

Self-Assessment

A Tool for Reflecting on Your Professional Competencies

This Self-Assessment will help you understand:

- The skills and knowledge you use in your work.
- Where you are on your professional learning path.

Your current position, career goals, and personal circumstances all impact how you navigate the path. The Self-Assessment can help identify competencies you may want to develop.

Getting Started

- As you work through the assessment, think about what's most relevant to you.
- Consider the competencies or categories of competencies that connect to your current work or your career goals. You can note priorities in your reflection at the end of each section.
- Remember, competency looks different for each person and in each circumstance. The Self-Assessment provides descriptors of what competency might look like. Some descriptors may be relevant for you, while others may not.



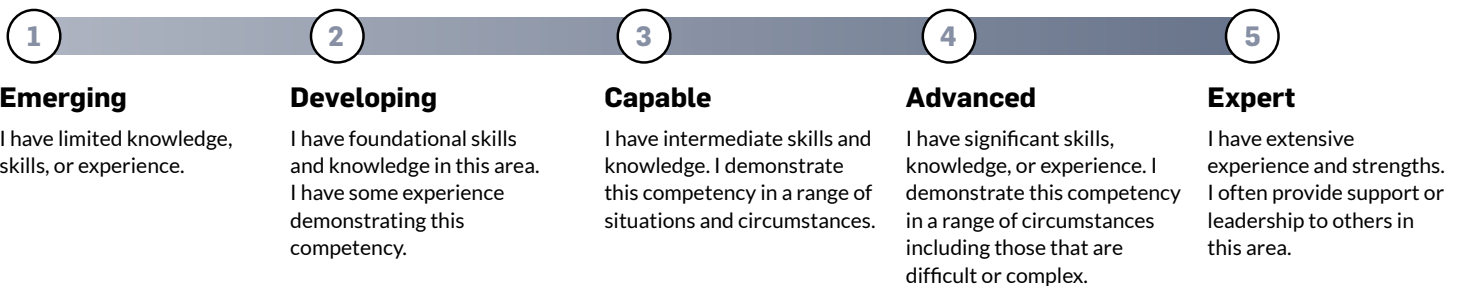
Explore the online version and full suite of tools here.

TIP

Completing the full Self-Assessment can take substantial time and energy. Consider focusing on one or two domains at a time.

The Self-Assessment Rating Scale

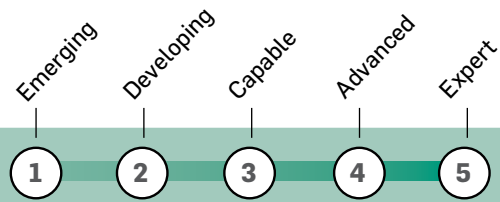
Think of the scale as a continuum of professional development. Where do you see yourself at this time? The scale helps you identify where you are, but it does not suggest or imply where you should be or could be.



General Expertise



Interpersonal Skills & Knowledge



Mark the circle that you identify with.

GE.1 I develop and maintain effective relationships and collaborations.

THIS MIGHT LOOK LIKE

- Respecting the opinions and efforts of others.
- Fostering positive relationships.
- Working towards mutually beneficial outcomes.
- Being described by others as good with people.

Remember, competency looks different for each person and in each circumstance. Some descriptors may be relevant for you, while others may not.

GE.2 I manage disagreements and conflict constructively.



THIS MIGHT LOOK LIKE

- Recognizing when tension is present and responding with sensitivity and respect.
- Expressing and navigating disagreements constructively.
- Facilitating difficult or complex discussions.
- Building common ground through supportive and constructive language.

GE.3 I express and cultivate empathy.



THIS MIGHT LOOK LIKE

- Acknowledging and respecting expressions of emotions.
- Setting a tone of acceptance.
- Leaving space for others to be heard.
- Acknowledging that my ability to understand others' experiences is limited.
- Paying attention to body language and tone of voice.

GE.4 I recognize and respect differences in the ways individuals approach situations or problems.



