

CROSSWALK OF EVALUATOR COMPETENCIES - VERSION 10

Prepared for discussion within the CES Professional Designation Project - March 12, 2008

Preamble

Competencies are “the knowledge, skills, and dispositions program evaluators need to achieve standards that constitute sound evaluations” (Stevahn et al., 2005) Competencies are attributed to people, to their skills which constitute the source of their ability to carry out effective, quality evaluations. The Professional Designation Core Committee (PDCC) has undertaken the following crosswalk to inform the development of the CES Competencies for Canadian Evaluation Practice.

Though CES have been steadily refining our knowledge in what “foundational knowledge” is required of program evaluators through updating of Essential Skills Series (ESS - which contains the skills and knowledge CES deems important to evaluation) and research activities such as the Core Body of Knowledge (CBK) projects (commissioned by CES in 2002), CES have never clearly articulated what “competencies” are required in program evaluation. CES National Council noted that “a well-structured and agreed knowledge base is essential to any system of professional designation” and proposed “undertaking a “cross-walk” (cross referencing with the goal of determining points of overlap and difference) of different extant knowledge bases in order to develop a comprehensive list of evaluator competencies.”

CES Crosswalk of Evaluator Competencies builds on the Taxonomy of Essential Competencies for Program Evaluators (ECPE) advanced by Stevahn, King, Ghore and Minnema (2005) in which they conducted a crosswalk of evaluator competencies by examining guidelines developed by organizations that primarily function to advance the professional practice of program evaluation. CES (1999) was one of these guidelines in the crosswalk along with the Joint Committee Program Evaluation Standards and the American Evaluation Association’s Guiding Principles.

Our crosswalk builds on the ECPE and aligns them with: the newer version of ESS; the CBK Study; Treasury Board Secretariat Competencies for Evaluators in the Government of Canada (as a major employer and purchaser of evaluation); the Joint Committee Program Evaluation Standards (now being considered by CES National Council for adoption in Canada); the American Evaluation Association’s Guidelines; and the United Nations Competencies for Evaluators in the United Nations System (to provide a broader international perspective). Decision rules used in Stevahn et al’s (2005) study were applied here, using the *major intent* (or grounding spirit) of each item for cross-referencing, rather than specific words or phrases taken out of context. We are in the process of consulting the original authors of all of the works referenced in the crosswalk to ensure agreement in the placement of the competencies in the crosswalk based on their intent.

Observations

The Crosswalk of Program Evaluator Competencies further validates the work of Stevahn et al (2005) as comprehensive by showing these current and additional alignments. There are areas where ESS and CBK – the Canadian knowledge base, presents more detail, such as competencies that focus on technical aspects of evaluation practice (design, data collection, analysis, interpretation, and reporting). In contrast, Stevahn et al (2005)’s crosswalk omitted activities common to both research and evaluation, as well as, evaluation activities or particular types of studies (premised on the approach that evaluations should be designed to address questions and issues). This exercise allowed us to identify gaps and overlaps, and most importantly, we see the Crosswalk as validating and providing sufficient confidence in our existing knowledge base to proceed with the development of Competencies for Canadian Evaluation Practice.

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1.0 Professional Practice competencies focus on fundamental norms and values underlying evaluation practice, such as adhering to evaluation standards & ethics. ⁹						
1.1 Applies professional evaluation standards¹⁰	<i>Module 1.5 Evaluation Standards and Guidelines for Ethical Practice: The Program Evaluation Standards (The Joint Committee on Standards for Educational Evaluation, 1994) (1999 –None)</i>	<i>Ethics- Competence and quality assurance</i> <ul style="list-style-type: none"> ▪ Application of standards for evaluation /K¹¹ (CES Guidelines for Ethical Conduct; Sanders, 1994; Newman & Brown, 1996) ✓ 	<i>Personal Competencies: Ethics and Values¹² -</i> Evaluation professionals hold themselves to high ethical and professional standards. They are objective, fair, and balanced when evaluating programs, policies and initiatives and strive to ensure that the information they gather is factual and complete. They thoroughly evaluate the potential for conflict of interest, and continually monitor the objectivity of the evaluation process. They consistently meet their commitments and obligations, and maintain an appropriate professional distance and credibility even in difficult, high pressure situations. Evaluation professionals treat others fairly, contributing to a climate of trust, acceptance and respect for others' principles, values and beliefs. <ul style="list-style-type: none"> ▪ consistently strives to gather factual information and to ensure the accuracy of facts and findings (J) ▪ models and reinforces the need for ethical and professional standards (I) ▪ ensures that project objectives/goals are consistent with organizational and public service values and priorities (S) 	A12	D.1	<i>Personal Attributes: Ethics</i> <ul style="list-style-type: none"> ▪ Has an understanding of the standards of ethical conduct for senior evaluators, including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties and related statutory authorities. ▪ Acts with integrity and honesty in relationships with all stakeholders.
1.2 Acts ethically¹³ and strives for integrity¹⁴ and honesty¹⁵ in conducting evaluations¹⁶	<i>Module 1.5 Evaluation Standards and Guidelines for Ethical Practice: CES Guidelines for Ethical Practice (1999 - 1.I)</i>	<i>Ethics- Ethical conduct</i> <ul style="list-style-type: none"> ▪ Knowledge and application of ethical guidelines /K ✓ ▪ Ensure the honesty and integrity of the evaluation ✓ ▪ Disclose biases, conflicts of interest, any limitations in approaches or skills, etc. /P (CES Guidelines for Ethical Conduct; AEA, 1994; AES, 1997; AfrEA, 2000; Sanders, 1994; Newman & Brown, 1996; CIDA, 2000) ✓ <i>Ethics - Competence and quality assurance</i> <ul style="list-style-type: none"> ▪ Self-assessment of competency to perform the evaluation - knowing own limits /P (King, 2001; QRCA 2002) ▪ Awareness of risks to the integrity of the evaluation process /K (Rose, 2001) 	<i>Personal Competencies: Ethics and Values¹² -</i> Evaluation professionals hold themselves to high ethical and professional standards. They are objective, fair, and balanced when evaluating programs, policies and initiatives and strive to ensure that the information they gather is factual and complete. They thoroughly evaluate the potential for conflict of interest, and continually monitor the objectivity of the evaluation process. They consistently meet their commitments and obligations, and maintain an appropriate professional distance and credibility even in difficult, high pressure situations. Evaluation professionals treat others fairly, contributing to a climate of trust, acceptance and respect for others' principles, values and beliefs. <ul style="list-style-type: none"> ▪ consistently strives to gather factual information and to ensure the accuracy of facts and findings (J) ▪ models and reinforces the need for ethical and professional standards (I) ▪ ensures that project objectives/goals are consistent with organizational and public service values and priorities (S) 	P1 P2 P3 P4 P5 P6 P7 P8	C C.1 C.2 C.3 C.4 C.5 C.6 C.7 D.1	
1.3 Conveys personal evaluation approaches and skills to potential clients	<i>Module 2.1 Introduction to Building an Evaluation Framework: Competencies Needed by Evaluators; Challenges to the Evaluator's Role - Type of Challenging Programs, Evaluator Skills Needed (1999 -1.I)</i>	<i>Ethics- Ethical conduct</i> <ul style="list-style-type: none"> ▪ Disclose biases, conflicts of interest, any limitations in approaches or skills, etc. /P (CES Guidelines for Ethical Conduct; AEA, 1994; AES, 1997; AfrEA, 2000; Sanders, 1994; Newman & Brown, 1996; CIDA, 2000) 	<i>Personal Competencies: Ethics and Values¹² -</i> Evaluation professionals hold themselves to high ethical and professional standards. They are objective, fair, and balanced when evaluating programs, policies and initiatives and strive to ensure that the information they gather is factual and complete. They thoroughly evaluate the potential for conflict of interest, and continually monitor the objectivity of the evaluation process. They consistently meet their commitments and obligations, and maintain an appropriate professional distance and credibility even in difficult, high pressure situations. Evaluation professionals treat others fairly, contributing to a climate of trust, acceptance and respect for others' principles, values and beliefs. <ul style="list-style-type: none"> ▪ maintains objectivity when conducting and reporting on analyses (J) ▪ maintains objectivity when conducting and reporting on evaluation outcomes, including those that may be perceived as unfavourable (I) ▪ maintains objective, fair and impartial human resource practices aligned with Public Service values (e.g., representativeness, and transparency) (S) 	P5 A11	C.5	
1.4 Respects clients, respondents, program participants,	<i>Module 1. 1 Program Evaluation and Evaluation Research – Characteristics of a Good Evaluation [1999 – None] Module 2.Building an Evaluation</i>	<i>Ethics- Ethical conduct</i> <ul style="list-style-type: none"> ▪ Respect the human dignity and worth of the people involved in the program and in the evaluation /P ✓ ▪ Freedom of information and protection 	<i>Personal Competencies: Ethics and Values¹² -</i> Evaluation professionals hold themselves to high ethical and professional standards. They are objective, fair, and balanced when evaluating programs, policies and initiatives and strive to ensure that the information they gather is factual and complete. They thoroughly evaluate the potential for conflict of interest, and continually monitor the objectivity of the evaluation process. They consistently meet their commitments and obligations, and maintain an appropriate professional distance and credibility even in difficult, high pressure situations. Evaluation professionals treat others fairly, contributing to a climate of trust, acceptance and respect for others' principles, values and beliefs. <ul style="list-style-type: none"> ▪ recognizes and is open about limitations of own expertise and knowledge (J) 	P3 P4	D D.1 D.2 D.3 D.5	<i>Interpersonal Skills: Cultural Sensitivity</i> <ul style="list-style-type: none"> ▪ Has a good understanding of and respect for differences in

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and other stakeholders	Framework – Process for Planning a Good Evaluation	of privacy /K (Provincial legislation) ✓	<ul style="list-style-type: none"> ▪ recognizes ethical dilemmas and seeks advice or support to resolve them (I) ▪ minimizes potential for ethical dilemmas and/or conflict of interest (S) ▪ maintains consistent performance standards across projects and people (S) <i>Personal Competencies: Personality</i> -They pursue a high standard of excellence in their work and persevere when faced with setbacks or obstacles. <ul style="list-style-type: none"> ▪ pursues a high standard of excellence in one's work and the work of team(s) (I) ▪ motivates others to achieve a high standard of excellence in their work (S) ▪ responds to difficult situations in a professional manner (I) ▪ demonstrates positive and consistent workplace behaviour (I) 			culture, local customs, religious beliefs and practices, personal interaction and gender roles, disability, age and ethnicity, and is mindful of potential implications of these differences when planning, carrying out and reporting on evaluations.
1.5 Considers the general and public welfare in evaluation practice	<i>Module 1. 1 Program Evaluation and Evaluation Research – Characteristics of a Good Evaluation [1999-4.i]</i>	<i>Ethics- Ethical conduct: Act in the best interest of the program stakeholders and the general public/P (CES Guidelines for Ethical Conduct; AEA, 1994; AES, 1997; AfrEA, 2000; Sanders, 1994; Newman & Brown, 1996; CIDA, 2000) ✓</i>	<i>Management Competencies: Partnering</i> - They work collaboratively with partners to reconcile objectives and to achieve win-win solutions for the good of the Canadian public. They are adept at sharing resources and responsibilities, reducing inefficiency, and redundancies. <ul style="list-style-type: none"> ▪ recognizes opportunities to meet organizational objectives through partnerships (I) ▪ identifies and capitalizes on opportunities to meet organizational objectives through partnerships (S) 	None	D.4 E E.2 E.3 E.5	
1.6 Contributes to the knowledge base of evaluation	<i>Module 1.1 Program Evaluation and Evaluation Research: Working Definitions; Historical Context [1999-None]</i> <i>Module 2. Building an Evaluation Framework – Included in communication and dissemination of evaluation findings and building</i>	✓	<i>Intellectual Competencies: Creativity</i> - They view programs and policies from diverse perspectives and when necessary propose innovative ways of assessing outcomes. <ul style="list-style-type: none"> ▪ challenges conventional methodologies and develops sound alternatives (I) 	None	None	<i>Technical / Professional: Best Practices and Lessons Learned</i> <ul style="list-style-type: none"> ▪ Masters the methodology for distilling and communicating best practices and lessons learned that are well supported by evaluation findings and conclusions and refine or add

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	a learning organization					to commonly accepted lessons. <ul style="list-style-type: none"> ▪ Guides junior staff in distilling, communicating and reporting on best practices and lessons learned <i>Technical / Professional: Dissemination and Outreach</i> <ul style="list-style-type: none"> ▪ Takes the lead on disseminating best practices and lessons learned from evaluations. ▪ Takes the lead on distributing and publicizing evaluation products.
2.0 Systematic Inquiry competencies focus on the more technical aspects of evaluation practice, such as design, data collection, analysis, interpretation, and reporting.						
2.1 Understands the knowledge base of evaluation (terms, concepts, theories, assumptions)¹⁷	(1999 1.a; 1.b; 1.c; 1.d) <i>Module 1. 1 Program Evaluation and Evaluation Research –</i> <ul style="list-style-type: none"> • Working Definitions; • Historical Context; • Uses and Benefits; • Characteristics of a Good Evaluation; Truth Test and Utility Test; • Current Status and Future Directions for Program Evaluation <i>Module 1.2 Program Planning and Evaluation –</i> <ul style="list-style-type: none"> • Program; • Interdependence of Planning, Management and Evaluation; • Program Model <i>Module 1.3 Types of Evaluations:</i> <ul style="list-style-type: none"> • Types of Evaluations – Needs Assessment, Evaluability 	<i>Ethics – Competence and quality assurance</i> <ul style="list-style-type: none"> ▪ Awareness of the steps in conducting an evaluation /K (CES Essential Skills Series #2; Any introductory evaluation text) Needs assessment /K (Rossi, Freeman, & Lipsey, 1999; CES Essential Skills Series #2) <i>Evaluation Planning and Design- Specific types of evaluation ✓ for all</i> <ul style="list-style-type: none"> ▪ Needs assessment /K (Rossi, Freeman, & Lipsey, 1999; CES Essential Skills Series #2) ▪ Evaluability assessment /K (Rossi, Freeman, & Lipsey, 1999; Smith, 1989; Rutman, 1980; Wholey, 1977; Wholey, Hatry, & Newcomer, 1994; Wong-Rieger & David, 1995; Hudson et al. 1992) ▪ Process evaluation/implementation evaluation /K (Rossi, Freeman, & Lipsey, 1999; CES Essential Skills 		None	A.2 A.3	<i>Knowledge of evaluation Levels (policy, institutional, strategic, programme, project, activity):</i> <ul style="list-style-type: none"> ▪ Evaluates independently activities, projects, programmes and topics ▪ Participates in joint evaluations of projects, programmes and topics ▪ Evaluates strategies and organizations with minimal supervision. ▪ Assists in the evaluation of policies and organizations, under supervision ▪ Produces evaluation methodological guides for activities, project and programme evaluation

