Integrating capability development: alignment of staff and organisational goals using software

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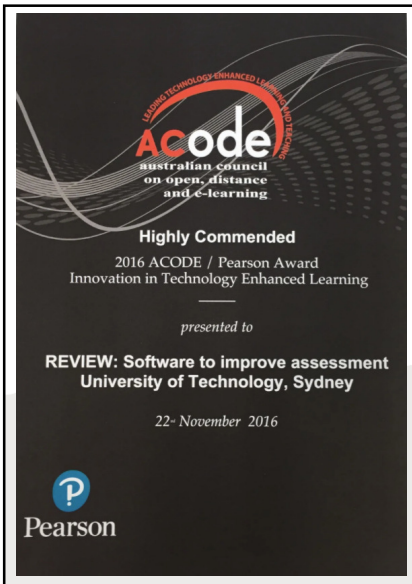

ACADEM™

REVIEW™
Student Engagement System

- REFRAMING ASSESSMENT TO EVIDENCE CAPABILITIES
- A MODEL – CAPRI
- & A SOFTWARE - REVIEW
- RESEARCH & REAL-WORLD PRACTICE

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Overview of Presentation

- CAPRI Framework
- Challenges in learning and assessment
- Organisational evaluation and development context
- Darrall Thompson: Valuing Capability Development
- REVIEW: A vehicle for evaluating and tracking Capability and judgement formation

Fusion 3: Sydney

https://hdrextend.unsw.edu.au/contact-graduate-research-school

About us: Assessment *for* Learning enthusiasts

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CAPRI on REVIEW

Capability Results Inventory

Communication
Attitudes & values
Practical & professional
Research & critical thinking
Innovation & creativity

A Meta Model that presents and tracks Knowledge, Skills & Attributes to show Capability development

Assessment and learner capability development

https://www.oversixty.com.au/finance/legal/share-your-car-with-an-l-plater-you-could-be-slapped-with-a-161-fine

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Communication

Attitudes & values

Practical & professional

Research & critical thinking

Innovation & creativity

C – Communication and Collaboration
Fusion C-1 Oral communication / presentation skills,
Fusion C-2 Written communication,
Fusion C-3 Collaboration and teamwork,

A – Attitudes and Values
Fusion A-1 Initiative,
Fusion A-2 Adaptability / flexibility / Resilience
Fusion A-3 Social responsibility, perceptiveness and ethics

P – Practical and Professional
Fusion P-1 Organisational skills,
Fusion P-2 Independent working / autonomy
Fusion P-3 Practical and digital skills

R – Research and Critical Thinking
Fusion R-1 Critical thinking,
Fusion R-2 Analysis and evaluation skills

I – Innovation and Creativity
Fusion I-1 Creativity
Fusion I-2 Problem Solving,

FusionSkills CAPRI

Q. Could this grouping be used to link Fusion Skills with other global 21st Century Skills Frameworks?

Joining the dots...

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Assessment: a landscape of challenges

- Atomistic & poorly described
- High stakes & stressful
- Disconnected from learning
- Not personalised
- Low engagement in participation & evaluative judgement
- Limited by 19th Century mindsets & technologies
- Not integrative of C21 skills

https://www.theguardian.com/environment/2018/mar/26/land-degradation-is-undermining-human-wellbeing-un-report-warns

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TRADITIONAL ASSESSMENT	REVIEW BASED ASSESSMENT
Atomistic & poorly described	Criteria based - Connects short to long-term learning
High stakes & stressful	Encourages formative approaches
Disconnected from learning	Supports use of feedback for performance improvement
Not personalised	Highly personalised
Low engagement & evaluative judgement	Encourages reflection through self and peer assessment
Limited by 19th Century mindsets & technologies	Web-based & graphical
Not integrative of C21 skills	Based on Broad Capability framework

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Leading universities use REVIEW

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REVIEW for performance management & training: Exec MBA Analysis

Stakeholder interviews revealed that:

• Employees want personalized career development

• Successful HR software implementation is dependent on cultural readiness and end-to-end HR Processes;