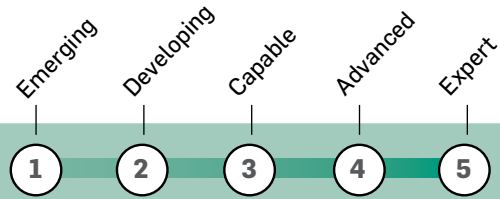
THIS MIGHT LOOK LIKE

- Appreciating diverse work styles.
- Considering the influence of power dynamics in interactions.
- Welcoming diverse perspectives.
- Respecting others' experiences, attitudes, and approaches to work.

General Expertise



Reflective Self-Awareness



GE.5 I reflect on my personal values, attitudes, and ways of thinking.

THIS MIGHT LOOK LIKE

- Reflecting on personal strengths and limitations, and considering implications.
- Being aware of my attitudes and emotional state at work.
- Paying attention to thought processes and addressing those that are negative or counter-productive.

Mark the circle that you identify with.

GE.6 I consider how my background and experiences may influence my biases and motivations.



THIS MIGHT LOOK LIKE

- Questioning assumptions about others.
- Changing my attitudes or behaviors based on experiences and reflection.
- Avoiding interpreting others' motives or intentions.

GE.7 I recognize how others perceive and react to me.



THIS MIGHT LOOK LIKE

- Reflecting on feedback and reactions from others.
- Considering how my actions and words may be perceived by or impact others.
- Setting, recognizing, and respecting personal boundaries.

GE.8 I hold myself accountable for my actions and their consequences.



THIS MIGHT LOOK LIKE

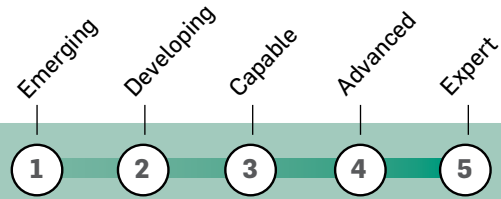
- Recognizing and appreciating successes.
- Accepting and learning from actions that are not successful.
- Remaining open to criticism.

General Expertise



Communication

GE.9 I express ideas and information in a clear and compelling manner.



Mark the circle that you identify with.

THIS MIGHT LOOK LIKE

- Organizing ideas and thoughts before sharing.
- Not using unnecessary words.
- Translating complex information into understandable language.
- Considering connotations and nuances of written and verbal language.

GE.10 I align my communications approach, format, and content with audience(s) and circumstances.



THIS MIGHT LOOK LIKE

- Considering the interests, prior knowledge, and engagement of audience(s).
- Understanding how biases can influence language.
- Crafting and presenting a written or oral argument.
- Avoiding jargon that some might not understand.

GE.11 I ask clear and relevant questions.



THIS MIGHT LOOK LIKE

- Using questions to clarify content or assumptions.
- Avoiding lengthy questions unless necessary.
- Considering timing before asking a question.

GE.12 I demonstrate active listening skills.



THIS MIGHT LOOK LIKE

- Soliciting feedback and reactions during conversations and presentations.
- Noticing non-verbal cues.
- Leaving spaces in conversations for others to engage.

GE.13 I foster inclusive and constructive group dynamics.



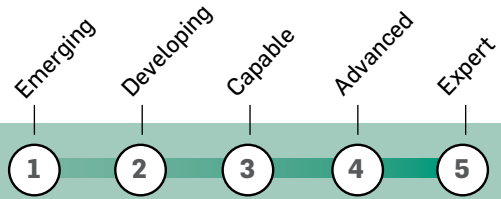
THIS MIGHT LOOK LIKE

- Creating or leaving space for all to be heard.
- Noticing who isn't part of the dialogue and considering ways to engage.
- Developing or learning facilitation skills.
- Creating ground rules for dialogue when appropriate.

General Expertise



Problem Solving



GE.14 I approach problems with resilience and persistence.

THIS MIGHT LOOK LIKE

- Adapting to various situations with flexibility.
- Acknowledging and addressing setbacks or delays.
- Applying different strategies when one doesn't work.
- Knowing when to give up and when to continue.

Mark the circle that you identify with.

GE.15 I identify and analyze issues, problems, and solutions.



THIS MIGHT LOOK LIKE

- Identifying key or underlying issues and factors.
- Considering who is affected by or can affect problems.
- Gathering information from a range of sources.
- Drawing conclusions based on analysis, input from others, and experience.

