



Core Competencies for Evaluators of the UN System

The Core Competencies for Evaluators for the UN System were endorsed at the UNEG Annual General Meeting, April 2008.

See also:

- Core Competencies for Heads of Evaluation in the UN System, UNEG/G(2008)2
- UNEG Job Descriptions for Evaluators in the UN System (P1-P5), UNEG/G/JD/P1-P5(2008)

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Introduction

Background

1. The United Nations Evaluation Group (UNEG) commissioned in April 2005 its Evaluation Capacities Development Task Force (ECD/TF)¹ to prepare a competency profile of evaluators within the UN system.
2. This effort is part of a series of undertakings by UNEG to professionalize and harmonize the evaluation function within the United Nations. The first milestone reached by UNEG in 2005 was the endorsement of the Norms and Standards for Evaluation in the UN System². The second milestone consisted of the self-assessment done in 2006 by the evaluation units of the extent to which they comply with the Norms and Standards. The preparation of the competencies profile will be the third milestone when approved by UNEG during the March 2006 meeting in Paris. A fourth milestone will be the development of a core training programme for UN evaluators.
3. Improving the professionalism of evaluation by creating clear expected competencies for evaluators will foster credibility of the evaluation function and evaluation staff. As management needs for evaluative evidence for decision making become more complex, critics point to the lack of consistency and methodological rigor within the evaluation community. Much of the criticism comes from within the evaluation community itself. A lack of core competencies has led to a situation where “evaluation” is conducted by a variety of individuals with a social science or statistics background and other disciplines, resulting in products of uneven quality and credibility. Evaluation involves the rigorous application of research methods, statistical tools, analytical techniques and listening skills. Also critical are sound judgment and effective communication skills. There is a consensus that action is required to create professional competency criteria for evaluators. There is as well a need for a common framework for professional development based on the identification of core competencies and a structured training approach.
4. There is a clear message to the evaluation community that the time has come to find means to ensure that evaluators somehow meet minimum professional standards. A major challenge relates to the absence of internationally recognized competency criteria or a governing body to support enforcement.
5. The competencies profile will facilitate the preparation of job descriptions by providing clear technical standards for the various levels of evaluation positions. The technical requirements of the job description will be a roadmap for evaluators to use to determine their professional development

¹ For this task, the Evaluation Capacity Development Task Force created a sub-group. The document was drafted by Jean Quesnel (UNICEF) and Demetra Arapakos (OIOS) with contributions from Anguel Annastasov (CTBTO), Maya Bachner (WIPO), Johannes Dohinger (UNIDO), Christophe Franzetti (OIM), Carla Henry (ILO), Claude Hilfiker (OCHA), Donatella Magliani (UNIDO), John Markie (FAO), Roger Miranda (UNODC), Ada Ocampo (UNICEF), Fumika Ouchi (UNODC), Sukai Prom-Jackson (UNDP), Backson Sibanda (UNODC), and Anne-Marie Waeschle (WFP).

² Available at www.unevaluation.org.

requirements. These technical requirements will also be convenient tools for the posting of the job requirements to be met by postulant candidates. The inter-agency use of the technical requirements will foster the development of a professional evaluation community within the United Nations system. The competencies should be used as benchmarks that the UN organizations should use for the appointing new evaluators, thus raising the bar for the technical competence at entry.

Approach taken by the Task Force

6. The Task Force examined the few competency profiles that exist for evaluators. An obvious source was the competencies described in the Standards for Evaluation in the UN System that UNEG approved in Rome in April 2005³. The other cited source of reference is the published in March 2005 by the American Journal of Evaluation⁴.

7. Members of the Task Force met in February 2006 in Vienna. They brainstormed and developed the list of core competencies. In March 2006, three concurrent meetings of members of the Task Force were held in Geneva, New York and Vienna to validate the approach and ensure that the views of the different type of UN units were taken into consideration.

8. It was decided that the competencies would first be described at the officer levels and that a competency profile for managers and directors would have to be prepared in the coming year. There was a strong consensus that the competencies of these heads of evaluation units must include the core evaluation competencies listed below in this report.

Criteria

9. In light of the above there is an urgent need that UNEG defines the core competencies for evaluators in the UN system. The core competencies ought to respect the following criteria:

- Core competencies should be developed and presented within the larger context of professionalizing evaluation in the UN.
- Core competencies should establish minimum professional expectations for all evaluation staff. These competencies can shift focus and be expanded upon for different levels of staff (junior professionals, senior professionals, managers etc), but they establish a common foundation for all evaluation professionals.
- Core competencies should create professional boundaries that define the distinct role and value added of evaluation. This is particularly relevant given the current debate on the difference between evaluation and audit - core competencies help to distinguish “evaluators” from “auditors”, each with their own skill sets and professional standards.

³ See attachment 1 for the standard on competencies and ethics.

⁴ See attachment 2 for the extract of the essential competencies for program evaluators.

- Core competencies should be meaningful for evaluation offices in which staff conduct their own evaluations as well as for offices which primarily use consultants to conduct evaluations. In the latter, staff directing and guiding the consultants need to ensure the quality of work completed by consultants.
- Evaluation core competencies should be strongly tied to the credibility and quality of evaluation products. They provide one type of quality assurance mechanism by ensuring that staff have the skills to conduct evaluations that are methodologically robust, analytically rigorous, timely, meaningful and useful.
- Core competencies should help to create professional coherence and harmonization across the UN organizations, since they are common to all evaluation staff regardless of how their office operates, where it is situated and what type of work it does⁵.

What are competencies ?

10. Competencies can be defined as:

“Clusters of related knowledge, skills, abilities, and other requirements necessary for successful job performance”⁶.

11. Every position has its own set of competencies. One cannot expect the same level of competencies from a member staff at the junior officer rank compared to someone at a senior officer rank. Therefore it is important to identify the competency requirement and describe the degree of mastery depending on the level of position.

Possible approaches considered

12. Three basic approaches were considered by the Task Force:

- a. Use a generic management competency profile and specify singular requirements applicable to evaluation.
- b. Inductively extract the competencies using the description of positions and their technical requirements.
- c. Use the Standards for Evaluation in the UN System and discriminate the degree of competencies expected at each position level (junior to senior).

⁵ The criteria were provided by the Office of Internal Oversight Services (OIOS).

⁶ The definition is taken from a document on competencies produced by UNICEF Division of Human Resources.

13. The first approach is not practical because generic profiles tend to have a bias on personal attributes instead of technical expertise. The aim of this exercise is to spell out the technical requirements of positions held by evaluators.

14. The second approach was tested with a survey of existing job descriptions in the UN system. This proved to be a heteroclitic source. Job descriptions in UN are not yet harmonized. Nevertheless the analysis that was done of the job descriptions provided by UNEG members gave valuable insights⁷.