• Employees have a desire for more solution-oriented conversation/feedback around issues shortening the gap between feedback and action taken in response to it

• Human resource in soft skills continue to require hard metrics to evaluate success

• Employees need to know what they are being measured on and employers need to know what they are managing

A dominant focus on financial rewards places limits on the ways in which employees perceive the potential benefit of exceeding goals and expectations;

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REVIEW for Business

REVIEW Use Enables:

- Clear, articulated statement of what organisations value & want to develop
- Measurable, transparent employee development & tracking
- Engages staff in PD & judgement development
- Gains for both individuals and organisations

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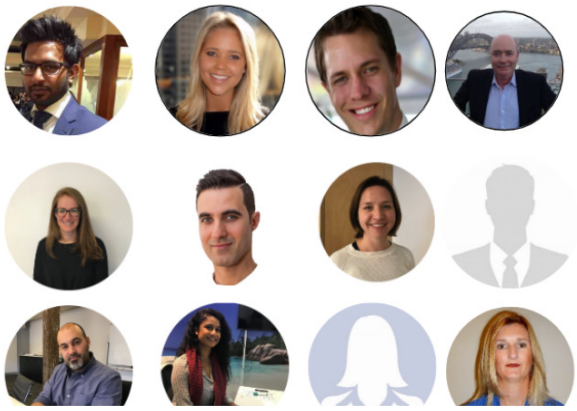
Employee evaluation and development: industry context

- Individual Performance development
- Individual Performance management
- Talent identification and management

All Serving Organisational Development Strategy



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Individual Performance Development

80% of executives approached by Deloitte in 2017 rated employee experience as very important or important, however, only 22% indicated that the companies they worked for were excellent at offering an outstanding employee experience.

Deloitte University Press. 2017 Deloitte Global Human Capital Trends: Rewriting the Rules for the Digital Age

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Individual Performance Management

"Continuous performance management approach must work together with technology that provides real-time data, with 71% of employees and leaders believing that this type of technology would improve performance management"

Payal Vasudeva, Tim Good and Johan Eerenstein. Technology Reinvents Performance Management. Accenture Strategy, 2017

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Talent identification and management

"The anticipation of required human capital for an organization and the planning to meet those needs"

"Businesses with a solid learning culture demonstrate employee engagement and retention rates around 30 to 50% higher than companies who do not consider these practices"

Carpenter, Mason, Talya Bauer, and Berrin Erdogan. Management and Organizational Behavior. 1. 1. Flatworld Knowledge, 409. Print.

Josh Bersin. Becoming irresistible: A new model for employee engagement. Deloitte Review Issue 16. 26 January, 2016. https://www2.deloitte.com/insights/us/en/deloitte-review/issue-16/employee-engagement-strategies.html#endnote-sup-27

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Evaluation Systems: Supporting Development Strategy

A Strategy (for organisational outcomes supported by a Development Plan)

– Articulated Developmental Goals / Frameworks
– Systematic Approaches and processes
– A system to support the Approach & Goals to deliver the Strategy

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Darrall Thompson's Video:

https://drive.google.com/file/d/1lUZovfYEA28CR3Y9QC-VLoCzZE3HSmYM/view?usp=sharing

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Good Systems support good practice

https://www.informationweek.com/big-data/big-data-analytics/8-critical-elements-of-a-successful-data-integration-strategy/d/d-id/1327107?

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Assessment Design and Delivery

Typically Maps
- knowledge & skills
- to content / topics
- declarative (not operational)

Often Designs
- tasks to evaluation goals
- embed skills in performance

Rarely Embeds Connection
- to parent goals
- between topics
- self- judgement processes

& Hardly ever connects ....
- to past learning
- to future performance
- to judgement development

