

2011

Evaluator competencies



Aotearoa New Zealand Evaluation Association



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The Board would like to extend a sincere thank you to the anzea membership who took part in the regional consultation process as part of anzea's regional hui held throughout 2010. A *Summary of anzea's Evaluator Competency 2010 Consultations: Issues and Tensions* can be found at

http://www.anzea.org.nz/images/documents/110506_summary_of_anzea_competency_2010_consultations_issues_and_tensions.pdf

Commitment

The **anzea** Board has made a commitment to review the evaluator competencies and their use, every two years.

Contents

Background	4
Challenge	5
Consultation	5
Rationale: Why are we developing evaluator competencies?	6
Purpose: What we hope they will achieve	6
Use	6
<i>For everybody</i>	6
<i>You are NOT expected to have all the competencies</i>	7
<i>Suggestions for where to start</i>	7
Principles: What guided anzea	7
<i>Treaty of Waitangi</i>	8
<i>Values as an integral part of evaluation</i>	9
<i>Cultural values and competency</i>	9
The competency domains.....	11
Introduction	12
Domain one: Contextual analysis and engagement	12
Domain two: Systematic evaluative inquiry	13
Domain three: Evaluation project management and professional evaluation practice	14
Domain four: Reflective practice and professional development.....	14

Evaluator Competencies for Aotearoa New Zealand

anzea is proud to introduce a set of *unique evaluator competencies which place values – cultural values and values as an integral part of evaluation – at the centre, along with the principles of the Treaty of Waitangi – partnership, protection and participation as an underpinning base.*

anzea invites you to try out the competencies, actively engage with the implementation process and provide feedback so we know who is using them, how, in what contexts, what is working well and what aspects are challenging. **anzea** is forming a *competency roll-out committee* who will develop and manage a series of activities – workshops, seminars, questionnaire etc – to assist with ensuring the competencies are used and constructively inform and improve evaluation practice in Aotearoa New Zealand. Check the **anzea** website for the latest details.

Background

The competencies have emerged from work undertaken by **anzea** from 2009 to 2011. A working group has reviewed the literature, local and international to date [evaluator competency literature précis](#) brought together a caucus of evaluators from a range of sectors and roles, and held regional consultations with its membership and the international evaluation community during 2010. The development of evaluator competencies is part of **anzea's** strategy¹ to promote and facilitate the development of quality evaluation practice in Aotearoa New Zealand (NZ), underpinned by the principles of the *Treaty of Waitangi*.

Quality Evaluation Practice Strategy



¹ [Click here for the Background and Terms of Reference.](#)

Challenge

The development of evaluator competencies is challenging. The US, Canadian, European and Australasian evaluation associations have had a go, with the Canadian Evaluation Society being the only association currently to have a set of agreed competencies.

Developing evaluator competencies has required the working group, wider caucus and regional forums to discuss a wide range of areas that are vigorously debated and contested, such as whether competencies are needed, whether they will contribute to better evaluation (which begs the question of what is 'good evaluation'), the respective impacts of the evaluator versus the commissioner of evaluation, the freedom to practice and professionalisation debate, the place of values and meaning of culture in evaluation, and not least, how evaluation is conceptualised and defined. In Aotearoa New Zealand, it also means addressing the place of the Treaty of Waitangi and what this means for our evaluation practice.

anzea acknowledges the approach adopted will, in turn, be debated and contested and hopefully contribute to the ongoing discussion of what is valued and important in evaluation practice in Aotearoa New Zealand. We encourage you to take part in this ongoing discussion.

Consultation

Feedback from **anzea's** consultations with its regional membership and workshops at international conferences has been summarised in the following document: [Summary of anzea's Evaluator Competency 2010 Consultations: Issues and Tensions](#)

The summary of the wide-ranging views of **anzea's** membership, and the following section provide a background and context to the values and principles which have informed the unique approach adopted in the development of these competencies. Other Aotearoa New Zealand work that has informed the development of these competencies include workshops held with **anzea** members in 2008-09, Maggie Jakob-Hoff and Carolyn Coggan's 2003 work which built on Australasian Evaluation Society's 1995 proposed competencies, initiatives by the Ministry of Social Development in 2004 and the New Zealand Qualifications Authority, Māori views of good evaluation practice and Pasifika writing on cultural competency. [Click here for a full summary of these developments and references](#)

*In order to provide a context for the approach adopted by **anzea**, the following section outlines the rationale, purpose and use of, and the principles underpinning the development of the evaluator competencies.*

Rationale: Why are we developing evaluator competencies?