15. Hence the third approach was the most promising. The Norms and Standards for Evaluation in the UN System served a launching pad for the conceptual model.

Model adopted by the Task Force

16. Using the Standards for Evaluation in the UN System, the members of the Task force agreed on the key competencies.

17. Five main categories of competencies were identified. They are:

- Knowledge of the context of the United Nations.
- Technical and professional skills.
- Inter-personal skills.
- Personal attributes.
- Management skills.

18. Details of each category may be found in the table below. The table illustrates how varying levels of competency ought to be emphasized between the different levels of evaluation staff (Junior Officer, Officer, Intermediate Officer, Senior Officer).

⁷ See the document entitled “*Analysis of Evaluation Competencies based on official job descriptions*” prepared by UNICEF Evaluation Office, January 2006.

	Level I Junior Officer	Level II Officer	Level III Intermediate Officer	Level IV Senior Officer
Knowledge of the United Nations				
Human rights	Human rights	Human rights	Human rights	Human rights
Gender	Gender	Gender	Gender	Gender
Environment	Environment	Environment	Environment Asst	Environment
RBM	RBM	RBM	RBM	RBM
Policy level of work	Policy	Policy	Policy	Policy
Institutional level of work	Institutional	Institutional	Institutional	Institutional
Strategic level of work	Strategic	Strategic	Strategic	Strategic
Activity level of work	Activity	Activity	Activity	Activity
Project level of work	Project	Project	Project	Project
Programme level of work	Programme	Programme	Programme	Programme
Technical/ Professional				
Planning for Influential Evaluations	Planning for Influential Evaluations	Planning for Influential Evaluations	Planning for Influential Evaluations	Planning for Influential Evaluations
Evaluation Design	Evaluation Design	Evaluation Design	Evaluation Design	Evaluation Design
Data Collection	Data Collection	Data Collection	Data Collection	Data Collection
Data Analysis (Quantitative and Qualitative)	Data Analysis	Data Analysis	Data Analysis	Data Analysis
Reporting	Reporting	Reporting	Reporting	Reporting
Follow Up on Recommendations	Follow Up on Recommendations	Follow Up on Recommendations	Follow Up on Recommendations	Follow Up on Recommendations
Best Practices	Best Practices	Best Practices	Best Practices	Best Practices
Lessons Learned	Lessons Learned	Lessons Learned	Lessons Learned	Lessons Learned

	Level I Junior Officer	Level II Officer	Level III Intermediate Officer	Level IV Senior Officer
Dissemination and Outreach	Dissemination	Dissemination	Dissemination/Outreach	Dissemination/Outreach
Interpersonal skills				
Communication Skills (Written and oral)	Communication Skills	Communication Skills	Communication Skills	Communication Skills
Cultural Sensitivity	Cultural Sensitivity	Cultural Sensitivity	Cultural Sensitivity	Cultural Sensitivity
Negotiation	Negotiation	Negotiation	Negotiation	Negotiation
Facilitation	Facilitation	Facilitation	Facilitation	Facilitation
Personal attributes				
Ethics	Ethics	Ethics	Ethics	Ethics
Judgement	Judgement	Judgement	Judgement	Judgement
Education (Research & Evaluation)	Education (Research & Evaluation)	Education (Research & Evaluation)	Education (Research & Evaluation)	Education (Research & Evaluation)
Work Experience (Research & Evaluation)	Work Experience (Research & Evaluation)	Work Experience (Research & Evaluation)	Work Experience (Research & Evaluation)	Work Experience (Research & Evaluation)
Management skills				
Managing Evaluation Process /Projects	Eval Process Management	Eval Process Management	Eval Process Management	Eval Process Management
Team Management	Team Management	Team Management	Team Management	Team Management
Coaching & Training	Coaching & Training	Coaching & Training	Coaching & Training	Coaching & Training
Resource Management	Resource Management	Resource Management	Resource Management	Resource Management
Basic Skills	Intermediate Skills		Advanced skills	

19. In Attachment 3, the competencies are described for each position level.

Core Competencies for all evaluators in the UN System

20. Members of the ECD/TF met mid-March 2006 in Geneva, New York and Vienna to validate the conceptual model. Using the matrix above as providing a more comprehensive listing of competencies for evaluation staff, they made an effort to identify the KEY core competencies that would be applicable to all evaluation functions in the UN system.

21. They identified the following six core competencies for UN evaluation staff, using three criteria: unique relevance for evaluation positions; system-wide applicability, and mandatory compliance at all levels of positions.

- a. **Work experience** – UN evaluators must have relevant evaluation experience in field work.
- b. **Evaluation design** – UN evaluators must master how to develop an evaluation terms of reference that addresses salient issues, identifies potential impact and uses appropriate evaluation methodologies, including evaluability at the outset.
- c. **Data collection and analysis** – UN evaluators must be well versed in evaluation quantitative and qualitative data collection and analysis tools, techniques and approaches.
- d. **Reporting** – UN evaluators must master how to draft credible and compelling evaluation reports, with evidence-based findings and recommendations, for maximum impact.
- e. **Managing the evaluation process/project** – UN evaluators must master the process management of evaluation projects at various levels (eg, activity, project and programme level) as well as the management of evaluation teams.
- f. **Ethics** - All UN evaluators must know the deontological code and abide to it.

22. Nevertheless the Competencies Task Force developed a more exhaustive description of competencies that may be found in Attachment 3.

Attachment 1: Competencies and ethics contained in UNEG's standards for evaluation.

(Extract from the Standards for Evaluation in the UN System)

2. Competencies⁸ and Ethics⁹

1. All those engaged in designing, conducting and managing evaluation activities should aspire to conduct high quality and ethical work guided by professional standards and ethical and moral principles.

Competencies

Standard 2.1:

Persons engaged in designing, conducting and managing evaluation activities should possess core evaluation competencies.

2. Evaluation competencies refer to the qualifications, skills, experience and attributes required by those employed within the evaluation function to carry out their duties as stipulated and to ensure the credibility of the process.

3. Competences are required for all those engaged in designing, conducting and managing evaluation activities, managing evaluators, conducting training and capacity development and designing and implementing evaluation methodologies and systems.

4. Some skills are particularly useful for persons conducting evaluations as “evaluators”, while others are needed for persons who manage evaluations as “evaluation managers”. The term “evaluators” used below encompasses both roles.

5. Evaluators should declare any conflict of interest to clients before embarking on an evaluation project, and at any point where such conflict occurs. This includes conflict of interest on the part of the either the evaluator or the stakeholder.