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	<p>Assessment, Process Evaluation, Outcome Evaluation;</p> <ul style="list-style-type: none"> • Relationship of Evaluation Approaches to the Program Life-cycle; • Key Evaluation Questions – • Needs Assessment, Evaluability Assessment, Process Evaluation, Outcome Evaluation; • Internal and External Evaluation Compared <p><i>Module 1.4 Major Evaluation Models:</i></p> <ul style="list-style-type: none"> • Evaluation process and the evaluator’s role; • Goal-Based Evaluation Model; • Participatory Evaluation Model; • Developmental Evaluation Model; • Empowerment Evaluation Model; • Evaluator Role for Each Evaluation Model <p>Modules 2, 3 and 4 provide more details and examples of terms, concepts, theories and assumptions</p>	<p>Series #3; Hudson et al., 1992)</p> <ul style="list-style-type: none"> ▪ Outcome evaluation/impact assessment /K (Rossi, Freeman, & Lipsey, 1999; CES Essential Skills Series #4;Mohr, 1995; Hudson et al. 1992; Posavac & Carey, 1997) ▪ Efficiency evaluation/Cost analysis /K (Rossi, Freeman, & Lipsey, 1999) <p><i>Evaluation Planning and Design- History of evaluation, evaluation theory, and evaluation models</i> ✓ for all</p> <ul style="list-style-type: none"> ▪ Various theories of evaluation /K (Shadish, Cook, & Leviton, 1995) ▪ History of evaluation /K (Chelimsky & Shadish, 1997; Shadish, Cook, & Leviton, 1995; House, 1993; Segsworth, 2001) ▪ Utilization-focused /K (Patton, 1997) ▪ Empowerment /K (Fetterman, et al., 1996) ▪ Participatory /K (Cousins & Earl, 1995; CIDA, 2002) ▪ Goal-free /K (Scriven, 1991) ▪ Realistic Evaluation /K (Pawson & Tilley, 1997) ▪ Other models /K (Stufflebeam, 2001) <p><i>Evaluation Planning and Design- Constructing meaning</i> ✓ for all</p> <ul style="list-style-type: none"> ▪ Evaluation paradigms - e.g., positivism, constructivism, collaborative interpretation, hermeneutics (Cronbach and associates, 1980; Guba & Lincoln, 1989) ▪ Human construction of meaning (Gilovich, 1991; Guba & Lincoln, 1989) 				
2.2 Knowledgeable about	<i>Module 4.1 Introduction to Evaluating for Results - Features of Credible Outcome Evaluations</i>	<p><i>Data Collection – Sampling</i></p> <ul style="list-style-type: none"> ▪ Probability sampling /K (Dillman, 2000; Fink, 2002) 	<p><i>Intellectual Competencies: Cognitive Capacity</i></p> <ul style="list-style-type: none"> ▪ applies appropriate data gathering and analysis techniques in evaluating aspects of 	A9	A.2 A.3	<p><i>Technical / Professional: Evaluation Design</i></p> <ul style="list-style-type: none"> ▪ Has a good understanding of

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quantitative methods¹⁸	<p>- Data Variety By Type (Qualitative Information, Quantitative Information) [1999-4. f]</p> <p>Module 1 introduces quantitative-qualitative concepts and orients them in historical and current evaluation practice, including the recent trends towards mixed methods, evidence-based approaches, use of GIS and other quantitative methods.</p> <p>Module 2 identifies planning for data collection, analysis and reporting</p> <p>Module 2 identifies quantitative methods for Needs Assessment and Evaluability Assessment</p> <p>Module 3 identifies quantitative methods for monitoring (including performance indicators), use of databases, and quantitative aspects of process evaluation (e.g., coverage analysis, use of administrative and client databases)</p>	<p><i>Data Collection – Measurement issues</i></p> <ul style="list-style-type: none"> ▪ Reliability /K ▪ Validity /K (Campbell & Stanley, 1966; Pedhazur et al., 1991; Patton, 2001a) ▪ Psychometric theory, including factor analysis /K (Pedhazur et al., 1991; Nunnally & Bernstein, 1994) <p><i>Data Collection – Data collection methods</i></p> <ul style="list-style-type: none"> ▪ Performance measurement systems, program information systems, indicator systems, monitoring systems /K (Mayne, 1999; Montague, 1997; Perrin, 1998; Hatry, 1999) ▪ Questionnaires /K (Dillman, 2000; Marshall & Rossman, 1999; Fink, 2002) <p><i>Data Analysis and Interpretation - Quantitative analysis ✓ for all</i></p> <ul style="list-style-type: none"> ▪ Database construction and manipulation /K ▪ Handling missing data /K ▪ Descriptive statistics - frequencies, means, etc. /K (Knapp 1996; Jaeger 1990; Any social science statistics text) ▪ Multiple regression and analysis of variance /K (Knapp 1996; Jaeger 1990; Pedhazur 1997; Any social science statistics text) ▪ Meta-analysis /K (Glass 1977) ▪ Trend analysis /K ▪ Structural equation modeling /K (Kenny 1979) ▪ Cost-effectiveness analysis, case costing, financial analyses, etc. /K (Posavac & Carey 1997; Kee 1994) ▪ Development of regular analysis and reporting systems - to go with MIS, performance measures /K (Nutter 1992) 	<p>programs and policies (J)</p> <ul style="list-style-type: none"> ▪ identifies and applies sound methodologies to effectively evaluate program and policy effectiveness (I) 			<p>various methodologies in evaluation, such as mail and telephone surveys, record reviews, focus groups and case studies.</p> <ul style="list-style-type: none"> ▪ Contributes to the development of the most efficient and effective methodology for the design, with minimal guidance. ▪ Has a good understanding of various sampling techniques (such as random, stratified and purposive) and their applications. ▪ Develops the most accurate sampling technique for the methodology.
2.3	<i>Module 4.1 Introduction to</i>	<i>Data Collection – Sampling</i>	<i>Intellectual Competencies: Cognitive Capacity</i>	A8	A.2	<i>Technical / Professional: Data</i>

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Knowledgeable about qualitative methods	<p><i>Evaluating for Results - Features of Credible Outcome Evaluations</i> - Data Variety By Type (Qualitative Information, Quantitative Information) [1999-4. f]</p> <p>Module 1 introduces quantitative-qualitative concepts and orients them in historical and current evaluation practice, including the recent trends towards mixed methods, naturalistic approaches, individual and group interviews, community forums, and other qualitative methods.</p> <p>Module 2 identifies planning for data collection, analysis and reporting</p> <p>Module 2 identifies qualitative methods for Needs Assessment and Evaluability Assessment</p> <p>Module 3 identifies qualitative methods for process evaluation (e.g., narrative analyses, interviews, focus groups, observation, key informant feedback)</p>	<ul style="list-style-type: none"> ▪ Purposeful sampling /K (Patton, 2001a; Marshall & Rossman, 1999) <i>Data Collection – Measurement issues</i> ▪ Reliability /K ▪ Validity /K (Campbell & Stanley, 1966; Pedhazur et al., 1991; Patton, 2001a) <i>Data Collection – Data collection methods</i> ▪ Program records, documents /K (Guba & Lincoln, 1981) ▪ Interviews /K (Marshall & Rossman, 1999; Denzin & Lincoln, 1994; Fink 2002; Patton 2001a; Guba & Lincoln. 1981) ▪ Focus groups /K (Krueger & Casey 2000; Morgan & Krueger 1997) ▪ Observation /K (Marshall & Rossman 1999; Santo Pietro 1983; Patton 2001a; Webb et al. 1966; Guba & Lincoln. 1981) ▪ Participant observation /K (Marshall & Rossman 1999; Santo Pietro 1983; Patton 2001a) ▪ Group concept development, brainstorming, etc. /K (Santo Pietro 1983) ▪ Town hall meetings and other group processes /K (Santo Pietro 1983) ▪ Expert opinion - e.g., Delphi /K (Dick 2000) ▪ Experiential methods - games, classroom, activities /K (Santo Pietro 1983; Hart 1994) ▪ Projective techniques and psychological tests /K (Marshall & Rossman 1999) ▪ Narrative inquiry, logs, journals, oral histories /K (Santo Pietro 1983; Schwandt 2001) ▪ Using physical evidence /K (Marshall & 	<ul style="list-style-type: none"> ▪ applies appropriate data gathering and analysis techniques in evaluating aspects of programs and policies (J) ▪ identifies and applies sound methodologies to effectively evaluate program and policy effectiveness (I) 		A.3	<p><i>collection</i></p> <ul style="list-style-type: none"> ▪ Collects reliable, valid and accurate information in an objective way. ▪ Has a good understanding of questionnaire design, including formatting, wording, question order, and response categories. ▪ Develops questionnaires and other review instruments that will address issues identified in the design, independently. ▪ Masters effective interviewing skills, such as following questions, probing, remaining neutral and getting the essential information. ▪ Conducts both telephone and in person interviews, independently. ▪ Uses programme data and documents, independently. ▪ Designs and conducts case studies, independently.

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		Rossman, 1999; Santo Pietro 1983) <ul style="list-style-type: none"> ▪ Unobtrusive evidence /K (Webb et al. 1966; Marshall & Rossman 1999; Guba & Lincoln. 1981 <i>Data Analysis and Interpretation - Qualitative analysis</i> ✓ for all <ul style="list-style-type: none"> ▪ Narrative review /K ▪ Content analysis, quantifying qualitative data /K (Marshall & Rossman 1999; Miles & Huberman 1995; Patton 2001a) ▪ Identifying and verifying emergent themes /K (Marshall & Rossman 1999; Miles & Huberman 1995; Patton 2001a) ▪ Grounded theory /K (Glaser 1992) ▪ Flow diagrams /K 				
2.4 Knowledgeable about mixed methods¹⁹	<i>Module 4.1 Introduction to Evaluating for Results Features of Credible Outcome Evaluations - Multiple Lines of Evidence</i> [1999-None] <i>Module 4.2 Designing Outcome Evaluation:</i> <ul style="list-style-type: none"> • Evaluation Designs - Randomized “True” Experiments; Evaluation Designs - Quasi-Experimental Designs;²⁰ • Comparison and Control Groups; • Factors to Consider in Arriving at an Evaluation Design Module 1 introduces quantitative-qualitative concepts and orients them in historical and current evaluation practice, including the recent trends towards mixed	<i>Evaluation Planning and Design - Effective practices in applied research</i> <ul style="list-style-type: none"> ▪ Triangulation, multiple methods, multiple perspectives, multiple lines of evidence (Campbell and Stanley, 1966; Cook and Campbell, 1979) ✓ <i>Evaluation Planning and Design - Research design</i> <ul style="list-style-type: none"> ▪ Mixed method /K (Cook & Campbell, 1979; Datta, 1997; Cresswell, 2002; Mertens, 1997) ✓ 	<i>Intellectual Competencies: Cognitive Capacity</i> <ul style="list-style-type: none"> ▪ applies appropriate data gathering and analysis techniques in evaluating aspects of programs and policies (J) ▪ identifies and applies sound methodologies to effectively evaluate program and policy effectiveness (I) 	None	A.2 A.3	

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	methods Module 2 and Module 3 identify and discuss mixed methods when planning evaluations (Module 2) and conducting Needs Assessments/Evaluability Assessments (Module 2) and Process Evaluations (Module 3)					
2.5 Conducts literature reviews	<i>Module 1. Types of Evaluations - Internal and External Evaluation Compared; Module 2. 2 Planning an Evaluation- Building An Evaluation Plan – Obtain background information</i>	<i>Data Collection - Data collection methods</i> • Literature review /K (Cooper 1998) ✓	<i>Intellectual Competencies: Cognitive Capacity</i> ▪ applies appropriate data gathering and analysis techniques in evaluating aspects of programs and polices (J) ▪ identifies and applies sound methodologies to effectively evaluate program and policy effectiveness (I)	None	None	
2.6 Specifies program theory²¹	<i>Module 2.4 Conducting Evaluability Assessment: Step 2 - Develop a Program Logic Model; Advantages and Limitations of Program Logic Models; Steps in Constructing Program Logic Models Basic Elements of a Program Logic Model; Identifying Evaluation Questions; Linking Questions to Methods; Clarifying the Program's Logic and Theory of Change; Reporting Evaluation Results [1999-2.e 2.i 4.a]</i>	<i>Evaluation Planning and Design- Understanding the program</i> ▪ Develop a logic model /S (Rossi, Freeman, & Lipsey, 1999; Smith, 1989; Rutman, 1980; Wholey, 1977; Wholey, Hatry, & Newcomer, 1994; Wong-Rieger & David, 1995; W.K. Kellogg Foundation, 2001). ✓		None	None	
2.7 Frames evaluation questions²²	<i>Module 2. 2 Planning an Evaluation- Building An Evaluation Plan - Specify the questions you are trying to answer. Focus the evaluation. Identify, prioritize and rank order the evaluation questions. [1999-1.e]</i>	<i>Evaluation Planning and Design- Focusing the evaluation</i> ▪ Identify information needs ▪ Specify evaluation questions /S (Owen, with Rogers, 1999; Kellogg Foundation, 1998; Cresswell, 2002; Porteous et al., 1997; Any introductory evaluation text)		U3	A.2 E	<i>Technical / Professional: Evaluation Design</i> ▪ Develops a well-focused Terms of reference that includes a complete background, addresses salient issues and identifies potential impact, with minimal guidance
2.8 Develops evaluation	<i>Module 2. 2 Planning an Evaluation</i>	<i>Evaluation Planning and Design- Research design ✓ for all</i>	<i>Intellectual Competencies: Cognitive Capacity - Evaluation professionals plan, design and</i>	A3 A4	A.1 A.2	<i>Technical / Professional: Evaluation Design</i>

