06 **Responding to Others :** Uses understanding based on listening and observation in order to anticipate and prepare for others' reactions.

18.00 Group Process

Ability to apply group process theory, including task and maintenance functions, to help diverse groups of people work together effectively.

- 18.01 **Theory.** Knows and understands the theories and principles of group dynamics such as the difference between task and growth groups; task and maintenance functions; phases of group development; and small group behavior.
- 18.02 **Task Functions.** Effectively implements group interaction task functions such as initiating, information or opinion seeking, information or opinion giving, clarifying, summarizing, and consensus testing.
- 18.03 **Maintenance Functions.** Effectively implements group interaction maintenance functions such as encouraging, expressing group feelings, harmonizing, modifying, gate keeping, and evaluating.

19.00 Managing Process

Able to help manage group process including conflict and difficult situations.

- 19.01 **Managing Conflict.** Helps to resolve problems and manage conflicts, aiming for win-win agreements.
- 19.02 **Maintains Focus.** Refocuses straying groups so as to adhere to evaluation/research tasks.
- 19.03 **Difficult Situations.** Helps manage problem situations (e.g. hostile participants, disengaged participants, monopolizers) in a way that promotes task completion and maintains the participants' self-esteem.

20.00 Teamwork and Cooperation

Able to work with formal or informal groups of individuals as they exchange information, establish trust, make decisions, implement and evaluate interactions and plans.

- 20.01 **Project Development and Implementation.** Actively seeks input from stakeholders on training evaluation/research projects. Incorporates that input into a sound, defensible design using appropriate data gathering and analytic methodologies.
- 20.02 **Reflection on Results.** Presents intermediate and final evaluation/research data to stakeholders in readily understandable formats; uses analytic skills to help stakeholders analyze the meaning of data; helps stakeholders to discover and question assumptions as they interpret data; provides additional relevant data to stakeholders as their discussions evolve.
- 20.03 **Action Steps.** Helps stakeholders reach defensible conclusions based on evaluation/research data; strongly encourages stakeholders to identify concrete actions to improve training programs, based on evaluation/research results.

HUMAN RESOURCE MANAGEMENT

21.00 Human Resource Concepts and Systems

Ability to demonstrate understanding of Human Resource concepts and systems

- 21.01 **HR/Personnel Understanding:** Understands issues and practices in the HR/Personnel areas: job design, HR planning, selection and staffing, HR information systems, compensation and benefits, employee assistance and union/labor relations.
- 21.02 **HR Research:** Utilizes existing personnel information to analyze organizational situations in order to determine the appropriate research methodology, and interpret and communicate results to senior management.

INFORMATION MANAGEMENT

22.00 Basic Computer Skills

Ability to apply basic computer concepts including e-mail, scheduling and word processing.

- 22.01 **Computer Basics:** Applies basic computer concepts including the ability to turn on computer, log on and turn off, display start and help menus, opening programs, using the mouse, moving cursor within documents, deleting files and using recycle bin.
- 22.02 **E-Mail:** Utilizes e-mail to compose, reply to and forward messages, attach files and save attachments, set up files and file messages.

- 22.03 **Scheduling**: Utilizes scheduling including creating new tasks, viewing, editing and deleting appointments, and printing appointments.
- 22.04 **Word Processing**: Utilizes the word processing function including editing and maneuvering, selecting, deleting and inserting text; indenting paragraphs, cut copy and paste, saving and securing documents.

23.00 Information Systems Thinking

Ability to demonstrate information systems thinking.

- 23.01 **Information Systems Concept**: Understands the concept of information systems in general and appropriately collects and analyzes program information to inform others on future development.
- 23.02 **Data and Information**: Understands the distinction between data and information. Responsibly interprets and accurately reports data to support stakeholders in decision-making. Uses appropriate and effective media for informing different audiences.
- 23.03 **Policy and Practice Link**: Understands and conveys to others the link between training programs and policy implications. Uses data and examples to help audiences relate findings to policy and practice.
- 23.04 **Importance of Quality Data**: Takes appropriate measures (e.g. verification, peer review) to assure data accurateness in both quantitative and qualitative work. Conveys to others the link between entering quality data into records and improving training delivery.

24.00 Management Information Systems

Ability to understand purpose and basic functions of management information systems.