6. Evaluations should accurately represent their level of skills and knowledge. Similarly, evaluators should practice within the limits of their professional training and competence, and should decline to conduct evaluations that fall substantially outside those limits.

⁸ See UNEG Guidance Document “*UNEG Core Competencies for Evaluators of the UN System*”, UNEG/G/2(2008) and “*UNEG Job Descriptions for Evaluators in the UN System*”, UNEG/G/JD/P1-P5(2008).

⁹ See UNEG Foundation Document “*UNEG Ethical Guidelines*”, UNEG/FN/ETH(2008) and “*UNEG Code of Conduct*”, UNEG/FN/CoC(2008).

Standard 2.2:

Evaluators should have relevant educational background, qualification and training in evaluation.

7. Evaluators should preferably have an advanced university degree or equivalent background in social sciences or other relevant disciplines, with specialized training in areas such as evaluation, project management, social statistics, advanced statistical research and analysis.

8. Evaluators should continually seek to maintain and improve their competencies in order to provide the highest level of performance in their evaluations. This continuing professional development might include formal seminars and workshops, self-study, evaluations of one's own practice, and working with other evaluators to learn from their skills and expertise.

Standard 2.3:

Evaluators should have professional work experience relevant to evaluation.

9. Evaluators should also have relevant professional experience in :

- Design and management of evaluation processes, including with multiple stakeholders.
- Survey design and implementation.
- Social science research.
- Project/ programme/ policy planning, monitoring and management.

Standard 2.4:

Evaluators need to have specific technical knowledge of, and be familiar with, the methodology or approach that will be needed for the specific evaluation to be undertaken, as well as certain managerial and personal skills.

10. Specialized experience and/or methodological/ technical knowledge, including some specific data collection and analytical skills, may be particularly useful in the following areas:

- Understanding of human rights-based approaches to programming.
- Understanding of gender considerations.
- Understanding of Results Based Management (RBM) principles.
- Logic modeling/ logical framework analysis.
- Read-time, utilization-focused, joint, summative and formative evaluation.

- Quantitative and qualitative data collection and analysis.
- Rapid assessment procedures.
- Participatory approaches.

11. The evaluator, whose responsibilities include the management of evaluation, needs specific managerial skills:

- Management of evaluation process;
- Planning, setting standards and monitoring work;
- Management of human and financial resources;
- Team leadership;
- Strategic and global thinking;
- Foresight and problem solving.

12. The evaluator also needs certain personal skills that are particularly useful in evaluation;

- Team work and cooperation;
- Capability to bring together diverse stakeholders;
- Communication;
- Strong drafting skills;
- Analytical skills;
- Negotiation skills;
- Language skills adapted to the region where the evaluation takes place.

Ethics

Standard 2.5:

Evaluators should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relationships with all stakeholders.

13. In line with the UN Universal Declaration of Human Rights and other human rights conventions, evaluators should operate in accordance with international values.

14. Evaluators should be aware of differences in culture, local customs, religious beliefs and practices, personal interaction and gender roles, disability, age and ethnicity, and be mindful of the potential implications of these differences when planning, carrying out and reporting on evaluations.

15. Evaluators must ensure the honesty and integrity of the entire evaluation process. Evaluations also have an overriding responsibility to ensure that evaluation activities are independent, impartial and accurate.

Standard 2.6:

Evaluators should ensure that their contacts with individuals are characterized by respect.

16. Evaluators should avoid offending the dignity and self-respect of those persons with whom they come in contact in the course of the evaluation.

17. Knowing that evaluation might often negatively affect the interests of some stakeholders, evaluators should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders' dignity and self-worth.

Standard 2.7:

Evaluators should protect the anonymity and confidentiality of individual information

18. Evaluators should provide the maximum notice, minimize demands on time, and respect people's right to privacy.

19. Evaluators must respect people's right to provide information in confidence, and must ensure that sensitive information cannot be traced to its source. They should also inform participants about the scope and limits of confidentiality.

20. Evaluators are not expected to evaluate individuals, and must balance an evaluation of management functions with this general principle.

21. Evaluators have a responsibility to note issues and findings that may not relate directly to the Terms of Reference. They should consult with other relevant oversight entities when there is any doubt about if and how issues, such as evidence of wrongdoing, should be reported.

Standard 2.8:

Evaluators are responsible for their performance and their product(s).

22. Evaluators are responsible for the clear, accurate and fair written and/ or oral presentation of study limitations, findings and recommendations.

23. Evaluators should be responsible for the completion of the evaluation within a reasonably planning time, acknowledging unprecedented delays resulting from factors beyond the evaluator's control.

Attachment 2: American Evaluation Association Essential Competencies for Program Evaluators

(Reproduced from Stevahn and King, Ghere, & Minnema, American Journal of Evaluation, March 2005)

1.0	Professional Practice
1.1	Applies professional evaluation standards
1.2	Acts ethically and strives for integrity and honesty in conducting evaluations
1.3	Conveys personal evaluation approaches and skills to potential clients
1.4	Respects clients, respondents, program participants, and other stakeholders
1.5	Considers the general and public welfare in evaluation practice
1.6	Contributes to the knowledge base of evaluation
2.0	Systematic Inquiry
2.1	Understands the knowledge base of evaluation (terms, concepts, theories, assumptions)
2.2	Knowledgeable about quantitative methods
2.3	Knowledgeable about qualitative methods
2.4	Knowledgeable about mixed methods
2.5	Conducts literature reviews
2.6	Specifies program theory
2.7	Frames evaluation questions
2.8	Develops evaluation designs
2.9	Identifies data sources
2.10	Collects data
2.11	Assesses validity of data
2.12	Assesses reliability of data
2.13	Analyzes data
2.14	Interprets data
2.15	Makes judgements
2.16	Develops recommendations
2.17	Provides rationales for decisions throughout the evaluation
2.18	Reports evaluation procedures and results

2.19	Notes strengths and limitations of the evaluation
2.20	Conducts meta-evaluations
3.0	Situational Analysis
3.1	Describes the program
3.2	Determines program evaluability
3.3	Identifies the interests of relevant stakeholders
3.4	Serves the information needs of intended users
3.5	Addresses conflicts
3.6	Examines the organizational context of the evaluation
3.7	Analyzes the political considerations relevant to the evaluation
3.8	Attends to issues of evaluation use
3.9	Attends to issues of organizational change
3.10	Respects the uniqueness of the evaluation site and client
3.11	Remains open to input from others
3.12	Modifies the study as needed
4.0	Project Management
4.1	Responds to requests for proposals
4.2	Negotiates with clients before the evaluation begins
4.3	Writes formal agreements
4.4	Communicates with clients throughout the evaluation process
4.5	Budgets an evaluation
4.6	Justifies cost given information needs
4.7	Identifies needed resources for evaluation, such as information, expertise, personnel, instruments
4.8	Uses appropriate technology
4.9	Supervises others involved in conducting the evaluation
4.10	Trains others involved in conducting the evaluation
4.11	Conducts the evaluation in a nondisruptive manner
4.12	Presents work in a timely manner
5.0	Reflective Practice
5.1	Aware of self as an evaluator (knowledge, skills, dispositions)