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designs²³	<p><i>Module 2.3 Needs Assessment designs using secondary and primary data sources and qualitative and quantitative methods</i></p> <p><i>Module 2.4 Conducting Evaluability Assessment</i></p> <p><i>Module 3.1. Process Evaluation and Program Performance:</i> Process Evaluation Questions; Why Necessary?; Application of Program Model to Process Evaluation; Process and outcome indicators; Different Perspectives of Program Performance; Key Aspects of Program Performance</p> <p><i>Module 3.2 Monitoring Program Implementation:</i> Definition, Reasons for Program Monitoring; Types of Program Accountability From a Monitoring Perspective; Coverage Accountability; Target Population Analysis; Measuring Coverage and Bias; Service Delivery Accountability; Service Delivery Concepts - Access Questions, Specification of Services, Collecting Data for Monitoring Program Implementation</p> <p><i>Module 4.1 Evaluating for Results</i></p> <p>Outcome Evaluation Terms - Effectiveness Evaluation, Impact Evaluation, Cost-Benefit Evaluation, Cost-Effectiveness Evaluation; Hierarchy of Evaluation Measures; Program Model: Features of Credible Outcome Evaluations - Design</p>	<ul style="list-style-type: none"> ▪ Experimental, quasi-experimental, nonexperimental /K (Campbell & Stanley, 1966; Cook & Campbell, 1979; Posavac & Carey, 1997) ▪ Longitudinal /K (Pedhazur et al., 1991) ▪ Case study K (Yin, 1989) ▪ Ethnography /K (Fetterman, 1989) ▪ Naturalistic inquiry /K (Denzin, 1971; Guba & Lincoln, 1981) ▪ Phenomenology and epistemology /K (Campbell, 1988) ▪ Program review /K ▪ Survey research /K (Santo Pietro, 1983; Dillman, 2000; Fink, 2002) ▪ Ruling out alternative interpretations /K (Campbell & Stanley, 1966; Cook & Campbell, 1979) <p><i>Evaluation Planning and Design- Selecting appropriate data collection and analysis methods</i></p> <ul style="list-style-type: none"> ▪ Selecting appropriate data collection and analysis methods /S (Owen, with Rogers, 1999; Campbell, 1988; Chelimsky & Shadish, 1997; Patton, 1997; Cook & Reichardt, 1979) <p><i>Evaluation Planning and Design - Effective practices in applied research</i></p> <ul style="list-style-type: none"> ▪ Triangulation, multiple methods, multiple perspectives, multiple lines of evidence (Campbell and Stanley, 1966; Cook and Campbell, 1979) <p><i>Data Collection - Sampling</i></p> <ul style="list-style-type: none"> ▪ Probability sampling /K (Dillman, 2000; Fink, 2002) ▪ Purposeful sampling /K (Patton, 2001a; Marshall & Rossman, 1999) ▪ Knowledge of when to use/not to use 	<p>implement sound evaluation methodologies to assess and inform organizational programs, policies, and initiatives.</p> <ul style="list-style-type: none"> ▪ identifies and applies sound methodologies to effectively evaluate program and policy effectiveness (I) <p><i>Intellectual Competencies: Creativity-</i> They view programs and policies from diverse perspectives and when necessary propose innovative ways of assessing outcomes.</p> <ul style="list-style-type: none"> ▪ proposes innovative ideas and new solutions to problems (J) ▪ challenges conventional methodologies and develops sound alternatives (I) ▪ questions current work approaches and develops others to optimize outcomes (S) 	<p>A5 A6</p>		<ul style="list-style-type: none"> ▪ Contributes to the development of the most efficient and effective methodology for the design, with minimal guidance.

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	Rigour [1999 - 1.f 2.e 4.d]	different types of sampling /K (Patton, 2001a; Marshall & Rossman, 1999; Fink, 2002)				
2.9 Identifies data sources	<p><i>Modules 1, 2, and 3 also ask evaluators and stakeholders to identify data sources when planning evaluations and conducting major forms of evaluations.</i></p> <p><i>Module 4.1 Introduction to Evaluating for Results Features of Credible Outcome Evaluations - Data Variety By Source (Primary data, Secondary data); Financial / Resource Information); Data Variety By Respondent; Data Variety By Respondent; Consideration of Critical Issues [1999-None]</i></p>	<p><i>Evaluation Planning and Design - Effective practices in applied research</i></p> <ul style="list-style-type: none"> ▪ Triangulation, multiple methods, multiple perspectives, multiple lines of evidence (Campbell and Stanley, 1966; Cook and Campbell, 1979) 	<p><i>Intellectual Competencies: Cognitive Capacity</i></p> <ul style="list-style-type: none"> ▪ identifies, assembles, and effectively uses information from multiple sources (J) ▪ <i>Intellectual Competencies: Cognitive Capacity</i> ▪ applies appropriate data gathering and analysis techniques in evaluating aspects of programs and polices (J) ▪ identifies and applies sound methodologies to effectively evaluate program and policy effectiveness (I) 	A4	None	
2.10 Collects data	<p><i>Modules 1, 2, and 4 also ask evaluators and stakeholders to identify data collection tools when planning evaluations and conducting major forms of evaluations.</i></p> <p><i>Module 3.3 Data Collection Techniques :</i></p> <ul style="list-style-type: none"> • Program Records • Interviews (Techniques / Tips) • Focus Groups (When, How, etc.) • Observation (Direct Observation of Program Activities, Participant Observation, Guidelines0 • Surveys (Mail Surveys, Telephone Surveys, Internet 	<p><i>Data Collection - Data collection methods (For overviews/ discussions of many of these, see: Love 1991b; the CES Evaluation Sourcebooks, or most general texts - e.g. Owen with Rogers, Worthen, Mertens, Rossi & Freeman). ✓ for all</i></p> <ul style="list-style-type: none"> ▪ Program records, documents /K (Guba & Lincoln. 1981) ▪ Performance measurement systems, program information systems, indicator systems, monitoring systems /K (Mayne 1999; Montague 1997; Perrin 1998; Hatry 1999; ▪ Questionnaires /K (Dillman, 2000; Marshall & Rossman, 1999; Fink, 2002) ▪ Interviews /K (Marshall & Rossman, 1999; Denzin & Lincoln, 1994; Fink 2002; Patton 2001a; Guba & Lincoln. 1981) 	<p><i>Intellectual Competencies: Cognitive Capacity - They are adept at systematically collecting and assimilating substantial quantities and types of information.</i></p> <ul style="list-style-type: none"> ▪ identifies, assembles, and effectively uses information from multiple sources (J) ▪ applies appropriate data gathering and analysis techniques in evaluating aspects of programs and polices (J) ▪ identifies and applies sound methodologies to effectively evaluate program and policy effectiveness (I) 	A5 A6 A7	A.1	<p><i>Technical / Professional: Data collection</i></p> <ul style="list-style-type: none"> ▪ Collects reliable, valid and accurate information in an objective way. ▪ Develops questionnaires and other review instruments that will address issues identified in the design, independently. ▪ Masters effective interviewing skills, such as following questions, probing, remaining neutral and getting the essential information. ▪ Conducts both telephone and in person interviews, independently. ▪ Uses programme data and documents, independently.

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	<p>Surveys, Writing Questions, Guidelines for Constructing Questionnaires)</p> <ul style="list-style-type: none"> • Sampling Methods • Case Studies • Client Satisfaction [1999-3.d 4.c] 	<ul style="list-style-type: none"> ▪ Focus groups /K (Krueger & Casey 2000; Morgan & Krueger 1997) ▪ Observation /K (Marshall & Rossman 1999; Santo Pietro 1983; Patton 2001a; Webb et al. 1966; Guba & Lincoln. 1981) ▪ Participant observation /K (Marshall & Rossman 1999; Santo Pietro 1983; Patton 2001a) ▪ Group concept development, brainstorming, etc. /K (Santo Pietro 1983) ▪ Town hall meetings and other group processes /K (Santo Pietro 1983) ▪ Expert opinion - e.g., Delphi /K (Dick 2000) ▪ Experiential methods - games, classroom, activities /K (Santo Pietro 1983; Hart 1994) ▪ Projective techniques and psychological tests /K (Marshall & Rossman 1999) ▪ Narrative inquiry, logs, journals, oral histories /K (Santo Pietro 1983; Schwandt 2001) ▪ Using physical evidence /K (Marshall & Rossman, 1999; Santo Pietro 1983) ▪ Unobtrusive evidence /K (Webb et al. 1966; Marshall & Rossman 1999; Guba & Lincoln. 1981) 				<p>Designs and conducts case studies, independently.</p>
<p>2.11 Assesses validity of data</p>	<p><i>Module 1 introduces the need for reliable and valid data and reinforces this with a review of the Joint Committee Standards. Module 2 emphasizes the importance of identifying relevant, responsive, reliable and valid data when planning an evaluation. Each module (1-4)</i></p>	<p><i>Data Collection - Measurement issues</i></p> <ul style="list-style-type: none"> ▪ Validity /K (Campbell and Stanley, 1966; Pedhazur et al., 1991; Patton, 2001a) ✓ ▪ Psychometric theory, including factor analysis /K (Pedhazur et al., 1991; Nunnally & Bernstein, 1994) 		<p>A5 A7</p>	<p>A.1</p>	<p><i>Technical / Professional: Quantitative Data Analysis</i></p> <ul style="list-style-type: none"> ▪ Works on preparing data for analysis, such as testing for data accuracy, with minimal guidance.

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	<p><i>identifies the major ways evaluators collect valid data given the different purposes and forms of evaluation. Module 4 presents the greatest depth of discussion of issues such as measurement, validity and control of bias via experimental and quasi-experimental designs. Module 4.2 Designing Outcome Evaluation:</i></p> <ul style="list-style-type: none"> • Distinction Between Internal and External Validity; • Determining Causal Inference; • Five Categories of Bias To Watch Out For (Biases That Come From Measuring, from Participants (Active); From Participants (Passive); From Sampling; From Environment; Pre-Post Comparison Group Design • <i>Module 4.3 Measurement Issues Reliability and Validity - Types of Reliability [1999-4.e]</i> 					
2.12 Assesses reliability of data	<p><i>Module 1 introduces the need for reliable and valid data and reinforces this with a review of the Joint Committee Standards. Module 2 emphasizes the importance of identifying relevant, responsive, reliable and valid data when planning an evaluation. Each module (1-4) identifies the major ways evaluators collect reliable data</i></p>	<p><i>Data Collection - Measurement issues</i></p> <ul style="list-style-type: none"> ▪ Reliability /K (Campbell and Stanley, 1966; Pedhazur et al., 1991; Patton, 2001a) ✓ ▪ Psychometric theory, including factor analysis /K (Pedhazur et al., 1991; Nunnally & Bernstein, 1994) 		A6 A7	A.1	

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	<p><i>given the different purposes and forms of evaluation.</i></p> <p><i>Module 4.3 Measurement Issues - Reliability and Validity - Types of Validity; Criteria for Assessing the Technical Properties of Outcome Measures; Controlling Measurement Quality [1999-4.e]</i></p>					
<p>2.13 Analyzes data</p>	<p><i>In my opinion, ESS descriptions for planning an evaluation, building an Evaluation Framework and types of evaluation approaches and methods (in Modules 1 through 4) are weakest regarding ways of analyzing data. I think this is true of most evaluation texts and handbooks, probably because the analyses that generate information must be customized to the evaluation situation.</i></p> <p><i>Even so, ESS instructors discuss major approaches to analysis and give illustrations, but not with the breadth and depth reflected in the CES-CBK Study – this would be relegated to higher level courses.</i></p> <p><i>Module 4.5 Relating Program Results to Program Costs (Cost-Effectiveness Analysis; Cost-Benefit Analysis) [1999-1.h]</i></p>	<p><i>Data Analysis and Interpretation - Qualitative analysis</i></p> <ul style="list-style-type: none"> ▪ Narrative review /K ▪ Content analysis, quantifying qualitative data /K (Marshall & Rossman 1999; Miles & Huberman 1995; Patton 2001a) ▪ Identifying and verifying emergent themes /K (Marshall & Rossman 1999; Miles & Huberman 1995; Patton 2001a) ▪ Grounded theory /K (Glaser 1992) ▪ Flow diagrams /K <p><i>Data Analysis and Interpretation - Quantitative analysis</i></p> <ul style="list-style-type: none"> ▪ Database construction and manipulation /K ▪ Handling missing data /K ▪ Descriptive statistics - frequencies, means, etc. /K (Knapp 1996; Jaeger 1990; Any social science statistics text) ▪ Multiple regression and analysis of variance /K (Knapp 1996; Jaeger 1990; Pedhazur 1997; Any social science statistics text) ▪ Meta-analysis /K (Glass 1977) ▪ Trend analysis /K ▪ Structural equation modeling /K (Kenny 1979) ▪ Cost-effectiveness analysis, case costing, financial analyses, etc. /K (Posavac & Carey 1997; Kee 1994) 	<p><i>Intellectual Competencies: Cognitive Capacity -</i></p> <ul style="list-style-type: none"> ▪ Applies appropriate data gathering and analysis techniques in evaluating aspects of programs and policies (J) • rigorously analyzes information, extracts critical elements and identifies relevant links (J) 	<p>A7 A8 A9</p>	<p>A.1</p>	<p><i>Technical / Professional: Quantitative Data Analysis</i></p> <ul style="list-style-type: none"> ▪ Uses an analysis plan to ensure the data analysis addresses evaluation issues, with minimal guidance. ▪ Has a good understanding of the uses and limits of various methods available for quantitative analysis, including frequencies, cross tabulations, and statistical testing (such as correlation and significance testing.) ▪ Applies with some guidance the skills necessary to use various computer software packages available for quantitative analysis, including databases, spreadsheets and statistical packages. ▪ Learns innovative and creative analysis techniques and applies as appropriate. <p><i>Technical / Professional: Qualitative Data Analysis</i></p> <ul style="list-style-type: none"> ▪ Has good knowledge of the various methods available to