Compliance, managerial & teacher focused

Learning, learner and performance improvement focused

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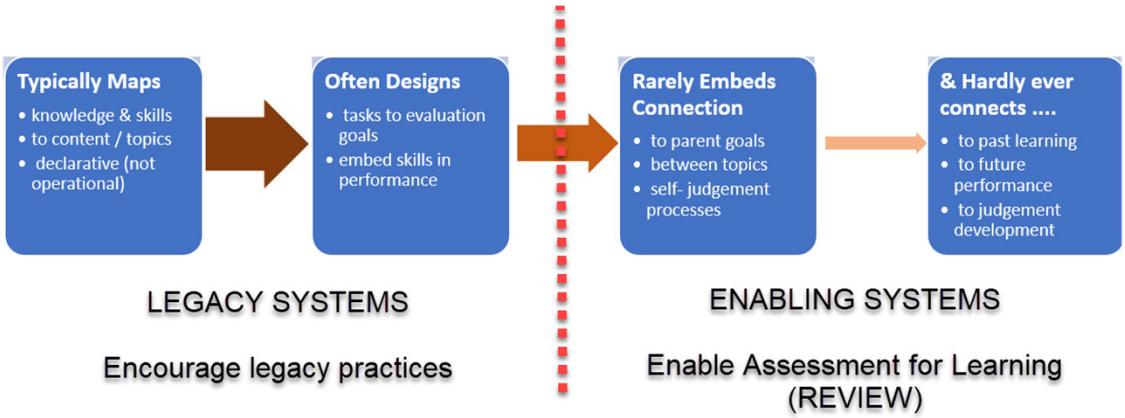
Assessment Design and Delivery



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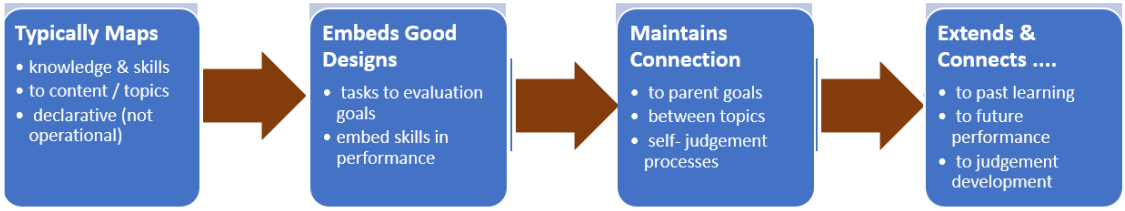

Enabling systems: REVIEW

Learner experience of assessment

https://www.talkautocross.com/3-great-benefits-of-buying-used-auto-parts/

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Occasionally we provide frameworks …

https://www.talkautocross.com/3-great-benefits-of-buying-used-auto-parts/

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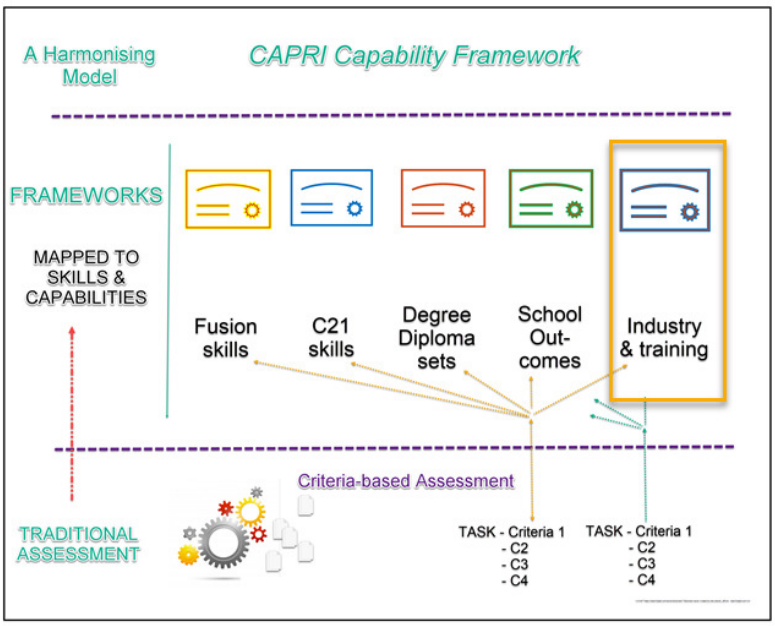
… what we hope students construct …

https://www.dreamstime.com/stock-illustration-auto-parts-form-car-to-use-advertising-spare-passenger-sports-cars-image68791476?gclid=CjwKCAjw-qeFBhAsEiwA2G7Nl4evwbZkk-lhw2fonzQLU4sHJFqB0xIMyFGLKjoWht8kVzICZDLa7xoCQugQAvD_BwE