5.2	Reflects on personal evaluation practice (competencies and areas for growth)
5.3	Pursues professional development in evaluation
5.4	Pursues professional development in relevant content areas
5.5	Builds professional relationships to enhance evaluation practice
6.0	Interpersonal Competence
6.1	Uses written communication skills
6.2	Uses verbal/listening communication skills
6.3	Uses negotiation skills
6.4	Uses conflict resolution skills
6.5	Facilitates constructive interpersonal interaction (teamwork, group facilitation, processing)
6.6	Demonstrates cross-cultural competence

Attachment 3: Description of Competencies

Knowledge of the United Nations		Page
General context of the UN	Knowledge of the UN context	2
Human Rights, Gender Environment, RBM	Knowledge of key UN topics	3
Policy Institutional Strategic Activity Project Programme	Knowledge of evaluation levels	4
Technical/ Professional		
Planning for influential evaluations	Planning for influential evaluations	5
Evaluation Design	Evaluation Design	6
Data collection	Data collection	8
Data Analysis	Quantitative Data Analysis	10
	Qualitative Data Analysis	12
Reporting	Reporting	14
Follow up on recommendations	Follow up on recommendations	16
Best Practices	Best Practices and Lessons Learned	17
Lessons Learned		
Dissemination and Outreach	Dissemination and Outreach	18
Inter Personal Skills		
Communication skills (written and oral)	Oral and written communication	19
Cultural sensitivity	Cultural sensitivity	21
Negotiation	Negotiation	23
Facilitation	Facilitation	24
Personal Attributes		
Ethics	Ethics	25
Judgement	Judgement	26
Education (research & evaluation)	Education and work experience	27
Work experience (research and evaluation)		
Managerial		
Managing the Evaluation Process/ Project	Managing the Evaluation Process/ Project	29
Team management	Team management	30
Coaching and training	Coaching and training	31
Resource management	Resource management	32

Knowledge of the UN context

Junior Officer

- Has a basic knowledge of the role of the UN and its components.
- Has a basic knowledge of the UN Agency, its key players, and programs and the distinctions between the programs.
- Has a basic understanding of governmental relationships and the UN legislative process.
- Has a basic knowledge of the organisation's budget.

Officer

- Has a detailed knowledge of the role of the UN and its components and the Agency's relationship with the UN.
- Has a detailed understanding of the Agency, its key players, and programs and the distinctions between them.
- Has a good knowledge and understanding of governmental relationships.
- Has a basic knowledge of the organisation's budget.

Intermediate Officer

- Has a detailed understanding of the role of the UN and its components and the Agency's relationship within the UN.
- Has a detailed understanding of the Agency, its key players, and programs and the distinctions between them, while starting to develop an expertise in one program area.
- Has a good knowledge and understanding of governmental relationships and legislative processes.
- Has a good knowledge of the Agency's budget and familiarity with major program budgets.

Senior Officer

- Has a detailed knowledge and understanding of the role of the UN system and the Agency's relationship with the UN. Has a detailed understanding of the key players, and programs and the distinctions between them. Has a detailed knowledge and understanding of governmental relationships and UN legislative processes. Has a comprehensive understanding of the laws and regulations that impact the operation of the UN.
- Has a comprehensive knowledge of the Agency's budget, familiarity with major program budgets, and good knowledge of inspection topic budgets.
- Has a comprehensive understanding of Agency's policies and relationships with UN Policies.
- Has a comprehensive understanding of major trends and issues affecting the UN.

Knowledge of Key UN Topics

(Human rights, Gender, Environment, RBM)

Junior Officer

- Learns about the key UN topics and their inter-relationships
- Knows where to find the relevant policy and operational reference texts

Officer

- Knows about the key UN topics.
- Evaluates topics under supervision.
- Assists in complex topical evaluations

Intermediate Officer

- Has a good knowledge of the key UN topics.
- Evaluates key topics related activities and programmes, with minimal supervision.
- Assist in the evaluation of topical policies, under supervision
- Provides supervision to evaluation staff in the evaluation of topic-related activities, projects and programmes.

Senior Officer

- Has a comprehensive knowledge about the key UN topics.
- Evaluates independently all types of topics
- Participates in joint evaluations of all types of topics
- Provides supervision to evaluation staff in the evaluation of all types of topics
- Produces evaluation methodological guides for all types of topics

Knowledge of Evaluation Levels

(Policy, Institutional, Strategic, Programme, Project, Activity)

Junior Officer

- Learns about the various levels of units of evaluation and their inter-relations.
- Independently evaluates discreet activities such as training course, workshops, conferences and discreet activities.
- Evaluates projects under supervision.
- Assist in the evaluation of programmes, strategies and policies

Officer

- Evaluates independently activities and projects of the organisation.
- Evaluates programmes under supervision.
- Assists in evaluation of strategies, policies and organisations.

Intermediate Officer

- Evaluates independently activities, projects, programmes and topics
- Participates in joint evaluations of projects, programmes and topics
- Evaluates strategies and organizations with minimal supervision.
- Assists in the evaluation of policies and organizations, under supervision
- Provides supervision to evaluation staff in the evaluation of activities, projects and programmes.
- Produces evaluation methodological guides for activities, project and programme evaluation

Senior Officer

- Evaluates independently all types evaluations
- Participates in joint evaluations of all types of evaluation
- Provides supervision to evaluation staff in the evaluation of all types of evaluation
- Produces evaluation methodological guides for all types of evaluation

Planning for Influential Evaluations

Junior Officer

- Identifies issues that would lead to work planning items while attending conferences or meetings with other agencies, with significant guidance.
- Researches relevant issues and subjects of interest for potential work planning items, with moderate guidance.

Officer

- Identifies issues that would lead to work planning items while attending conferences or meetings with other agencies, with moderate guidance.
- Researches relevant issues and subjects of interest for potential work planning items, with some guidance.
- Contributes to work planning initiatives.

Intermediate Officer

- Identifies issues that would lead to work planning items while attending conferences or meetings with other agencies, with minimal guidance.
- Researches relevant issues and subjects of interest for potential work planning items, independently.
- Takes a lead in work planning initiatives.
- With minimal supervision, performs environmental scanning and plans for future evaluation challenges and opportunities.