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		<ul style="list-style-type: none"> ▪ Development of regular analysis and reporting systems - to go with MIS, performance measures /K (Nutter 1992) <i>Data Analysis and Interpretation - Critical thinking skills</i> • Analysis /S ✓ <i>Project Management - Managing evaluation projects</i> ▪ Systematically reviewing data, analyses, and reports for accuracy/quality /P (Sanders 1994) 				<ul style="list-style-type: none"> analyze qualitative data (as obtained from case studies, focus groups, and direct observation), such as flow charts and matrices. Appropriately uses qualitative analysis to provide context and perspective to quantitative findings, with minimal guidance. ▪ Understands the role the evaluator plays in qualitative evaluations and takes this into account in assuring consistency and reliability of data analysis. ▪ Has mastered the skills necessary for coding qualitative data, including when and how to code, and how to incorporate coding into analysis.
2.14 Interprets data	<p><i>ESS does discuss interpretation of data broadly at a level similar to TBS, JCPEs and AEA, but not the depth of CES-CBK.</i></p> <p><i>Module 1.3 Types of Evaluations: Relationship of Evaluation Approaches to the Program Life-cycle;</i></p> <p><i>Module 1.4 Major Evaluation Models: Goal-Based Evaluation Model; Participatory Evaluation Model; Developmental Evaluation Model; Empowerment Evaluation Model; [1999-1.h]</i></p>	<p><i>Evaluation Planning and Design- Research design</i></p> <ul style="list-style-type: none"> ▪ Ruling out alternative interpretations /K (Campbell & Stanley, 1966; Cook & Campbell, 1979) ✓ <p><i>Data Analysis and Interpretation - Determining merit or worth</i></p> <ul style="list-style-type: none"> ▪ Grading /K ▪ Ranking /K ▪ Setting criteria (e.g., based on specific program experience and perceptions) /K <p><i>Data Analysis and Interpretation - Critical thinking skills</i></p> <ul style="list-style-type: none"> ▪ Synthesis /S ✓ ▪ Problem solving (Block 2000) ✓ 	<p><i>Intellectual Competencies -Cognitive Capacity –</i></p> <ul style="list-style-type: none"> ▪ rigorously analyzes information, extracts critical elements and identifies relevant links (J) ▪ Analyzes evaluation results, extracts key elements, and formulates appropriate hypotheses (I) ▪ extracts key results and draws linkages with organizational priorities and government-wide objectives (S) 	U4 A10	A.3	
2.15 Makes judgments	<p><i>ESS does discuss making evaluative judgments, but not the depth of CES-CBK. I usually begin Module 1 by asking participants to define “evaluation” which leads to an examination of definitions of evaluation and the nature/role of evaluative judgments.</i></p> <p><i>Module 1 also includes openness to unintended impacts and effects</i></p>	<p><i>Data Analysis and Interpretation - Determining merit or worth</i></p> <ul style="list-style-type: none"> • Making judgments /K ✓ <p><i>Data Analysis and Interpretation - Critical thinking skills ✓ for all</i></p> <ul style="list-style-type: none"> ▪ Conceptual thinking (Block 2000) ▪ Openness to unintended impacts and effects (Sanders 1994) ▪ Neutrality (Sanders 1994) ▪ Courage to question the system (Kushner 2000) ▪ Inquisitiveness, curiosity 	<p><i>Intellectual Competencies: Cognitive Capacity -</i></p> <p>They formulate plausible hypotheses, consider alternatives, and draw appropriate conclusions from research findings.</p> <ul style="list-style-type: none"> ▪ draws sound conclusions from available data and recognizes limitations of the data (J) ▪ Analyzes evaluation results, extracts key elements, and formulates appropriate hypotheses (I) 	U4 A10	None	<p><i>Personal Attributes: Judgment</i></p> <ul style="list-style-type: none"> ▪ Exercises sound professional judgment on complex issues and evaluation matters.

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	<i>(CES-CBK) – in fact an exercise is devoted to the topic. Module 2 discusses critical thinking, neutrality, courage to question system, and drawing conclusions (CES-CBK) both when planning evaluations and determining the skill sets needed by evaluators. Module 2.2 Planning an Evaluation - 4. Conducting Evaluability Assessments (Clarifying the Program’s Logic and Theory of Change) Module 3 Improving Program Performance - What Is Program Performance? Reasons for Program Monitoring, Types of Program Accountability From a Monitoring Perspective, Coverage and Service Delivery Accountability, Features of Credible Outcome Evaluations, Relating Program Results to Program Costs</i>	<ul style="list-style-type: none"> ▪ Thinking outside the box (Senge 1990) ▪ Drawing conclusions (CIDA 2002; Porteous et al. 1997) Some of these are touched upon in Perrin (2000). 				
2.16 Develops recommendations	<i>Module 2.2 Planning an Evaluation - Communicating Evaluation Results, Principles for Improving Reporting, Action-oriented Reports, Developing Action Recommendations, Example of an Evaluation Framework</i>	<i>Data Analysis and Interpretation - Critical thinking skills</i> <ul style="list-style-type: none"> ▪ Making recommendations (CIDA 2002; Porteous et al. 1997; Patton 1997; Sonnichsen 1994) ✓ 	<i>Intellectual Competencies -Cognitive Capacity</i> <ul style="list-style-type: none"> ▪ proposes recommendations and results-based options that are feasible and useful to management, appropriately weighing the implications on programs and policies (I) 	None	None	<i>Technical / Professional: Reporting</i> <ul style="list-style-type: none"> ▪ Uses critical thinking to formulate findings and recommendations based on the results of both qualitative and quantitative data, and the broader context of evaluation issues, with independence.
2.17 Provides rationales for decisions throughout the evaluation	<i>ESS emphasizes the importance of rationales for decisions in Module 1 and the major models of evaluation show the close interrelationship between</i>	✓	<i>Intellectual Competencies: – Cognitive Capacity</i> <ul style="list-style-type: none"> ▪ anticipates day-to-day problems related to evaluation activities, and proposes viable solutions (I) 	A10 U5	A.2 A.3	<i>Technical / Professional: Reporting</i> <ul style="list-style-type: none"> ▪ Conceptualizes ideas and issues during the evaluation reporting process, with

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	<i>evaluation approaches and who makes evaluative decisions. Module 4.4 Outcome Monitoring Systems - Steps for Developing Outcome Monitoring Systems; Criteria for Good Outcome Measures [1999-1.h]</i>					independence.
2.18 Reports evaluation procedures and results	<i>Module 2. 2 Planning an Evaluation- Building An Evaluation Plan; Communicating Evaluation Results; Principles for Improving Reporting; Action-oriented Reports, Developing Action Recommendations [1999-4.]]</i>	<p><i>Communication and Interpersonal Skills- Reporting skills</i></p> <ul style="list-style-type: none"> ▪ Presentations /S (Torres, Preskill & Piontek 1996; Carnegie 1977) ▪ Report writing /S (Torres, Preskill & Piontek 1996; CIDA 2002; Cresswell 2002) ▪ Preparation of cabinet documents and presentations See requirements for each jurisdiction ▪ Graphical displays /S (Henry 1992) ▪ Media communications /S (Torres, Preskill & Piontek 1996) ▪ Presenting negative/lukewarm evaluation results constructively /S (Torres, Preskill & Piontek 1996) ▪ Regular and timely communications /P (Barrington 1992) ▪ Development of a communication strategy /S (Torres, Preskill & Piontek 1996) <p><i>Project Management: Managing evaluation projects</i></p> <ul style="list-style-type: none"> ▪ Good documentation practices (Sanders, 1994) ▪ Systematically reviewing data, analyses, and reports for accuracy/quality /P (Sanders 1994) 	<p><i>Relationship Competencies: Communication</i></p> <ul style="list-style-type: none"> ▪ Presents information logically, clearly and concisely, orally and in writing ▪ adapts the style and content of communications to promote understanding of key concepts and usefulness of information to management (I) <p><i>Relationship Competencies: Interpersonal Relations</i></p> <ul style="list-style-type: none"> ▪ delivers difficult or unpopular findings, recommendations, and messages with sensitivity and tact (I) 	P6 A11	E.3	<p><i>Technical / Professional: Reporting</i></p> <ul style="list-style-type: none"> ▪ Conceptualizes ideas and issues during the reporting process, with independence. <p><i>Technical / Professional</i></p> <ul style="list-style-type: none"> ▪ Develops clear, concise and compelling evaluation reports for maximum impact, with minimal guidance.
2.19 Notes strengths and limitations of	<i>Module 1 addresses Ethics and importance of identifying limitations in Evaluation</i>	<p><i>Ethics- Ethical conduct</i></p> <ul style="list-style-type: none"> ▪ Disclose biases, conflicts of interest, any limitations in approaches or skills, etc. 	<i>Intellectual Competencies: Cognitive Capacity - Evaluation professionals use their strong cognitive skills in critically evaluating and</i>	A12	A.2 A.3 B.2	<p><i>Technical / Professional: Quantitative Data Analysis</i></p> <ul style="list-style-type: none"> ▪ Has a good understanding of

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the evaluation	<i>Standards. Module 2 emphasizes the need to assess strengths and limitations of various evaluation designs when planning an evaluation. Module 4.2 Designing Outcome Evaluations Factors to Consider in Arriving at an Evaluation Design [1999 None]</i>	/P (CES Guidelines for Ethical Conduct; AEA, 1994; AES, 1997; AfrEA, 2000; Sanders, 1994; Newman & Brown, 1996; CIDA, 2000)	interpreting research findings and in identifying gaps in, and limitations of, the evidence. <ul style="list-style-type: none"> ▪ Draws sound conclusions from the available data and recognizes limitations of data (J) ▪ Analyzes evaluation results, extracts key elements and formulates appropriate hypotheses (I) ▪ detects obstacles to project successes and develops solutions, balancing the risks and implications across multiple projects (S) 		C.1 C.6	the uses and limits of various methods available for quantitative analysis, including frequencies, cross tabulations, and statistical testing (such as correlation and significance testing.)
2.20 Conducts meta-evaluations²⁴	<i>Meta-evaluations are receiving more emphasis now, perhaps as a reflection of Evidence-Based Programs and the accumulation of evaluation reports. The ESS does not address meta-evaluations to the depth implied in CES-CBK. Module 1.5 Evaluation Standards and Guidelines for Ethical Practice - The Program Evaluation Standards (The Joint Committee on Standards for Educational Evaluation, 1994) [1999 None]</i>	<i>Ethics - Competence and quality assurance</i> <ul style="list-style-type: none"> • Meta-evaluation /K (Cook & Gruder, 1978; Scriven, 1969; Stufflebeam, 1981) ✓ 		A12	None	
3.0 Situational Analysis competencies focus on analyzing and attending to the unique interests, issues, and contextual circumstances pertaining to any given evaluation.						
3.1 Describes the program	<i>Module 2.4 Conducting Evaluability Assessment: Step 1 - Develop a Program Description - Elements of Program Description [1999 - 2.h] Module 2 also includes program description as part of the evaluation planning process. Module 3 examines methods for</i>	<i>Evaluation Planning and Design- Understanding the program ✓ for all</i> <ul style="list-style-type: none"> ▪ Become familiar with the program /P (Owen, with Rogers, 1999; TBS, 1998, Most introductory evaluation texts) ▪ Develop a program description /S (CES Essential Skills Series #2) 	<i>Management Competencies: Organizational Awareness – Evaluation professionals have a solid understanding of their organization and the role played by evaluation.</i> <ul style="list-style-type: none"> ▪ knows own department, including its structure, mandate, vision and key priorities (i) <i>Intellectual Competencies: Cognitive Capacity - They quickly comprehend the objectives of new programs, policies, and initiatives to which they are exposed and the context in which they operate.</i>	A1	None	

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	describing the program in detail through process evaluations.		<ul style="list-style-type: none"> ▪ recognizes strategic uses of evaluation methods in supporting policy, organizational objectives and decision-making(s) 			
3.2 Determines program evaluability	<i>Module 1.3 Types of Evaluations Evaluability Assessment</i> <i>Module 2.4 Conducting Evaluability Assessment: Evaluability Assessment Introduction; Steps in Conducting an Evaluability Assessment (Develop a Program Description, Develop a Program Logic Model)[1999- None]</i>	<i>Evaluation Planning and Design- Assessing readiness for the evaluation ✓</i> <ul style="list-style-type: none"> ▪ Determine if it is appropriate to evaluate the program /S (Wholey, 1977; Wholey, 1994) 		None	None	<ul style="list-style-type: none"> ▪
3.3 Identifies the interests of relevant stakeholders	<i>Module 2. 2 Planning an Evaluation- Building An Evaluation Plan - Identify relevant stakeholders. Decide who should be involved. [1999 - 2.a]</i>	<i>Evaluation Planning and Design- Effective practices in applied research</i> <ul style="list-style-type: none"> ▪ Involvement of stakeholders (Cousins & Earl, 1995; Fetterman et al., 1996; Patton, 1997; CIDA, 2002) ✓ <i>Evaluation Planning and Design- Focusing the evaluation ✓ for all</i> <ul style="list-style-type: none"> ▪ Obtain the cooperation of stakeholder groups /P (Owen, with Rogers, 1999; Patton, 1997; CIDA, 2002) ▪ Be clear who is the client /P ▪ Identify stakeholders /P ▪ Identify the goals and values of the stakeholders /S 	<i>Future Building Competencies: Visioning –</i> Evaluation professionals understand the vision of their organization and the broader evaluation community, using them to orient and guide their own work. <ul style="list-style-type: none"> ▪ aligns own work with project, team and/or unit objectives (J) ▪ aligns work activities with the mandate of the organization and with relevant evaluation policies (I) ▪ strategically aligns evaluation projects with organizational mandate, objectives and priorities related to improving program and policy effectiveness (S) 	U1	E.1 C.1	<i>Knowledge of Key UN Topics:</i> <ul style="list-style-type: none"> ▪ Evaluates key topics related activities and programmes, with minimal supervision. ▪ Assist in the evaluation of topical policies, under supervision
3.4 Serves the information needs of intended users	<i>Module 2. 2 Planning an Evaluation- Building An Evaluation Plan - Clarify the purpose for the evaluation. Determine the impetus for the evaluation. Identify the information needs of the stakeholders. [1999 -2.d 2.f 2.g]</i> <i>Module 2.3 Conducting Needs Assessments²⁵</i>	<i>Evaluation Planning and Design- Focusing the evaluation ✓ for all</i> <ul style="list-style-type: none"> ▪ Identify program objectives /S ▪ Identify information needs ▪ Specify evaluation questions /S (Owen, with Rogers, 1999; Kellogg Foundation, 1998; Cresswell, 2002; Porteous et al., 1997; Any introductory evaluation text) 	<i>Intellectual Competencies: Cognitive Capacity</i> <ul style="list-style-type: none"> ▪ proposes recommendations and results-based options that are feasible and useful to management, appropriately weighing the implications on programs and policies (I) <i>Future Building Competencies: Visioning –</i> Evaluation professionals understand the vision of their organization and the broader evaluation community, using them to orient and guide their own work. <ul style="list-style-type: none"> ▪ aligns work activities with the mandate of the 	C.3	U1 U3 U7 P1	