- 24.01 **Computer/Analysis Software Knowledge**: Demonstrates knowledge and understanding of word processing, spreadsheet and database software packages that are considered the best/most efficient on the market. Is capable of performing statistical functions necessary for data analysis. Comprehends the results software produces and responsibly reports data output.
- 24.02 **Data in System**: Is familiar with program data, its location and organization. Ensures others on the evaluation team can appropriately access and/or update the data through use of networks.
- 24.03 **Data Management**: Demonstrates knowledge of database design. Organizes data effectively for proper and accurate analysis and reporting. Utilizes software to explore and manage data.

- 24.04 **Using Information:** Demonstrates knowledge of collected data and results. Provides stakeholders with descriptive information from the numeric and non-numeric data.
- 24.05 **Critical Data:** Demonstrates the ability to identify critical data and/or results, and effectively explains and communicates the importance of findings.

25.00 Accessing Information

Ability to locate and use data in a management information system.

- 25.01 **Institutional Review Board Compliance:** Understands standards and process for approval and compliance with relevant Institutional Review Board (IRB).
- 25.02 **NIH Research Certification:** understands and successfully completes certification in National Institutes of Health's Human Participants Protection Education for Research Teams online course.
- 25.03 **Participant Consent:** understands procedures for obtaining consent from evaluation participants when applicable through use of consent forms and/or verbal consent. Clearly communicates evaluation purpose and security procedures to participants.
- 25.04 **Data Security:** Understands precautions taken to ensure confidentiality in storing data. Properly secures data (e.g. usage of electronic passwords, secured access to databases, locked file cabinets, etc.). Ensures evaluation participants cannot be identified by any data beyond what is necessary for the study. Destroys unnecessary data and data no longer in use.
- 25.05 **Data Maintenance:** Develops and maintains a codebook containing explanations of database design, written descriptions of how data is coded and programming notes and procedures.

INSTRUCTIONAL MANAGEMENT

26.00 Training Systems

Demonstrates understanding of issues related to training systems.

- 26.01 **Needs Assessment:** Identifies systemic needs and tailors evaluation efforts to specific system parts or to the entire system as needed.

- 26.02 **Evaluation of Training Initiatives:** Facilitates design and implementation of effective follow-up and investigation into a range of training outcomes.
- 26.03 **Versatility:** Demonstrates ability to apply different training evaluation techniques on a system-wide basis as needed.
- 26.04 **Levels of Training:** Understands and uses various types of training evaluation (e.g., participant reaction, knowledge acquisition, transfer of learning, and outcomes).

27.00 Instructional Strategies

Ability to understand instructional strategies, including preparedness, information flow, communication and instructional approaches.

- 27.01 **Instructional Strategies:** Knows various training instructional strategies (e.g., didactic) and understands how different instruction methods affect how people learn; uses differing evaluation techniques to assess an assortment of teaching methods.
- 27.02 **Information Flow:** Grasps the content and flow of training commensurate with the training level and is able to tailor the evaluation to meet the sophistication of the participant group.
- 27.03 **Approaches:** Uses an assortment of evaluation techniques to enhance the impact of the evaluation.
- 27.04 **Cultural Sensitivity:** Demonstrates ability to assess culturally sensitive and appropriate teaching techniques.
- 27.05 **Instructional Competence:** Monitors the performance of any students assisting with the evaluation research.
- 27.06 **Distance Learning:** Comprehends the use of Internet and other electronic teaching methods and grasps the differences between the tools, as well as the benefits and challenges these instructional tools provide.

28.00 Assessment and Transfer

Ability to assess learner performance and promote transfer of learning.

- 28.01 **Evaluation Approach:** Demonstrates ability to convey to potential clients the evaluation approach and skills.
- 28.02 **Reflection:** Assists clients in the reflection of the evaluation findings.

- 28.03 **Utility Provisions:** Plans and executes steps that promote constructive uses of the evaluation findings and their implications for the organization.
- 28.04 **Evaluation of Participants:** Assesses learner performance as it relates to the training objectives.
- 28.05 **Modification:** Uses participant feedback to make recommendations to the training design.

LEARNING THEORY

29.00 Learning and Human Development

Ability to demonstrate understanding of how adults learn.

- 29.01 **Learning Theory:** Knows the principles of adult learning theory, emerging information on cognitive development/brain functioning and their implications for learning. Demonstrates ability to design evaluation guided by and testing current theory/propositions. Demonstrates ability to design evaluation enabling the emergence of new propositions/theory.
- 29.02 **Learning Processes:** Identifies conceptual frameworks for describing different personal and learning styles and understands their implications for individual development. Understands how context shapes learning and understands the critical role of self-awareness for both trainers and participants engaged in interactive learning processes. Understands the use of reflective practice in helping individuals and organizations learn from experience.