GE.16 I consider alternative approaches to problems and practices.



THIS MIGHT LOOK LIKE

- Considering ideas from other fields that may inform practices.
- Involving those affected by problems in the creation of solutions.
- Engaging in conversations and practices that attempt to shift narratives and challenge the status quo.
- Being open to new or different ideas.

GE.17 I use a variety of techniques and strategies for solving problems.



THIS MIGHT LOOK LIKE

- Developing techniques and strategies to foster individual or group problem solving.
- Developing techniques and strategies to prompt creative thinking.
- Applying different techniques and strategies.
- Preparing materials, spaces, and circumstances to support strategies.

REFLECTIONS ON **General Expertise**

Which **General Expertise** competencies or larger categories, if any, are particularly important for your current work or future career goals? Notice where you placed yourself on the scale.

List any competencies or categories that may be priorities for professional development or career exploration.

Which competencies, if any, were difficult to rate? Which competencies, if any, do you want to better understand?

Make a note for further reflection or research.

What other observations or questions do you have about the General Expertise section?

What's next? | Explore your competencies in the other domains or move on to mapping out your priorities and action steps in the Learning Plan.

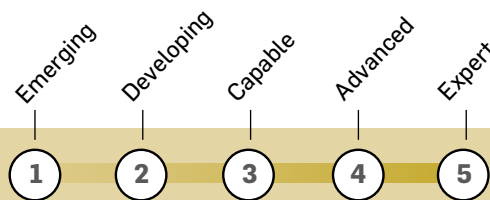


Job-Specific Expertise



Professional Learning & Knowledge

JE.1 I understand basic STEM content and processes.



Mark the circle that you identify with.

THIS MIGHT LOOK LIKE

- Understanding that STEM refers to the fields of science, technology, engineering, and math.
- Being able to discuss core content related to the focus of my area of work.
- Integrating STEM content and engagement into products or services.

JE.2 I understand and apply principles of informal learning.



THIS MIGHT LOOK LIKE

- Understanding principles and concepts related to informal learning such as self-directed learning and intrinsic motivation.
- Understanding that informal learning is personalized and individualized rather than standardized.
- Adhering to principles of informal learning when designing or evaluating programs, products, and services.

JE.3 I monitor and am responsive to practices that inform informal STEM learning work.



THIS MIGHT LOOK LIKE

- Being familiar with, and committed to, research about effective practices.
- Understanding the types of skills, knowledge, and behaviors that are associated with informal STEM learning work.
- Staying up-to-date with current ideas and research through conferences, journals, workshops, meetings, and conversations with other professionals.

JE.4 I demonstrate a commitment to my professional learning.



THIS MIGHT LOOK LIKE

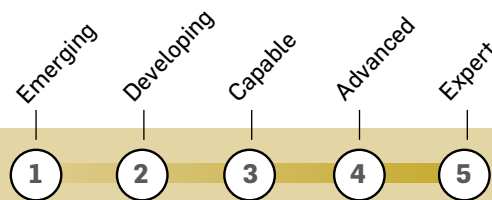
- Continuing learning through a range of resources.
- Engaging in learning opportunities such as internships, mentorships, or coaching.
- Giving and receiving feedback respectfully and constructively.
- Regularly reflecting on and assessing current and desired competencies.

Job-Specific Expertise



Engagement in the Profession

JE.5 I engage with professional organizations, networks, publications, and other resources.



Mark the circle that you identify with.

THIS MIGHT LOOK LIKE

- Considering myself as part of the informal STEM learning profession.
- Building professional relationships and collaborations.
- Participating in relevant professional organizations.
- Attending local, regional, or national conferences; joining networks or associations; reading blogs and journals.
- Knowing the purpose or core values of professional organizations related to my work.

JE.6 I use and contribute to the knowledge base of my professional field.



THIS MIGHT LOOK LIKE

- Sharing questions, knowledge, and experiences with others.
- Being familiar with relevant journals or online content.
- Contributing to journals, conferences, and other activities.
- Seeking out opportunities to share ideas or products with colleagues.

JE.7 I represent and promote the work of informal STEM learning organizations and the informal STEM learning field.