During **anzea's** establishment and in feedback surveys, members have consistently identified a need for **anzea** to facilitate and promote quality evaluation practice. The **anzea** Board recognises that evaluator competencies, practice standards and accreditation and review are a critical part of ensuring evaluation quality, along with the other important pillars of quality - ethical principles and guidelines, and evaluation standards (refer earlier diagram). The **anzea** Board decided to firstly commence with the development of a framework of competencies and practice standards, based on the reasoning that if someone possesses the requisite evaluation competencies and applies these in practice to a high standard, then this is likely to result in a quality evaluation. [Click here for a fuller discussion of the background to this project and anzea's rationale.](#)

Purpose: What we hope they will achieve

The evaluator competencies have been developed to:

- Inform and guide high quality and ethical evaluation practice in Aotearoa NZ
- Provide evaluators with a self-review tool and professional development guide
- Support the development of employment criteria for evaluator roles
- Provide guidance to evaluation trainers, teachers and tertiary institutions
- Provide commissioners of evaluation with a 'tool' for assessing evaluators or evaluation teams
- Provide broad guidance about evaluation standards
- Enhance the professional accountability of evaluators and commissioners
- Increase public awareness about what makes 'good' evaluation practice in Aotearoa NZ

Use

For everybody

The evaluator competencies apply to, and are intended to be inclusive of the range of skills and knowledge evaluators bring, i.e. evaluators that come from practitioner-based backgrounds (e.g. teachers, iwi, social, community development and health workers), those with 'life' knowledge and experience (family members, people working to make positive changes), and those with academic knowledge and experience (e.g. research trained), or with a mix of all or some of these. The competency framework takes account of the diversity of people working in the evaluation sector, and is applicable in a range of settings and contexts.

You are NOT expected to have all the competencies

It is NOT expected that an individual evaluator or an evaluation team would possess ALL of the proposed competencies. Rather, evaluators will develop and build on their areas of strength, and address any gaps through professional development and/or collaborating with others. When reading the proposed competencies, please note that **anzea** recognises that both individual evaluators and evaluation teams will have strengths and gaps across and within the proposed competency domains and that this is a normal part of any evaluator or evaluation team's professional profile.

Suggestions for where to start

We hope the competencies will be used:

1. By **evaluators** to
 - a. reflect on your strengths, gaps and identify your professional development needs
 - b. assist with identifying those competencies that are important in any given evaluation situation.
2. By **commissioners of evaluation** to inform your:
 - a. understanding and expectations of evaluator or evaluation team competencies
 - b. judgments about the best fit of the evaluator or evaluation team during the evaluation commissioning process.
3. By **employers** to support the development of employment criteria and standards for evaluation positions or roles.
4. By **trainers, teachers of evaluation and tertiary institutions** to provide guidance about the competencies required for evaluators in Aotearoa NZ

Principles: What guided anzea

The three principles that informed the development of **anzea's** evaluator competencies are:

- **anzea's** commitment to recognising the *Treaty of Waitangi* as providing the founding principles for our engagement as evaluators in Aotearoa NZ – partnership, protection, participation
- recognition of *values* as an integral part of *evaluation*, requiring evaluation specific methodologies. These differentiate evaluation from other activities such as research, audit, monitoring, etc.
- the centrality of cultural values, and consequently cultural competence, to evaluation.

Two important decisions also guided the development of the competencies. These were to:

- focus on competencies specific to and relevant for the context (social, cultural, historical, economic, political, demographic) of Aotearoa NZ
- attempt to identify the implications of the above principles for the development and shape of the competencies, in particular the Treaty of Waitangi and cultural competence, and weave these through the competencies rather than have stand-alone competencies.