Senior Officer

- Identifies issues that would lead to work planning items while attending conferences or meetings, independently.
- Researches relevant issues and subjects of interest for potential work planning items, independently.
- Develops and leads work planning initiatives.
- Performs environmental scanning and plans for future evaluation challenges and opportunities.

EVALUATION DESIGN

Junior Officer

- Assists in the development of a well-focused Terms of Reference that includes a complete background, identifies and addresses salient issues, and identifies potential impact, with significant guidance.
- Learns to apply various methodologies in evaluation, such as mail and telephone surveys, record reviews, focus groups and case studies.
- Learns about various sampling techniques (such as random, stratified and purposive) and their applications.

Officer

- Contributes in the development of a well-focused Terms of Reference that includes a complete background, identifies and addresses salient issues, and identifies potential impact, with moderate guidance.
- Has a basic understanding of various methodologies in evaluation, such as mail and telephone surveys, record reviews, focus groups and case studies.
- Contributes to the development of the most efficient and effective methodology for the design, with moderate guidance.
- Has a basic understanding of various sampling techniques (such as random, stratified and purposive) and their applications.
- Contributes to the development of the most accurate sampling technique for the methodology, with moderate guidance.

Intermediate Officer

- Develops a well-focused Terms of Reference that includes a complete background, addresses salient issues, and identifies potential impact, with minimal guidance.
- Has a good understanding of various methodologies in evaluation, such as mail and telephone surveys, record reviews, focus groups and case studies.
- Contributes to the development of the most efficient and effective methodology for the design, with minimal guidance.
- Has a good understanding of various sampling techniques (such as random, stratified and purposive) and their applications.
- Develops the most accurate sampling technique for the methodology.

Senior Officer

- Develops a well-focused Terms of Reference that includes a complete background, addresses salient issues, and identifies potential impact, with some independence.
- Has a comprehensive understanding of various methodologies in evaluation, such as mail and telephone surveys, record reviews, focus groups and case studies.
- Develops of the most efficient and effective methodology for the design.
- Has a comprehensive understanding of various sampling techniques (such as random, stratified and purposive) and their applications.
- Develops the most accurate sampling technique for the methodology.

Data Collection

Junior Officer

- Collects reliable, valid and accurate information in an objective way.
- Learns about the practice of basic questionnaire design, including formatting, wording, question order, and response categories.
- Assists in the development of questionnaires and other review instruments that will address issues identified in the design, with significant guidance.
- Learns to apply effective interviewing skills, such as following questions, probing, remaining neutral, and getting the essential information.
- Conducts both telephone and in-person interviews, with some guidance.
- Learns how to use programme data and records.
- Learns how to design and conduct case studies.

Officer

- Collects reliable, valid and accurate information in an objective way.
- Has a basic understanding of questionnaire design, including formatting, wording, question order, and response categories.
- Assists in the development of questionnaires and other review instruments that will address issues identified in the design, with moderate guidance.
- Understands effective interviewing skills, such as following questions, probing, remaining neutral and getting the essential information.
- Conducts both telephone and in person interviews, with minimal guidance.
- Uses programme data and records, with some guidance.
- Learns how to design and conduct case studies.

Intermediate Officer

- Collects reliable, valid and accurate information in an objective way.
- Has a good understanding of questionnaire design, including formatting, wording, question order, and response categories.

- Develops questionnaires and other review instruments that will address issues identified in the design, independently.
- Masters effective interviewing skills, such as following questions, probing, remaining neutral and getting the essential information.
- Conducts both telephone and in person interviews, independently.
- Uses programme data and documents, independently.
- Designs and conducts case studies, independently.
- Guides and directs junior staff in data collection.

Senior Officer

- Collects reliable, valid, and accurate information in an objective way.
- Has a comprehensive understanding of basic questionnaire design, including formatting, wording, question order, and response categories.
- Develops questionnaires and other review instruments that will address issues identified in the design, independently.
- Masters effective interviewing skills, such as following questions, probing, remaining neutral and getting the essential information.
- Conducts both telephone and in person interviews, independently.
- Uses programmes data and records.
- Designs and conducts case studies.
- Guides and directs evaluation staff in data collection.

Quantitative Data Analysis

Junior Officer

- Works on preparing data for analysis, such as testing for data accuracy, with moderate guidance.
- Learns to use an analysis plan to ensure the data analysis addresses evaluation issues.
- Learns the uses and limits of various methods available for quantitative analysis, including frequencies, cross tabulations, and statistical testing (such as correlation and significance testing.)
- Acquires the skills necessary to use various computer software packages available for quantitative analysis, including databases, spreadsheets and statistical packages.

Officer

- Works on preparing data for analysis, such as testing for data accuracy, with minimal guidance.
- Uses an analysis plan to ensure the data analysis addresses evaluation issues, with minimal guidance.
- Has a basic understanding of the uses and limits of various methods available for quantitative analysis, including frequencies, cross tabulations, and statistical testing (such as correlation and significance testing.)
- Applies with some guidance the skills necessary to use various computer software packages available for quantitative analysis, including databases, spreadsheets and statistical packages.

Intermediate Officer

- Works on preparing data for analysis, such as testing for data accuracy, with minimal guidance.
- Uses an analysis plan to ensure the data analysis addresses evaluation issues, with minimal guidance.
- Has a good understanding of the uses and limits of various methods available for quantitative analysis, including frequencies, cross tabulations, and statistical testing (such as correlation and significance testing.)
- Applies with some guidance the skills necessary to use various computer software packages available for quantitative analysis, including databases, spreadsheets and statistical packages.
- Learns innovative and creative analysis techniques and applies as appropriate.

Senior Officer

- Works on preparing data for analysis, such as testing for data accuracy, independently.
- Uses an analysis plan to ensure the data analysis addresses evaluation issues, independently.
- Has a comprehensive understanding of the uses and limits of various methods available for quantitative analysis, including frequencies, cross tabulations, and statistical testing (such as correlation and significance testing.)
- Applies the skills necessary to use various computer software packages available for quantitative analysis, including databases, spreadsheets and statistical packages.
- Uses innovative and creative analysis techniques and applies as appropriate.
- Guides and directs evaluation staff in quantitative data analysis.

Qualitative Data Analysis

Junior Officer

- Learns to apply the various methods available to analyze qualitative data (as obtained from case studies, focus groups, and direct observation), such as flow charts and matrices. Appropriately uses qualitative analysis to provide context and perspective to quantitative findings, with significant guidance.
- Learns the role the evaluator plays in qualitative evaluations and takes this into account in assuring consistency and reliability of data analysis.
- Acquires the skills necessary for coding qualitative data, including when and how to code, and how to incorporate coding into analysis.

