# 1 OVERVIEW OF EVALUATION MANAGEMENT

The goal of evaluation management is to ensure a high-quality evaluation that addresses client and other stakeholder needs, including the needs of social groups and communities who are supposed to receive services and benefits from the programs and policies being evaluated. Evaluation and evaluative work—whether it be an actual evaluation, evaluative contributions to program design, evaluation capacity building, or a combination—needs to be actively managed to ensure that it meets the needs of those who will use it. An evaluation may be an external project typically conducted under a contract or an internal project with a funding source, a commissioner, a stated purpose, participants and stakeholders, a budget, a timeline, and so on. Evaluation management is the job of managing an evaluation project and includes responsibilities for both those commissioning and those implementing the evaluation. The job of evaluation management requires keeping an eye on the evaluation contract while also managing factors that may be well outside the evaluation's scope but affect its credibility and value.

Regardless of size and duration, evaluation takes place in a broader context of complexity. While an evaluation might be focused on a specific policy, project, program, initiative, organization, network, or system, the evaluand itself (i.e., the thing we are evaluating) is typically one of many interventions attempting to influence change in complex, dynamic systems. Many of these systems are coupled, which means they affect each other in a multitude of ways. For this reason, it is important to consider how these systems and their dynamics affect the success of the evaluand as well as how the evaluand might be influencing changes or ripple effects in adjacent systems. Crucially, as we approach 2030 and numerous irreversible environmental tipping points, this includes natural systems, which are often inadvertently damaged by side impacts of efforts to improve human systems (e.g., the economy). Good evaluation will ensure that decision makers are aware of these effects—or their likelihood—so they can fix problems quickly.

Let us give you an example of how projects sit within and are affected by complex systems. In the project depicted by the winding river in Figure 1.1, an evaluation could be commissioned and take place at various times (e.g., at Points A, B, or C in the life of this project shown in the graphic). Even as the evaluation manager focuses on managing within the boundaries of the evaluation, it is important to zoom out and consider the broader context of relevant forces both inside and outside the project, even if these forces are not explicitly part of the evaluation, the project being evaluated, or even the organization commissioning the evaluation. For example, in an evaluation taking place early on in a project's life (at Point A), communities not included in the project might be receiving fewer services (e.g., education, health, civic engagement) than those in the project, resulting in the unintended consequence of economic and social decline in

FIGURE 1.1   ■   Placing Evaluation at a Point in Time in the "Project River" Within Complexity
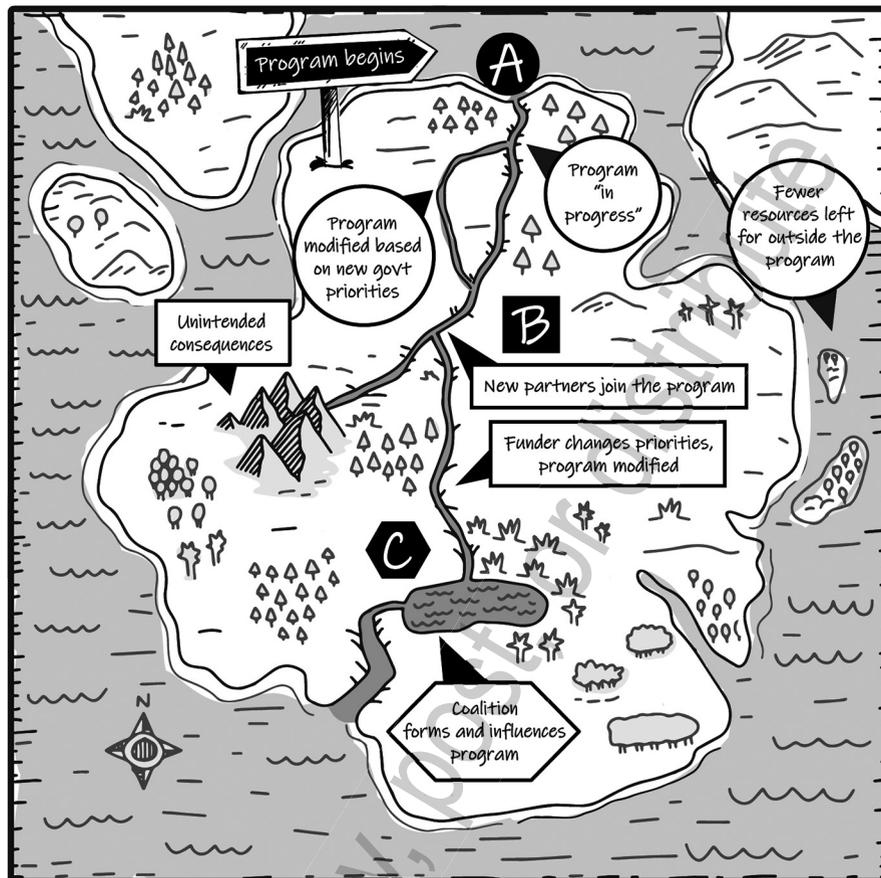
non-project communities. In an evaluation at Point B, a change in funder priorities that might have nothing to do with the project itself may influence the performance, direction, and even survival of the project. In an evaluation at Point C, political change and civil society action outside the project might have resulted in wide coalitions that are pushing the project in new directions.

Thus, using systems and complexity concepts and approaches, evaluation managers must artfully work within an evaluation contract and budget and a limited timeline to ensure that the primary intended users of the evaluation receive the most important insights in the timeliest and most cost-effective way. This book will help you proactively manage evaluations to do just that.