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			<p>organization and with relevant evaluation policies (I)</p> <ul style="list-style-type: none"> ▪ strategically aligns evaluation projects with organizational mandate, objectives and priorities related to improving program and policy effectiveness (S) <p><i>Future Building Competencies: Visioning</i> They align their work with organizational priorities and are guided by the vision, creating opportunities to further integrate results-based management into their organizational culture.</p> <ul style="list-style-type: none"> ▪ keeps abreast of, and shares with team members and clients, changes in policies related to evaluation and results-based management (I) ▪ facilitates management efforts in implementing evaluation and results-based management techniques (S) <p><i>Management Competencies: Organizational Awareness</i> - They understand the challenges faced by managers in designing and monitoring the outcomes of programs, policies and initiatives and know who the key players are for any given project.</p> <ul style="list-style-type: none"> ▪ develops an understanding of client organization(s) (J) ▪ knows key clients, managers and recipients of evaluation services (I) ▪ understands and keeps abreast of organizational and client needs in the area of evaluation (S) <p><i>Relationship Competencies: Communication</i>- They possess the communication skills required to identify and transmit the level of information required to permit timely, accurate decision-making.</p> <ul style="list-style-type: none"> ▪ tailors communication style to suit the audience (J) 			

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			<ul style="list-style-type: none"> ▪ adapts the style and content of communications to promote understanding of key concepts and usefulness of information to management (I) ▪ keeps organization informed of broad project and evaluation issues and of emerging developments in the evaluation community (S) 			
3.5 Addresses conflicts²⁶	<p><i>Module 2.1 Introduction to Building an Evaluation Framework: Program Evaluation Myths and Reality; Practical Considerations for Evaluation Planning; Reasons for Resistance to Evaluation; Challenges to the Evaluator's Role - Type of Challenging Programs [1999-None]</i></p>	<p><i>Communication and Interpersonal Skills- Interpersonal skills</i></p> <ul style="list-style-type: none"> ▪ Facilitation /S (Kaner et al. 1996) ▪ Negotiation /S (Fisher, Ury, & Patton 1991; Barrington 1992) ▪ Diplomacy /S (Carnegie 1981) ▪ Conflict resolution; Dealing with antagonistic people /S (Brounstein 2001) 	<p><i>Personal Competencies: Stamina and Stress Resistance-</i> Evaluation professionals may from time to time find themselves faced with work that has a high potential for stress. In such circumstances, evaluators have the ability to manage stress, remain energized and maintain a positive outlook.</p> <ul style="list-style-type: none"> ▪ maintains professionalism, standards, and a positive outlook during periods of stress and/or heavy workload (J) ▪ fosters a positive outlook during stressful situations or periods of heavy workload (I) ▪ develops and implements mechanisms that minimize stressors present in the work environment (S) <p><i>Personal Competencies: Stamina and Stress Resistance -</i> They regard difficult situations as challenging, remaining committed to professional principles, organizational objectives and priorities.</p> <ul style="list-style-type: none"> ▪ uses personally effective strategies to cope with stressful situations (J) ▪ maintains composure with colleagues, clients and management in difficult or stressful situations (e.g., when delivering high impact results) (I) ▪ maintains composure with colleagues, senior management and stakeholders in difficult or stressful situations (S) 	P7	C.4 E.4	
3.6 Examines the	<p><i>Module 2. 2 Planning an Evaluation- Building An</i></p>	<p><i>Evaluation Planning and Design- Understanding the program</i></p>	<p><i>Future Building competencies: Visioning -</i> They effectively engage and help clients, managers,</p>	A2 F2	E.2	<p><i>Knowledge of the UN Context:</i></p> <ul style="list-style-type: none"> ▪ Has a detailed understanding

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organizational context of the evaluation	Evaluation Plan - 2. Obtain background information. Find out how the program works. [1999 – None]	<ul style="list-style-type: none"> ▪ Analyze the social, political, and cultural context of the program - legislation, similar programs, culture-specific understandings, relationships, communication patterns, agendas, etc. /S (TBS, 1998; Owen, with Rogers, 1999; CIDA, 2000; Patton, 1997) <i>Evaluation Planning and Design- Systems theory, organizational development, and change</i> ✓ for all <ul style="list-style-type: none"> ▪ Systems approaches, systems thinking /K (Flood, 1999; Williams - Work in progress) ▪ Chaos and complexity theories /K (Axelrod, 2000; Stacey, Griffin, & Shaw, 2000) 	and stakeholders design, evaluate and align programs and policies with organizational and government-wide priorities. <ul style="list-style-type: none"> ▪ demonstrates understanding of the role of evaluation in own organization (J) ▪ demonstrates sound understanding of the role of evaluation in own organization and the broader Public Service (I) ▪ demonstrates sound understanding of the role and capacity of evaluation across the Public Service (S) <i>Intellectual Competencies: Cognitive Capacity</i> <ul style="list-style-type: none"> ▪ recognizes strategic uses of evaluation methods in supporting policy, organizational objectives and decision-making (S) ▪ extracts key results and draws linkages with organizational priorities and government-wide objectives (S) 			of the role of the UN and its components and the Agency's relationship within the UN. <ul style="list-style-type: none"> ▪ Has a detailed understanding of the Agency, its key players, and programs and the distinctions between them, while starting to develop an expertise in one program area. ▪ Has a good knowledge and understanding of governmental relationships and legislative processes. ▪ Has a good knowledge of the Agency's budget and familiarity with major program budgets. <i>Technical / Professional: Planning for Influential Evaluations</i>
3.7 Analyzes the political considerations relevant to the evaluation	<i>Module 2. 2 Planning an Evaluation-</i> Building An Evaluation Plan - 2. Obtain background information. [1999 – None]	<i>Evaluation Planning and Design- Understanding the program</i> <ul style="list-style-type: none"> ▪ Analyze the social, political, and cultural context of the program - legislation, similar programs, culture-specific understandings, relationships, communication patterns, agendas, etc. /S (TBS, 1998; Owen, with Rogers, 1999; CIDA, 2000; Patton, 1997) <i>Evaluation Planning and Design- Systems theory, organizational development, and change</i> <ul style="list-style-type: none"> ▪ Understanding of how decisions are made in a political context /K (Weiss, 1999; Weiss, 1977; Chelimsky & Shadish, 1997) ✓ <i>Communication and Interpersonal Skills – Interpersonal skills</i> <ul style="list-style-type: none"> ▪ Political astuteness, perceptiveness (Barrington, 1992) 	<i>Management Competencies: Organizational Awareness</i> - They comprehend the complexities of internal and external organizational relationships, procedures, and relationships with key stakeholders. <ul style="list-style-type: none"> ▪ places one's own work activities within a larger context (J) ▪ places project activities within a broader context (I) ▪ monitors pending and future initiatives and their implications for evaluation projects, policies and initiatives (S) <i>Intellectual Competencies: Cognitive Capacity</i> <ul style="list-style-type: none"> ▪ recognizes strategic uses of evaluation methods in supporting policy, organizational objectives and decision-making (S) ▪ extracts key results and draws linkages with organizational priorities and government-wide objectives (S) <i>Future Building competencies: Visioning</i>	F2	C.3 E.1 E.2	<ul style="list-style-type: none"> ▪ Researches relevant issues and subjects of interest for potential work planning items, independently. ▪ Takes a lead in work planning initiatives. ▪ With minimal supervision, performs environmental scanning and plans for future evaluation challenges and opportunities

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			<ul style="list-style-type: none"> ▪ demonstrates sound understanding of the role of evaluation in own organization and the broader Public Service (i) ▪ demonstrates sound understanding of the role and capacity of evaluation across the Public Service (s) 			
3.8 Attends to issues of evaluation use	<p><i>Utilization is also emphasized in Module 1, in terms of the history of evaluation (e.g., “Crisis of Relevance” in the 1970’s) and in the priority given to the “Utility Standards” by the Joint Committee.</i></p> <p><i>Module 2. 2 Planning an Evaluation: Evaluation Utilization [1999 - 1.k 4.k]</i></p>	<p><i>Evaluation Planning and Design- Systems theory, organizational development, and change</i></p> <ul style="list-style-type: none"> ▪ Knowledge management (Harvard Business Review, 1998) ▪ Knowledge of evaluation uses - e.g., formative, summative /K (Scriven, 1991; Patton, 1997) ✓ <p><i>Communication and Interpersonal Skills – Interpersonal skills</i></p> <ul style="list-style-type: none"> ▪ Adult education principles and techniques (Knowles, Holdton & Swanson, 2000) 	<p><i>Intellectual Competencies: Creativity -</i> Evaluation professionals explore and develop new ways of helping to enhance program and policy effectiveness and meeting client needs, despite working under tight deadlines or shortages in resources.</p> <ul style="list-style-type: none"> ▪ promotes creativity, innovation, and an openness to new ideas (I) ▪ challenges conventional methodologies and develops sound alternatives (I) <ul style="list-style-type: none"> ▪ generates alternative ways of improving or meeting expected program or policy results (I) ▪ capitalizes on creative, innovative ideas and approaches to better meet overall organizational objective (S) <p><i>Intellectual Competencies: Cognitive Capacity</i></p> <ul style="list-style-type: none"> ▪ recognizes strategic uses of evaluation methods in supporting policy, organizational objectives and decision-making (S) <p><i>Personal Competencies: Personality</i></p> <ul style="list-style-type: none"> ▪ pursues persistently evaluation activities that further organizational objectives (S) 	U7	None	<p><i>Technical / Professional: Follow Up on Recommendations</i></p> <ul style="list-style-type: none"> ▪ Masters the basic procedures and mechanisms for following up on evaluations, to ensure the evaluation recommendations are properly utilized and implemented in a timely fashion and that evaluation findings are linked to future activities. ▪ Takes the lead in following up on specific evaluations
3.9 Attends to issues of organizational change	<p><i>Module 3.1. Process Evaluation and Program Performance: Why Necessary?; Application of Program Model to Process Evaluation; Process and outcome indicators; Module 3.2 Monitoring Program Implementation: Definition, Reasons for Program Monitoring; Types of Program</i></p>	<p><i>Evaluation Planning and Design- Systems theory, organizational development, and change</i></p> <ul style="list-style-type: none"> ▪ Knowledge of evaluation’s role in organizational development and change /K (Weiss, 1999; Weiss, 1977; Chelimsky & Shadish, 1997; Cousins & Earl, 1995) ✓ ▪ Knowledge of organizational 	<p><i>Future Building competencies: Visioning -</i> They are committed role models in communicating the need for continuous efforts aimed at improving program and policy effectiveness.</p> <ul style="list-style-type: none"> ▪ adjusts own work to reflect new project or team directions (J) ▪ adjusts project activities to reflect new organizational directions (I) ▪ models commitment to change, embracing 	F2	E.2	<p><i>Technical / Professional: Planning for Influential Evaluations</i></p> <ul style="list-style-type: none"> ▪ Researches relevant issues and subjects of interest for potential work planning items, independently. ▪ With minimal supervision, performs environmental scanning and plans for future

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	<p>Accountability From a Monitoring Perspective; Coverage Accountability; Target Population Analysis; Measuring Coverage and Bias; Service Delivery Accountability; Service Delivery Concepts - Access Questions, Specification of Services, Collecting Data for Monitoring Program Implementation [1999-3.c 3.g 3.h]</p> <p>The recent refreshing of the ESS gives more emphasis in Module 1 and Module 2 on the use of evaluation as a tool for organizational learning and organizational change.</p>	<p>development and change /K (Senge, 1990; Knowledge management Harvard Business Review, 1998)</p>	<p>new directions and facilitating achievement of new organizational and government-wide objectives (S)</p> <p><i>Personal Competencies: Behavioural Flexibility</i> - They adapt to the characteristics of particular situations and function effectively within a broad range of situations, people and groups. Their flexibility enables them to remain focused and productive during periods of transition and uncertainty. Evaluation professionals are receptive to new ideas and alternative approaches, and are open to switching focus to meet new challenges.</p> <ul style="list-style-type: none"> ▪ switches focus between tasks when changes in priorities or other factors require it (J) ▪ switches focus between projects when changes in priorities or other factors require it (I) ▪ shifts operational focus to reflect changes in organizational priorities (S) 			<p>evaluation challenges and opportunities</p>
3.10 Respects the uniqueness of the evaluation site and client	<p><i>Module 2.2 Planning an Evaluation</i> (Overview of Planning An Evaluation; Evaluation Utilization; Building An Evaluation Plan - Identify relevant stakeholders, Obtain background information/ Find out how the program works, Clarify the purpose for the evaluation/ Determine the impetus for the evaluation, Specify the questions you are trying to answer/ Identify the information needs of the stakeholders) [1999-None]</p>	<p><i>Evaluation Planning and Design- Understanding the program</i></p> <ul style="list-style-type: none"> ▪ Analyze the social, political, and cultural context of the program - legislation, similar programs, culture-specific understandings, relationships, communication patterns, agendas, etc. /S (TBS, 1998; Owen, with Rogers, 1999; CIDA, 2000; Patton, 1997) 	<p><i>Intellectual Competencies: Creativity</i></p> <ul style="list-style-type: none"> ▪ views issues and problems from diverse perspectives(J) ▪ promotes creativity, innovation, and an openness to new ideas (I) ▪ cultivates a work setting that fosters creativity, innovation, and an openness to diverse perspectives (S) <p><i>Management Competencies: Organizational Awareness</i></p> <ul style="list-style-type: none"> ▪ develops an understanding of client organization(s) (J) ▪ knows key clients, managers and recipients of evaluation services (I) ▪ understands and keeps abreast of organizational and client needs in the area of evaluation (S) 	P4	D.3 D.5	
3.11 Remains	<i>Module 2 Building an Evaluation</i>	<i>Evaluation Planning and Design- Effective</i>	<i>Management Competencies: Teamwork -</i>	None	E.1	

