

# Quality management of assessing guides' competence

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# A good quality of assessing competence

**We all must have common understanding about:**

- 1) What are we assessing (Validity of assessment)?  
-> what is the content and the level of the competence?
- 2) How are we assessing (Reliability of assessment)?  
-> what are the reliable assessment methods?

# A good quality of assessing competence

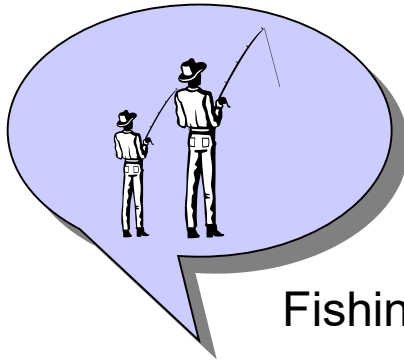
**The results of assessment process depends on who are assessing?**

- Employers?
- Employees?
- Teachers / Trainers?

The situation and the target of assessment process could be the same, but at the same time the results of the assessment process could be different..

**WHY?**

# Professional lens!



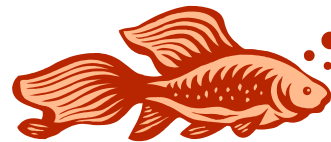
Fishing...



Cooking...



A fish



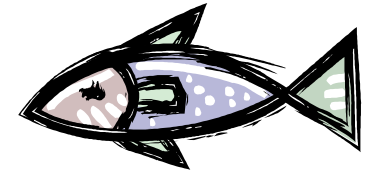
# The assessment process?

- 1) Firstly, we need to know **what** are we assessing?
- 2) Secondly, we need to know **how** are we assessing?

## Fishing metaphor:

- 1) Firstly, we need to know what kind of fish we would like to catch?
- 2) Secondly, we can choose the right traps for fishing those fish!

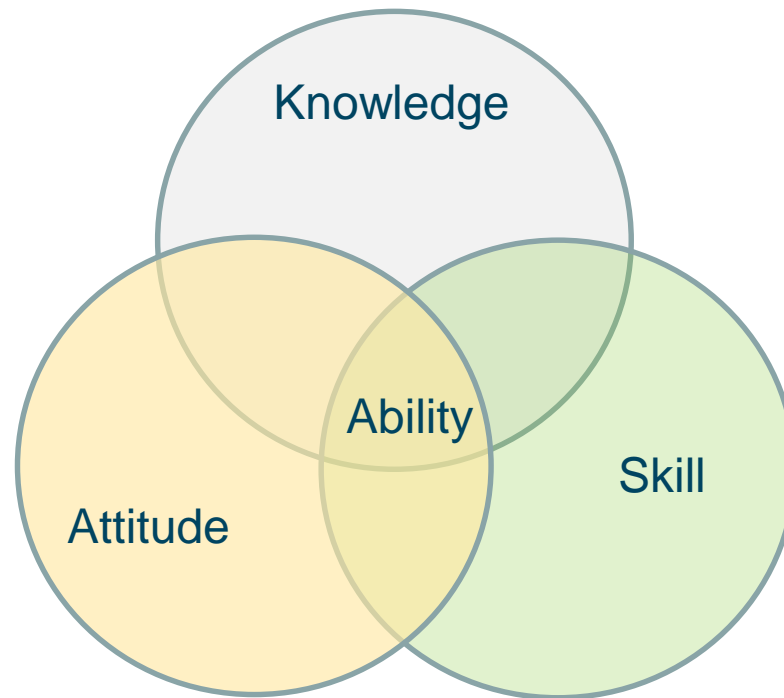
What?



How?



# What is the competence?



**Competence = Ability to get along in certain job (e.g. Guide job)**

**Connection between knowledge - skill - attitude**

# What is the competence?

## 1) Production skills:

- can organize...

## 2) Social skills:

- can co-operate...

## 3) Innovative skills:

- can solve problems...

## 4) Motivational skills:

- is motivated to...

## 5) Adaptation skills:

- adapts working hours...