The three principles are each discussed briefly below.

Treaty of Waitangi

Distinctive to **anzea** is our commitment to the Treaty of Waitangi. Embracing the principles of the Treaty - partnership, protection, participation, establishes our uniqueness as well as our leadership in ensuring the inclusion and participation of indigenous perspectives and worldviews in the development of evaluation competencies, standards and practices, and the integration of these perspectives into the profession.

Locating evaluator competencies within the context of the Treaty of Waitangi means:

- the Treaty articles and principles (partnership, protection, participation) are regarded as the starting place for informing evaluation practice in Aotearoa New Zealand
- knowing, understanding and working with the socio-political history of the Treaty of Waitangi relationships between tangata whenua (Māori, first people of the land) and tangata Tiriti (non-Māori who belong to Aotearoa NZ by right of the Treaty)
- providing leadership in ensuring the inclusion and participation of indigenous perspectives and worldviews
- inclusivity of all peoples and cultures of Aotearoa New Zealand

Information on the Treaty of Waitangi can be found at www.nzhistory.net.nz/category/tid/133 and www.waitangi-tribunal.govt.nz/treaty.

Literature exploring Pākehā identity and the Treaty of Waitangi includes:

- Consedine, Robert. and Consedine, Joanna. (2005). *Healing Our History: The Challenge of the Treaty of Waitangi*. Auckland, Penguin.
- King, Michael. (1999). *Being Pakeha Now*. Auckland, Penguin.
- Snedden, Patrick. (2005). *Pakeha and the Treaty: why it's our Treaty too*. Random House

Values as an integral part of evaluation

The development of evaluator competencies has required **anzea** to be clear about how it views and understands evaluation, which is that:

*The concept of **values** is fundamental to evaluation practice, both in terms of:*

- *evaluation being about determining the merit, worth or **value** of something*
- *contexts, evaluands and all aspects of evaluation practice are fundamentally informed by **value** systems.*

This requires competency in:

- understanding the knowledge base informing the discipline and practice of evaluation
- applying evaluation-specific methodologies
- framing evaluation questions that are explicitly ‘evaluative’, and design evaluations which will answer these questions
- undertaking some sort of ‘values analysis’, that is identify and draw from relevant values to appropriately define outcomes of value and programme quality
- ‘evaluatively’ interpreting the information gathered, that is, applying the ‘values analysis’ to the analysis, synthesis and interpretation of the information gathered to reach valid, credible, defensible, transparent conclusions and/or judgments.

Values and evaluation specific methodologies are what differentiates evaluation from other activities such as research, monitoring, audit etc.

Cultural values and competency

anzea is committed to recognising, honouring and valuing the cultures of all people of Aotearoa NZ as demonstrated in our matakite [vision] and whakatauki [proverb]:

Matakite: We “look to the maunga [mountain]”, we strive for excellence. We recognise and value the cultures of all of our peoples. We honour their participation and we seek genuine partnerships. Sharing exceptional skills and insightful knowledge, we seek to support their aims and aspirations for a healthy, prosperous and vibrant future.

Whakatauki: He kura te tangata [People are precious].

*Culture refers to the shared living experiences of people. While **culture** is commonly used in relation to ethnicity, it also encompasses groupings based on religion, class, age, gender, sexual orientation, disability, organisations and institutions. Factors of history, socioeconomic status and power relations, and differences within cultures, all have a bearing on the shared living experiences of people.*

It is now widely accepted that *culture* shapes and is present in all evaluation contexts. **anzea** has adopted the argument put forward by SenGupta, Hopson and Thompson-Robinson that:

A common thread between culture and evaluation is the concept of *values*. Culture shapes values, beliefs, and worldviews. Evaluation is fundamentally an endeavour of determining values, merit and worth. [The authors emphasise this common thread] in making the case for cultural competence in evaluation (reference below, p.6).