THIS MIGHT LOOK LIKE

- Encouraging public understanding of and support for informal STEM learning.
- Representing informal STEM learning ideas with community groups and organizations.
- Being able to discuss informal STEM learning in approachable terminology and convey why it is needed.
- Championing informal STEM learning as an educational resource.
- Holding the field to high standards/accountability.

JE.8 I strengthen workforce capacity, retention, and satisfaction.



THIS MIGHT LOOK LIKE

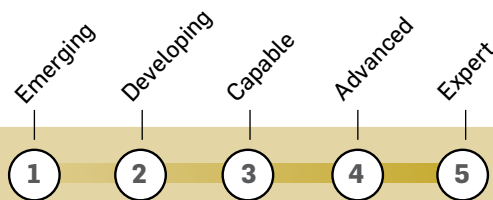
- Understanding the characteristics of the workforce and actively expanding pathways into and across the field.
- Participating in professional learning opportunities such as mentorships, workshops, apprenticeships, or internships.
- Supporting staff engagement with professional organizations that represent diverse perspectives and lived experiences.
- Supporting professionals entering the field.

Job-Specific Expertise



Strategic Practices

JE.9 I demonstrate project management skills and strategies.



Mark the circle that you identify with.

THIS MIGHT LOOK LIKE

- Regularly meeting deadlines.
- Balancing productivity, efficiency, and effectiveness.
- Delegating responsibilities and allocating resources.
- Utilizing calendars or other tools to manage schedules.

JE.10 I identify and understand the purpose, goals, or objectives of programs, projects, and activities.



THIS MIGHT LOOK LIKE

- Understanding the intended outcomes of programs, services, or products I provide.
- Developing or interpreting goals and objectives.
- Creating or interpreting objectives that are measurable, pragmatic, and achievable.

JE.11 I align planning, implementation, and assessment of projects, products, and services with goals.



THIS MIGHT LOOK LIKE

- Understanding distinctions between goals, outcomes, and impacts.
- Using different approaches and strategies to achieve goals.
- Implementing plans that align with goals.
- Assessing progress towards or achievement of goals.

JE.12 I demonstrate reflective and evidence-based practices.



THIS MIGHT LOOK LIKE

- Soliciting and considering feedback about my work.
- Gathering and analyzing data to inform decisions.
- Making decisions and developing practices based on research about learning and engagement.
- Questioning or assessing the effectiveness and efficiency of practices.

JE.13 I adjust actions and priorities to achieve desired goals, outcomes, or objectives.



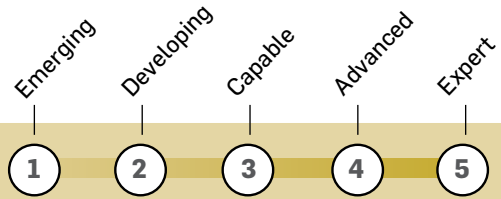
THIS MIGHT LOOK LIKE:

- Adjusting work processes to align with goals as well as timelines, resources, and circumstances.
- Adjusting timelines or goals to align with circumstances and priorities.
- Allocating resources strategically to maximize impact.
- Communicating progress and delays with those impacted.

Job-Specific Expertise



Technology-Based Skills



JE.14 I maintain proficiency in relevant technologies.

Mark the circle that you identify with.

THIS MIGHT LOOK LIKE

- Being comfortable with platforms and technologies used in my area of work.
- Creating and maintaining systems to ensure privacy and security.
- Learning how to use new software or hardware.
- Adjusting digital platforms and tools to fit circumstances and needs (e.g., accessibility).

JE.15 I select and use appropriate technologies for communication and collaboration.



THIS MIGHT LOOK LIKE

- Effectively and efficiently organizing, storing, and retrieving data, information, and content in digital environments.
- Using digital tools (e.g., video conferencing, presentation software, online collaboration platforms) for communication, collaborative processes, and project management.
- Recognizing where my technology skills need to be improved or updated.

JE.16 I consider reliability, ethics, cost/benefits, and purpose when selecting technology-based tools or platforms.