Officer

- Has basic knowledge of the various methods available to analyze qualitative data (as obtained from case studies, focus groups, and direct observation), such as flow charts and matrices. Appropriately uses qualitative analysis to provide context and perspective to quantitative findings, with some guidance.
- Understands the role the evaluator plays in qualitative evaluations and takes this into account in assuring consistency and reliability of data analysis.
- Has a basic understanding of the skills necessary for coding qualitative data, including when and how to code, and how to incorporate coding into analysis.

Intermediate Officer

- Has good knowledge of the various methods available to analyze qualitative data (as obtained from case studies, focus groups, and direct observation), such as flow charts and matrices. Appropriately uses qualitative analysis to provide context and perspective to quantitative findings, with minimal guidance.
- Understands the role the evaluator plays in qualitative evaluations and takes this into account in assuring consistency and reliability of data analysis.
- Has mastered the skills necessary for coding qualitative data, including when and how to code, and how to incorporate coding into analysis.

Senior Officer

- Has comprehensive knowledge of the various methods available to analyze qualitative data (as obtained from case studies, focus groups, and direct observation), such as flow charts and matrices. Appropriately uses qualitative analysis to provide context and

perspective to quantitative findings as well as develop recommendations through critical analysis of such findings.

- Understands the role the evaluator plays in qualitative evaluations and takes this into account in assuring consistency and reliability of data analysis.
- Masters the skills necessary for coding qualitative data, including when and how to code, and how to incorporate coding into analysis.
- Guides and directs evaluation staff in quantitative data analysis.

Reporting

Junior Officer

- Conceptualizes ideas and issues during the evaluation reporting process, with significant guidance.
- Uses critical thinking to assist in the formulation of findings and recommendations based on the results of both qualitative and quantitative data, with significant guidance.
- Develops clear, concise and compelling evaluation reports for maximum impact, with significant guidance.
- Contributes to the development of evaluation reports that meet UNEG reporting standards.

Officer

- Conceptualizes ideas and issues during the evaluation reporting process, with moderate guidance.
- Uses critical thinking to participate in the formulation of findings and recommendation based on the results of both qualitative and quantitative data, with moderate guidance.
- Develops clear, concise and compelling evaluation reports for maximum impact, with some guidance.
- With minimal guidance, develops evaluation reports that meet UNEG reporting standards.

Intermediate Officer

- Conceptualizes ideas and issues during the evaluation reporting process, with independence.
- Uses critical thinking to formulate findings and recommendations based on the results of both qualitative and quantitative data, and the broader context of evaluation issues, with independence.
- Develops clear, concise and compelling evaluation reports for maximum impact, with minimal guidance.
- Independently develops evaluation reports that meet UNEG reporting standards.

Senior Officer

- Conceptualizes ideas and issues during the evaluation reporting process, independently.

- Uses critical thinking to formulate findings based on the results of both qualitative and quantitative data, the broader context of evaluation issues, and the political and programmatic environment, independently.
- Develops clear, concise and compelling evaluation reports for maximum impact.
- Independently develops evaluation reports that meet UNEG reporting standards.
- Guides and directs evaluation staff in reporting.

Follow Up on Recommendations

Junior Officer

- Learns about the basic procedures and mechanisms for following up on evaluations, to ensure the evaluation recommendations are properly utilized and implemented in a timely fashion and that evaluation findings are linked to future activities.
- Participates in some follow-up activities.

Officer

- Understands the basic procedures and mechanisms for following up on evaluations, to ensure the evaluation recommendations are properly utilized and implemented in a timely fashion and that evaluation findings are linked to future activities.
- Participates in some follow-up activities.

Intermediate Officer

- Masters the basic procedures and mechanisms for following up on evaluations, to ensure the evaluation recommendations are properly utilized and implemented in a timely fashion and that evaluation findings are linked to future activities.
- Takes the lead in following up on specific evaluations.

Senior Officer

- Masters the basic procedures and mechanisms for following up on evaluations, to ensure the evaluation recommendations are properly utilized and implemented in a timely fashion and that evaluation findings are linked to future activities.
- Oversees and leads overall evaluation follow-up.
- Ensures the development and implementation of an explicit evaluation disclosure policy

Best Practices and Lessons Learned

Junior Officer

- Learns about methodology for distilling and communicating best practices and lessons learned that are well supported by evaluation findings and conclusions and refine or add to commonly accepted lessons.
- With some guidance, reports on best practices and lessons learned that stem logically from evaluation findings and presents an analysis of how they can be applied to different contexts and/or sectors.

Officer

- Understand the methodology for distilling and communicating best practices and lessons learned that are well supported by evaluation findings and conclusions and refine or add to commonly accepted lessons.
- With minimal guidance, reports on best practices and lessons learned that stem logically from evaluation findings and presents an analysis of how they can be applied to different contexts and/or sectors.

Intermediate Officer

- Masters the methodology for distilling and communicating best practices and lessons learned that are well supported by evaluation findings and conclusions and refine or add to commonly accepted lessons.
- Independently, reports on best practices and lessons learned that stem logically from evaluation findings and presents an analysis of how they can be applied to different contexts and/or sectors.
- Guides junior staff in distilling, communicating and reporting on best practices and lessons learned.

Senior Officer

- Masters the methodology for distilling and communicating best practices and lessons learned that are well supported by evaluation findings and conclusions and refine or add to commonly accepted lessons.
- Independently, reports on best practices and lessons learned that stem logically from evaluation findings and presents an analysis of how they can be applied to different contexts and/or sectors.
- Guides evaluation staff in distilling, communicating and reporting on best practices and lessons learned.

Dissemination and Outreach

Junior Officer

- Learns how to disseminate best practices and lessons learned from evaluations.
- Learns how to distribute and publicize evaluation products.

Officer

- Disseminates best practices and lessons learned from evaluations.
- Distributes and publicizes evaluation products.
- With some supervision, networks and cultivates relationships with decision makers and other stakeholders concerning evaluation products.
- Represents evaluation function at internal fora.

Intermediate Officer

- Takes the lead on disseminating best practices and lessons learned from evaluations.
- Takes the lead on distributing and publicizing evaluation products.
- Networks and cultivates relationships with decision makers and other stakeholders concerning evaluation products.
- Represents evaluation function at internal and external fora.

Senior Officer

- Takes the lead on disseminating best practices and lessons learned from evaluations.
- Takes the lead on distributing and publicizing evaluation products.
- Networks and cultivates relationships with decision makers and other stakeholders concerning evaluation products.
- Represents evaluation function at internal and international fora.