REVIEW

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A Developmental Capability Framework

Knowledge:

Domain knowledge 1

Domain knowledge 2

Domain knowledge 3

Crossover knowledge 1

Skills:

Communication

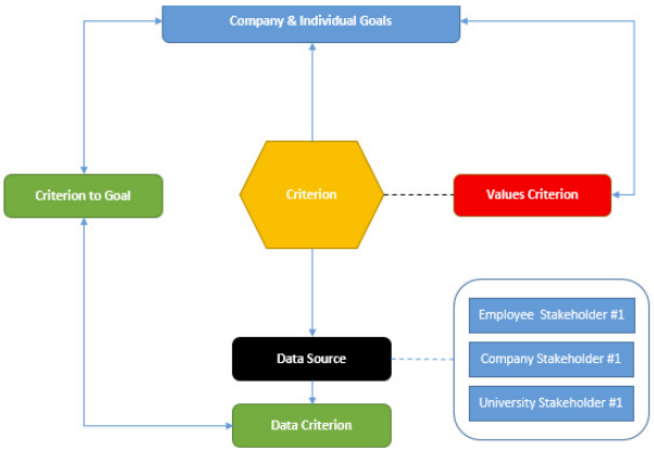
Teamwork

Attributes:

Resilience

Adaptability

Leadership



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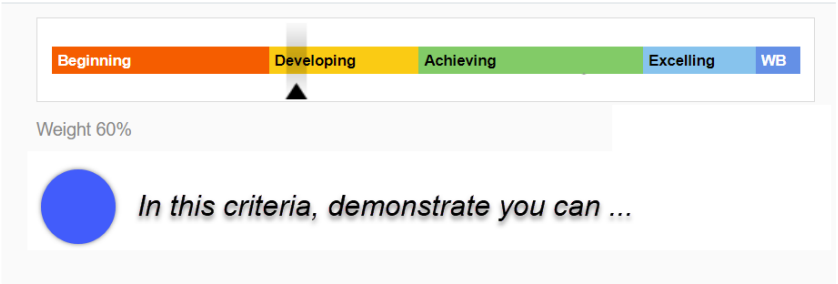
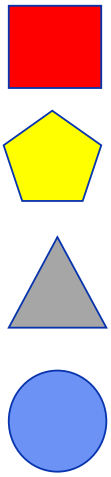
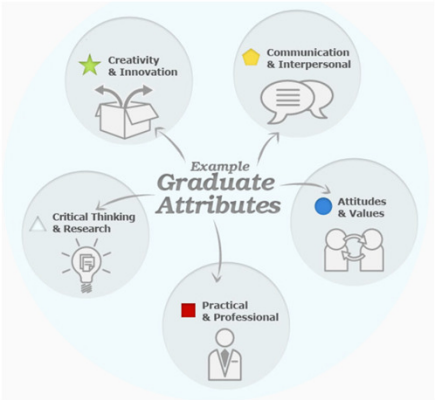
REVIEW: Connecting short-term assessment and long-term learning



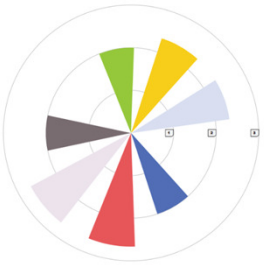


REVIEW: By ACADEM

Embedding Skills & Capabilities in Assessment



Communication and Collaboration	C1 Communication	Level 3
Attitudes and Values	A1 Reflection and Refinement	Level 3
	V1 Social understanding	Level 2
Practical and Organisational	P1 Technical Skills	Level 3
Research and Critical Thinking	R1 Investigating	Level 3
	R2 Analysing and Reasoning	Level 2
Innovation and Creativity	I2 Enacts ideas	Level 2