Zooming in to the evaluation contract, the life of the evaluation will begin with a commissioning process and the development of specifications (internal evaluation might start directly with the development of specifications); at pre–start-up, the selection of the evaluation implementor(s) may involve posting a request for proposals, proposal submissions and review, negotiation, and award; the start-up phase of the evaluation contract will involve orientation and planning followed by evidence gathering, analysis and evaluative reasoning, reporting, and exit (which might include responsibility for

facilitating use, follow-up, etc.). For evaluation implementors, the goal posts of start-up and exit are typically the boundaries of the evaluation management job.

In this book, we refer to this view of evaluation within a broader context and at a point in time as a *strategic* view: As evaluation managers, we use systems thinking to bring a complexity-aware view to a particular evaluation. In many cases, the evaluation explicitly asks for such a perspective; for example, an evaluation might require incorporating environmental sustainability and biodiversity considerations in evaluation, conducting an evaluation led by Indigenous people, or taking a sustainable development goals lens to an evaluation. We refer to the administrative and logistics management as requiring a *tactical* view necessary for the evaluation manager to "keep the trains running on time" and to get the evaluation done within its scope and budget. Therefore, within a dynamic and political context, evaluation management has both *strategic* and *tactical* goals: At the strategic level, evaluation management aims to design and staff evaluations that add value by asking and answering relevant and useful questions about what key users need to know; at the tactical level, evaluation management aims to implement complex and multifaceted technical requirements within available resources, budget, and time; produce valid and useful findings and conclusions; and ensure the quality of the process, products, and services included in the evaluation.

The purpose of this book is threefold:

1. Create a deeper appreciation of the role of evaluation management in delivering high-quality, value-for-money evaluations.

2. Analyze the roles of commissioning and implementation evaluation managers and the competencies of good evaluation managers.

3. Offer experienced evaluation professionals and funders strategies and tools for managing better and more useful evaluations for adaptive management, organizational learning, informed strategic decisions, and stronger leadership.

This chapter addresses the following questions:

What is evaluation management? How is it different from evaluation design and implementation? How is it different from managing any other project?

Whose job is evaluation management and who plays the role of evaluation manager?

What does the evaluation management job entail at each phase of the evaluation process?

What are the key competencies for evaluation management?

1.1 WHAT IS EVALUATION MANAGEMENT?

Many texts about evaluation equate evaluation management with "doing evaluation tasks" (e.g., evaluation design, evaluation implementation, and stakeholder engagement). Evaluation books often cover aspects of evaluation management in sections where they discuss how to design and implement an evaluation that meets certain requirements. For example, in *RealWorld Evaluation: Working Under Budget, Time, Data, and Political Constraints*, Bamberger et al. (2012) describe four constraints that affect evaluators and outline a seven-step approach, detailing each in subsequent chapters. While one section

is devoted to evaluation management, addressing the constraints and challenges presented throughout the book also requires action by the evaluation manager. Similarly, in *The Road to Results: Designing and Conducting Effective Development Evaluations*, Morra Imas and Rist (2009) dedicate a section highlighting the key drivers of successful evaluations as planning and management. In these texts, the boundaries of evaluation management and conducting evaluation are blurred, possibly because the primary audience for these texts are evaluators who must do both the management and implementation of evaluations. Indeed, understanding a program's inherent design and context, building monitoring and evaluation systems, and ensuring a robust methodological approach may also be the responsibility of evaluation managers. . . . But not always.

Evaluation management is, in fact, distinct from "doing evaluation tasks" and yet must support the successful design, conduct, and completion of the evaluation. Evaluation management entails preparing evaluations that matter and that add value to the organizations that commission them and to those who the projects and programs seek to serve. Evaluation management provides oversight and decisions to make sure that all tasks and resources are managed effectively so that the evaluation's goals are met in a technically sound, ethical fashion that is appropriately responsive to client and stakeholder needs. To illustrate, here are three examples of the boundaries between the management and implementation of an evaluation:

- <u>Management and methodology</u>. The evaluation manager may or may not be responsible for designing an evaluation (an evaluation implementor's task), and yet all evaluation managers should be familiar with evaluation design. The evaluation manager needs to understand the budgetary and logistical implications of a particular design and to obtain the necessary agreements to implement that design from those who control the resources for the evaluation.

- <u>Stakeholder engagement</u>. Knowing good techniques for engaging stakeholders in an evaluation (an evaluation implementor's task) is distinct from knowing good techniques for engaging decision makers to negotiate timeline, budget, and methodological adjustments if the need arises (an evaluation manager's task).

- <u>Managing teams and technical direction</u>. Managing evaluation teams and ensuring productive collaboration in an evaluation is an area typically not emphasized in evaluation, but it is very important in evaluation management where several professionals are involved. This is particularly true when working with complexity and coupled systems, where multiple "knowledges" are required to design the evaluation and to make sense of its findings from several vantage points and disciplinary angles.

Evaluation management is therefore a distinct function in evaluation that significantly contributes to the conduct of evaluation and is an integral part of ensuring high-quality, useful evaluations. Distinguishing evaluation management from conducting evaluations will help both those who truly need to remain in the realm of managing rather than conducting evaluations and evaluators and team leaders who will benefit from focusing on how to perform well on the evaluation management aspect of their job.

Evaluations are projects with a timeline and budget, which means that effective project management strategies should be applied when managing evaluations. Project management

helps to structure the evaluation, making it more systematic and responsive. Evaluation managers need essential knowledge and skills in planning, budgeting, scheduling, project staffing, managing teams, monitoring, negotiation, communication, procurement, and risk assessment (Yarbrough et al., 2011). The management of evaluations, however, still requires proficiency in evaluation principles, methods, and processes. This is because every management decision has methodological implications and every methodological decision has management implications (Bamberger et al., 2012; Morra Imas & Rist, 2009). For example, a manager looking for a shortcut in the timeline may cut out a key evidence-gathering activity or truncate the time for data analysis, leaving no time for proper triangulation, evidence synthesis, and evaluative reasoning—all of which would compromise the quality of the evaluation. Therefore, both strong project management skills and proficiency in evaluation are needed to manage an evaluation effectively. Evaluations should not be managed by project management specialists who are not also familiar with evaluation.