THIS MIGHT LOOK LIKE

- Critically evaluating the credibility and reliability of sources of data, information, and digital content.
- Protecting content and privacy in digital environments.
- Considering ways that digital technologies can impact well-being and social inclusion.
- Identifying and weighing the time and resources needed to implement new media or platforms.

REFLECTIONS ON **Job-Specific Expertise**

Which **Job-Specific Expertise** competencies or larger categories, if any, are particularly important for your current work or future career goals? Notice where you placed yourself on the scale.

List any competencies or categories that may be priorities for professional development or career exploration.

Which competencies, if any, were difficult to rate? Which competencies, if any, do you want to better understand?

Make a note for further reflection or research.

What other observations or questions do you have about the Job-Specific Expertise section?

What's next? | Explore your competencies in the other domains or move on to mapping out your priorities and action steps in the Learning Plan.



Operations

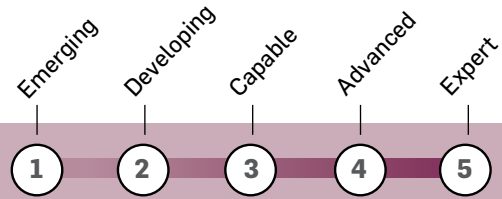


Organizational Structures

OP.1 I understand the expectations and responsibilities associated with my position.

THIS MIGHT LOOK LIKE

- Being able to describe the scope of my responsibilities.
- Knowing how my responsibilities fit within my department or organization.
- Recognizing when expectations fall outside the scope of my position.
- Knowing the resources available and protocols for addressing problems.



Mark the circle that you identify with.

OP.2 I understand the purpose and functions of organizational units or departments.

THIS MIGHT LOOK LIKE

- Being familiar with the departments or units within my organization.
- Understanding ways that my work is shaped and influenced by different areas of work such as marketing or fundraising.
- Understanding ways that my work affects other activities.
- Knowing what information needs to be shared with individuals or departments.



OP.3 I understand and am able to navigate internal and external management structures.

THIS MIGHT LOOK LIKE

- Understanding that my responsibilities impact and are influenced by management within and outside my organization.
- Understanding governing structures, particularly of my place of work (e.g., university, city government, boards).
- Recognizing and navigating reporting structures related to my responsibilities.



OP.4 I maintain, implement, or develop organizational protocols.

THIS MIGHT LOOK LIKE

- Being familiar and comfortable with procedures and protocols such as communication protocols or safety procedures.
- Developing or implementing operating systems and procedures such as inventory systems or event calendars.
- Knowing protocols for addressing problems or questions such as HR, safety, security, supplies, or other issues.



Operations

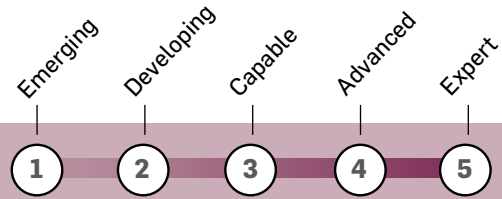


Leadership & Management

OP.5 I understand management and leadership skills and responsibilities.

THIS MIGHT LOOK LIKE

- Recognizing the different types of responsibilities and skill sets associated with management and with leadership.
- Being familiar with effective practices in leadership or management.
- Understanding the decision-making processes that impact my work.



Mark the circle that you identify with.

OP.6 I provide vision, oversight, or support for projects, activities, or initiatives.

THIS MIGHT LOOK LIKE

- Determining and expressing purpose or goals for activities.
- Understanding and influencing decision-making processes.
- Holding leadership positions on projects or committees.



OP.7 I strengthen the capacity and cohesion of teams or staff.

THIS MIGHT LOOK LIKE

- Promoting a culture of transparency and communication.
- Encouraging staff morale.
- Promoting and supporting professional development efforts for all.
- Identifying and addressing problems with teams or staff.



OP.8 I promote staff well-being and satisfaction.

THIS MIGHT LOOK LIKE

- Understanding how workforce satisfaction and retention influence organizational outcomes.
- Recognizing and adjusting unrealistic expectations.
- Encouraging fair compensation practices.
- Cultivating a welcoming work environment for all.
- Providing positive and constructive feedback when appropriate.



OP.9 I consider the broad and long-term implications of actions.