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Program Mapping: UTS U@U Academy

Communication and collaboration	**C1. Communication** **C.1.1 Approachable:** – You are prepared to listen to others and respect others' ideas **C.1.2 Questioning:** – You present valuable ideas to the group including constructive criticism to further the group's goals **C.1.3 Helpful:** – You are willing to help other students **C2. Collaboration** **C.2.1 Encouraging:** – You perform your tasks efficiently without dominating the group interaction – You encourage others to participate and intervene to resolve conflicts offering constructive criticism **C.2.2 Respectful:** – You treat all group members respectfully	**C3. Presentation** **C.3.1 Structure:** – You have clearly and precisely presented your ideas and information so that it is relevant to the audience **C.3.2 Delivery:** – You build rapport with the audience to capture their interest – You use verbal and non-verbal cues to compliment the ideas and information in your presentation
Attitudes and values	**A1. Initiative** **A.1.1 Diligence:** – You are willing to accept responsibility for the tasks given and go above and beyond what is required to complete the task – You apply yourself when faced with challenges related to the assigned tasks **A.1.2 Cooperative:** – You welcome constructive feedback that ensures better performance in assigned tasks **A.1.3 Perseverance:** – You take opportunities to learn when overcoming obstacles **A2. Growth** **A.2.1 Self-aware:** – You demonstrate a self-awareness to your attitudes towards learning, recognising your motivation for participating in the program **A.2.2 Flexible:** – You evaluate your own performance, focus on solutions and identify areas for	**A3. Reflection** **A.3.1 Perceptive:** – You have clearly described the context of your reflection – Your reflection demonstrates self-awareness and shows growth of understanding as a result of your experience **A.3.2 Insightful:** – You have incisively analysed the situation by examining it from multiple perspectives to identify its strengths and weakness – Your analysis proposes changes and future actions

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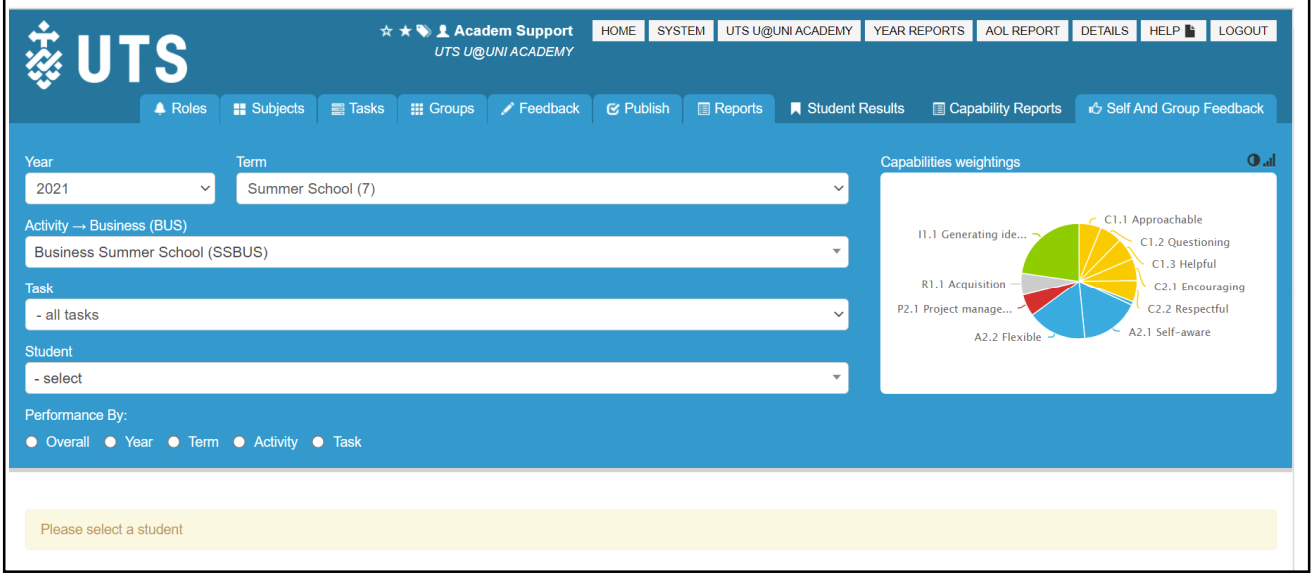
Visualising Capability Development