Oral and Written Communication

Junior Officer

- Begins to develop a clear and concise UN drafting style.
- Writes memos and internal documents and contributes to writing designs and inspection reports, with moderate guidance.
- Reviews documents for content and style.
- Assists with formal presentations such as briefings, exit and entrance conferences, review team meetings, and professional conferences, with significant guidance.
- Articulates relevant subject matter in a clear and concise way.
- Poses basic questions and contributes information appropriately in formal settings.
- Effectively uses appropriate support items, including charts, graphs, audio-visual techniques, and hand-outs.

Officer

- Writes accurately in a clear and concise UN drafting style.
- Writes memos, internal documents, terms of references and evaluation reports, with some guidance.
- Reviews documents for content and style.
- Assists with formal presentations such as briefings, exit and entrance conferences, review team meetings, and professional conferences, with moderate guidance.
- Articulates relevant subject matter in a clear and concise way.
- Poses basic questions and contributes information appropriately in formal settings.
- Effectively uses appropriate support items, including charts, graphs, audio-visual techniques, and hand-outs.

Intermediate Officer

- Writes accurately in a clear and concise UN drafting style.
- Writes memos, internal documents, terms of references and evaluation reports, with minimal guidance.

- Reviews documents for content and style and to ensure the above standards are met.
- Assists with and/or conducts formal presentations such as briefings, exit and entrance conferences, review team meetings, and professional conferences, with some guidance.
- Articulates relevant subject matter in a clear and concise way.
- Poses and answers questions and contributes information appropriately in formal settings.
- Effectively uses appropriate support items, including charts, graphs, audio-visual techniques, and hand-outs.

Senior Officer

- Writes accurately in a clear and concise UN drafting style.
- Writes memos, internal documents, terms of references and evaluation reports, independently.
- Reviews documents for content and style and to ensure the above standards are met.
- Conducts with minimal guidance formal presentations such as briefings, exit and entrance conferences, review team meetings, and professional conferences.
- Articulates relevant subject matter in a clear and concise way.
- Poses and answers questions and contributes supporting information appropriately in formal settings.
- Effectively uses appropriate support items, including charts, graphs, audio-visual techniques, and hand-outs.

Cultural Sensitivity

Junior Officer

- Has an understanding of and respect for differences in culture, local customs, religious beliefs and practices, personal interaction and gender roles, disability, age and ethnicity, and is mindful of potential implications of these differences when planning, carrying out and reporting on evaluations.
- Has an understanding of international values regarding minorities and particular groups.
- Articulates and takes into account the diversity of interests and values that may be related to the general and public welfare. Learns how cultural norms and undertakings are reflected in different codes of professional conduct.

Officer

- Has an understanding of and respect for differences in culture, local customs, religious beliefs and practices, personal interaction and gender roles, disability, age and ethnicity, and is mindful of potential implications of these differences when planning, carrying out and reporting on evaluations.
- Has an understanding of international values regarding minorities and particular groups.
- Articulates and takes into account the diversity of interests and values that may be related to the general and public welfare.
- Is aware of how cultural norms and undertakings are reflected in different codes of professional conduct.

Intermediate Officer

- Has a good understanding of and respect for differences in culture, local customs, religious beliefs and practices, personal interaction and gender roles, disability, age and ethnicity, and is mindful of potential implications of these differences when planning, carrying out and reporting on evaluations.
- Has a good understanding of international values regarding minorities and particular groups.
- Articulates and takes into account the diversity of interests and values that may be related to the general and public welfare.
- Is much aware of how cultural norms and undertakings are reflected in different codes of professional conduct.

Senior Officer

- Has a comprehensive understanding of and respect for differences in culture, local customs, religious beliefs and practices, personal interaction and gender roles, disability, age and ethnicity, and is mindful of potential implications of these differences when planning, carrying out and reporting on evaluations.
- Has a comprehensive understanding of international values regarding minorities and particular groups.
- Articulates and takes into account the diversity of interests and values that may be related to the general and public welfare.
- Is very aware of how cultural norms and undertakings are reflected in different codes of professional conduct.

Negotiation

Junior Officer

- Learns how to negotiate by accurately presenting a position, listening to and seeking to understand others' perspectives, and appropriately responding to the issues involved.
- Negotiates within the office, such as during staff and team meetings, with moderate guidance.

Officer

- Negotiates by accurately presenting a position, listening to and seeking to understand others' perspectives, and appropriately responding to the issues involved.
- Negotiates within the office, such as during staff and team and meetings, with minimal guidance.
- Negotiates within the agency, such as during review team meetings and workgroups, with moderate guidance.

Intermediate Officer

- Skillfully negotiates by accurately presenting a position, listening to and seeking to understand others' perspectives, and appropriately responding to the issues involved.
- Negotiates within the office, such as during staff and team and meetings, and within the agency, such as during review team meetings and workgroups, independently.
- Negotiates outside the agency on issues related to evaluations, such as data requests, procedural items and evaluation findings, with minimal guidance.

Senior Officer

- Skillfully negotiates in increasingly complex situations by accurately presenting a position, listening to and seeking to understand others' perspectives, and appropriately responding to the issues involved.
- Negotiates within the office, within the UN, and externally.
- Negotiates in complex situations outside the agency on issues related to evaluations, such as data requests, procedural items and findings, without guidance.

Facilitation

Junior Officer

- Learns how to facilitate meetings and other interactions with colleagues and peers within the same office.
- Learns how to facilitate meetings and other interactions with colleagues and peers in other UN offices.
- Learns how to facilitate meetings and other interactions with external UN partners.

Officer

- Facilitates meetings and other interactions with colleagues and peers within the same office, with some guidance.
- Facilitates meetings and other interactions with colleagues and peers in other UN offices, with some guidance.
- Facilitates meetings and other interactions with external UN partners, with some guidance.

Intermediate Officer

- Facilitates meetings and other interactions with colleagues and peers within the same office, independently.
- Facilitates meetings and other interactions with colleagues and peers in other UN offices, independently.
- Facilitates meetings and other interactions with external UN partners, with minimal guidance.

Senior Officer

- Facilitates meetings and other interactions with colleagues and peers within the same office, independently
- Facilitates meetings and other interactions with colleagues and peers in other UN offices, independently.
- Facilitates meetings and other interactions with external UN partners, independently.

Ethics

Junior Officer

- Has an understanding of the standards of ethical conduct for evaluators, including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties and related statutory authorities.
- Acts with integrity and honesty in relationships with all stakeholders.

Officer

- Has an understanding of the standards of ethical conduct for evaluators including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties and related statutory authorities.
- Acts with integrity and honesty in relationships with all stakeholders.

Intermediate Officer

- Has an understanding of the standards of ethical conduct for senior evaluators, including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties and related statutory authorities.
- Acts with integrity and honesty in relationships with all stakeholders.
- Can provide advice to junior officers.