30.00 Theory Building – Knowledge Creation:

Ability to design evaluations to support either deductive or inductive approaches to use of theory.

- 30.01 **Purpose of Research:** Demonstrates understanding of primary purposes of research: exploration, description and explanation; designs evaluation of training activities for each of three purposes.
- 30.02 **Philosophical Assumptions:** Describes personal beliefs/preferences about each of the following assumptions: ontological (nature of reality), epistemological (relationship between researcher and that being researched), axiological (role of values), rhetorical (use of language), and methodological (preferred research process).

PERSON/ORGANIZATIONAL INTERFACE

31.00 Impact and Influence

Ability to demonstrate understanding and skills of impact and influence.

- 31.01 **Anticipation:** Anticipates effects of an action on people, programs, or events.
- 31.02 **Organizational Awareness:** Demonstrates awareness of organizational goals and concern for image and reputation of the agency and program.
- 31.03 **Approaches:** Uses appropriate approaches to achieve desired results.
- 31.04 **Using Information:** Anticipates significant information necessary for decision-making.
- 31.05 **Versatility:** Relates effectively with all levels of administration inside and outside the organization.

32.00 Initiative

Ability to take the first step.

- 32.01 **Action:** Initiates timely action rather than waiting to react as situations develop.
- 32.02 **Confronts Barriers:** Confronts barriers to effective evaluation and takes action to overcome them.
- 32.03 **System Knowledge:** Uses knowledge of the system to identify long-term opportunities for evaluation and ways to utilize findings.

33.00 Information Seeking

Demonstrate information seeking skills.

- 33.01 **Information Identification:** Identifies what information is needed and the proper source for it.
- 33.02 **Questioning:** Seeks out exact information or resolution of discrepancies by asking a series of pertinent questions.
- 33.03 **Open to Cues:** Looks for potential opportunities or for miscellaneous information that may be of future use.

34.00 Decisiveness and Directness

Demonstrates decisiveness and directness.

- 34.01 **Need for Decisions :** Recognizes when a decision is required.

- 34.02 **Decision-making:** Makes timely decisions based on available data.
- 34.03 **Firmness:** Maintains and/or explains positions when under pressure from others, confronting resistance if necessary.
- 34.04 **Open to Change:** Shifts positions if new information indicates.
- 34.05 **Directive:** Gives directions or orders based on personal authority, rules, and procedures when a situation requires.

35.00 Organizational Development

Demonstrates understanding and skills in organizational development.

- 35.01 **Theories:** Demonstrates knowledge of organizational behavior and organizational development theories.
- 35.02 **Intervention Techniques:** Demonstrates knowledge of organizational development techniques (e.g. survey feedback, team building, group process, total quality management tools.)
- 35.03 **Organizational Change:** Demonstrates knowledge of theory and dynamics of organizational change, as well as techniques of managing cultural change within the organization to impact organizational effectiveness.

SELF-MANAGEMENT SKILLS

36.00 Self-Responsibility

Engages in ongoing learning to improve professional capabilities.

- 36.01 **Self-Awareness:** Engages in continuous efforts to identify personal values, needs, interests, style, and competencies and their effects on others.
- 36.02 **Reflective Practice:** Uses reflective practice in a regular and systematic way to learn from positive and negative experiences, and to improve future performance; faces up to distinctions between espoused theories and theories-in-use; can reframe issues based on feedback.
- 36.03 **Professional Growth:** Loves to learn and take on new responsibility; actively seeks opportunities to grow professionally, including learning from the expertise or perspectives of colleagues. Believes learning is a “lifelong process.”

- 36.04 **Knowledge of Field:** Stays up-to-date on developments and best practice (e.g., training evaluation methods, qualitative and quantitative research methods); assimilates and applies new job information rapidly.
- 36.05 **Personal Responsibility:** Takes responsibility for mistakes, failures, or shortcomings; manages personal defensiveness.
- 36.06 **Timeliness:** Completes assigned tasks in a timely manner.

37.00 Organizational Commitment

Demonstrates commitment to the organization.

- 37.01 **Responsiveness:** Adjusts work-related priorities and activities to meet agency needs; demonstrates a commitment to direct, honest, and prompt communication.
- 37.02 **Building on Strength:** Uses a strength-based approach whenever possible in performing training evaluation/research work.
- 37.03 **Goal Focus:** Maintains focus on agency goals; dedicates a portion of responsibilities to larger organizational objectives.

38.00 Self-Control

Maintains emotional equilibrium and optimism.

