



VEPR Pilot Review Report – Susanne Mattson

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<p>Reviewee details <i>Reviewee name:</i> Susanne Mattsson <i>EES membership number:</i> Do not remember <i>Email contact:</i> mattsson@unfpa.org</p>		
<p>Reviewer details Lead Reviewer <i>Full name:</i> Pam Oliver <i>Email contact:</i> pamo@clear.net.nz</p> <p>Second reviewer <i>Full name:</i> Carlos Rodrigues Ariza <i>Email contact:</i> crariza@hotmail.com</p>		
<p>Review details <i>Date/s of review meetings:</i> 18 January 2017, 12.00-13.30 NY time <i>Medium of review meeting/s:</i> Skype <i>Comments:</i> [optional]</p>		
<p>Review focus areas (summarised in 25 words maximum)</p> <ol style="list-style-type: none"> 1. Advocacy, leadership and negotiation skills when working to strengthen ECD 2. Strengthening practical knowledge of conducting evaluations, and the balance between utilization-focus and independence 		
<p>Capabilities explored <i>These may include capabilities from the EES Capabilities Framework and/or other identified capabilities.</i></p>	<p>Learning by reviewee (total 750 words) <i>Brief outline of what the reviewee has learned through the review, and which capabilities they wish to develop or strengthen.</i></p>	<p>Reviewer comments on reviewee learning (total 500 words) <i>Brief outline of what <u>each</u> of the reviewers perceive that reviewee has learned through the review. The reviewers may identify their comments with their initials if they wish.</i></p>
<p>1.Negotiation, advocacy and leadership skills, which are mainly related to capabilities under 2. Professional practice in the EES Capabilities Framework. Above skills identified as needed in relation to my current work to elaborate and work with Evaluation Capacity Development (ECD).</p>	<p>New learning:</p> <ul style="list-style-type: none"> • Further insights into the importance of working strategically, identify different levels of management and identify options to start working with lower level management, having them influencing the middle management level (bottom-up) • Further insights into the importance of working in close collaboration with other departments at UNFPA • That it can be valuable to work through champions • To not work alone but instead to network and liaise with colleagues who have done similar work before • To expand and google issues on ECD and search through/aim to 	<p>PO – Susanne works in a complex political and organisational environment, and has acknowledged the impact of those structures and cultures on her role, in particular her ability to engage at a ‘frontline’ level in the evaluation work undertaken and the skills needed for that work. Her plans set out here for professional development (PD) will comprehensively address the skills and knowledge gaps that she identified for review here. I believe that a key understanding for Susanne is to acknowledge that there are limitations to her responsibility for the outcomes sought from her position and role, and that strategic collaboration is essential to the dovetailing of activity with relevant others. A</p>

	<p>discuss networks</p> <ul style="list-style-type: none"> • To think in terms of “What I cannot do” and make up a strategy on who I can ask for assistance • To tailor the ECD strategy and work to the various target groups and make strategy more attractive by relating the ECD to every day work challenges and opportunities • To set up an operational interdepartmental management group to own/be responsible for the implementation of the strategy • To continue the mapping to create a repository of knowledge, best practices and tools from within UN and beyond. <p>Capabilities development</p> <ul style="list-style-type: none"> • I need to develop my <i>leadership skills</i>. I have been accepted to a mentoring leadership programme here at UNFPA. • I also need to develop my skills on <i>strategic collaboration</i> as well as on <i>negotiation techniques</i>. • In general, I will aim to continue ‘learning-by doing’ and practice my advocating skills by continuing my extensive work and efforts towards a close interdepartmental cooperation to strengthen RBM at UNFPA. 	<p><i>peer-mentoring</i> arrangement with an appropriate colleague might also support succession-planning, given personnel turnover at UNFPA. Effective mentoring, for both mentor and mentee roles, might be supported by undertaking mentor training http://artofmentoring.net/online-training/ Building evaluation capability and capacity into KPIs at all levels can be highly effective in facilitating ECD.</p> <p>CRA – Susanne has demonstrated the following:</p> <ul style="list-style-type: none"> • An ability to identify and frame the advocacy and leadership skills practice area where she wished to strengthen her capability • High openness to explore the questions and ideas offered by the reviewers (networking, working through champions...) • An increased awareness and readiness of how to address the issues identified (working strategically (top down and bottom up) • An ability to identify potential new solutions to the gaps in knowledge, skills and dispositions she has identified (mapping to create a repository of knowledge, best practices) and to understand the limitations of her sphere of control • An ability to propose some relevant actions for her future professional development (mentoring leadership programme)
<p>2. Technical evaluation skills, and the identified need to gain more practical knowledge of conducting evaluations and thereby more hands-on experience of evaluation</p>	<p>New learning</p> <ul style="list-style-type: none"> • That it would be an interesting opportunity to evaluate our own practice as we implement the ECD strategy, which could also provide a great learning experience for myself. • That it would be very interesting to conduct an evaluability assessment of the ECD strategy • The importance to get involved at practical and bottom level and aim to learn from the learners! 	<p>PO – Susanne has clearly embraced the need to engage in ‘frontline’ evaluation tasks as a medium to enhancing knowledge of diverse methods, and has suggested here a forum for doing so that will also add value to her organisation’s strategy. Identifying some highly skilled frontline evaluators will be useful, to avoid mistakes often made by ‘beginners’ and move with best effect to her own skills</p>

