

Self-evaluation form

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This self-evaluation comprises scaled questions and open questions. You are asked to evaluate your level of proficiency in the stated competencies.

The scale ranges from Insufficient (=1) to Excellent (=5).

The 45 competencies are grouped into four areas:

1. Handling the group within the museum environment
2. Communication skills
3. Knowledge and pedagogy
4. Professionalism

After completing the scaled questions there is space to add comments or to explain a specific competency. You are then asked, per area, to list a number of competencies in which you're proficient, and aspects that you can, or would like to, improve (accompanied by an explanation).

On the basis of your self-evaluation, you will have a post-observation conversation with the educator at the museum where you work. This will be based on your self-evaluation. You will go through each area with the educator, talking about the competencies you excel at, and those that you feel need improving. The educator does not read your self-evaluation beforehand.

Main areas:

Area 1 Handling the group within the museum environment

Museum guides are enthusiastic and flexible, are open, able to connect with the group and assess a group, are sensitive to the group dynamic and what the group wants, and can adapt in response to those needs. Museum guides take the lead, protect the objects and maintain an overview of the group.

Area 2 Communication skills

Museum guides are excellent communicators, both verbally and non-verbally. They can initiate and facilitate discussion. They speak clearly, listen closely, and can use the input of the group to enrich the dialogue.

Area 3 Knowledge and pedagogy

Museum guides possess a broad general historical, cultural and art historical knowledge, knowledge of the collection, and are acquainted with the education curriculum. They are able to use this knowledge flexibly to convey information about objects, tell stories, and respond to students' questions. Museum guides can encourage pupils to interact with objects in a meaningful way, and inspire them to observe objects closely.

Area 4 Professionalism

Museum guides are reliable and represent the museum. They can collaborate with colleagues and visiting teachers. Museum guides are able to reflect on their performance, are open to giving and receiving feedback, and actively work on developing their skills as a museum guide.



Self-evaluation form

Date

Name

Tour programme(s)/groups

Comments



Area 1

Handling the group within the museum environment

- 1 **Open attitude** You are relaxed, approachable, and have an open attitude towards the group and the diversity of persons and views within the group.

1 Insufficient	2	3	4	5 Excellent

- 2 **Making an immediate rapport** You are capable of establishing an immediate rapport with the group, are able to make the students feel at ease, and maintain this during the tour.

1 Insufficient	2	3	4	5 Excellent

- 3 **Assessing the group** You have knowledge about the target group and can make an estimation of the interest, expectations, and level of the group by asking questions and 'reading' their non-verbal communication.

1 Insufficient	2	3	4	5 Excellent

- 4 **Interest in the group** You take the students seriously and show interest in the ideas, questions, and backgrounds of the students.

1 Insufficient	2	3	4	5 Excellent

- 5 **Creating a safe environment** You are capable of creating a safe learning environment in which students can participate in an equal way and in which their input is dealt with in a respectful way.

1 Insufficient	2	3	4	5 Excellent

- 6 **Creating a positive and relaxed atmosphere** You are able to create a relaxed and positive atmosphere, for example, by using humor.

1 Insufficient	2	3	4	5 Excellent

- 7 **Enthusiastic and energetic** You are energetic and enthusiastic about the things you tell, and know how to kindle enthusiasm in the students.

1 Insufficient	2	3	4	5 Excellent

- 8 **Sensitive to the group dynamics** You have a certain sensitivity for the group dynamic and are capable of adjusting your behavior to the situation.

1 Insufficient	2	3	4	5 Excellent

- 9 **Coping with resistance** You know how to cope with resistance or inappropriate remarks and try to use these remarks to enrich the dialogue.

1 Insufficient	2	3	4	5 Excellent

- 10 **Taking the lead** You take the lead and are clear about the program, rules, and expectations towards the group, without putting yourself above the group.

1 Insufficient	2	3	4	5 Excellent

- 11 **Protecting the objects** You are consciously aware of the safety of the objects and correct possibly dangerous behavior of the students.

1 Insufficient	2	3	4	5 Excellent

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- 12 **Time management** You are capable of using the time efficiently, and the tour has a clear beginning, middle, and end.

1 Insufficient	2	3	4	5 Excellent

- 13 **Awareness of the environment and positioning** You are flexible and capable of dealing with the busyness in the museum. You position yourself and the group in front of the object in such a way that all students can see the object without blocking the passage for other visitors.

1 Insufficient	2	3	4	5 Excellent

- 14 **Keeping an overview** You keep an overview of the group, make sure all students are following, and ensure the students do not bother other visitors.

1 Insufficient	2	3	4	5 Excellent

Comments

Strengths

Name two or more competencies in which you are proficient, and give a brief explanation.

Points for improvement

Name one or more competencies that you would like to improve, or which could be improved, and give a brief explanation.



Area 2

Communication skills

- 15 Clear talk** You speak clearly, audibly, and with an appropriate intonation.

1 Insufficient	2	3	4	5 Excellent

- 16 Vocalization and expression** You breathe quietly, speak with a pleasant timbre, and are able to engage the students through your intonation, rhythm, timing, and mimics. You know how to use your voice without damaging it.

1 Insufficient	2	3	4	5 Excellent

- 17 Careful listening** You listen carefully and sincerely and use the input of the group to enrich the dialog.

1 Insufficient	2	3	4	5 Excellent

- 18 Linguistic skills and use of language** You are linguistically skilled, have an extensive general and specialized vocabulary, and adjust your use of language to the level and perceptions of the students.

