Self-Assessment Matrix

As part of your application, please complete the self-assessment matrix below. This will help us understand your skills and competencies that are relevant to different stages of mixed-methods population research cycles. Below, these are described in a specific sequence that a project calibrating and deploying the SCORE methodology follows.

Please note that we do not expect any candidate to be proficient in every stage of the process. This matrix will help us understand your strengths and where additional support and mentorship might be needed. For example, if you are less experienced in data analysis but have strong skills in stakeholder engagement or qualitative research, your application is still very much encouraged. The goal is to build a well-rounded team, not to find individuals who can do everything alone.

We encourage all candidates to explore the SCORE data platform and publications when preparing their application package for this role. Some beneficial links regarding the SCORE methodology are provided below:

* <https://api.scoreforpeace.org/storage/pdfs/ORG_Methodology_Summary_FINAL.pdf>
* <https://api.scoreforpeace.org/storage/pdfs/DOC_SeeD_Experties-and-Competencies_Revised.pdf>
* <https://app.scoreforpeace.org/en/pub/70>

Please indicate your ability to perform each task using a scale from 1 to 5, described below. Please also provide supporting examples to support and elaborate your self-assessment:

**5 – I can do this independently very well without support (strong experience)**

**4 – I can do this independently with little support (notable experience)**

**3 – I can do this mostly independently but would require some support (some experience)**

**2 – I cannot do this independently but I would be able to learn quickly (no experience)**

**1 – I cannot do this, it is completely out of my comfort zone and I rather not learn it**

Please add brief comments and examples to elaborate and support your self-assessment, mark your score by writing X on the box if the checkbox is not working.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Process Stage** | **I cannot do this, it is completely out of my comfort zone and I rather not learn it** | **I cannot do independently but I would be able to learn quickly (no experience)** | **I can do mostly independently but would require some support (some experience)** | **I can do this independently with little support (notable experience)** | **I can do this independently very well without support (strong experience)** |
| **1. Calibration** stage involves contextual adaptation of the research process, including literature/desk reviews, local partner consultations, stakeholder interviews, focus groups, and alignment with policy and programmatic priorities, and synthesizing findings to inform the next steps. | 1 | 2 | 3 | 4 | 5 |
| **Comments on stage 1.** |  | | | | |
| **2. Conceptual design** stage sets the foundations of the research and distills stage 1 into an inception report/plan. It includes building a conceptual model that reflects the issues and competing hypothesis being studied, creating research questions, sampling approach and outlining how the survey data will be analyzed. | 1 | 2 | 3 | 4 | 5 |
| **Comments on stage 2.** |  | | | | |
| **3. Questionnaire design** stage is about developing a survey with specific questions, scales and purposeful sequencing. The focus is on designing clear, culturally appropriate, and statistically valid questions that reflect the project’s research goals and allow for meaningful analysis. | 1 | 2 | 3 | 4 | 5 |
| **Comments on stage 3.** |  | | | | |
| **4. Data analysis** stage involves cleaning and organizing datasets, applying statistical techniques (descriptive and inferential), and preparing the data for interpretation and reporting. This involves competencies in R and SPSS/Strata, and tasks like factor analysis, regressions, cluster analysis, structured equation modeling, and similar. | 1 | 2 | 3 | 4 | 5 |
| **Comments on stage 4.** |  | | | | |
| **5. Interpretation** stage is about turning the statistical results into meaningful insights, including data visualisation in a digestible way, interpreting identifying patterns and trends, explaining relationships, and highlighting findings that are relevant to policy, programming, and local dynamics. | 1 | 2 | 3 | 4 | 5 |
| **Comments on stage 5.** |  | | | | |
| **6. Participatory validation** stage is when the findings are presented and shared with stakeholders, partners and donors through meetings and workshops. It includes explaining results clearly, responding to questions, and adapting messages to the audience. Important competencies include digestible, compelling story telling, audience empathy and public speaking. | 1 | 2 | 3 | 4 | 5 |
| **Comments on stage 6.** |  | | | | |
| **7. Report writing** stage is the formal writing phase, where full reports that integrate data analysis, contextual narratives, and actionable recommendations in a structured and accessible format are produced. You can see examples of this on our publications page on the SCORE website. | 1 | 2 | 3 | 4 | 5 |
| **Comments on stage 7.** |  | | | | |
| **8. Dissemination and strategic engagement** **stage** is the final stage where findings are shared publicly to inform evidence-based decision-making. It is ultimately about impact creation. This includes launching reports, organizing events, and using results to inform efforts of key peace and development actors, funding proposals, or future project designs. Social capital and networks are particularly important to make engagement organic and effective on international, national and local level. | 1 | 2 | 3 | 4 | 5 |
| **Comments on stage 8.** |  | | | | |

Below is a list of skills and competencies in addition to the research stages described above. Please remember that these are not screening questions for filtering people out, nor are they all necessary to carry out the advertised role successfully, but rather to build cohesive and complementary teams with appropriate support and mentorship structures and clear professional growth trajectories.

Please add brief comments and examples to elaborate and support your self-assessment, mark your score by writing X on the box if the checkbox is not working.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Skill** | **I cannot do this, it is completely out of my comfort zone and I rather not learn it** | **I cannot do independently but I would be able to learn quickly (no experience)** | **I can do mostly independently but would require some support (some experience)** | **I can do this independently with little support (notable experience)** | **I can do this independently very well without support (strong experience)** |
| Ability to manage complex projects and project partners ensuring timely and effective delivery in an adaptive and impactful way | 1 | 2 | 3 | 4 | 5 |
| **Comments** |  | | | | |
| Ability to manage and supervise others | 1 | 2 | 3 | 4 | 5 |
| Ability to organize large events, securing effective and meaningful turnout | 1 | 2 | 3 | 4 | 5 |
| **Comments** |  | | | | |
| Ability to convey complex analytical processes and concepts clearly and concisely in English | 1 | 2 | 3 | 4 | 5 |
| **Comments** |  | | | | |
| Social capital and networks with national authorities and decision makers in **Iraq** | 1 | 2 | 3 | 4 | 5 |
| **Comments** |  | | | | |
| Social capital and networks with donors and international peace and development actors in **Iraq** | 1 | 2 | 3 | 4 | 5 |
| **Comments** |  | | | | |
| Social capital and networks with think tanks, civic society organisations, grassroots organisations and other policy influencers in Iraq | 1 | 2 | 3 | 4 | 5 |
| **Comments** |  | | | | |
| Fundraising, pitching, designing concept notes and proposal | 1 | 2 | 3 | 4 | 5 |
| **Comments** |  | | | | |
| Design and implementation of randomized or non-randomised controlled trials | 1 | 2 | 3 | 4 | 5 |
| **Comments** |  | | | | |
| Data visualization and dashboard tools (Tableau, PowerBi and similar) | 1 | 2 | 3 | 4 | 5 |
| Design and implementation of impact assessments | 1 | 2 | 3 | 4 | 5 |
| **Comments** |  | | | | |
| Design and implementation of mental health and/or trauma healing interventions | 1 | 2 | 3 | 4 | 5 |
| **Comments** |  | | | | |
| Design and implementation of community development and livelihood interventions | 1 | 2 | 3 | 4 | 5 |
| **Comments** |  | | | | |
| Design and implementation of veteran, combatant, prisoner integration or other DDR interventions | 1 | 2 | 3 | 4 | 5 |
| **Comments** |  | | | | |
| Design and implementation of peacebuilding, dialogue, socio-therapy, security sector reform interventions | 1 | 2 | 3 | 4 | 5 |