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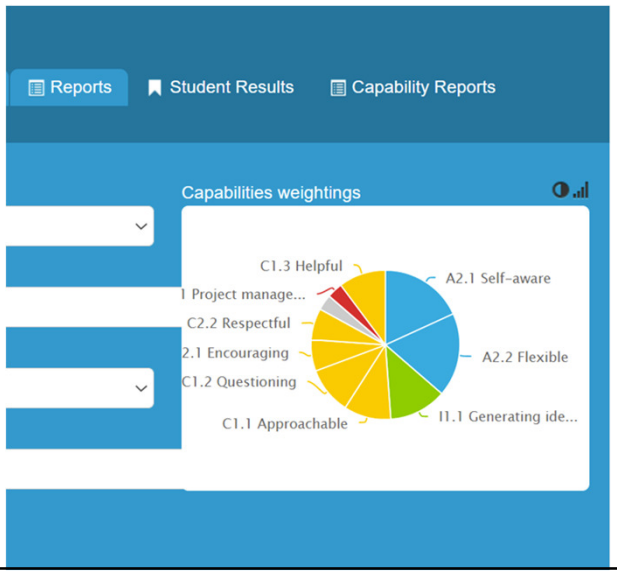
Contextually Visualising Knowledge, Skills and Attribute Performance



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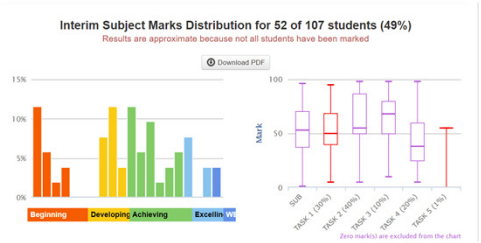
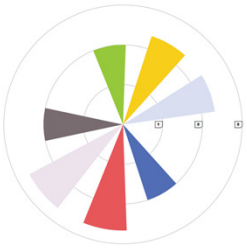
REVIEW: Making Capability Development Visible

Data is visualised throughout REVIEW to activate cognition





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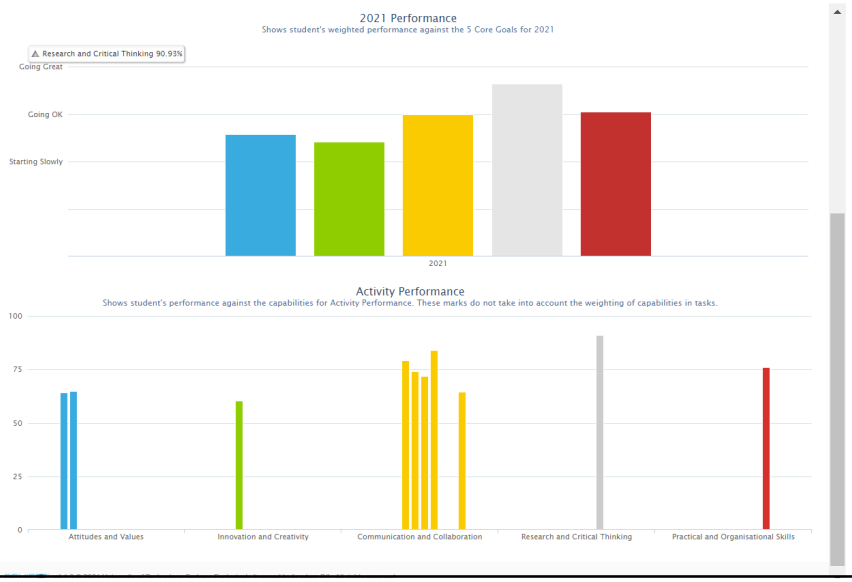
Granular data: Supporting insight