# Competence levels – Bloom's taxonomy





# Competence level – Bloom's taxonomy

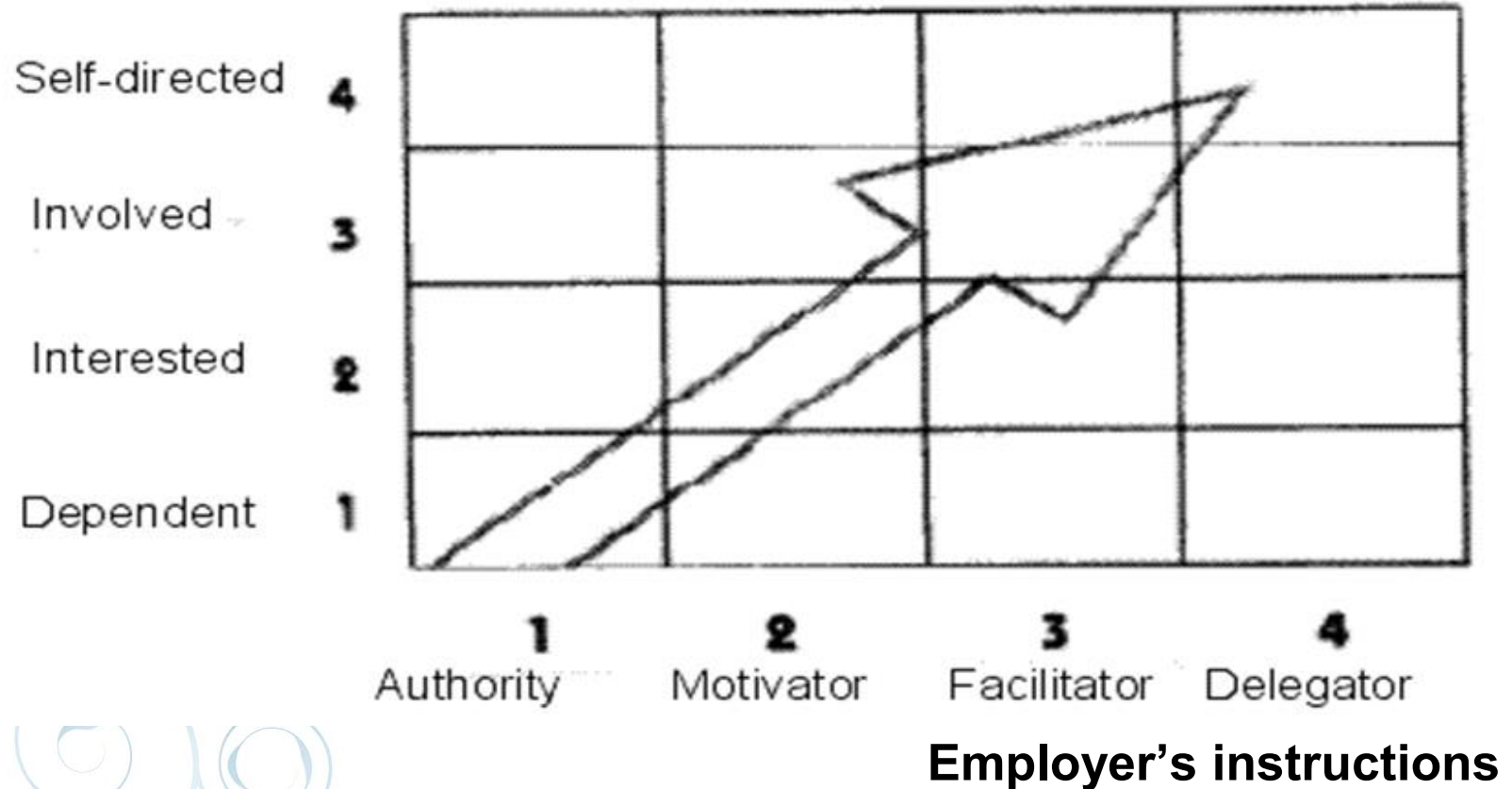
In 1956, Benjamin Bloom classified six levels of competence into a hierarchy that has become known as Bloom's Taxonomy

- 1) **Remembering:** can the employee recall or remember the information?
- 2) **Understanding:** can the employee explain ideas or concepts?
- 3) **Applying:** can the employee use the information in a new way?
- 4) **Analyzing:** can the employee distinguish between the different parts?
- 5) **Evaluating:** can the employee justify a stand or decision?
- 6) **Creating:** can the employee create new product or point of view?

# Competence levels – Grow's SSDL-model

Gerald Grow (1991)

## Employee's competence level



# Competence summary = Validity of assessment

- 1) It is very important to know what kind of professional competence (the content and the level) we are assessing!
- 2) All who are involved in assessing process of employees competence must have common understanding about the competence they are assessing!

After we have defined, decided and we have a common understanding what are we assessing:

-> we can choose what kind of assessing methods we can use or we have to use for gathering information from employee's competence!

# Assessment methods = Reliability of the assessment

Do we assess the certain competence using the right assessment methods

-> do we really have chosen the right assessing arrangements?

Do we get the right information e.g. guide's competence by using the chosen assessment method?

# Competence consist of different kind of skills

## **Production skills:**

-> can make, can install etc.

## **Social skills:**

-> can co-operate, team working etc.