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open to input from others	<i>Framework</i> (2.1 Program Evaluation Myths and Reality; Practical Considerations for Evaluation Planning; Reasons for Resistance to Evaluation; Challenges to the Evaluator's Role - Type of Challenging Programs) [1999-None]	<i>practices in applied research</i> ▪ Incorporate consultation as appropriate (Cousins & Earl, 1995; Patton, 1997) ✓	Evaluation professionals seek input, share their own expertise, and consult openly, capitalizing on the diversity of experience, knowledge, expertise and backgrounds of others. ▪ seeks input from others to help ensure that team or project objectives are successfully achieved (J) ▪ consults openly with others to ensure that evaluation objectives are successfully achieved (I) ▪ collaborates, and consults openly and transparently with colleagues, senior managers, and stakeholders (S)			
3.12 Modifies the study as needed	<i>Module 2 Building an Evaluation Framework</i> (2.1 Program Evaluation Myths and Reality; Practical Considerations for Evaluation Planning; Reasons for Resistance to Evaluation; Challenges to the Evaluator's Role - Type of Challenging Programs) [1999-None] Module 1 also shows how evaluation studies need to be responsive to developmental cycle of programs and how the study design is affected by the purpose of the study and the model of evaluation adopted.	<i>Evaluation Planning and Design- Effective practices in applied research</i> ✓ for all ▪ Able to adapt the evaluation to situational needs/ constraints (Patton, 1997) ▪ Able to adapt/change study as needed (Patton, 1997)	<i>Future Building competencies: Visioning</i> ▪ adjusts project activities to reflect new organizational directions (I) <i>Management Competencies: Action Management</i> ▪ foresees potential obstacles and develops and acts on contingency plans when appropriate (I) <i>Personal Competencies: Behavioural Flexibility-</i> Their flexibility enables them to remain focussed and productive during periods of transition and uncertainty. Evaluation professionals are receptive to new ideas and alternative approaches, and are open to switching focus to meet new challenges. ▪ switches focus between tasks when changes in priorities or other factors require it (J)	None	C.2	▪
4.0 Project Management competencies focus on the nuts and bolts of conducting an evaluation, such as budgeting, coordinating resources, and supervising procedures.						
4.1 Responds to requests for proposals	<i>Module 2 Building an Evaluation Framework</i> [1999-None]	<i>Project Management - Managing evaluation projects</i> ▪ Proposal writing, competitive proposal process - for contracts and/or grants /S ✓		None	B.2	<i>Managerial: Managing the Evaluation Process</i> ▪ Masters the skills of evaluation process/project management, including developing a plan and schedule, assigning tasks,
4.2 Negotiates	<i>Module 2. 2 Planning an</i>	<i>Project Management - Managing</i>		P2	C.1	

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with clients before the evaluation begins	<i>Evaluation- Building An Evaluation Plan - Develop an evaluation plan. What information will be collected? By whom? When? How often? TERMS OF REFERENCE For a Program Evaluation Study [1999-2.a 2.d 2.f]</i>	<i>evaluation projects</i> ▪ Be clear who is the client /S (Sanders 1994)			A.2	ensuring milestones are met on a timely basis, ensuring project costs are within and approved budget and ensuring evaluation objectives are adequately addressed.
4.3 Writes formal agreements	<i>Module 2. 2 Planning an Evaluation- Building An Evaluation Plan - Develop an evaluation plan. What information will be collected? By whom? When? How often? TERMS OF REFERENCE For a Program Evaluation Study [1999-None]</i>	<i>Project Management - Managing evaluation projects</i> ▪ Writing formal agreements /S (Sanders 1994) ✓		P2	None	
4.4 Communicates with clients throughout the evaluation process	<i>Module 2. 2 Planning an Evaluation- Building An Evaluation Plan - Develop a communication plan for the evaluation. What data will you report, when, and to whom? [1999-1.i 1.j 2.d]</i> Module 1 also emphasized this point in terms of “contemporary evaluation practice” and Evaluation Standards.	<i>Communication and Interpersonal Skills – Reporting skills</i> ▪ Regular and timely communications /P (Barrington, 1992)	<i>Management Competencies: Teamwork - They contribute fully to team and client initiatives. They develop and maintain respectful, collaborative, and positive relations with team members, clients and managers.</i> ▪ actively contributes to team activities and develops the foundation for positive relations with clients (I)	U5 U6 P6	A.3 C.1 C.2 C.5 C.6	▪
4.5 Budgets an evaluation	<i>Module 2. 2 Planning an Evaluation- Building An Evaluation Plan - Develop an overall management plan for the evaluation. Specify timelines, schedules, money, and staffing requirements.</i> <i>Module 4.1 Introduction to Evaluating for Results Features of Credible Outcome Evaluations –</i>	<i>Project Management - Managing evaluation projects</i> ▪ Fiscal responsibility, budgeting /S (Sanders 1994; Marshall & Rossman 1999; Lewis 1999) ✓	<i>Management Competencies: Action Management</i> ▪ Identifies and manages operational requirements for financial and human resources	F3 P8	C.1	<i>Managerial: Resource Management</i> ▪ Masters the basic skills of resource management, including budget formulation, execution, prudent cost controls and procurement. ▪ Independently manages evaluation project resources.

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	Resource Constraints [1999-1.g] Addressed by Evaluation Standards in Module 1.					
4.6 Justifies cost given information needs	<i>Module 2. 2 Planning an Evaluation- Building An Evaluation Plan - Develop an overall management plan for the evaluation. Specify timelines, schedules, money, and staffing requirements. [1999-1.g]</i>	<i>Project Management - Managing evaluation projects</i> <ul style="list-style-type: none"> ▪ Organizing resources, maximizing use of available resources, doing evaluation on a shoestring /S (Favaro & Ferris 1991) ✓ 	<i>Management Competencies: Action Management</i> <ul style="list-style-type: none"> ▪ sets goals and tracks progress to ensure that project objectives are achieved within established time frames (I) ▪ foresees potential obstacles and develops and acts on contingency plans when appropriate (I) 	F3 P8	C.1	
4.7 Identifies resources needed for evaluation, such as information, expertise, personnel, instruments	<i>Module 2. 2 Planning an Evaluation- Building An Evaluation Plan - Develop an overall management plan for the evaluation. Specify timelines, schedules, money, and staffing requirements. [1999-None]</i>	<i>Project Management - Managing evaluation projects ✓ for all</i> <ul style="list-style-type: none"> ▪ Assembling an evaluation team/S ▪ Making use of outside expertise (e.g., advisory committees, specialists/experts, subcontractors) /P (Bell 1994; Sanders 1994) ▪ Accessing needed resources, including personnel, information, instruments, funding /S 	<i>Management Competencies: Action Management – They manage their own time and individual work activities, securing all the resources at their disposal to accomplish multiple objectives in an effective, efficient manner.</i> <ul style="list-style-type: none"> ▪ effectively manages evaluation projects, including coordinating team activities (I) ▪ moves multiple projects forward, ensuring that objectives are met and results are useful to clients and management (S) ▪ identifies and manages operational requirements for financial and human resources (S) 	None	B.1 B.2	<i>Managerial: Resource Management</i> <ul style="list-style-type: none"> ▪ Masters the basic skills of resource management, including budget formulation, execution, prudent cost controls and procurement. ▪ Independently manages evaluation project resources.
4.8 Uses appropriate technology	<i>Module 3.3 Data Collection Techniques</i> <i>The refresh of ESS now includes mention of appropriate technology throughout the modules, ranging from use of collaborative software for planning and managing evaluations to Internet surveys to multi-media presentations and dissemination via Web sites and</i>	<i>Project Management - Managing evaluation projects</i> <ul style="list-style-type: none"> • Computer skills /S ✓ 		None	None	<i>Personal Attributes: Education and Work Experience</i> <ul style="list-style-type: none"> ▪ Knowledge of specialized software applied to evaluation, including IT knowledge to establish and maintain databases and tracking systems.

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	<i>blogs.</i>					
4.9 Supervises others involved in conducting the evaluation	<p><i>Module 2. 2 Planning an Evaluation- Building An Evaluation Plan - Develop an overall management plan for the evaluation. Specify timelines, schedules, money, and staffing requirements [1999-None]</i></p> <p>Module 1 also discusses collaborative approaches to evaluation where the evaluator coaches and supports others, rather than supervising them or managing the evaluation.</p>	<p><i>Project Management - Managing evaluation projects</i></p> <ul style="list-style-type: none"> ▪ Managing a team; supervising /S (Bell 1994; Hunsaker & Alessandra 1980) ✓ 	<p><i>Management Competencies: Action Management- They work efficiently in both independent and group settings, often juggling multiple tasks or projects simultaneously.</i></p> <ul style="list-style-type: none"> ▪ effectively manages evaluation projects, including coordinating team activities (I) ▪ sets goals and tracks progress to ensure that project objectives are achieved within established time frames (I) ▪ guides, mentors and/or coaches less experienced colleagues (s) <p><i>Personal Competencies: Personality</i></p> <ul style="list-style-type: none"> ▪ capitalizes on the diversity of personalities when managing projects (I) ▪ capitalizes on the diversity of personalities when establishing project teams (S) 	None	None	<p><i>Managerial: Managing the Evaluation Process</i></p> <ul style="list-style-type: none"> ▪ Masters the skills of evaluation process/project management, including developing a plan and schedule, assigning tasks, ensuring milestones are met on a timely basis, ensuring project costs are within and approved budget and ensuring evaluation objectives are adequately addressed. ▪ Provides guidance to evaluation team members. <p><i>Knowledge of evaluation Levels (policy, institutional, strategic, programme, project, activity):</i></p> <ul style="list-style-type: none"> ▪ Provides supervision to evaluation staff in the evaluation of activities, projects and programmes.
4.10 Trains others involved in conducting the evaluation	<p><i>Module 2. 2 Planning an Evaluation- Building An Evaluation Plan - Develop an overall management plan for the evaluation. Specify timelines, schedules, money, and staffing requirements [1999-None]</i></p> <p>Module 1 also discusses collaborative approaches to evaluation where the evaluator coaches and supports others, rather than supervising them or</p>	✓	<p><i>Management Competencies: Action Management - When their responsibilities include managing teams, they delegate appropriately, guiding and mentoring less experienced colleagues.</i></p> <ul style="list-style-type: none"> ▪ delegates work appropriately, maximizing team productivity by taking into account individual strengths (i) ▪ identifies and manages operational requirements for financial and human resources (s) 	None	None	<p><i>Managerial: Coaching and Training</i></p> <ul style="list-style-type: none"> ▪ Masters the basic skills of coaching and training within the context of evaluation staff development. ▪ Identifies and provides evaluation training opportunities. ▪ Coaches and trains staff on technical, interpersonal and management skills. ▪ Provides feedback on staff

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	managing the evaluation.					performance. ▪ Empowers staff for high performance.
4.11 Conducts the evaluation in a non disruptive manner	<i>Module 2. 2 Planning an Evaluation- Building An Evaluation Plan - Develop an overall management plan for the evaluation. Specify timelines, schedules, money, and staffing requirements</i>	<i>Evaluation Planning and Design- Effective practices in applied research</i> ▪ Able to design the evaluation to minimize intrusiveness (Patton, 1997; Webb et. al., 1966) ✓ <i>Project Management - Managing evaluation projects</i> ▪ Risk management /K (Lewis 1999)		None	None	
4.12 Presents work in a timely manner	<i>Module 2. 2 Planning an Evaluation- Building An Evaluation Plan - Develop an overall management plan for the evaluation; Develop a communication plan</i> Module 1 also refers to timeliness in terms of Evaluation Standards.	<i>Project Management - Managing evaluation projects</i> ▪ Scheduling, time management /S (Lewis 1999) ✓	<i>Management Competencies: Action Management - Evaluation professionals provide timely findings to management and stakeholders for use in planning and management decision-making. They set challenging goals and track the progress of their undertakings to ensure that they have the necessary resources to achieve desired results in a timely manner.</i> ▪ organizes own work and consistently completes assigned work on time (J) ▪ sets goals and tracks progress to ensure that project objectives are achieved within established time frames (I) ▪ establishes and ensures that goals related to quality, productivity and timeliness are achieved (S) <i>Relationship Competencies: Communication –</i> ▪ They possess the communication skills required to identify and transmit the level of information required to permit timely, accurate decision-making.	None	None	<i>Managerial: Managing the Evaluation Process</i> ▪ Masters the skills of evaluation process/project management, including developing a plan and schedule, assigning tasks, ensuring milestones are met on a timely basis, ensuring project costs are within and approved budget and ensuring evaluation objectives are adequately addressed.
5.0 Reflective Practice competencies focus on one's awareness of evaluation expertise and needs for growth, including knowing oneself as an evaluator, assessing personal needs for enhanced practice, and engaging in professional development toward that goal.						
5.1 Aware of self as an evaluator	ESS lays the foundation for reflective practice. <i>Module 1.1</i>	<i>Ethics- Ethical conduct</i> ▪ Disclose biases, conflicts of interest, any	<i>Personal Competencies: Stamina and Stress Resistance- Evaluation professionals are</i>	U2	B.1 B.2	