Further, a review of Pacific Cultural Competencies in the Aotearoa NZ health context found that:

Culturally competent attitudes and aptitudes are critical for all marginalised sub-groups, whether gender groups (male, female, trans-gender, fa'afafine); age groups (elderly, adolescent, children); sexual-preference groups (gay, heterosexual, lesbian, bisexual); place of birth (island-born or raised, New Zealand-born or raised); multi-ethnic; people with disabilities; or religious groups. (Tiatia, J. (2008). *Pacific Cultural Competencies: A literature review*: Ministry of Health, p.vii.)

Consistent with **anzea's** values and the context of Aotearoa, our intention is to ensure that cultural competency is not treated like a peripheral or marginalised aspect, rather a central component of the development of our framework of evaluator competencies and practice standards.

Centralising *cultural competence* in evaluation in Aotearoa NZ means:

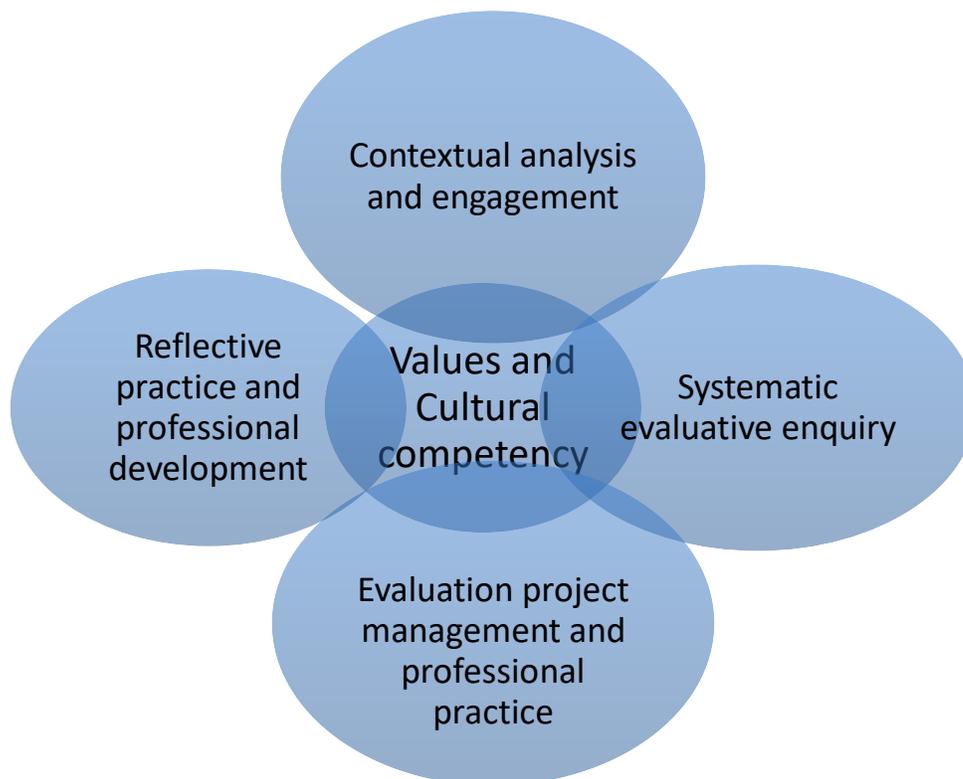
- knowing ourselves as cultural beings (individually and collectively) - our roots, histories, biases, prejudices, power and assumptions
- personal responsibility and commitment to personal development and education about different cultures
- a willingness and ability to draw on the values of different cultures in order to appropriately and effectively meet key stakeholder needs
- it is as much about who we are, and where we position ourselves in relation to others, as it is about what we do.

Cultural competency is central to the **validity** of evaluative conclusions as well as to the appropriateness of the evaluation process. Cultural competency in evaluation goes beyond conducting evaluations in culturally appropriate, responsive or sensitive ways. It also means drawing on the values, needs, strengths and aspirations of the culture of those a policy or programme is intended to benefit to define what is meant by "good program content and design", "high quality implementation and delivery" and "outcomes of value".