## **Innovative skills:**

-> can solve problems, can develop etc.

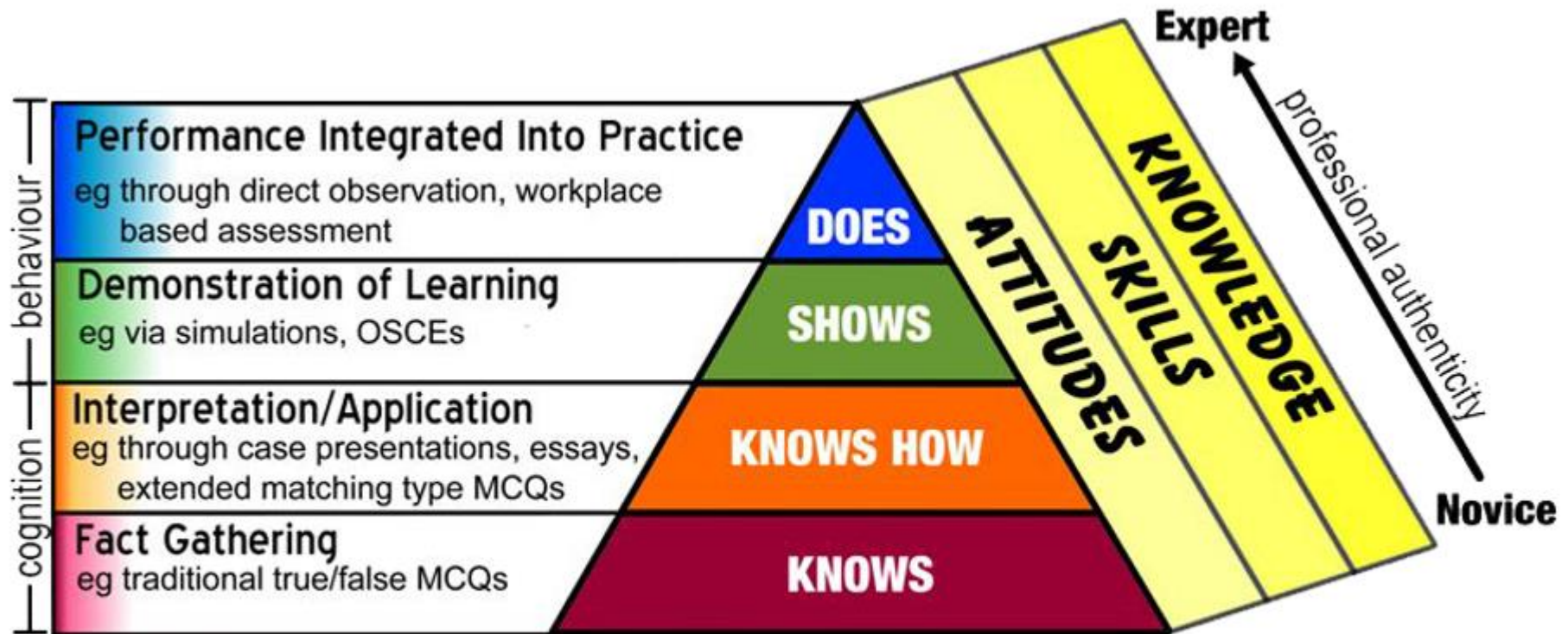
## **Motivational skills:**

-> responsibility, loyalty, ...

## **Adaptive skills:** (adapt to work demands)

-> working time, working speed etc..

# Assessment methods = Reliability of the assessment



Based on work by Miller GE. *The Assessment of Clinical Skills/Competence/Performance*; Acad. Med. 1990; 65(9); 63-67  
Adapted by Drs. R. Mehay & R. Burns, UK (Jan 2009)

# Reliable assessment methods

## **Production skills:**

-> observing guides' working processes

## **Social skills:**

-> observing guides' working with customers

## **Innovative skills:**

-> observing guides' working in problem solving processes

## **Motivational skills:**

-> observing guides' working processes

## **Adaptive skills:**

-> observing guides' working processes

# Reliable assessment methods

## Can assessing arrangements ever be authentic?

Assessing during the working process: the situation is never the same when assessor is at present and assessing the worker's competence

## Simulation in assessment of certain competence?

Sometimes we have to simulate the working processes for assessing worker's competence.

-> do we get reliable information from worker's competence by using simulation?



# Summary: Quality of assessment!

- 1) The validity of the assessment process is good:  
-> if we are assessing the right content from the competence
- 2) The reliability of the assessment process is good:  
-> if we using the right assessment methods to assessing the certain content of the competence



Thank you for your interest!

Any comments or questions?