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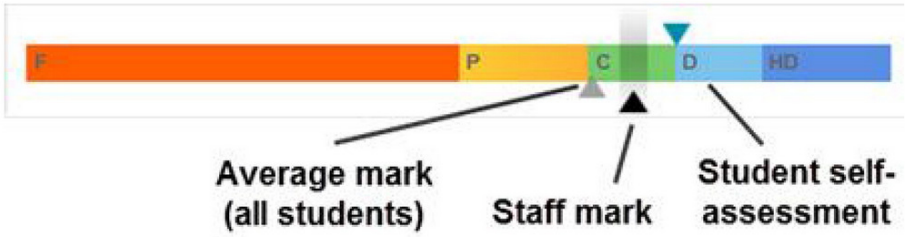
Embedding evaluative judgment development in training



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Realism in self-judgement of capability

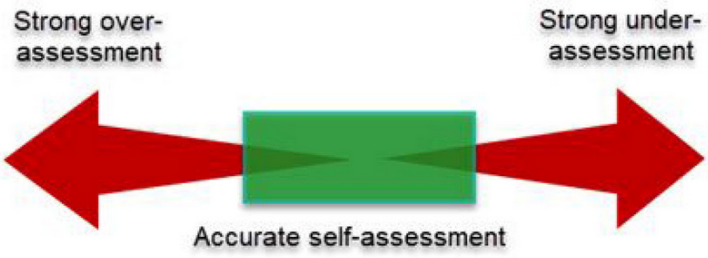

Figure 3. Continuum of self-assessment accuracy.

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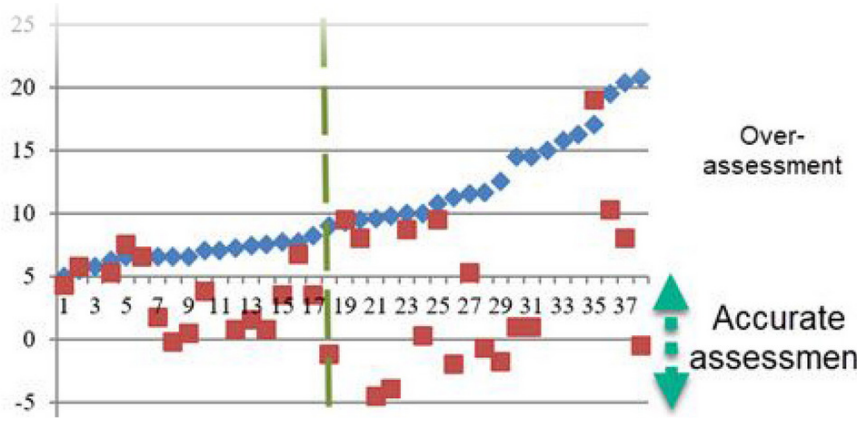
Self-assessment Accuracy: is over-confidence manageable?



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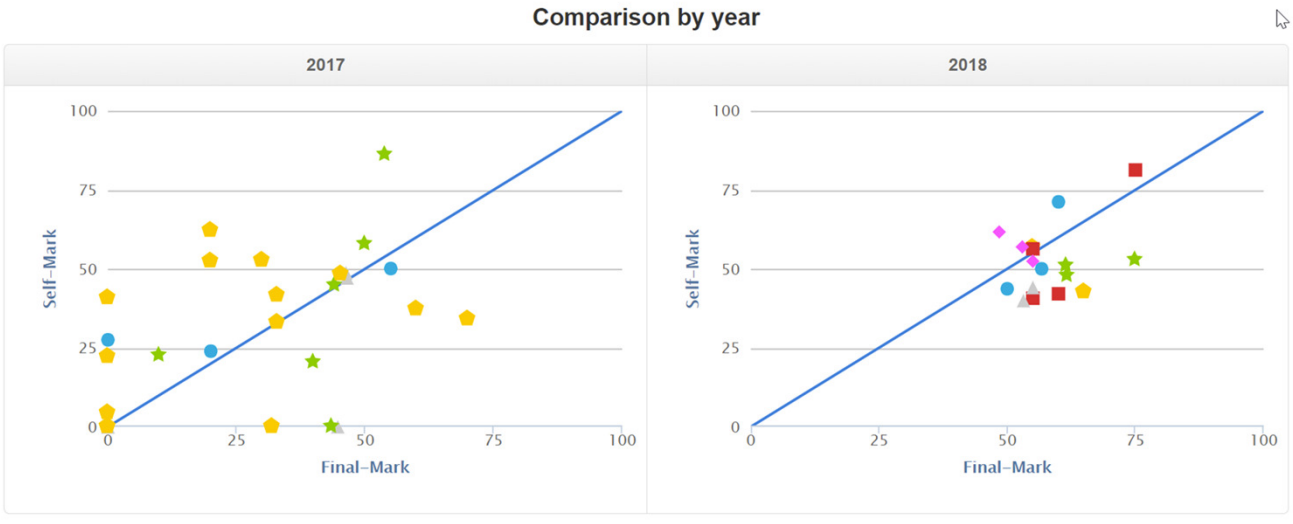
Self-assessment Accuracy Over Time