In addition to managing time, budget, and people as well as strong evaluation methods and quality, the context of evaluation typically presents additional challenges. The evaluation manager may have little formal authority over the evaluation team (besides a contract) and no authority over most of the stakeholders who participate in the evaluation. And yet, the evaluation manager must negotiate agreements on evaluation questions and ensure adherence to standards for evaluation methods and processes, even in cases where stakeholders may not understand that need. Evaluation managers who are internal staff typically take an external or independent stance vis-à-vis the program or organization being evaluated and must contend with the same issues of limited authority and high responsibility for engaging with others as needed for the evaluation.

Furthermore, since evaluation reporting is generally shared among stakeholders beyond the implementers of a program or members of the organization being evaluated or even shared publicly, the judgments about the program or organization inherent in the findings, conclusions, and recommendations of the evaluation may be contextually sensitive and at risk of producing unintended consequences. Evaluation is inherently an assessment of the value of the program or project being evaluated; all evaluation stakeholders want to see their issues understood and prioritized and no individual or organization wants to be criticized, especially if that may have negative implications such as reductions in budget, staff, or program scope. Therefore, evaluations can bring high stress and polarizing views on important issues to all those involved. It is the evaluation manager's responsibility to allay any stresses and manage the politics of the evaluation.

1.2   WHOSE JOB IS EVALUATION MANAGEMENT?

Most definitions of the role of the evaluation manager focus on their operational role (Bamberger et al., 2012; Morra Imas & Rist, 2009; United Nations Evaluation Group [UNEG], 2016) while some definitions add responsibility for alignment with an organization's broader policy and compliance with its standards (World Food Programme [WFP] 2015, 2016). What is less clearly defined in evaluation texts, however, is the *diversity* in the placement of people who may hold the role of evaluation manager, the *shifts and changes* over the life of an evaluation of the people who influence key evaluation decisions, the *shared management* responsibilities for that evaluation, and how this may vary depending on the overall evaluation approach the commissioner requests or the evaluation implementing manager (EIM) proposes.
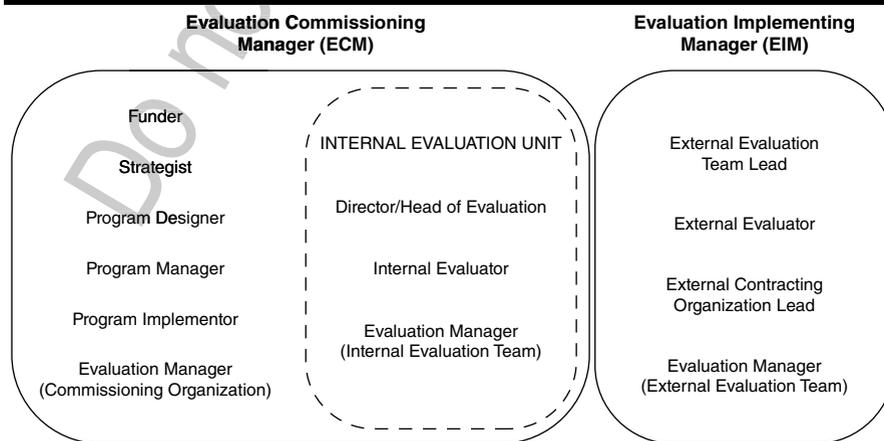
Tessie has been teaching a course on evaluation management at The EnCompass Learning Center that attracts a wide range of people, including evaluation managers in commissioning organizations such as foundations, government or international agencies, and nonprofit organizations; evaluators looking to move up the ranks to becoming team leaders; internal evaluators managing a portfolio of evaluations; and solo external evaluators looking to improve the management of their evaluations. Less-expected participants have been auditors, proposal writers, agency staff involved in monitoring who wish to understand how best to link monitoring to evaluation, and managers who want to improve how best to collaborate with evaluators in their organizations. This book is useful for a wide range of readers, but it is explicitly focused on professionals identifying as evaluation managers who may work for funders or commissioners of evaluation or who may be team leaders of evaluation teams, solo evaluators, internal evaluators, or even senior managers involved in or using evaluation. Figure 1.2 describes the range of people who may identify with the role of evaluation manager by organizational affiliation, and the box below describes the main groups in more detail.

This book focuses primarily on the evaluation management roles of the evaluation commissioning manager (ECM) and the EIM, and they come in a variety of organizational affiliations.

The ECM is the one who develops the evaluation specification and selects the evaluation team. The ECM may or may not be the funder of the evaluation; sometimes large programs commission their own outside evaluations, so the commissioner may be part of the organization implementing the program being evaluated—for example, Save the Children received funds from The Bill and Melinda Gates Foundation to implement the Saving Newborn Lives (SNL) program, and Save the Children also acted as the ECM for an evaluation of the SNL program that EnCompass was selected to conduct (so Save the Children was the ECM and also the program implementer).

The EIM is the one who is responsible for conducting the evaluation. We typically think of EIMs as part of evaluation consulting firms or team leaders of evaluations. In fact, EIMs could also work for the commissioning organization itself (an internal evaluator), be a solo evaluator, or be a non-evaluator with management responsibility from the contracting organization that is fielding the evaluation team. There are others who

FIGURE 1.2 ■	Types of Evaluation Management Roles by Organizational Affiliation

Evaluation Commissioning Manager (ECM)		Evaluation Implementing Manager (EIM)
Funder	INTERNAL EVALUATION UNIT	External Evaluation Team Lead
Strategist		
Program Designer	Director/Head of Evaluation	External Evaluator
Program Manager	Internal Evaluator	External Contracting Organization Lead
Program Implementor		
Evaluation Manager (Commissioning Organization)	Evaluation Manager (Internal Evaluation Team)	Evaluation Manager (External Evaluation Team)

can influence management decisions besides the ECM and the EIM; these stakeholders include funders, project or program implementing partners, those with an interest in the project or program process or results, and those served by the project or program. How big a role these other actors have will depend on the evaluation approach and the circumstances of the evaluation.