Senior Officer

- Has an understanding of the Standards of ethical conduct for senior evaluators, and is able to provide guidance on policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties and related statutory authorities.
- Acts with integrity and honesty in relationships with all stakeholders.
- Provides role modelling and advice to evaluation staff.

Judgement

Junior Officer

- In consultation with senior staff, exercises sound professional judgment on simple issues and evaluation matters.

Officer

- In consultation with senior staff, exercises sound professional judgment on increasingly complex issues and evaluation matters.

Intermediate Officer

- Exercises sound professional judgment on complex issues and evaluation matters.

Senior Officer

- Exercises sound professional judgment on complex issues and evaluation matters.
- Provides advice to evaluation staff.

Education and Work Experience

Junior Officer

- Advanced university degree (Masters Level minimum) in social sciences or related field.
- Working language is English. Knowledge of Spanish and/or French or any other UN language advantageous.
- Background in international relations and knowledge in current development issues advantageous.
- One or two years of evaluation/research experience.
- Knowledge of specialized software applied to evaluation, including IT knowledge to establish and maintain databases and tracking systems.

Officer

- Advanced university degree (Masters Level minimum) in social sciences or related field.
- Working language is English. Knowledge of Spanish and/or French or any other UN language advantageous.
- Background in international relations and knowledge in current development issues advantageous.
- At least five years of evaluation/research experience.
- Knowledge of specialized software applied to evaluation, including IT knowledge to establish and maintain databases and tracking systems.
- Knowledge of recent developments in the evaluation discipline

Intermediate Officer

- Advanced university degree (Masters Level minimum) in social sciences or related field.
- Working language is English. Knowledge of Spanish and/or French or any other UN language advantageous.
- Background in international relations and knowledge in current development issues advantageous.
- At least seven years of evaluation/research experience.

- Knowledge of specialized software applied to evaluation, including IT knowledge to establish and maintain databases and tracking systems.
- Training in evaluation planning, design and methodologies.
- Experience in both managing and carrying out evaluations.
- Experience as a team leader for evaluations at different levels.
- Experience with evaluations in or for UN organizations, other multi-lateral and bilateral development organizations.

Senior Officer

- Advanced university degree (Masters Level minimum) in social sciences or related field.
- Working language is English. Knowledge of Spanish and/or French or any other UN language advantageous.
- Background in international relations and knowledge in current development issues advantageous.
- At least ten years of evaluation/research experience.
- Knowledge of specialized software applied to evaluation, including IT knowledge to establish and maintain databases and tracking systems.
- Training in evaluation planning, design and methodologies.
- Experience in both managing and carrying out evaluations.
- Experience as a team leader for evaluations at different levels.
- Experience with evaluations in or for UN organizations, other multi-lateral and bilateral development organizations.

Managing the Evaluation Process/Project

Junior Officer

- Learns the basic skills of evaluation process/project management, including developing a plan and schedule, assigning tasks, ensuring milestones are met on a timely basis, ensuring project costs are within and approved budget and ensuring evaluation objectives are adequately addressed.
- With some supervision, manages simple evaluation projects.

Officer

- Masters the basic skills of evaluation process/project management, including developing a plan and schedule, assigning tasks, ensuring milestones are met on a timely basis, ensuring project costs are within and approved budget and ensuring evaluation objectives are adequately addressed.
- Independently manages simple evaluation projects.
- With minimal supervision, assumes responsibility for managing complex evaluation projects.
- Provides feedback to evaluation team members.

Intermediate Officer

- Masters the skills of evaluation process/project management, including developing a plan and schedule, assigning tasks, ensuring milestones are met on a timely basis, ensuring project costs are within and approved budget and ensuring evaluation objectives are adequately addressed.
- Independently assumes responsibility for managing complex evaluation projects.
- Provides guidance to evaluation team members.

Senior Officer

- Masters and teaches junior staff the basic skills of evaluation process/project management, including developing a plan and schedule, assigning tasks, ensuring milestones are met on a timely basis, ensuring project costs are within and approved budget and ensuring evaluation objectives are adequately addressed.
- Independently assumes responsibility for managing complex evaluation projects.
- Manages multiple, concurrent evaluation projects.
- Provides guidance to evaluation team members.

Team Management

Junior Officer

- Works together in a professional manner with team members exhibiting patience, courtesy, and respect for others and their ideas.
- Communicates effectively with others within the team.
- Develops effective relationships within the team and office.

Officer

- Works together in a professional manner with team members exhibiting patience, courtesy, and respect for others and their ideas.
- Communicates effectively with others within the team.
- Develops effective relationships within the team and office, and takes some responsibility for team management.

Intermediate Officer

- Works together in a professional manner with team members exhibiting patience, courtesy, and respect for others and their ideas.
- Communicates effectively with others within the team.
- Develops effective relationships within the team and office, and manages evaluation project teams.

Senior Officer

- Works together in a professional manner with team members exhibiting patience, courtesy, and respect for others and their ideas.
- Communicates effectively with others within the team.
- Develops effective relationships within the team and office, and manages evaluation teams.
- Supports with developing the team management skills of junior staff.

Coaching and Training

Junior Officer

- Learns the basic skills of coaching and training within the context of evaluation staff development.

Officer

- Understands the basic skills of coaching and training within the context of evaluation staff development.
- Assists with recruiting skillful staff.
- Identifies and provides evaluation training opportunities.
- Coaches and trains staff on technical and interpersonal skills.
- Provides feedback on staff performance.

Intermediate Officer

- Masters the basic skills of coaching and training within the context of evaluation staff development.
- Assists with recruiting skillful staff.
- Identifies and provides evaluation training opportunities.
- Coaches and trains staff on technical, interpersonal and management skills.
- Provides feedback on staff performance.
- Empowers staff for high performance.

Senior Officer

- Masters the basic skills of coaching and training within the context of evaluation staff development.
- Assists with recruiting skillful staff.
- Identifies and provides evaluation training opportunities.
- Coaches and trains staff on technical, interpersonal and management skills.
- Provides feedback on staff performance.
- Empowers staff for high performance.

Resource Management

Junior Officer

- Learns the basic skills of resource management, including budget formulation, execution, prudent cost controls and procurement.

Officer

- Understands the basic skills of resource management, including budget formulation, execution, prudent cost controls and procurement.
- With some guidance, manages evaluation project resources.

Intermediate Officer

- Masters the basic skills of resource management, including budget formulation, execution, prudent cost controls and procurement.
- Independently manages evaluation project resources.

Senior Officer

- Masters the basic skills of resource management, including budget formulation, execution, prudent cost controls and procurement.
- Independently manages evaluation project resources.
- Independently manages evaluation office resources.