THIS MIGHT LOOK LIKE

- Considering the individuals and functions impacted by decisions.
- Considering the resources necessary to implement decisions.
- Anticipating challenges.
- Continually reviewing the alignment between institutional activities and desired outcomes.

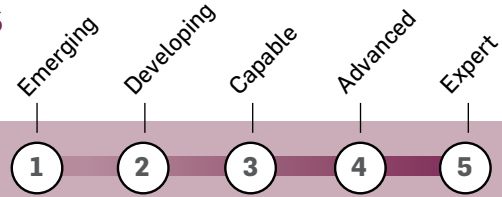


Operations



Policies, Standards, & Practices

OP.10 I inform my decisions and actions with relevant policies, standards, and ethical guidelines.



Mark the circle that you identify with.

THIS MIGHT LOOK LIKE

- Knowing where to access relevant policies, standards, or guidelines.
- Understanding the difference between policies, standards, and norms, and how each influences practice.
- Ensuring that my work complies with relevant regulations, codes, or laws.

OP.11 I uphold employee rights, responsibilities, and policies in the workplace.



THIS MIGHT LOOK LIKE

- Knowing my rights and my responsibilities as an employee.
- Understanding core institutional documents such as the employee handbook or security procedures.
- Supporting the rights of others.

OP.12 I maintain, implement, or develop policies, standards, and practices.



THIS MIGHT LOOK LIKE

- Staying abreast of current professional standards and ethics related to my position.
- Calling attention to practices or policies that may be inefficient or ineffective.
- Taking part in conversations or decision-making processes for creating or revising policies.

OP.13 I support and advocate for policies and practices that advance informal STEM learning efforts.



THIS MIGHT LOOK LIKE

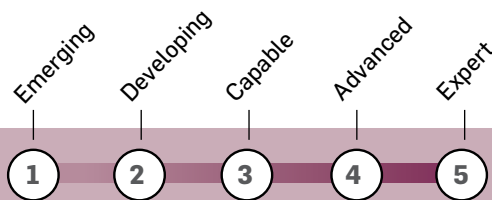
- Participating in efforts to review or change policies and practices.
- Advocating for public support and funding opportunities which promote informal STEM learning experiences.
- Engaging with networks or collaborations committed to creating informal STEM learning opportunities.

Operations



Resources

OP.14 I identify, monitor, and steward resources.



Mark the circle that you identify with.

THIS MIGHT LOOK LIKE

- Knowing what resources are associated with my work such as revenue, facilities, and supplies.
- Taking care of tools, supplies, facilities, and other resources.
- Recognizing and adjusting to the status of resources such as wear or overuse.
- Allocating resources strategically to maximize impact.

OP.15 I develop or implement strategies and practices to increase efficient use of resources.



THIS MIGHT LOOK LIKE

- Creating systems to monitor or improve quality and quantity of resources.
- Developing habits and environments that support efficient activities such as creating schedules or identifying operational spaces.
- Balancing effectiveness and efficiency in the use of resources.
- Identifying and adjusting practices or operations that are inefficient.

OP.16 I understand and apply budgeting, accounting, and other fiscal management concepts.



THIS MIGHT LOOK LIKE

- Understanding the purpose of a budget.
- Interpreting a simple budget spreadsheet.
- Understanding basic financial management practices such as pricing, contracts, budgeting, accounting, forecasting, and reporting.
- Understanding the sources of income and expenses for programs or products.

OP.17 I select and maintain resources to promote long-term organizational sustainability.



THIS MIGHT LOOK LIKE

- Considering long- and short-term impacts of activities on fiscal stability.
- Seeking out opportunities for financial support of activities.
- Developing program-related expense and revenue projections.
- Considering and mitigating fiscal risks.
- Developing or executing fundraising plans.

REFLECTIONS ON **Operations**

Which **Operations** competencies or larger categories, if any, are particularly important for your current work or future career goals? Notice where you placed yourself on the scale.

List any competencies or categories that may be priorities for professional development or career exploration.

Which competencies, if any, were difficult to rate? Which competencies, if any, do you want to better understand?

Make a note for further reflection or research.

What other observations or questions do you have about the Operations section?