EVALUATION MANAGEMENT ROLES

Evaluation Commissioning Manager (ECM)

The role of the ECM is critical in developing the terms of reference. This is an internal process that typically includes understanding and formulating the purposes of the evaluation, evaluation questions, and other guidance around the expectations of the commissioning organization or group. General expectations may include the values the evaluation must adhere to, important criteria to be covered, the type of evaluation, key stakeholders, timeline, and other logistics. The ECM also plays a key role in the next phase—the selection of the winning proposal, contracted either to a solo evaluator or to an organization fielding the evaluation team.

After this phase, the ECM collaborates with the EIM on ensuring a feasible evaluation design that meets stakeholder needs and adheres to the commissioning organization's values, managing data collection, analysis, reporting, and sharing findings. The ECM frequently takes on a more active role in the reporting and use phases, approving the evaluation's final products, ensuring adequate stakeholder engagement, and facilitating data use and follow-up.

Evaluation Implementing Manager (EIM) (External Evaluator Manager)

The external EIM typically manages and implements an evaluation that has been commissioned, contracted, and funded by one or more organizations, whether they are a solo evaluator, an evaluation team leader directly managing an evaluation team, or a manager from the organization contracted to do the evaluation who works with the team leader. The commissioning organization will expect the EIM to deliver on time and in compliance to contract requirements, and the evaluation team (if there is one) seeks the evaluation EIM's guidance, support, and troubleshooting skills.

The external EIM oversees the evaluation process, including evaluation activities and budgets, as well as safeguards the integrity of the methodology. Additionally, evaluation managers must manage people—including clients, stakeholders, and possibly other evaluation team members. They effectively collaborate with ECMs throughout the evaluation, reporting to them regularly and negotiating any needed changes. In cases of highly participatory evaluations (e.g., in developmental, equitable, or Indigenous evaluation methods), the EIM must have strong facilitation and organizational development skills to ensure appropriate engagement of all stakeholders. In the end, the EIM shoulders the responsibility for the success of the evaluation, frequently dealing with unexpected challenges and making decisions that influence the quality and usefulness of the evaluation.

In some cases, by the time the external EIM is appointed, a great deal has already taken place—the proposal has been written and the contract negotiated. In fact, the EIM might not have written the winning proposal, as many organizations have proposal writers to take care of that job. In these cases, the EIM will need to catch up and engage in a productive start-up phase in which aspects of the proposal may be renegotiated as they now begin to understand requirements, promises, agreements,

methodology appropriateness, timeline, team competencies, level of effort (person hours devoted to each task), and budget.

Internal Evaluator (ECM and EIM at the Same Time)

The internal evaluator is generally part of an organization's evaluation unit and is responsible for conducting evaluations for the organization's programs. In some organizations, the internal evaluator may be one person working alone; in others, there may be several people who belong to an internal evaluation unit. The role of the internal evaluator or unit may be combined with that of the ECM and EIM in cases when the unit is responsible for commissioning and managing the evaluation. In other cases, the internal evaluation unit may play a monitoring role in the organization. While internal evaluators usually know more about the program being evaluated and its context, organization, culture, or policy than outsiders, they face various internal political challenges (Morra Imas & Rist, 2009). In cases where the evaluation function of the organization is weak (see Chapter 10 for more on evaluation capacity-building), the internal evaluator frequently has trouble engaging internal stakeholders and is in the uncomfortable position of having to maintain a level of independence despite opposition from colleagues. In addition to maintaining this internal-yet-outsider position, they may also face discomfort in their ability to surface weaknesses in the organization's programs. Whether the role of the internal evaluator or unit is combined with commissioning and managing the evaluation or simply monitoring it, it is important to tailor the approach to evaluation management to the circumstances of each office.

To better understand the range of people who influence or who are directly responsible for evaluation management, it is useful to review the life cycle of an evaluation. Evaluation management begins when the evaluation is conceptualized, which typically takes place when someone is appointed to oversee the development of the terms of reference or request for proposal for the evaluation. This person has to engage colleagues and other stakeholders in a meaningful way to determine the purpose, boundaries, and plan for the evaluation; internal evaluators are frequently in a position to draft their own terms of reference and plans but may still face the challenge of engaging stakeholders in thinking about the evaluation's purpose and use. The next step may involve hiring outside evaluators or internally organizing to conduct or implement the evaluation. The endpoint for evaluation management involves managing the activities that follow the completion of an evaluation, possibly including a management response, public meetings, or other evaluation uses.

Finally, anyone can be the evaluation manager. Evaluation managers range a gamut of experiences and can come from diverse backgrounds; they may be novices in evaluation or evaluation experts and anything in between. They may work in the organization commissioning the evaluation, the organization implementing it, or for no organization at all; and their employers may be a governmental, nonprofit, or for-profit organization. In fact, the title *evaluation manager* is used for several different jobs, including the person assigned administratively inside an organization that will commission an evaluation, the person who is selected through a competitive process to implement an evaluation and who may or may not be managing a team, or the internal person assigned to conduct evaluations within an organization (Morra Imas & Rist, 2009). UNEG (2016) says that "the role of evaluation management may be subsumed by other roles, such as that of an evaluator, evaluation commissioner or the evaluation unit head, for example, depending on organizational context and arrangements."

