



**UNHCR**

United Nations High Commissioner for Refugees  
Haut Commissariat des Nations Unies pour les réfugiés

## Terms of Reference

### Impact Evaluation of the UNHCR's Management Learning Programme (MLP)

***The UNHCR Global Learning Centre (GLC), Budapest (Hungary), is seeking applications from an interested and qualified consultant for the conduct of an external impact evaluation of one of its flagship learning programmes.***

<b>Terms of Reference:</b>	Consultant
<b>Project Title:</b>	Impact Evaluation of the UNHCR's Management Learning Programme
<b>Job Title:</b>	MLP Impact Evaluation Consultant
<b>Organisation:</b>	UNHCR
<b>Duty Station:</b>	home-based
<b>Duration:</b>	Estimated 35 days over a period of 3 months
<b>Start-End Date:</b>	1 July – 30 September 2017
<b>Contract Type:</b>	Individual Consultant (IC)

#### ***I. Background***

The Management Learning Programme (MLP) is one of the long-standing, flagship learning programmes of UNHCR offered since 2010. In 2015 it has been redesigned as an entirely online programme, in order to enable more UNHCR colleagues to access critical learning about management. The MLP targets middle managers and, since its redesign, has been able to significantly expand access to other staff with supervisory responsibilities. The MLP is a learning programme combining a variety of pedagogical methods, varying resources, and different modes of web-based technology (text, video, audio, webinars, collaborative learning, etc.) to promote in-depth learning. The MLP is a substantive learning programme requiring about 150 hours of study over six-month to complete.

The overall objective of the MLP is to strengthen participants' managerial competence and identify methods to improve managerial performance. The goal is to help managers find and practice ways to establish a motivating and productive working environment for individuals and teams.

The programme combines theory and practice in its assignments. Success very much depends on the degree to which individual participants are able to apply the approaches and tools of the course to daily managerial work.

As a result of recent organizational changes aimed, *inter-alia*, at strengthening the link between staff training and career, the successful completion of the MLP is expected to be one of the requirements for staff to progress in their career at senior-level positions. In this context, it is expected that the MLP would be revised in

order to be accessible to a higher number of staff (scale-up) and include an assessment of managerial skills that is as appropriate and effective as is possible.

## ***II. Introduction – the MLP Structure***

The MLP covers the following main topic areas structured in three phases:

### Phase I - Introduction to management and self-awareness

The first phase of the MLP is built around three distinct aspects of managerial learning; self-awareness through a 360-degree feedback instrument; an online introduction to the fundamentals of management and leadership; and an introductory webinar that presents UNHCR's People Strategy in the context of managers' roles and accountabilities. As a result of completing this phase, learners should be able to have accomplished the following learning objectives:

For the 'self-awareness' component:

- Be aware of your own preferences in key domains and adapt your style to fit different (organizational) cultural contexts;
- Identify the factors that influence you and your perceptions;
- Increase your adaptability and enhance your effectiveness;
- Apply the four domains of emotional intelligence consciously;
- Describe the different leadership styles and their impact on work climate and achieving results; and
- Understand unconscious biases and their impact in the workplace.

For the 'introduction to management' component:

- Describe the functions of management and leadership;
- Identify different decision-making styles and situations when you should apply them;
- Identify the functions of management and leadership, as well as list the differences between the two;
- Apply effective methods for planning and organizing and for problem solving;
- Select decision-making methods consciously, to meet the requirements of the situation; and
- Identify actions to predict and manage any breach of the psychological contract between the organization and its employees.

### Phase II - Managing individuals, tasks and innovation

The second phase of the MLP is built around three distinct subtopics: Managing individuals, managing tasks and managing innovation. As a result of completing this phase, learners should be able to have accomplished the following learning objectives:

For the 'managing individuals' component:

- Create an open and motivating working relationship where trust is established;
- Explore and understand individuals' motivation and well-being;
- Recognize and support the individual in dealing with stress, conflict and burnout;
- Use coaching techniques to support performance and development;
- Manage individual performance by providing candid and constructive feedback; and
- Assign tasks to enhance supervisees' on-the-job development and opportunity to grow.

For the 'managing tasks' component:

- Identify, analyse and implement efficiencies;

- Conduct a cost-benefit analysis; and
- Realign structure and resources to optimize processes for efficiency gains;
- Apply effective project management methods and tools.

For the ‘managing innovation’ component:

- Facilitate the innovation process;
- Apply innovation tools as appropriate;
- Create a learning and development climate within your team where trying new things is encouraged and innovation is rewarded; and
- Foster the innovation culture within the organization.

### Phase III - Managing teams

The third and final phase of the MLP focuses exclusively on the current state of the actual teams that the learners are managing. Participants are asked to use a tool (team survey) to diagnose what is working well in the team and what issues need to be addressed in order for the team to move towards high performance.

As a result of completing this phase, learners should be able to:

- Identify the needs of the team and team members in each phase of the life of a team;
- Identify what works well, as well as, factors hindering team performance in each phase of a team’s existence;
- Conduct activities to assess and address any unresolved issues; and
- Conduct a team development workshop with current (and future) teams, by diagnosing problems in the current phase, and creating an action plan to help move the team towards high performance.

In addition to the 360-degree feedback instrument, the MLP uses a range of methodologies, including: external coaching, tutored written assignments, webinars and selected-response test.

In order to complete the learning programme, learners need to complete certain tasks:

- Pass the multiple-choice test in Phase 1.
- Receive a pass for three selected assignments out of four in Phase 2.
- Receive a pass for the mandatory assignment in phase 3.
- Complete the programme evaluation in Learn&Connect, UNHCR’s Learning Management System.