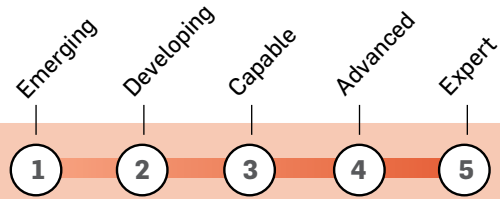
What's next? | Explore your competencies in the other domains or move on to mapping out your priorities and action steps in the Learning Plan.



Audiences & Impact



Purpose & Role



Mark the circle that you identify with.

AI.1 I understand the characteristics, purposes, and distinctions between mission, vision, and goals.

THIS MIGHT LOOK LIKE

- Being able to discuss the mission and the vision of my place of work.
- Understanding the distinctions between mission, vision, and goals.
- Understanding the purpose of a mission and a vision.
- Knowing the goals related to areas of work and responsibilities.

AI.2 I align actions and decisions to promote the organization's mission, vision, and goals.



THIS MIGHT LOOK LIKE

- Considering the mission, vision, or goals associated with my work when making decisions about programs or products.
- Developing programs, products, or services that promote mission, vision, or goals.
- Engaging in activities across communities and groups that advance awareness of the goals and work of my organization.

AI.3 I identify and respond to priorities within the field and communities.



THIS MIGHT LOOK LIKE

- Engaging others in shaping and understanding goals and priorities.
- Pursuing conversations about the current and potential roles of informal STEM learning efforts.
- Considering if and how mission, vision, and goals align with the needs of the audience or community.
- Identifying and sharing ways that the field can address societal problems and priorities.

AI.4 I monitor and am responsive to different perceptions of the changing role of informal STEM learning organizations.



THIS MIGHT LOOK LIKE

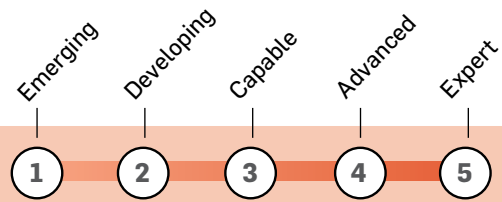
- Knowing the history of my organization within the community.
- Considering how lived experiences affect perceptions of and experiences with programs, products, and services.
- Understanding expectations and assumptions associated with informal STEM learning.
- Recognizing that lived experiences and sources of knowledge of some individuals may not be represented in informal STEM learning organizations.

Audiences & Impact



Individuals, Groups, & Communities

AI.5 I understand and respond to the interests and priorities of communities and audiences.



Mark the circle that you identify with.

THIS MIGHT LOOK LIKE

- Knowing the demographics of audiences for activities I engage with.
- Soliciting feedback or information about interests and priorities.
- Engaging in conversations with groups and organizations that represent diverse communities and lived experiences.

AI.6 I develop and implement practices that expand audiences.



THIS MIGHT LOOK LIKE

- Identifying characteristics of groups not served by programs.
- Understanding how all aspects of programs affect who does or does not engage including venues, marketing, content, and facilitation.
- Recognizing and addressing barriers that discourage some individuals or communities.
- Prioritizing activities that will reach broader or different audiences.

AI.7 I develop and sustain equitable relationships and collaborations with and across community groups and organizations.



THIS MIGHT LOOK LIKE

- Developing relationships across organizations and community groups.
- Building and maintaining advisory boards or community groups that are representative of the community.
- Developing relationships and alliances with community groups with similar missions, audiences, and content focus.
- Reaching out to community groups not engaged with informal STEM learning organizations.

AI.8 I shape efforts to strengthen audiences' experiences and address community and societal priorities.



THIS MIGHT LOOK LIKE

- Engaging in conversations about ways that the field can build stronger relationships with communities.
- Staying up-to-date with literature and sources of information about the needs and interests of individuals, groups, and communities.
- Exploring strategies and actions that create deeper or more meaningful experiences.
- Developing or adjusting programs, products, and services that address priorities within the community or field.