Why is it important to appreciate the shifts and shared nature of the evaluation management role, the shifts in responsibilities, and the diversity in the type of people who play that role?

Understanding the shifts and shared nature of evaluation management is critical because it helps us to dispel a belief that "evaluation is someone else's job": a belief that can threaten the success of an evaluation. For commissioners, it is very easy to think that developing the terms of reference is external to the evaluation and to see it as an administrative task, thus missing the strategic role they need to play during that time. Commissioners may also erroneously believe that once an evaluation team is selected, evaluation management is the job of the team leader. For evaluation teams, the danger is either that they see their team leader as the sole evaluation manager (thus ignoring the important role of the commissioner of evaluation) or that they see the commissioner as the evaluation manager (thus stepping down too easily from their role of educating the commissioner and standing up for evaluation quality, independence, inclusion, resources needed, etc.). For an internal evaluator, the danger is in seeing themselves as an administrator and allowing the evaluation to be marginalized, thus minimizing its use and utility. Understanding the shared responsibility of evaluation management means that those in charge see the evaluation as an essential part of learning and shared accountability and take responsibility for actions that make that evaluation a worthwhile investment for the client, for the organization, and for society.

Diversity is important, because having such a wide range of people identifying with the evaluation manager role means that their needs are quite diverse. Evaluators may need to dust off their management skills and managers overseeing an evaluation would benefit from a deeper understanding of evaluation to prepare for the job. Meanwhile, internal evaluators will need to address issues unique to their insider-yet-outsider position. Ultimately, managing evaluations successfully requires a combination of management and evaluation skills as well as an understanding of the intersection of methodological choices with planning, budgeting, and management decisions—they are inextricably interwoven. In addition, evaluation managers need to rely on their interpersonal competencies to manage stakeholders and encourage the use of the evaluation they are managing.

Figure 1.3 outlines the major responsibilities of ECMs and EIMs in the various phases of the evaluation process. Figure 1.3 highlights key roles, and Table 1.1

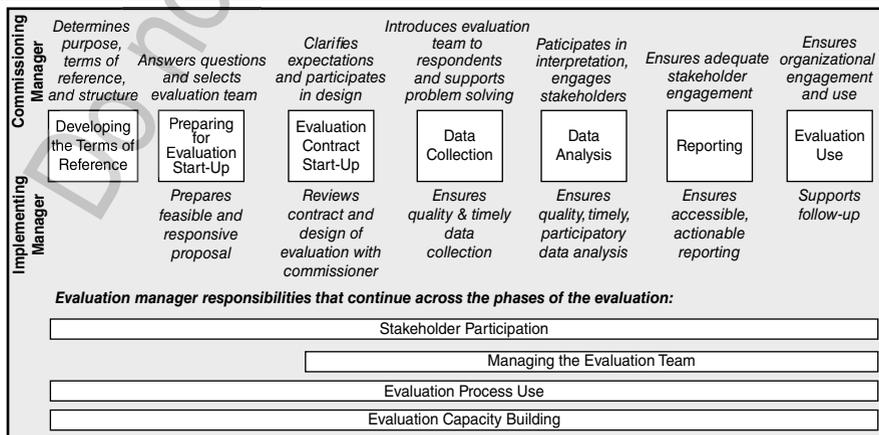**FIGURE 1.3 ■ Evaluation Management Roles Throughout the Evaluation Process**

Commissioning Manager	Determines purpose, terms of reference, and structure	Answers questions and selects evaluation team	Clarifies expectations and participates in design	Introduces evaluation team to respondents and supports problem solving	Participates in interpretation, engages stakeholders	Ensures adequate stakeholder engagement	Ensures organizational engagement and use
	Developing the Terms of Reference	Preparing for Evaluation Start-Up	Evaluation Contract Start-Up	Data Collection	Data Analysis	Reporting	Evaluation Use
Implementing Manager		Prepares feasible and responsive proposal	Reviews contract and design of evaluation with commissioner	Ensures quality & timely data collection	Ensures quality, timely, participatory data analysis	Ensures accessible, actionable reporting	Supports follow-up

Evaluation manager responsibilities that continue across the phases of the evaluation:

Stakeholder Participation
Managing the Evaluation Team
Evaluation Process Use
Evaluation Capacity Building

TABLE 1.1 ■ Evaluation Management Roles in Various Evaluation Phases

Evaluation Tasks/Phase	Evaluation Commissioning Manager	Evaluation Implementing Managers		
		Evaluation Team Leader	Solo Evaluator	Internal Evaluator
Needs assessment	Conducts	Conducts	Conducts	Conducts regularly
Define evaluation purpose	Facilitates	Interprets and facilitates	Interprets and facilitates	Facilitates and sets
Terms of reference or scope of work	Develops	Interprets and negotiates	Interprets and negotiates	Develops
Evaluation plan, inception report, or design	Develops preliminary, high-level plan and evaluation parameters	Develops and negotiates a detailed plan, including finalizing methods, sample, sites, and roles of stakeholders throughout the evaluation	Develops and negotiates a detailed plan, including finalizing methods, sample, sites, and roles of stakeholders throughout the evaluation	Develops and negotiates a detailed plan, including finalizing methods, sample, sites, and roles of stakeholders throughout the evaluation
Evaluation oversight and implementation structure	May set up or be appointed to manage the evaluation from the client side Leads evaluation steering committee or planning group Appoints or makes requests to set up any additional groups that might advise the evaluation progress (e.g., a reference group of representative stakeholders) May appoint a technical advisory group of well-known experts in the field to provide guidance to the evaluation	Recruits or is given the members of the evaluation team May request a reference group In consultation with the client representative, may appoint a technical advisory group of well-known experts to provide guidance and feedback to the evaluation Coordinates and negotiates evaluation matters with commissioner throughout the evaluation	May request a reference group In consultation with the client representative, may appoint a technical advisory group of well-known experts to provide guidance and feedback to the evaluation Coordinates and negotiates evaluation matters with commissioner throughout the evaluation	Recruits or is given the members of the evaluation team or may be left alone in conducting the evaluation Coordinates and negotiates