1 Insufficient	2	3	4	5 Excellent

- 19 Conversation techniques** You are skilled in starting and facilitating a conversation in different ways and are capable of encouraging participation of the students.

1 Insufficient	2	3	4	5 Excellent

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- 20 Non-verbal communication** You give clear non-verbal cues to the students, and your non-verbal communication (e.g., body language, mimics, posture) is in line with the verbal communication.

1 Insufficient	2	3	4	5 Excellent

- 21 Awareness of one's own communication** You are aware of your own posture, use of voice, and body language and are capable of adjusting this to the situation.

1 Insufficient	2	3	4	5 Excellent

Comments

Strengths

Name two or more competencies in which you are proficient, and give a brief explanation.

Points for improvement

Name one or more competencies that you would like to improve, or which could be improved, and give a brief explanation.

Area 3

Knowledge and pedagogy

- 22 Use of knowledge** You have general knowledge of culture, art history, and history and are capable of using this knowledge in a flexible way, tailored to different groups, to give meaning to objects, contextualize objects, make connections, and to answer questions.

1 Insufficient	2	3	4	5 Excellent

- 23 Use of curricular knowledge** You have knowledge about the curriculum and are capable of using this knowledge to connect the tour to the curriculum.

1 Insufficient	2	3	4	5 Excellent

- 24 Use of knowledge of the collection** You have knowledge about the collection and are capable of using this knowledge in a flexible way to give meaning to objects, contextualize objects, make connections, and to answer questions.

1 Insufficient	2	3	4	5 Excellent

- 25 Creating a common thread** You use your knowledge to create a common thread in the tour.

1 Insufficient	2	3	4	5 Excellent

- 26 Stimulate an open attitude** You are capable of inspiring the students to have an open attitude towards new experiences.

1 Insufficient	2	3	4	5 Excellent

- 27 **Explaining** You are capable of translating your knowledge to the level and perceptions of the target group and ensure everyone's understanding.

1 Insufficient	2	3	4	5 Excellent

- 28 **Storytelling** You are capable of telling stories in relation to an object in an engaging way.

1 Insufficient	2	3	4	5 Excellent

- 29 **Asking questions** You are capable of using questions to activate the knowledge of the students, to give room for different perspectives, and (depending on the goals) to prompt students to create associations, reason, think out loud, analyze, contextualize, interpret, reflect, and use their imagination.

1 Insufficient	2	3	4	5 Excellent

- 30 **Stimulate students to carefully look** You are able to let students carefully look at an object and encourage them to actively make meaning of that object.

1 Insufficient	2	3	4	5 Excellent

- 31 **Contextualizing objects** You find a balance between looking at objects and contextualizing them.

1 Insufficient	2	3	4	5 Excellent

- 32 **Using objects as a window** You can use an object as a window to a historical period or event.

1 Insufficient	2	3	4	5 Excellent

- 33 **Using objects for critical analyses** You can use objects to critically analyze how art and history are represented and interpreted.

1 Insufficient	2	3	4	5 Excellent

- 34 **Usage of learning activities** You use learning activities and exercises that are fitted to a certain group, the moment, and the object and (in this way) provide for variation.

1 Insufficient	2	3	4	5 Excellent

- 35 **Balance between interaction and explaining** You search for a balance between explaining and interaction and ensure that there are enough opportunities for the students to experience art and history.

1 Insufficient	2	3	4	5 Excellent

Comments

Strengths

Name two or more competencies in which you are proficient, and give a brief explanation.

Points for improvement

Name one or more competencies that you would like to improve, or which could be improved, and give a brief explanation.



Area 4

Professionalism

- 36 Cooperation with other guides** You consult with other guides about the route and take other guides into account during the tour.

1 Insufficient	2	3	4	5 Excellent

- 37 Cooperation with security guards** You communicate (if necessary) with security guards and follow their instructions.

1 Insufficient	2	3	4	5 Excellent

- 38 Cooperation with teachers** You adjust the program with the visiting teacher and give the teacher an appropriate role during the tour.

1 Insufficient	2	3	4	5 Excellent

- 39 Reliability** You are reliable, loyal, punctual, stick to the agreements made with the museum, and give the tours in accordance with the designed program.

1 Insufficient	2	3	4	5 Excellent

- 40 Flexibility** You are flexible and have an open attitude towards change.

1 Insufficient	2	3	4	5 Excellent

- 41 Represent the museum** You are aware of your role as an ambassador of the museum and behave accordingly.

1 Insufficient	2	3	4	5 Excellent

- 42 Reflecting on personal performance** You reflect on your own practices and are aware of your own strengths and areas for improvement.

1 Insufficient	2	3	4	5 Excellent

- 43 Giving and receiving feedback** You are open to feedback, use this feedback to improve, and are willing to give feedback to other guides (and educators).

1 Insufficient	2	3	4	5 Excellent

- 44 Professional development** You use the opportunities for professional development offered by the museum and are actively looking for ways to develop your competencies.

1 Insufficient	2	3	4	5 Excellent

- 45 Contribute to improving tours** You critically reflect on tours and use this reflection and your knowledge of pedagogy to contribute to redesigning a program.

1 Insufficient	2	3	4	5 Excellent

Comments

Strengths

Name two or more competencies in which you are proficient, and give a brief explanation.

Points for improvement

Name one or more competencies that you would like to improve, or which could be improved, and give a brief explanation.