For further discussion about cultural competency in evaluation, suggestions include:

- American Evaluation Association (2010 Draft) *Public Statement on Culturally Competent Evaluation*.
- Kirkhart, K. E. (2005). Through a cultural lens: Reflections on validity and theory in evaluation (Chapter 3), In S. Hood, R. Hopson, H. Frierson (Eds.), *The role of culture and cultural context: A mandate for inclusion, the discovery of truth, and understanding in evaluative theory and practice* (pp. 21-39). Greenwich, CT: Information Age Publishing.
- Kirkhart, K. E. (1995). Seeking multicultural validity: A postcard from the road. *Evaluation Practice*, 16(1), 1-12.
- SenGupta, S., Hopson, R., Thompson-Robinson, M. (2004). Cultural Competence in Evaluation: An Overview. *New Directions for Evaluation*. Number 102, Summer.

The competency domains



Introduction

There are four inter-related (and often overlapping) competency domains, each with a list of competencies, that is, the range of skills, knowledge, experience, abilities, attributes and dispositions needed to successfully practice evaluation in Aotearoa New Zealand. The following provides a high-level description for each of the competency domains. Detailed lists of the competencies for each domain follow and can be accessed via the hyperlink attached to each domain.

Those involved in providing feedback on the original domains and lists of competencies highlighted the inter-related, overlapping nature of the competency domains. There were differing views about which competencies best belong in which domain. Some of the suggestions have been incorporated to provide greater clarity but the domain groupings have essentially stayed the same as those originally proposed.

There were also suggestions that, given the comprehensive of the list of competencies, a set of 'core' competencies be identified which are non-negotiable. It was decided that all of the competency *domains* are core. As highlighted earlier, the competencies within the domains are a menu (rather than a checklist) and that each evaluation situation will require identifying which competencies are key for the evaluator(s) or evaluation teams to have.

Te Reo Māori (Māori language) has been used to describe particular ideas or concepts which are better or more fully expressed in Māori, however this is not intended to confine these particular ideas or concepts to Māori. They are inclusive of all people.

Domain one: Contextual analysis and engagement

Understanding the connections – people, place and relationships: whakapapa (genealogy), whenua (land), mana² me te whanaungatanga (relationship)

Domain one describes the abilities critical to the beginning of (and then throughout) the evaluative process, i.e. being able to undertake an analysis of the context; engaging with people as part of developing an understanding of the context within which the evaluation sits; identifying the people, knowledge, skills, experience needed to carry out an evaluation.

² Mana "(noun) prestige, authority, control, power, influence, status, spiritual power, charisma - *mana* is a supernatural force in a person, place or object ..." (beginning of description from māoridictionary.co.nz).

Competencies:

A demonstrated ability to:

- identify, understand, articulate and take account of the wider context and situation relevant to the evaluation
- provide, as an individual evaluator or to form an evaluation team that has, both credibility in that context and the range of relevant connections/relationships, knowledge, skills and experience
- engage in respectful and mana-enhancing³ relationships
- bring the **contextual analysis** and **engagement** together so that the evidence, analysis, synthesis and evaluative interpretation is credible and valid to the range of people (stakeholders) involved in and affected by the evaluation.

Domain two: Systematic evaluative inquiry

Thinking carefully and critically about what, why and how we do evaluation

Domain two describes the knowledge, skills and abilities required to undertake a systematic evaluative inquiry.

Competencies:

A demonstrated understanding of the knowledge base informing the discipline and practice of evaluation.

A demonstrated knowledge, skill and ability to:

- design an evaluation
- systematically gather, analyse and synthesise information
- interpret the findings and reach valid, defensible, and transparent conclusions and/or judgments and answers to evaluation questions
- report evaluation findings in a variety of ways that are credible, useful and actionable for the commissioner of the evaluation and others (stakeholders) who are involved in and affected by the evaluation, answers their questions, and is clear and transparent about methodological choices and evaluative interpretations made
- provide critical thinking, analytical and synthesis skills to the evaluation.

³ Mana enhancing (behaviour) is the expression of manaakitanga (hospitality, kindness) to others (Winiata, n.d.). It is a practice, a way of engaging with others which cares for the spiritual, emotional, physical and intellectual dimensions of a person (Royal, 2006).