TABLE 1.1 ■ Evaluation Management Roles in Various Evaluation Phases *(Continued)*				
Evaluation Tasks/Phase	**Evaluation Commissioning Manager**	**Evaluation Implementing Managers**		
		Evaluation Team Leader	**Solo Evaluator**	**Internal Evaluator**
Evaluation team	May play a role in orienting the evaluation team	Orients and actively manages the team (scheduling, role clarification, individual and team performance)	Not applicable	May play a role in orienting the evaluation team
Data collection	Introduces the evaluation team to evaluation participants Resolves any issues evaluation participants may bring up or issues that challenge the evaluation team in accessing evaluation participants	Manages the completion and approval of method tools (e.g., interview guides, survey instruments, etc.) Monitors and troubleshoots timely access and completion of data collection elements Resolves issues and negotiates adjustments as needed Monitors emerging findings and negotiates adjustments if needed	Develops tools, gets client approval, and collects data	Develops tools and collects data
Data analysis	Monitors any issues around emerging findings Supports evaluation team by protecting space for this task	Facilitates or arranges for facilitation of data analysis session and triangulation of data types, sources, and evaluators Facilitates session with reference group, other stakeholders or those served by the project or program to ground truth and interpret findings and preliminary recommendations	Protects space for data analysis and triangulation May engage a peer in a data analysis session	Conducts data analysis

(Continued)

TABLE 1.1 ■ Evaluation Management Roles in Various Evaluation Phases (Continued)				
		Evaluation Implementing Managers		
Evaluation Tasks/Phase	**Evaluation Commissioning Manager**	**Evaluation Team Leader**	**Solo Evaluator**	**Internal Evaluator**
Evaluation report writing	Responds to any draft sections, especially around verification of facts, if requested May get involved in supporting consultations in the development of recommendations	Manages the report writing process Plans ahead for additional support in data visualization, editing, and so on	Writes the report	Writes the report
Managing stakeholder feedback	Develops a system for soliciting, tracking, and responding to stakeholder feedback Liaises with the evaluator(s) to ensure timely and comprehensive receipt and response to feedback	Liaises with the evaluation team to ensure timely and comprehensive receipt and response to feedback and integration as agreed in the report Troubleshoots delays	Tracks and responds to stakeholder feedback Troubleshoots delays	Tracks and responds to stakeholder feedback Troubleshoots lack of engagement
Monitors progress (throughout data collection, analysis, and report writing)	Liaises and coordinates with the evaluation team or evaluator Solicits feedback from the evaluation stakeholders, including the evaluand, funder, implementer(s), beneficiaries, or participants	Monitors progress on all evaluation tasks with all evaluation team members Monitors feedback from evaluation participants during data collection Regularly reports to ECM or funder or implementer on progress and negotiates needed adjustments in the plan	Not applicable	If working with a team, monitors progress on all evaluation tasks with evaluation team members Monitors feedback from evaluation participants during data collection

TABLE 1.1 ■ Evaluation Management Roles in Various Evaluation Phases *(Continued)*

Evaluation Tasks/Phase	Evaluation Commissioning Manager	Evaluation Implementing Managers		
		Evaluation Team Leader	Solo Evaluator	Internal Evaluator
Manages dissemination of evaluation reporting	Implements dissemination plan agreed in the contract Supports evaluation team to make arrangements, introduce the evaluation report, and so on	Ensures development of additional dissemination products, including coordinating with the videographer if a video is planned, preparing PowerPoint slides or other products, and scheduling a briefing of key stakeholder groups	Ensures development of additional dissemination products, including coordinating with the videographer if a video is planned, preparing PowerPoint slides or other products, and scheduling a briefing of key stakeholder groups	Ensures development of additional dissemination products, including coordinating with the videographer if a video is planned, preparing PowerPoint slides or other products, and scheduling a briefing of key stakeholder groups
Facilitates use of evaluation, including recommendations	May organize a formal response from those who would implement evaluation recommendations as to how they interpret the recommendations and what they plan to do in response May insert evaluation components in deliberations for decisions the evaluation informs May engage in wider dissemination of evaluation results as another form of evaluation use	May facilitate or arrange the facilitation of a follow-up deliberation meeting May be present at a future deliberation on issues relevant to the evaluation	May facilitate or arrange the facilitation of a follow-up deliberation meeting May be present at a future deliberation on issues relevant to the evaluation	May facilitate or arrange the facilitation of a follow-up deliberation meeting May be present at a future deliberation on issues relevant to the evaluation

(Continued)

TABLE 1.1 ■ Evaluation Management Roles in Various Evaluation Phases *(Continued)*				
		Evaluation Implementing Managers		
Evaluation Tasks/Phase	**Evaluation Commissioning Manager**	**Evaluation Team Leader**	**Solo Evaluator**	**Internal Evaluator**
Assesses evaluation quality	Solicits feedback on the evaluation process from key stakeholders Holds a debriefing session with the evaluator(s)	Solicits feedback on the evaluation process from clients Participates in a debriefing session	Solicits feedback on the evaluation process from clients Participates in a debriefing session	Solicits feedback on the evaluation process from the program being evaluated Participates in a debriefing session

provides more detail by type of evaluation manager. Later chapters in this book cover evaluation management tasks by evaluation phase in depth and address the different roles ECMs and EIMs play in each phase of the evaluation as well as the different challenges they might face. As the evaluation management role may be shared by different people, having a common vision of what evaluation management is and how to do it well will contribute to managing better evaluations. When funders, commissioners, implementers of evaluation, and those served by the project/program are on the same page about the job of evaluation, it is more likely that they will engage in a constructive endeavor that supports the advancement of useful knowledge and better-informed decisions.