### ***III. Purpose and Audience***

This evaluation should assess, as systematically and objectively as possible, the levels of learning and impact at individual and broader organizational levels attributable to the MLP; as well as examine what changes are needed to the programme to scale-up (i.e., increase number of learners); and assess managerial competencies effectively. The evaluation should provide information that is credible, useful, and practical as well as constructive recommendations in order to strengthen the work of the GLC in this area.

The results of the evaluation will be used to determine the extent to which the MLP accomplished its stated goals and learning objectives and to inform future changes to the MLP accordingly. The primary audiences of the evaluation report are the GLC management and the GLC Management Unit. The results should also be considered across GLC, in particular by GLC Heads of Units, in a view to determine the extent to which some of the relevant evaluation findings and recommendations could be taken into account in their respective portfolios.

#### **IV. Scope**

The evaluation will address the following key questions:

- To what extent did the MLP meet its objectives of strengthening participants' managerial competence and helped them find and practice ways to establish a motivating and productive working environment for individuals and teams?
- To what extent are participants able to apply what was learned in their job? In particular, how did the course contribute to participants' change in managerial behavior and/or performance? In light of the three phases of the MLP, have graduates increased their self-awareness as managers, managing individuals, tasks and innovation more effectively, as well as teams? What factors enabled or constrained learning transfer?
- Overall, what programme components were considered particularly effective and valuable? And vice versa, what was perceived as less effective and valuable?
- To what extent has the MLP contributed to graduates' professional career?
- How appropriate are current assessments to evaluate managerial competencies effectively?
- How can the programme be scaled-up (i.e., increase number of learners) while maintaining effectiveness in learning and assessment?
- Based on the above, what changes are recommended to the programme, *inter-alia*, in terms of contents, learning delivery and assessment methodologies?

#### **V. Methodology**

The evaluator should employ a mixed-method approach to triangulate multiple data sources to address the key evaluation questions and reach findings and conclusions on the basis of which actionable recommendations will be formulated.

The evaluator will be responsible to propose and implement an appropriate methodology to address the key evaluation questions.

Such evaluation methodology may include but is not limited to the following:

- Desk review of the MLP curriculum, assignments, programme documents and training data;
- Interviews with MLP programme staff;
- Surveys of MLP graduates and supervisors;
- Interviews with a sample of MLP graduates, supervisors and other key informants (Skype, Phone);
- Literature review of good practices in management training and assessment of managerial skills;
- analysis of the data collected.

All relevant materials will be provided to the evaluator including but not limited to: Training materials, reports, notes; existing feedback (course evaluation, test results, assignments); list of participants, external service providers, project staff and other key informants.

#### **VI. Evaluator**

The evaluation will be conducted by one external evaluation consultant, under the overall management and supervision of the GLC Learning Solutions Officer (Evaluation). Staff of the GLC Management Unit will facilitate access to personnel, data and information relevant to the evaluation exercise.

## **VII. Deliverables**

Based on the initial desk review phase and visit to the GLC, the first product is an inception report detailing the evaluation proposal, methodology and work plan with timeline. This should be submitted after the completion of the inception visit to GLC.

Based on feedback to a draft report, the second and final product is a report presenting the activities carried out, analysis, findings, conclusions addressing the key evaluation questions; as well as related recommendations for programme improvements. The possibility to present emerging results to inform the finalisation of the report will be considered.

## **VIII. Evaluation Timetable**

A total of 35 work days are estimated to conduct the evaluation. The evaluation will be undertaken between July and September 2017. In July, the evaluator is expected to conduct the initial desk review phase. The inception visit to Budapest is tentatively planned during the week of 7 of August 2017. Based upon the desk review, the evaluator will submit a detailed evaluation plan and timetable in connection with the inception visit to the GLC, Budapest.

## **IX. Contract Arrangements**

This evaluation will be undertaken under a lump sum contract. The consultant will be expected to work from home and provide his or her own office space and working equipment. The consultant will take full responsibility for the conduct of the evaluation and the provision of evaluation products. The consultant will manage his/her own travel arrangements.

## **X. Consultant's profile**

The consultant should possess the following skills and experience:

- Demonstrated experience in the evaluation of learning programmes, including in quantitative and qualitative data collection and analysis.
- A minimum of 15 years of relevant work experience, including at least 5 years with UN, INGO or major international organization.
- Strong communication, organization, negotiation and analytical skills.
- Excellent drafting skills.
- Training design and delivery
- Fluency in spoken and written English language.
- University degree (MA level or above) in evaluation, political sciences, economics or other relevant subjects.
- Experience in humanitarian sector an asset

## **XI. Payment**

Payment of fees will be by deliverables in two installments, subject to satisfactory service. The 1<sup>st</sup> payment will be made after the inception travel to GLC in Budapest and submission of initial report; the 2<sup>nd</sup> upon submission of the final report.

## ***XII. Travel***

The consultant is expected to undertake one 3-day inception mission to the GLC, Budapest (Hungary), tentatively planned during the week of 7 of August 2017. The purpose is to meet relevant GLC staff, fine-tune the design work plan as needed and gather additional data and information. The results of this mission will feed into the inception report. Travel costs are separate from fees and will be borne separately in line with UNHCR Rules and Regulations.

## ***XIII. Submission of Applications***

To be considered, interested and qualified consultants must submit the following documentation:

1. Curriculum vitae (max. 3 to 4 pages highlighting work experience and qualifications relevant to this evaluation)
2. Full contact details of at least two references from among recent clients
3. One sample evaluation report highlighting experience relevant to this evaluation
4. Daily fee

Please submit your application via email to Ms. Alexandra Dawley ([dawley@unhcr.org](mailto:dawley@unhcr.org)).

Deadline for submissions is **22 June 2017 (CET)**. Only applicants submitting complete applications and under serious consideration will be contacted.