Domain three: Evaluation project management and professional evaluation practice

Managing all aspects of the evaluation in a professional manner

Domain three outlines the competencies needed to manage an evaluation in a professional manner.

Competencies:

A demonstrated ability to:

- manage an evaluation project
- develop collaborative, co-operative and respectful relationships with those involved in and affected by the evaluation (stakeholders) and evaluation team members
- subscribe to and apply the appropriate standards and ethics which inform professional evaluation practice in Aotearoa New Zealand.

Domain four: Reflective practice and professional development

Learning and contributing to the profession and practice of evaluation

Domain four includes competencies supporting the development of the evaluation practitioner and profession.

Competencies:

A demonstrated ability to:

- reflect on one's own identity, evaluation practice and expertise
- assess needs for growth and engage in professional development
- contribute to the evaluation profession.

Competency domain	Competencies
Contextual analysis and engagement	<ul style="list-style-type: none"> ○ A demonstrated ability to identify, understand, articulate and take account of the wider context and situation relevant to the evaluation. This includes an awareness and/or knowledge of, and the demonstrated ability to take account of the following as appropriate in all relevant aspects of the evaluation process: <ul style="list-style-type: none"> ▪ the range of contexts (e.g. culture, social, historical, economic and political) ▪ the range of demographic attributes (e.g. race, ethnicity, nationality, iwi/hapu/island, language, gender, age, religion, sexual orientation, location/place, NZ or overseas born or raised) ▪ the Treaty of Waitangi three articles: Kāwanatanga (governorship), Tino Rangatiratanga (sovereignty, self-determination, ownership), and equality (rights of citizenship); and the principles of partnership, protection and participation ▪ power relations and any inequities (past and present) between groups of people (e.g. socio-political, socio-economic, living situation) ▪ the local community, whānau/families, relationships, and the local kawa (protocol) and tikanga (practices) (or range of kawa and tikanga) ▪ the sector (e.g. public [central and/or local government; service and/or policy environment], private [business, non-government organisations]; and arena of the sector e.g. social, health, education, economic development, community development, environment, commerce) ▪ public policy context and any political considerations relevant to the evaluation ▪ the organisational context (organisational culture, structure, history, etc) ▪ the relationships between other functions of an organisation and evaluation, for example, strategic planning, monitoring, evidence-based practice and outcomes focused contracting ▪ the motivation/needs (explicit and underlying) for the evaluation

Competency domain	Competencies
	<ul style="list-style-type: none"> ▪ 'evaluability' of the proposed evaluation ▪ intended use, and any issues relating to the use of the evaluation ○ A demonstrated ability to provide as an individual evaluator or to form an evaluation team that has, both credibility and the range of relevant connections/relationships, knowledge, skills and experience, for example: <ul style="list-style-type: none"> ▪ credibility with those (stakeholders) involved in and affected by the evaluation, including the ability to balance the range of needs / drivers for the commissioners and participants of the evaluation, and provide 'independence of mind' ▪ relationships / connections, including having team members in positions (of seniority, authority and/or influence) to be able to respond appropriately to the sector / organisational context for the evaluation, the kawa (protocol) and tikanga (practices) of evaluation commissioners and participants; work and behave appropriately in various Māori and other cultural contexts, and/or behave respectfully in cultural contexts that one is not yet familiar in ▪ evaluation and methodological knowledge, skills and experience ▪ contextual (e.g. cultural, content (subject), sector, community) knowledge ○ The ability to engage in a manner which: <ul style="list-style-type: none"> ▪ builds trust, respectful and mana enhancing⁴ relationships with the range of people (stakeholders) involved in and affected by the evaluation, e.g. evaluation commissioners and evaluation participants ▪ identifies the needs of the range of people (stakeholders) involved in and affected by the evaluation, sustains their participation and provides opportunities for shared learning

⁴ Mana enhancing (behaviour) is the expression of manaakitanga (hospitality, kindness) to others (Winiata, n.d.). It is a practice, a way of engaging with others which cares for the spiritual, emotional, physical and intellectual dimensions of a person (Royal, 2006).