1.3 WHAT TASKS DOES THE EVALUATION MANAGEMENT JOB ENTAIL?

The role of evaluation managers entails the following major elements:

1. *Ensure clear vision and realistic evaluation plans (both ECMs and EIMs).* Evaluation reporting may be well-written, rigorous, on time, and within budget, but it will be a waste if it is not relevant. Because of the time that elapses in the development of the terms of reference and planning phase of an evaluation, it is critical for the ECM and EIM to review the purpose of the evaluation and the evaluation questions in light of its expected use and to ensure the relevance of the evaluation. Once there is a clear and shared vision of the evaluation's use, the values and evaluation criteria, and the evaluation questions, the EIM can formulate an operational evaluation plan. In fact, evaluations have strict timeline parameters (e.g., data collection should not be scheduled in schools during summer break, or evaluation reports must be submitted prior to the programmatic decision they are intended to inform). Evaluation plans must include tasks, subtasks, and deliverables as well as who is responsible for each one.

2. *Organize and manage evaluation teams, stakeholders, and participants.*
Managing teams means dealing with people's individual issues—competence, confidence, potential conflict of interest—as well as facilitating the dynamics between people. Besides the evaluation team, which is the responsibility of the EIM, both the ECM and EIM must work with planning groups, steering committees, or reference groups that provide oversight and/or input as well as the evaluand and other stakeholders. Doing this part of the job well is critical for the credibility of the evaluation, a goal that Bustelo describes as "neither simple nor straightforward"(United Nations Development Programme [UNDP], 2013).

3. *Monitor evaluation activities, budgets, and people.* There are many fast-moving, time-sensitive parts in an evaluation. The EIM needs not only to stay current but to stay ahead. For example, finding out that there have been too few survey respondents two days before the survey ends is too late; figuring out that site visits failed to address a key emerging question after all site visits are completed is also too late. The EIM must have a clear sense of when to check in and on what issues while avoiding interfering inappropriately in the progress of colleagues because it may compromise the evaluation's independence and may become counterproductive. The ECM also has a role in monitoring the evaluation process to help troubleshoot when necessary.

4. *Negotiate needed adjustments when issues arise.* Even with the best plans, the need to make adjustments during evaluation implementation is almost inevitable. ECMs and EIMs have a joint responsibility to negotiate and come to mutual agreements with all parties involved. These changes may include adjustments to the timeline and rearranging of the budget, pushback on controversial findings, or modification to the scope of the evaluation to pursue an interesting emerging finding that makes the evaluation more relevant.

5. *Protect evaluation independence and rigor while responding to commissioner and stakeholder needs.* Evaluation stakeholders may have strong points of view about who should be involved, how things should be presented, and other aspects of the evaluation. The evaluation manager has to encourage participation but also protect the boundaries of influence by each stakeholder. This is a fine line, and it may involve some risk to the evaluation manager's own relationships, future employment opportunities, political standing, and so on. Both ECMs and EIMs have a role to play in maintaining appropriate boundaries. While the evaluation managers may wish to accommodate a practical consideration or stakeholder request, they may have to disappoint evaluation participants by standing firm on issues that have ethical implications or compromise the evaluation's rigor and independence. This requires vigilance and continual education of stakeholders about the implications of their requests for the evaluation. It also calls for the evaluation manager to be self-aware of pressures and stresses related to this role.

6. *Ensure the quality and usefulness of evaluation products and briefings.* An important part of the role of both the ECMs and EIMs is ensuring that the evaluation is accessible, understood, and used by key stakeholders. The content

of evaluation reports must be easy to access, clear, easy to understand, and ensure transparency of the methodology. From the implementation side, this may require access to professionals with strong communications skills such as editors, writers, graphic artists, data visualization experts, and videographers. The EIM must plan and budget appropriately for the type of communication needed for the evaluation, including making it accessible to evaluation participants who might not easily have access to the evaluation report (e.g., in communities and sites visited). The ECM must respond to internal and external stakeholder needs about communication and facilitate evaluation use.

The depth of evaluation and management skills needed by evaluation managers to perform these roles varies depending on the size and context of the evaluation. Managing a multiyear, multisite evaluation differs in several ways from managing a small, school-based program evaluation. In their book, *RealWorld Evaluation*, the authors outline the different requirements between "simple projects, complicated programs and complex development interventions," although they recognize the overlap between these categories; they define "simple" projects as of limited scope and definition with few layers of institutional structure involved; "complicated" programs are those that involve several components and layers of institutional structure and actors; and "complex" projects seem to be harder to define but generally involve national programs, multiple funding levels, and less-clear definitions of the intervention (Bamberger et al., 2012). Michael Quinn Patton's developmental evaluation model offers a more granular definition of complex programs as ones where the level of certainty about the evidence supporting a program theory and the level of agreement about the intervention and its desired outcomes is low (Patton, 2011). Thus, when managing "simple" or "complicated" projects, the evaluation manager might focus mostly on managing budgets, timelines, and quality, while in a more complex evaluation, the evaluation manager must also facilitate negotiations among stakeholders even to agree on what is being evaluated and the core evaluation criteria.

Naturally, the manager of a larger, more complex evaluation may have access to management systems and resources not available to the smaller one, such as a coordinator assigned to support evaluation management tasks or a central system that produces status reports and timeline updates. The manager of a smaller evaluation still has challenges in organizing and negotiating the evaluation journey, but the requirements and boundaries of what can be done with a smaller budget are going to be fewer and narrower than for larger ones. No matter the program and evaluation size, however, all evaluation managers will need to adjust to fit the culture and context of the stakeholders where an evaluation is taking place. For example, the manager of an evaluation in an Indigenous community may have to employ an Indigenous evaluator and add time for respectful permissions and entry into those communities before the evaluation is allowed to take place. Thus, the core tasks of evaluation management will need to be adapted for different circumstances.