Audiences & Impact

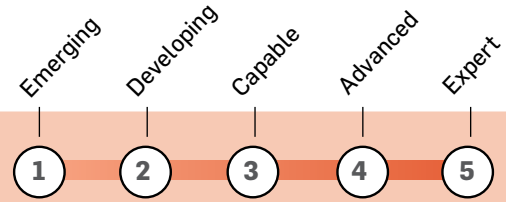


Diversity & Equity

AI.9 I understand the language, goals, perceptions, and practices associated with equity and diversity in the informal STEM learning field.

THIS MIGHT LOOK LIKE

- Being able to describe and discuss a range of ways diversity and equity are considered and experienced.
- Understanding distinctions between equity and equality.
- Understanding the characteristics and limitations of terminology and connotations associated with equity and diversity.
- Staying current on initiatives and trends and policies related to social justice, racial equity, accessibility, and inclusion.
- Seeking out information about evolving language norms, particularly related to how audiences describe themselves.



Mark the circle that you identify with.

AI.10 I advocate for practices that are fair, transparent, and sensitive to potential sources of bias.

THIS MIGHT LOOK LIKE

- Continuing to learn about issues that affect equity.
- Engaging in conversations about equity and diversity.
- Knowing where to go to address concerns related to equity or diversity.
- Being transparent and open when making decisions that affect others.



AI.11 I embed diversity and equity principles into all practices.

THIS MIGHT LOOK LIKE

- Considering equity and diversity in the ways programs and projects are designed, marketed, and implemented.
- Demonstrating cultural competency in interactions and relationships with colleagues, partners, vendors, and others.
- Allocating resources to support and sustain diversity and equity practices.
- Collecting data to inform action and measure progress.



AI.12 I pursue actions that diversify the informal STEM learning workforce.

THIS MIGHT LOOK LIKE

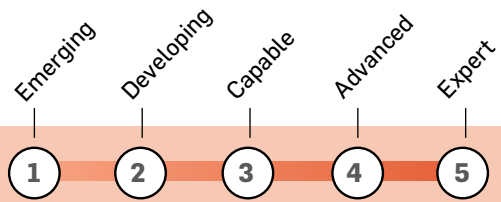
- Understanding ways that organizational practices and individual habits can create environments that are uncomfortable for staff or audiences.
- Understanding characteristics and priorities of individuals and groups that are underrepresented in the profession.
- Staying up to date about issues that affect equity within the workplace.
- Advocating for and engaging in hiring and promotional practices that are fair and transparent.



Audiences & Impact



Research & Evaluation



AI.13 I understand the purpose and value of research and evaluation.

Mark the circle that you identify with.

THIS MIGHT LOOK LIKE

- Being aware of the fields of evaluation and visitor studies.
- Understanding the ways that evaluation can guide practice.
- Being aware of different types of evaluation practices such as front-end studies, formative evaluation, and summative evaluation.
- Understanding that different types of evaluation practices answer different types of questions.

AI.14 I select and use appropriate research and evaluation products.



THIS MIGHT LOOK LIKE

- Knowing how to access evaluation and research studies from repositories.
- Reading or discussing evaluation reports, publications, or general guides.
- Using evaluation and/or research studies to inform planning or to assess impacts.

AI.15 I contribute to and support research and evaluation efforts.



THIS MIGHT LOOK LIKE

- Understanding differences and similarities between feedback, evaluation, and research in terms of purpose and generalizability.
- Collecting, reviewing, and sharing feedback from engaged or target audiences.
- Disseminating results of evaluation and research activities through publications, presentations, and appropriate platforms.

AI.16 I promote research and evaluation products and processes.



THIS MIGHT LOOK LIKE

- Integrating evaluation processes into planning and implementation of programs, products, and services.
- Encouraging others to consider the potential of evaluation to guide the work.

REFLECTIONS ON **Audiences & Impact**

Which **Audiences & Impact** competencies or larger categories, if any, are particularly important for your current work or future career goals? Notice where you placed yourself on the scale.

List any competencies or categories that may be priorities for professional development or career exploration.

Which competencies, if any, were difficult to rate? Which competencies, if any, do you want to better understand?

Make a note for further reflection or research.

What other observations or questions do you have about the Audiences & Impact section?

What's next? | Explore your competencies in the other domains or move on to mapping out your priorities and action steps in the Learning Plan.