Competency domain	Competencies
	<ul style="list-style-type: none"> ▪ ensures the evaluation process and sense making (analysis) maintain or contribute to better relationships and connection between people ○ A demonstrated ability to bring the ‘contextual analysis’ and ‘engagement’ together so that the evidence, analysis, synthesis and evaluative interpretation of the information gathered is credible and valid to the range of people (stakeholders) involved in and affected by the evaluation.
Systematic evaluative inquiry	<ul style="list-style-type: none"> ○ A demonstrated understanding of the knowledge base informing the discipline and practice of evaluation. This includes knowledge and understanding of a range of: <ul style="list-style-type: none"> ▪ evaluation theories, terms, concepts and assumptions ▪ evaluation approaches, models and/or methodologies ○ The knowledge and skill to design an evaluation, including the demonstrated ability to (as appropriate): <ul style="list-style-type: none"> ▪ apply a range of evaluation approaches, models and/or methodologies ▪ articulate the intervention logic, programme theory and/or public policy issue ▪ undertake a needs assessment and draw on cultural, community and organisational values, relevant standards and comparisons, etc to appropriately define the ‘outcomes of value’ and ‘programme quality’ relevant to the evaluation (this process is referred to as a ‘values analysis’ hereon) ▪ apply the cultural specific values and needs of the evaluation context, including the principles of the Treaty of Waitangi, to the practice of evaluation, i.e. values analysis, evaluation design, use of particular evaluation approaches, models, methodologies, methods ▪ frame evaluation questions which: <ul style="list-style-type: none"> - are explicitly ‘evaluative’, for example, ask about the quality of the programme design and implementation, the value of outcomes and over cost-effectiveness or value-for-money (as appropriate)

Competency domain	Competencies
	<ul style="list-style-type: none"> - provide information which can be used by those commissioning, involved in and affected by the evaluation - are able to be answered within the timeframe and resources available to the evaluation ▪ develop an evaluation design which will <ul style="list-style-type: none"> - answer the evaluation questions in a way that will be useful for the commissioner of the evaluation and other primary intended users - ensure the information gathered and the analysis, synthesis and interpretation of the information is credible and valid to the range of people involved in and affected by the evaluation, and - enable valid, defensible, transparent conclusions and/or judgments to be reached ○ The knowledge and skill to systematically gather, analyse and synthesise information. This includes the demonstrated ability to (as appropriate): <ul style="list-style-type: none"> ▪ conduct a literature review ▪ identify data sources ▪ apply quantitative methods ▪ apply qualitative methods ▪ apply mixed methods and systematically integrate evidence from multiple sources ▪ undertake outcome and impact evaluations ▪ use software, internet and other technological tools ▪ assess the appropriateness, feasibility and affordability of different methods, tools and evaluation designs ▪ systematically gather information and evidence

Competency domain	Competencies
	<ul style="list-style-type: none"> ▪ systematically analyse and evaluatively interpret information and evidence ▪ systematically synthesis information ▪ interpret information in relation to <ul style="list-style-type: none"> - the values analysis, and - evaluation questions ▪ reach valid, defensible, transparent conclusions and/or judgments ▪ develop recommendations if desired ○ The demonstrated ability to report evaluation findings in a range of ways that are: <ul style="list-style-type: none"> ▪ credible and useful for the commissioner and others (stakeholders) involved in and affected by the evaluation ▪ answers their questions ▪ are clear and transparent about methodological choices and evaluative interpretations made ○ The demonstrated ability to apply critical thinking, analytical and synthesis skills. This includes: <ul style="list-style-type: none"> ▪ intellectual curiosity ▪ conceptual thinking ▪ lateral thinking ▪ logical thinking ▪ critical review ▪ self-critique ▪ ability to work with complex information