<p>approaches and methodologies. Thus skills mainly related to capabilities under 1. Evaluation knowledge in the EES Capabilities Framework.</p>	<p>Capabilities Development</p> <ul style="list-style-type: none"> • I would like to develop my skills to conduct evaluability assessments. • I would also like to develop my data analysis skills. • I would like to practice my skills to keep a balance between utilization-focused and independence principles. • I would like to apply to me new tools/methods when opportunity arises in every-day work. • I will aim to use evaluability principles in my management role. • I will aim to participate, as an observer, in evaluation teams' field missions. • I will aim to conduct small evaluations of the process and results of implementing the ECD strategy. 	<p>development. Linking with more experienced frontline evaluators in their learning could also fast-track her PD in this area, as will seeking out critiques of various evaluation methodologies and paradigms.</p> <p>CRA – Susanne has demonstrated:</p> <ul style="list-style-type: none"> • Honesty to explore the questions and ideas offered by the reviewers (evaluate her practice, balance between utilization and independence) • An increased awareness and readiness of how to address the issues identified (evaluation tasks as a way to increase these skills) • An ability to identify potential new solutions to the gaps in knowledge, skills and dispositions she has identified (evaluability assessment and principles) • An ability to propose some relevant actions for her future professional development (learn from the learners) <p>Finally, also she could benefit of the expertise of some colleague that could mentor, coach or train in skills related to evaluation approaches and methodologies.</p>
<p>Other gains from the VEPR review</p>	<ul style="list-style-type: none"> • Great learning opportunity, to be able to highlight issues that I am currently working with and to get to reflect on and get mentoring. 	<p>PO – I greatly enjoyed learning about Susanne's work context and the challenges of working in that area.</p> <p>CRA – I learnt about how self reflection made possible innovative solutions as networking, repository of knowledge, mentoring or these alternative approaches to improve evaluation skills while not being a front line evaluator</p>
<p>Other comments on the review outcomes or process</p>	<ul style="list-style-type: none"> • I would have loved to have two review meetings, one to reflect on capacities and to elaborate on possible capabilities to strengthen, and ways to do that (i.e. the meeting we just had), and a second meeting to follow-up on the learning say after a year or so. 	<p>CRA – Thank you for your commitment with this process and with your work. Your proposal seems a good idea to discuss in the VEPR WG.</p> <p>PO – Nice ideas. Maybe that could be done with a monitoring regime of your own design and a mentor?</p>

Declaration

We declare that the VEPR review for Susanne Mattsson was completed on 28 February 2017 to the satisfaction in all aspects of the reviewee and the two reviewers.

Signed

Reviewee: Confirmed by email

Lead reviewer:

A handwritten signature in black ink, appearing to read 'P. Eri', with a small 'f' or similar mark below it.

Second reviewer: Confirmed by email