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(knowledge, skills, dispositions)	<p><i>What Are the Characteristics of a Good Evaluation? Module 1.2. Program Planning and Evaluation; Module 1.4 Evaluator Role for Each Evaluation Model [1999-None]</i></p> <p>Module 2 also identifies the specific skills needed by evaluators in difficult but common evaluation situations. These skills are considered when Planning an Evaluation (Module 2) and assembling an evaluation team and Evaluation Steering/Advisory Committees.</p>	<p>limitations in approaches or skills, etc. /P (CES Guidelines for Ethical Conduct; AEA, 1994; AES, 1997; AfrEA, 2000; Sanders, 1994; Newman & Brown, 1996; CIDA, 2000)</p> <p><i>Ethics - Competence and quality assurance</i></p> <ul style="list-style-type: none"> ▪ Self-assessment of competency to perform the evaluation (knowing own limits (King, 2001; QRCA, 2002) 	<p>realistic about their own limits, using and expanding support mechanism as needed. They are proactive in maintaining an appropriate work/life balance and in taking steps to ensure that their energy reserves remain high over the long term.</p> <ul style="list-style-type: none"> ▪ recognizes personal limits and reactions to stress and develops strategies to maintain energy and productivity over the long term (i) ▪ balances work load and personal commitments to maintain energy over the long term (i) <p><i>Personal Competencies: Personality-</i> Evaluation professionals are energized by challenging goals and enthusiastically accept responsibility for their work activities.</p> <ul style="list-style-type: none"> ▪ accepts challenging work activities (j) ▪ accepts ownership of and responsibility for work assignments (j) ▪ perseveres despite obstacles (j) ▪ accepts and encourages others to take on challenging assignments as appropriate (i) <ul style="list-style-type: none"> ▪ maintains optimism and perseveres in the face of setbacks (i) <p><i>Personal Competencies: Self-confidence -</i> Evaluation professionals are able to stand their ground when facing criticism or opposition.</p> <ul style="list-style-type: none"> ▪ demonstrates professional credibility (j) ▪ maintains composure and professional credibility when responding to "on the spot" questioning (l) ▪ demonstrates confidence and credibility when presenting results and recommendations to senior management 			
5.2 Reflects on personal evaluation	<p>ESS lays the foundation for reflective practice. <i>Module 1.1 What Are the Characteristics of a</i></p>	<p><i>Ethics - Competence and quality assurance</i></p> <ul style="list-style-type: none"> • Self-assessment of competency to 	<p><i>Personal Competencies: Self-confidence-</i> Evaluation professionals are independent and self-reliant. They are confident in their own skills</p>	None	B.3	

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practice (competencies and areas for growth)	<p><i>Good Evaluation? Module 1.5. Evaluation Standards and Guidelines for Ethical Practice; Module 2.1 Introduction to Building an Evaluation Framework (Competencies needed by an evaluator) [1999-None]</i></p> <p><i>I think that this Competency reflects commitment to “continuing professional development” through a combination of external assessment, client feedback, self-assessment, supervision/mentoring, and peer support. CES (nor any other evaluation society to my knowledge) does not make this an explicit condition of membership although it is required for other professions.</i></p>	<p>perform the evaluation - knowing own limits /P (King, 2001; QRCA 2002) ✓</p>	<p>and abilities, but are comfortable seeking the assistance of others when necessary. They convey a realistic confidence in their own abilities, appropriately gauging the likely success of their own actions. They are adept at evaluating and learning from their successes and failures.</p> <ul style="list-style-type: none"> ▪ accepts constructive feedback (j) ▪ learns from mistakes and successes (j) ▪ learns from mistakes and successes of self and of evaluation teams (i) ▪ integrates lessons learned into the future work of project teams (s) <p><i>Personal Competencies: Stamina and Stress Resistance</i></p> <ul style="list-style-type: none"> ▪ recognizes personal limits and reactions to stress and develops strategies to maintain energy and productivity over the long term (l) <p><i>Personal Competencies: Personality</i></p> <ul style="list-style-type: none"> ▪ accepts and encourages others to take on challenging assignments as appropriate (l) 			
5.3 Pursues professional development in evaluation	<p>ESS lays the foundation for reflective practice. <i>Module 1.1 What Are the Characteristics of a Good Evaluation? Module 1.4 Evaluator Role for Each Evaluation Model [1999-None]</i></p> <p><i>I think that this Competency reflects commitment to “continuing professional development” through a combination of external assessment, client feedback, self-assessment, supervision/mentoring, and peer</i></p>	<p><i>Ethics - Competence and quality assurance</i></p> <ul style="list-style-type: none"> • Ongoing improvement of skills, knowledge, networks /P (CES Guidelines for Ethical Conduct) ✓ 	<p><i>Intellectual Competencies: Creativity</i> - They remain current in their areas of expertise and seek out novel opportunities for learning and professional development.</p> <ul style="list-style-type: none"> ▪ pursues learning opportunities and ongoing professional development in evaluation (J) ▪ models commitment to ongoing professional development and keeps abreast of new developments in professional field (l) ▪ analyses staff and/or organizational needs, and recommends appropriate mechanisms that facilitate ongoing professional development (S) 	None	B.3	<ul style="list-style-type: none"> ▪

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	support. CES (nor any other evaluation society to my knowledge) does not make this an explicit condition of membership although it is required for other professions.					
5.4 Pursues professional development in relevant content areas	<p>ESS lays the foundation for reflective practice. <i>Module 1.1 What Are the Characteristics of a Good Evaluation? Module 1.4 Evaluator Role for Each Evaluation Model [1999-None]</i></p> <p>I think that this Competency reflects commitment to “continuing professional development” through a combination of external assessment, client feedback, self-assessment, supervision/mentoring, and peer support. CES (nor any other evaluation society to my knowledge) does not make this an explicit condition of membership although it is required for other professions</p>	✓	<p><i>Intellectual Competencies: Creativity</i></p> <ul style="list-style-type: none"> ▪ analyses staff and/or organizational needs, and recommends appropriate mechanisms that facilitate ongoing professional development (S) <p><i>Management Competencies: Organizational Awareness</i></p> <p>Evaluation professionals actively keep abreast of new organizational developments and upcoming initiatives related to evaluation work.</p> <ul style="list-style-type: none"> ▪ knows own department, including its structure, mandate, vision and key priorities (I) 	None	None	<p><i>Knowledge of the UN Context:</i></p> <ul style="list-style-type: none"> ▪ Has a detailed understanding of the Agency, its key players, and programs and the distinctions between them, while starting to develop an expertise in one program area.
5.5 Builds professional relationships to enhance evaluation practice	<p>ESS lays the foundation for reflective practice. <i>Module 1.1 What Are the Characteristics of a Good Evaluation? [1999-None]</i></p> <p>I think that this Competency reflects commitment to “continuing professional development” peer support and networking. CES and other evaluation societies do</p>	✓	<p><i>Management Competencies: Partnering -</i></p> <p>Evaluators build and maintain formal and informal networks outside their own organizations to better achieve organizational objectives.</p> <ul style="list-style-type: none"> ▪ understands the role played by partners (J) ▪ monitors working relationships with partners and proposes to superiors adjustments when necessary (I) ▪ perceives when adjustments, fine tuning or termination of partnerships is necessary and 	None	B.3	<p><i>Technical / Professional: Dissemination and Outreach</i></p> <ul style="list-style-type: none"> ▪ Networks and cultivates relationships with decision makers and other stakeholders concerning evaluation products. ▪

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	encourage membership in the professional evaluation societies and networking with other evaluators. This is also evidenced by the encouragement of graduate students and new evaluators to become involved with the CES and other evaluators.		<p>takes appropriate action (S)</p> <p><i>Management Competencies: Partnering -</i> Evaluation professionals work within a complex environment which may include partnerships with other federal departments and agencies, levels of government, and non-governmental organizations.</p> <ul style="list-style-type: none"> ▪ forms and maintains smooth working relationships with partners (I) ▪ establishes parameters for partnerships and determines how expertise will be shared with partners (S) <p><i>Management Competencies: Organizational Awareness –</i></p> <ul style="list-style-type: none"> ▪ develops formal and informal contacts within and outside immediate work team(s) (J) ▪ builds and effectively uses informal and formal networks within own department and client organizations (I) ▪ develops and capitalizes on informal and formal networks with key stakeholders and groups within and outside own department (S) <p><i>Management Competencies: Teamwork</i></p> <ul style="list-style-type: none"> ▪ contributes fully to cross-functional and inter-organizational teams representing and promoting the evaluation perspective (S) 			
6.0 Interpersonal Competence competencies focus on the people skills used in conducting evaluation studies, such as communication, negotiation, conflict, collaboration, and cross-cultural skills.						
6.1 Uses written communication skills	<p><i>Module 2.2 Building An Evaluation Plan -</i> Develop a communication plan for the evaluation. What data will you report, when, and to whom?</p> <ul style="list-style-type: none"> ▪ Communicating Evaluation Results ▪ Principles for Improving Reporting ▪ Action-oriented Reports 	<p><i>Communication and Interpersonal Skills- Reporting skills</i> ✓ for all</p> <ul style="list-style-type: none"> ▪ Report writing /S (Torres, Preskill & Piontek 1996; CIDA 2002; Cresswell 2002) ▪ Preparation of cabinet documents and presentations See requirements for each jurisdiction ▪ Graphical displays /S (Henry 1992) ▪ Media communications /S (Torres, 	<p><i>Relationship Competencies: Communication-</i> An essential part of an evaluation professional's role is communication. Evaluation professionals are dedicated to communicating clearly, transparently, and concisely, translating technical information into comprehensible forms that suit the needs of the audience.</p> <ul style="list-style-type: none"> • presents information logically, clearly and concisely, orally and in writing (j) 	U5	A.3 C.1 C.2 C.3 C.4 C.5 C.6 E.3	<p><i>Interpersonal Skills: Communication</i></p> <ul style="list-style-type: none"> ▪ Reviews documents for content and style and to ensure standards are met. ▪ Assists with and/or conducts formal presentations such as briefings, exit and entrance conferences, review team

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	<ul style="list-style-type: none"> ▪ Developing Action Recommendations ▪ Example of an Evaluation Framework [1999-4.j] 	Preskill & Piontek 1996) <ul style="list-style-type: none"> • Presenting negative/lukewarm evaluation results constructively /S (Torres, Preskill & Piontek 1996) 				meetings, and professional conferences, with some guidance. <ul style="list-style-type: none"> ▪ Articulates relevant subject matter in a clear and concise way.
6.2 Uses verbal/listening communication skills	<i>Module 2.2 Building An Evaluation Plan</i> - Develop a communication plan for the evaluation. What data will you report, when, and to whom? <ul style="list-style-type: none"> ▪ Communicating Evaluation Results ▪ Principles for Improving Reporting ▪ Action-oriented Reports ▪ Developing Action Recommendations ▪ Example of an Evaluation Framework [1999-4.j] 	<i>Communication and Interpersonal Skills- Reporting skills</i> <ul style="list-style-type: none"> ▪ Presentations /S (Torres, Preskill & Piontek 1996; Carnegie 1977) ▪ Presenting negative/lukewarm evaluation results constructively /S (Torres, Preskill & Piontek 1996) <i>Communication and Interpersonal Skills – Other communication skills</i> <ul style="list-style-type: none"> ▪ Questioning /S ▪ Active listening /S ▪ Sensitivity /S ▪ Probing, obtaining clarification /S (Perrin 2001; Brounstein 2001; Hunsaker & Alessandra 1980; Lewis 1999; Block 2000) 	<i>Relationship Competencies: Communication-Evaluation</i> professionals are active listeners and persistently seek a comprehensive understanding of the issue under discussion. <ul style="list-style-type: none"> ▪ actively seeks an understanding of information communicated, listening and seeking clarification when needed (j) ▪ participates in maintaining effective two-way communication with team members and superiors (j) ▪ fosters and maintains effective two-way communication with team members, superiors and clients (i) ▪ cultivates and maintains effective two-way communication between teams members, clients and management (s) <i>Personal Competencies: Self-confidence</i> - They are able to interact confidently and with credibility when dealing with a wide range of people, including colleagues, clients, management, and key stakeholders. <ul style="list-style-type: none"> ▪ maintains composure and professional credibility when responding to "on the spot" questioning (i) ▪ demonstrates confidence and credibility when presenting results and recommendations to senior management (s) ▪ stands behind and defends the outputs of project teams (S) 	P4	A.3 C.1 C.2 C.3 C.4 C.5 C.6 E.3	<ul style="list-style-type: none"> ▪ Poses and answers questions and contributes information appropriately in formal settings. ▪ Effectively uses appropriate support items, including charts, graphs, audio-visual techniques and handouts. <i>Managerial: Team Management</i> <ul style="list-style-type: none"> ▪ Communicates effectively with others within the team. <i>Technical / Professional</i> <ul style="list-style-type: none"> ▪ Develops clear, concise and compelling evaluation reports for maximum impact, with minimal guidance. <i>Interpersonal Skills: Communication</i> <ul style="list-style-type: none"> ▪ Writes accurately in a clear and concise UN drafting style. ▪ Writes memos, internal documents, terms of references and evaluation reports, with some guidance
6.3 Uses negotiation skills	<i>Module 2.1 Introduction to Building an Evaluation Framework – Practical Considerations for Evaluation</i>	<i>Communication and Interpersonal Skills- Interpersonal skills</i> <ul style="list-style-type: none"> ▪ Negotiation /S (Fisher, Ury, & Patton 1991; Barrington 1992) 	<i>Relationship Competencies: Communication-</i> They communicate unpopular findings with tact, diplomacy and transparency, and use sound judgement when communicating sensitive	P4 P7	C.1	<i>Interpersonal Skills: Negotiation</i> <ul style="list-style-type: none"> ▪ Skillfully negotiates by accurately presenting a position, listening to and

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	<i>Planning, Resistance to Evaluation</i> [1999 None]		material. <ul style="list-style-type: none"> ▪ communicates key messages persuasively to clients and management (i) ▪ promotes and delivers open, clear and transparent messages across the organization (s) 			seeking to understand others' perspectives, and appropriately responding to the issues involved.
6.4 Uses conflict resolution skills	<i>Module 2.1 Introduction to Building an Evaluation Framework – Resistance to Evaluation</i> [1999 None]	<i>Communication and Interpersonal Skills- Interpersonal skills</i> <ul style="list-style-type: none"> ▪ Facilitation /S (Kaner et al. 1996) ▪ Negotiation /S (Fisher, Ury, & Patton 1991; Barrington 1992) ▪ Diplomacy /S (Carnegie 1981) ▪ Conflict resolution; Dealing with antagonistic people /S (Brounstein 2001) 	<i>Relationship Competencies: Interpersonal Relations</i> - Evaluation professionals are skilled at recognizing and defusing potential conflict, using open and honest interactions. <ul style="list-style-type: none"> ▪ attempts to resolve personal and professional disagreements constructively with individual(s) involved (j) ▪ delivers difficult or unpopular findings, recommendations, and messages with sensitivity and tact (i) ▪ recognizes and diffuses potentially confrontational situations using a variety of techniques (e.g., consensus building) (s) 	P4 P7 F2	E.4	
6.5 Facilitates constructive interpersonal interaction (teamwork, group facilitation, group processing)	<i>Module 2.1 Building an Evaluation Framework Practical Considerations for Evaluation Planning; Reasons for Resistance to Evaluation; Competencies Needed by Evaluators; Challenges to the Evaluator's Role - Type of Challenging Programs, Evaluator Skills Needed</i> [1999-1.i 2.d]	<i>Communication and Interpersonal Skills- Interpersonal skills</i> <ul style="list-style-type: none"> ▪ Facilitation /S (Kaner et al. 1996) ▪ Group processing /S (Kaner et al. 1996) ▪ Collaboration, team player /S ▪ Motivating others /S (Carnegie 1981) 	<i>Management Competencies: Teamwork</i> <ul style="list-style-type: none"> ▪ works collaboratively and productively with individuals from varied backgrounds (e.g., occupational groups, expertise, cultural backgrounds) (J) ▪ facilitates collaboration, and maximizes team output, functioning, and morale (l) ▪ builds strong teams that capitalize on individual differences in expertise, competencies, and backgrounds (S) <i>Relationship Competencies: Interpersonal Relations</i> - They use their facilitative skills in guiding clients, managers, and organizations, working collaboratively and openly. <ul style="list-style-type: none"> ▪ participates in evaluations in a manner that fosters strong working relationships and client trust (j) ▪ manages evaluation projects in a manner that fosters strong relationships and client trust (i) 	None	None	<i>Interpersonal Skills: Facilitation</i> <ul style="list-style-type: none"> ▪ Facilitates meetings and other interactions with colleagues and peers in other UN offices, independently. ▪ Facilitates meetings and other interactions with external UN partners, with minimal guidance. <i>Managerial: Team Management</i> <ul style="list-style-type: none"> ▪ Works together in a professional manner with team members exhibiting patience, courtesy, and respect for others and their ideas. ▪ Develops effective relationships within the team and office, and manages