Competency domain	Competencies
	<ul style="list-style-type: none"> ▪ ability to bring diverse perspectives together into an integrated whole without losing the diversity ▪ awareness of own worldviews, perspectives and judgments and the ability to hold / suspend these ▪ openness to diversity of worldviews and perspectives
Evaluation management and professional evaluation practice	<p>A demonstrated ability to manage an evaluation project. This includes (as appropriate):</p> <ul style="list-style-type: none"> ▪ developing requests for proposals ▪ developing evaluation plans ▪ conducting tenders ▪ managing evaluation contracts ▪ carrying out project management tasks ▪ identifying costs, developing and managing evaluation budgets ▪ identifying project timelines and milestones ▪ managing personal and team time to meet agreed timeframes and milestones ▪ managing project within agreed budget ▪ managing any changes in timeframes and/or project costs, and negotiating new arrangements / agreements with evaluation commissioner as needed ▪ maximising the quality of outputs through self, peer and stakeholder review ▪ managing ambiguity, uncertainty and change <p>○ A demonstrated ability to develop collaborative, co-operative and respectful relationships with those involved in and affected by the evaluation (stakeholders) and evaluation team members by:</p> <ul style="list-style-type: none"> ▪ building relationships and developing engagement and commitment ▪ listening, including to what is not being said as well as what is being said

Competency domain	Competencies
	<ul style="list-style-type: none"> ▪ having the confidence to discuss potential evaluation questions, approaches and methods with evaluation commissioners and others involved, provide feedback about their appropriateness, feasibility and affordability, and appropriately challenge any unrealistic expectations ▪ communicating in both written and verbal forms, including presentations ▪ facilitating, negotiating and resolving any conflict ▪ managing any political issues ▪ planning for use of the evaluation and developing communication and dissemination strategies ▪ providing ‘capacity building’ as appropriate, e.g. ‘process use’, sharing knowledge, coaching, mentoring <p>○ A demonstrated ability to subscribe to and apply the appropriate standards and ethics which inform professional evaluation practice in Aotearoa NZ. This includes:</p> <ul style="list-style-type: none"> ▪ maintaining active membership of a professional evaluation association ▪ applying professional evaluation standards, and any other relevant professional standards ▪ acting ethically, honestly and with integrity by appropriately applying relevant ethical standards and principles, e.g. <i>SPEAR principles, AES Code of Conduct / Ethical Standards, Te Puni Kokiri’s guidelines for conducting research and evaluation with Māori, AEA’s Guiding Principles for Evaluators, Program Evaluation Standards</i> ▪ anticipating and planning for ethical issues and dilemmas ▪ addressing anticipated ethical issues by developing appropriate protocols and responses ▪ seeking ethical review and/or approval of evaluation proposals as appropriate.
Reflective practice and professional development	<p>○ The demonstrated ability to reflect on one’s own identity, evaluation practice and expertise. This includes:</p> <ul style="list-style-type: none"> ▪ review of own knowledge, skills, dispositions, attitudes, strengths and limitations (“know what you

Competency domain	Competencies
	<p>know and don't know")</p> <ul style="list-style-type: none"> ▪ knowledge of own identity, whakapapa (genealogy / personal history), the sociopolitical history between tangata whenua (Māori, first people of the land) and tangata Tiriti (people who belong to Aotearoa NZ by right of the Treaty) ▪ reflecting on own evaluation practice both formally (e.g. undertakes meta-evaluation) and informally ▪ seeking out and using meta-evaluative feedback from evaluation commissioners and other evaluation professionals on the quality and value of your work ▪ changes and improves practice as a result of reflection and feedback. <ul style="list-style-type: none"> ○ A demonstrated ability to assess one's own needs for growth and engage in professional development, for example: <ul style="list-style-type: none"> ▪ pursuing professional development in evaluation ▪ pursuing professional development in relevant content areas ▪ staying up to date with new developments in evaluation theory and practice ▪ staying up to date with Aotearoa NZ and international developments in fields relevant to practice, e.g. social, cultural, political ○ A demonstrated ability to contribute to the profession of evaluation (practice and/or theory) by: <ul style="list-style-type: none"> ▪ making regular contributions to the field locally and/or internationally by, for example, presenting at evaluation conferences or seminars, publishing, blogging, participating in listservs or twitter, etc