Managing stakeholder engagement and participation is a key responsibility of both ECMs and EIMs. Figure 1.4 shows how, whether internal or external, evaluation managers need to decide on the appropriate extent of participation and share in decisions that influence the evaluation's success. This figure demonstrates once again the shared responsibility of evaluation commissioners and evaluation implementors in a key aspect of evaluation.

1.4 WHAT ARE THE KEY EVALUATION MANAGEMENT COMPETENCIES?

With the rise of evaluation competency models in recent years such as from the American Evaluation Association (AEA, 2018), International Development Evaluation Association (IDEAS, 2012), the Canadian Evaluation Society (CES, 2010), and the UNEG (2016), it is interesting that there is a convergence of competency domains between several of these models. Figure 1.5 presents four competency models that emerged between 2010 and 2018 demonstrating the synergies between them and their agreement in naming evaluation management as one of the five core domains.

Within the evaluation management domain, these models include skills valid for both ECMs and EIMs related to planning, budgeting, monitoring, ensuring quality, managing people, coaching, mentoring, establishing relationships, leadership,

FIGURE 1.4 ■ Evaluation Management Roles in Stakeholder Engagement over the Life of an Evaluation
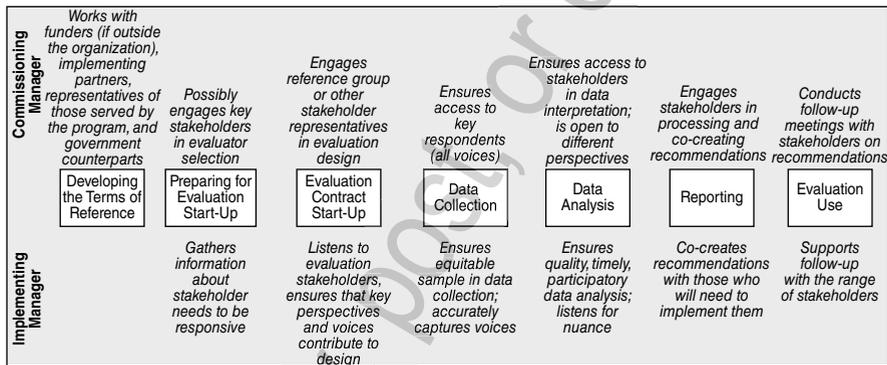
FIGURE 1.5 ■ Domains of Four Evaluation Competency Models

Competency Domain Category	American Evaluation Association (2018)	Canadian Evaluation Society (2010)	United Nations Evaluation Group (2016)	International Development Evaluation Association (2012)
Values Culture Added value of evaluation	Professional practice	Reflective practice	Personal attributes	Professional foundations Promoting a culture of learning
Methods and technical skills for conducting evaluation	Methodology	Technical practice	Technical and professional skills	Evaluation planning/design Conducting the evaluation Communicating
Context	Context	Situational practice	Knowledge of the United Nations	Monitoring systems
Management	*Planning and management*	*Management practice*	*Management skills*	*Managing the evaluation*
Interpersonal skills	Interpersonal	Interpersonal practice	Interpersonal skills	*Not included*

and administration. Evaluation managers need to have competencies in the management domain in addition to competencies in the other core domains such as the ability to understand and incorporate context; respect culture; perform in an ethical, self-reflective manner; and support high-quality, methodologically sound evaluations. In *RealWorld Evaluation*, Bamberger et al. (2012) included a section titled, "Greater Attention Must Be Given to the Management of Evaluations," recognizing the central role that strong evaluation management has for the success of an evaluation.

1.5 CONCLUSION

Evaluation management is the job of managing an evaluation project within a budget and timeline to inform specific evaluation questions. Evaluation management is connected to but distinct from evaluation design and implementation. The role of evaluation manager can be played by more than one person at any phase of the evaluation and by different people throughout the life of the evaluation. The professionals that play the role of evaluation manager may come from a range of backgrounds and may have a great deal of experience in evaluation or not at all. Evaluation management is one of the five core evaluation competency domains in all competency models of evaluation associations and societies as well as the United Nations.

When managing an evaluation well, the ECM and the EIM each see to their individual and joint responsibilities for ensuring that they end up with an evaluation that matters. The ECM communicates the vision of evaluation use and can provide clear guidance to the EIM, secure access to documents and stakeholders, and ensure provision of valid and accurate data while protecting the evaluators' independence to do their job. Concurrently, the EIM is a partner in getting honest and complete answers to key questions, helps to frame findings in constructive ways, facilitates fruitful meetings that clarify purpose, and generates excitement as well as meaningful participation from stakeholders while managing the process and budget, guiding team members in productive participation, forecasting and troubleshooting challenges effectively, and producing clear and accessible reports and other outputs for decision making. Ultimately, evaluation commissioning organizations as well as internal and external evaluators want their evaluations to be relevant to important decisions and to be valued and used by their stakeholders; good evaluation management makes that possible.

PRACTICE

Study Question: What strategies would you use to understand the context for a particular evaluation, and how would that inform your evaluation planning process?

Exercise: How would your understanding of context influence your approach in managing an evaluation in New Zealand versus if you were working for the United States General Accountability Office (GAO)? Hint: Review the mission, values, and standards for evaluation of the Aotearoa New Zealand Evaluation Association (ANZEA, 2015) and the United States GAO (2018).

Self-Reflection: What role(s) do you or will you play in evaluation, and how would you define success in those roles?