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			<ul style="list-style-type: none"> ▪ promotes commitment to maintaining and building client trust (s) ▪ manages group dynamics and interpersonal relationships within and across projects (s) 			evaluation project teams.
6.6 Demonstrates cross-cultural competence	<i>Module 2.2 Building an Evaluation Framework; Module 3.3 Criteria for Assessing the Technical Properties of Outcome Measures</i> [1999 None]	<p><i>Ethics- Ethical conduct</i></p> <ul style="list-style-type: none"> ▪ Behave with sensitivity to the cultural and social environment of the program and its stakeholders/P (CES Guidelines for Ethical Conduct; AEA, 1994; AES, 1997; AfrEA, 2000; Sanders, 1994; Newman & Brown, 1996; CIDA, 2000) ✓ <p><i>Evaluation Planning and Design- Effective practices in applied research</i></p> <ul style="list-style-type: none"> ▪ Attention to cross-cultural, gender, or age issues (CIDA, 2002) ✓ <p><i>Communication and Interpersonal Skills- Interpersonal skills</i></p> <ul style="list-style-type: none"> ▪ Ability to work within a multicultural environment (Jennings, 1992) 	<p><i>Management Competencies: Teamwork-</i> Evaluation professionals are team oriented, working alongside clients, managers and stakeholders in facilitating increased effectiveness.</p> <ul style="list-style-type: none"> ▪ works collaboratively and productively with individuals from varied backgrounds (e.g., occupational groups, expertise, cultural backgrounds) (j) ▪ facilitates collaboration, and maximizes team output, functioning, and morale (i) ▪ builds strong teams that capitalize on individual differences in expertise, competencies, and backgrounds (s) <p><i>Relationship Competencies: Interpersonal Relations -</i> Evaluation professionals interact with individuals from diverse backgrounds, occupational groups, specialty areas, and programs. They understand the unique contributions offered by others and the importance of developing and maintaining positive working relationships. They approach each interpersonal situation with sensitivity and diplomacy, possessing a genuine respect and concern for others and their situations.</p> <ul style="list-style-type: none"> ▪ solicits and is responsive to input from others (j) ▪ demonstrates sensitivity, tact, and empathy for others and their situations, including individuals from diverse backgrounds, occupational groups, programs, etc. (j) ▪ demonstrates sensitivity and empathy for others and models respect for diversity (i) ▪ models understanding of and respect for 	P4	D.5 E.1	<p><i>Interpersonal Skills: Cultural Sensitivity</i></p> <ul style="list-style-type: none"> ▪ Has a good understanding of and respect for differences in culture, local customs, religious beliefs and practices, personal interaction and gender roles, disability, age and ethnicity, and is mindful of potential implications of these differences when planning, carrying out and reporting on evaluations. ▪ Has a good understanding of international values regarding minorities and particular groups. ▪ Articulates and takes into account the diversity of interests and values that may be related to the general and public welfare. ▪ Is much aware of how cultural norms and undertakings are reflected in different codes of professional conduct.

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			diversity and its relation to enhanced organizational effectiveness (s) <i>Personal Competencies: Personality</i> -They embrace diversity and capitalize on the value of individual differences in meeting project objectives. <ul style="list-style-type: none"> ▪ capitalizes on the diversity of personalities when managing projects (i) ▪ capitalizes on the diversity of personalities when establishing project teams (s) <i>Personal Competencies: Behavioural Flexibility</i> -They look for and acquire new and more effective behaviors, discarding others when no longer effective. <ul style="list-style-type: none"> ▪ adapts behaviour to accommodate the needs of individuals or groups with different backgrounds (j) ▪ adapts behaviour to accommodate the needs of team members and clients with different backgrounds (i) ▪ maintains operational effectiveness in changing circumstances and environments (s) 			

¹ Potential Competencies for Evaluators is adapted from Stevahn, L, King, J., Ghore, G., & Minnema, J., (2005) *Establishing Essential Competencies for Program Evaluators*, American Journal of Evaluation, Vol. 26 No. 1, March 2005 43-59 <http://aje.sagepub.com/cgi/content/abstract/26/1/43> Stevahn et al, 2005 explain that: “When presented in a linear fashion, the sequence of these six essential evaluator competency categories reflects the importance of first grounding all program evaluation practice on the norms, values, and standards underpinning the field; next exercising expertise in technical inquiry, situational analysis, and project management skills in planning and conducting evaluations; followed by continuously thinking about and striving to enhance one’s own professional program evaluation practice. Finally, although it is difficult to imagine an effective program evaluation without interpersonal competence, that category is listed last because the need for effective people skills is not exclusive to the field of evaluation; instead, such skills are integral to effective practice across numerous disciplines. Despite the above rationale for ordering these major competency categories, we suspect that visually depicting them in a Venn diagram of six intersecting circles would more appropriately reflect their interconnectedness as they actually play out in evaluation practice.”

² See discussion on evaluator competencies in Huse, I. & McDavid, J. *Literature Review: Professionalization of Evaluators - November 15, 2006* as a support document http://www.evaluationcanada.ca/txt/2_literature_e.pdf for the CES commissioned *Action Plan for the Canadian Evaluation Society with respect to Professional Standards for Evaluators - January 6, 2007* (in alphabetical order) Benoît Gauthier, Gerald Halpern and James C. McDavid as primary authors; Bud Long and Arnold Love primary reviewers; Shelley Borys, Natalie Kishchuk, Keiko Kuji-Shikatani, Robert Lahey, John Mayne, and Robert Segsworth as additional reviewers. *Interview Results Professional Designations for Evaluators - February 5, 2007*, is also the support document for

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this project, authored by Gerald Halpern and Bud Long with interviewing assistance from Natalie Kishchuk, Keiko Kuji-Shikatani, Arnold Love, John Mayne, Ezra Miller, Gaela Pink Nelson and Karen Ryan.

³ *Essential Skills Series* (ESS) Canadian Evaluation Society (2007 version), original analysis in Stevahn et al (2005) based on the 1999 version is shown in ().

<http://www.evaluationcanada.ca/site.cgi?s=3&ss=3&lang=en> ESS is a CES sanctioned foundational workshops that have been designed by CES to enhance program evaluation skills and promote the professional practice of evaluation across Canada. **ESS has been updated since to accommodate the evolution of the field of program evaluation and represents what CES understands as the overview of essential competencies required in program evaluation.** The development of ESS was supported by CES under the direction of the Professional Development Committee. ESS consisting of four one-day workshops was finalized in May 1999. ESS was originally collaboratively authored by Paul Favaro and Elana Gray with inputs from Fred Asbury, Shelley Borys, Rhonda Cockrill, Karen Korabic, Arnold Love, Greg Mason, Mark Pancer, Nancy Porteous, Abe Ross, and George Teather. ESS consists of Understanding Program Evaluation, Building an Evaluation Framework, Improving Program Performance, and Evaluating for Results. They were developed to serve the interests of newly appointed evaluation or program review officers, those who manage evaluation projects within their organizations; and those who would like a refresher course on the main concepts and issues in program evaluation.

⁴ From Zorzi, R., McGuire, M. & Perrin, B. (2002). *Canadian Evaluation Society project in support of advocacy and professional development: Evaluation benefits, outputs, and knowledge elements* Canadian Evaluation Society. http://evaluationcanada.ca/distribution/200210_zorzi_e.pdf Commonly referred to as the CBK (Core Body of Knowledge) Study, the study identifies 151 knowledge, skills and practice items that are viewed against Stevahn et al (2005) taxonomy ECPE table. The CBK study identified six categories of knowledge elements: ethics (integrity and competence); evaluation planning and design; data collection; data analysis and interpretation; communication and interpersonal skills; and project management.

⁵ The TBS Evaluation Profile describes generic characteristics deemed important for successful performance of evaluation work at the junior, intermediate and senior professional levels, up to but not including positions at the executive or equivalent levels within the Canadian Federal Government's Public Service community. The 14 evaluation competencies are organized into five clusters: (1) Intellectual Competencies, (2) Future Building Competencies, (3) Management Competencies, (4) Relationship Competencies, and (5) Personal Competencies. From The Centre for Excellence for Evaluation (2002) Building Community Capacity: Competency Profile for Federal Public Service Evaluation Professionals. Treasury Board of Canada Secretariat retrieved January 17, 2008 from http://www.tbs-sct.gc.ca/eval/stud_etud/capa-pote_e.pdf

⁶ This table uses the JCPES = Joint Committee Program Evaluation Standards (1994) as it was done in Stevahn et al (2005). Canadian evaluators have been involved in the development of the JCPE standards as a member of the committee. CES has endorsed the JCPES for Canadian evaluation practice.

⁷ AEA= American Evaluation Association Guiding Principles (1995)

⁸ United Nations Evaluation Group (UNEG), Evaluation Capacity Development Task Force, 2007. *Core Competencies for Evaluators in the UN System*. Competencies are developed for four levels of Evaluator. As these tend to be successive levels of responsibility, but generally capture the competencies, those listed at the *Intermediate* level only were used in this crosswalk comparison.

⁹ From Stevahn et al. (2005)'s classification.

¹⁰ Stevahn et al (2005) defines *evaluation standards* as standards or principles approved by national evaluation associations and widely accepted within the field, for example, the Joint Committee's Program Evaluation Standards, the American Evaluation Association's Guiding Principles for Evaluators

¹¹ K = Knowledge, S = Skill, P = Practice

¹² For each competency within a cluster, a generic description of the competency as well as 3-5 sets of behavioural indicators are tailored specifically to each of the three evaluator levels (i.e., junior = j, intermediate = I, and senior = s). TBS describes that the definition "reflects the general meaning of a competency for evaluation professionals, while the behavioural indicators are examples of how a particular competency may manifest itself in concrete behavioural terms." See The Centre for Excellence for Evaluation (2002) Building Community Capacity: Competency Profile for Federal Public Service Evaluation Professionals. Treasury Board of Canada Secretariat retrieved January 17, 2008 from http://www.tbs-sct.gc.ca/eval/stud_etud/capa-pote_e.pdf

¹³ Stevahn et al (2005) defines *ethical behavior* as actions that embody the accepted ideals that govern the conduct of a profession.

¹⁴ Stevahn et al (2005) defines *integrity* as adherence to an ethical code of conduct.

¹⁵ Stevahn et al (2005) defines *honesty* as lacking deceptiveness; marked by integrity.

¹⁶ Stevahn et al, 2005 explains that: "Competency 1.2 speaks to the importance of acting ethically and striving for integrity and honesty in conducting evaluations. Ethical behavior, integrity, and honesty are so intertwined that it seemed most prudent to incorporate all of those descriptors in one competency, rather than listing each separately."

¹⁷ Stevahn et al (2005) defines *evaluation approach* as a general orientation toward conducting a program evaluation useful for addressing

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¹⁸ Stevahn et al, 2005 explains that: “An item that incorporates multiple descriptors may jeopardize future usefulness of the taxonomy as a tool for self-assessment given that an evaluator may possess different levels of proficiency on each descriptor within that item. We therefore, whenever possible, uncoupled multiple descriptors contained in the same item, presenting each as a separate competency in the revised taxonomy presented” [in their Taxonomy of ECPE].

¹⁹ Stevahn et al (2005) defines *mixed methods* as using both quantitative and qualitative data collection and analysis methods to address evaluation questions

²⁰ Both *Able to do research-oriented activities* (IA in the 2001 version), *Able to do activities common to both research and evaluation* (IC in the 2001 version) and *Research design* (IA2 in the 2001 version) were omitted from the 2005 ECPE Taxonomy table since Stevahn et al concluded that they pertain to research (not evaluation) and therefore does not apply to the revised taxonomy. (From Stevahn et al, 2005) They are included in here since these items are introduced in ESS.

²¹ Stevahn et al (2005) defines *program theory* as a program’s logic model, sometimes referred to as a program’s theory of change; assumptions underlying the effectiveness of a program; explanation of the mechanisms believed to make a program effective

²² Stevahn et al (2005) defines *particular questions*, as for example, consumer-oriented, objectives-oriented, management-oriented, as expertise-oriented, or participant-oriented approaches to evaluation, to name a few

²³ Stevahn et al (2005) defines *evaluation design* as specifying the evaluation questions, data sources, data collection and analysis methods, and procedures for conducting an evaluation study and reporting results; a plan for conducting an evaluation

²⁴ Stevahn et al (2005) defines *meta-evaluation* as evaluation of a program evaluation study

²⁵ *Needs assessment* (IB2 in the 2001 version) was omitted from the 2005 ECPE Taxonomy table because the revised taxonomy does not specify particular types of studies; instead, evaluations should be designed to address questions (as indicated in Table 1, competencies 2.7 and 2.8). (From Stevahn et al, 2005)

²⁶ Stevahn et al (2005) defines *conflict* as when incompatible interests and/or actions occur among humans (Stevahn et al, 2005)