- 38.01 **Self-Discipline:** Manages biases; performs effectively in the midst of chaos, ambiguous situations, and facing opposition. Maintains self-control in high stress situations.
- 38.02 **Checks Behavior:** Inhibits impulses to do or say inappropriate things.
- 38.03 **Self-Monitors:** Monitors own personal values and biases so that they do not undermine objectivity and professionalism.
- 38.04 **Patience:** Shows patience and perseverance in working for desired results.

39.00 Flexibility

Demonstrates ability to respond to challenge and change.

- 39.01 **Stress Reduction:** Manages own well-being; finds ways, such as humor, to reduce or manage stress.

- 39.02 **Coping Skills**: Perseveres in the face of disappointment, hostility, or adverse conditions; resists dwelling on disappointments; motivates self to make the best of things.
- 39.03 **Openness**: Is open to new information and to changing own opinions. Suspends own judgment and helps others to learn to suspend their judgment; makes own mental model explicit and doesn't impose that mental model on others.
- 39.04 **Flexibility**: Is able to shift gears and redirect activities when needed.
- 39.05 **Fairness**: Recognizes the pros and cons of alternatives and accepts the validity of opposing views.
- 39.06 **Versatility**: Adapts behavior or approach to adjust appropriately to particular situations.

40.00 Professional Standards/Ethics

Conducts self in an ethical and honest manner.

- 40.01 **Standards**: Knows and adheres to accepted professional standards (e.g., Joint Committee Standards and American Evaluation Association Guiding Principles).
- 40.02 **Legal Issues**: Understands and complies with all laws (for example, copyright laws, rights of human subjects) and the laws and regulations governing evaluation issues.
- 40.03 **Confidentiality**: Maintains confidentiality and integrity in the practice of the profession.
- 40.04 **Professional Conduct**: Supports peers and avoids conduct that impedes the practicing of the profession.
- 40.05 **Public Service**: Improves public understanding of public service and the role and functions of government.
- 40.06 **Accurate Representation**: Fairly and accurately represents own credentials, qualifications, experience, and abilities.
- 40.07 **Research Integrity**: Ensures honesty and integrity of evaluations and research results; explicitly acknowledges limitations of research findings.

XII. CHECKLIST FOR ASSESSING EVALUATOR / RESEARCHER LEVEL OF COMPETENCY

The following sets of matrices are provided as examples of checklists that could be used to begin to assess the levels of evaluator/researcher competency either within an organization or of an individual. The left hand column lists out all the competencies in this model, and the top row provides a rating scale.

Matrix to Assess Levels of Competency

	NOT PRESENT	LOW	MODERATE	HIGH
ADMINISTRATION				
1. Organizational Ability				
2. Human Service Policy and Framework				
3. Project Planning & Management				
COMMUNICATION				
4. Communication Skills				
5. Facilitation Skills				
6. Interpersonal Communication Skills				
7. Cultural Sensitivity				
CONCEPTUAL KNOWLEDGE / SKILLS				
8. Problem Analysis				
9. Judgment				
CURRICULUM DESIGN				
10. Conceptual Thinking				

	NOT PRESENT	LOW	MODERATE	HIGH
EVALUATION & RESEARCH				
11. Evaluation Considerations				
12. Basic Evaluation and Research Concepts				
13. Evaluation and Research Planning				
14. Evaluation and Research Procedures				
15. Evaluation Methods, Analyses and Reporting				
16. Knowledge Development				
GROUP DYNAMICS AND PROCESS				
17. Interpersonal Skills				
18. Group Process				
19. Managing Process				
20. Teamwork and Cooperation				
HUMAN RESOURCE MANAGEMENT				
21. HR Concepts and Systems				

	NOT PRESENT	LOW	MODERATE	HIGH
INFORMATION MANAGEMENT				
22. Basic Computer Skills				
23. Information and Systems Thinking				
24. Information Systems				
25. Accessing Information				
INSTRUCTIONAL MANAGEMENT				
26. Training Systems				
27. Instructional Strategies				
28. Assessment and Transfer				
LEARNING THEORY				
29. Learning and Human Development				
30. Theory Building – Knowledge Creation				
PERSON / ORGANIZATION INTERFACE				
31. Impact and Influence				
32. Initiative				
33. Information Seeking				
34. Decisiveness and Directness				
35. Organizational Development				

	NOT PRESENT	LOW	MODERATE	HIGH
SELF-MANAGEMENT SKILLS				
36. Self- Responsibility				
37. Organizational Commitment				
38. Self-Control				
39. Flexibility				
40. Professional Standards / Ethics				

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