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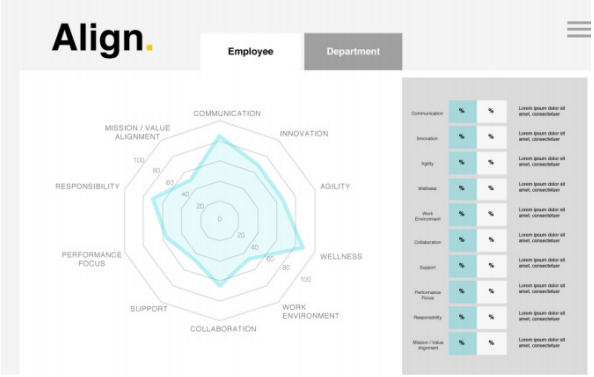
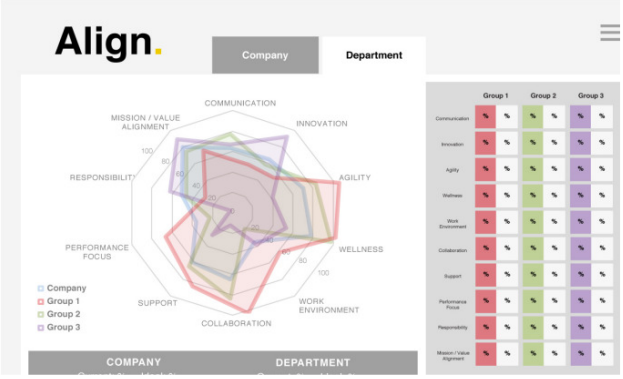
Aligning individual performance with goals





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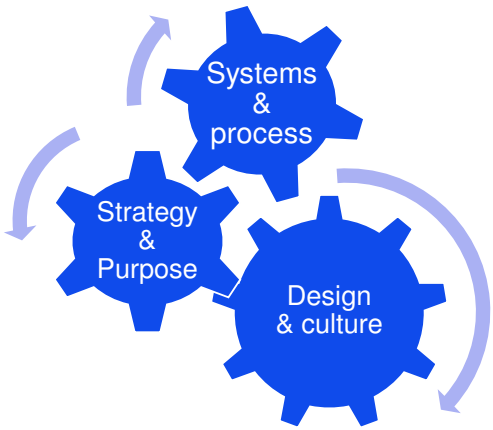
Systems: Enabling organisational learning capability development



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Workplace Evaluation Reimagined: Systematically

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Contacts, References

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Darrall Thompson presentation: https://drive.google.com/file/d/1IUZovfYEA28CR3Y9QC-VLoCzZE3HSmYM/view?usp=sharing

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https://academ.com.au/review/
https://www.youtube.com/watch?v=vR4OfCEVTK8
What are Graduate Attributes?

Carroll, Danny, Observations of student accuracy in criteria-based self-assessment, Assessment & Evaluation in Higher Education, Volume 45 Issue 8,