Competency Framework

FINAL REPORT

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INTRODUCTION

The Secretary General and the International Civil Service Commission encourage the application of a competency based approach throughout the common system. Many UN organizations have already or are currently introducing competencies as the basis for managing their human resources.

In keeping with such initiatives, UNDP views the competency framework as a cornerstone of the organization's people based human resources strategy. The primary purpose of the framework is to define standards for competencies for staff at all levels; to assist the organization to achieve its goals and to support the organizational effectiveness and culture. The framework will serve as an integrating mechanism for all HR practises and form the basis for recruitment and reassignment, career and performance management, staff development and learning, and HR planning.

WHAT IS A COMPETENCY FRAMEWORK?

The competency framework is an inventory of expected behaviours, skills and knowledge that lead to excellence on the job. It enables the organization to clarify expectations and to set standards for performance at every level in country offices and HQ Units. The competency framework captures the values and guiding principles, managerial and leadership priorities as well as functional requirements of the organization. It is a guide for managers and staff to help them understand what behaviours and skills are expected of them and what they should strive to achieve.

As these principles, priorities and requirements may change over time, the competency framework will be adjusted to reflect these changes.

WHAT IS A COMPETENCY?

"Competency" is defined as a combination of skills, knowledge, and behaviors that lead to effective performance on the job and are therefore important for the success of the organization in achieving organizational effectiveness, as well as the success of individual staff member. Competencies describe the "how", i.e. what behaviors, skills and knowledge are necessary to successfully meet the requirements of the post.

The competency framework introduces two kinds of competencies:

✓ 'Core competencies' which apply to all staff of the organization
✓ 'Functional competencies' which apply to all staff within a given functional stream.

Competencies are identified by a label followed by a brief description that describes the <u>progression of mastery and a series of 'indicators' that describe what each competency looks like in action</u>. For example:

Behavior: Communicating information and ideas	
Description	Indicators
Communicating clearly and effectively. Seeking to understand the ideas of others. Facilitating and encouraging open communication. Creating an environment for open communication. Inspiring and persuading others.	- Participates in meetings and group discussions, actively listens and shares information - Facilitates open exchange of information and ideas encouraging team members to share their views, thoughts and feelings - Creates an environment for open communication and encourages others to be diplomatic and use tact and sensitivity in dealing with colleagues and partners - Promotes open dialogue throughout the organization - Actively shares knowledge

WHY INTRODUCE THE COMPETENCY FRAMEWORK?

The competency framework is a powerful tool to support the achievement of UNDP's goals and effectiveness as well as its strategic direction. The establishment of core and functional competencies is important both for UNDP as an organization and for individual staff members, as it forms the basis for human resource management. It does this by:

- ✓ Allowing staff and managers to gain a better understanding of what is required for their development and career progression;
- ✓ Creating a shared language about what is needed and expected in the organization thereby providing a sound basis for consistent performance management;
- ✓ Providing a clear framework of post expectations for recruitment purposes, human resources planning, reassignment and career development;
- ✓ Identifying competency gaps and addressing them through focused staff development and learning and/or targeted external recruitment.

Vacancy management, recruitment, reassignment

In the area of staffing, competencies play a fundamental role and is used for vacancy management, recruitment and reassignment. Competencies will be included in job descriptions, vacancy announcements and advertisements to provide a more complete picture of job requirements.

Performance Management

Feedback on competencies is the fundamental part of UNDP's performance appraisal system (RCA). The RCA system will measure results through output setting by means of multi-rater evaluation, and competencies through assessment of applicable competencies. Assessment of competencies accounts for "how" things are accomplished on the basis of different levels, and provides a more complete and balanced and interrelated picture of performance and behavior.

Performance management will be focused on competency development and thus will enable the organization to promote key competencies like 'knowledge sharing/continuous learning' and encourage behavior conducive to organizational performance. The competency appraisal will not only assess proficiency of the past year, but will use the feedback to create a plan for learning and growth in the coming performance cycle - learning that will support the development of competencies.

Career management and development

The organization's HR strategy envisages the development of a career management system. This system will be based on clearly defined career streams and mechanisms to encourage staff to learn, acquire and develop the competencies required for the career stream. As the competency framework defines competency requirements in the functional streams at various levels of mastery it also serves as a basic framework for career planning. Career progression and/or lateral moves within and between career streams will be based on competencies rather than on seniority. Staff will be able to see what competencies and what level of mastery is required for particular positions in the various functional streams and can seek out opportunities to learn and to acquire additional or higher levels of competencies.

Competency proficiency will also be an important criterion for selection to higher level posts and promotions.

BENEFITS OF USING COMPETENCIES

➤ Provides a complete picture of the job requirements;

➤ Ensures a more systematic and focused selection and interview process;

➤ Better matching of staff to posts through assessment of competencies;

➤ Increases the likelihood of selecting people who will succeed in the job;

➤ Encourages lateral moves that afford opportunity for additional competency development;

➤ More balanced and comprehensive assessment of performance by assessing competencies

➤ Clear, shared understanding of performance expectations in terms of skills, behavior and knowledge defined through the competency framework;

➤ Provision of a common language and framework for feedback and coaching as well as for performance appraisal discussions;

➤ More focused coaching and learning through feedback on individual competencies and of competency development for staff to be successful;

➤ Provides staff members with a clear map of what is required for career progression;

➤ Encourages lateral moves for the acquisition of new competencies;

➤ Enables people to focus on the skills, knowledge, and characteristics that have the most impact on effectiveness.

HOW THE FRAMEWORK WAS DEVELOPED

This competency framework was adapted and customized using the UNFPA competency framework.

The customized competency framework consists of three main segments, as follows:

1) Values / Guiding Principles;
2) Core Competencies; and
3) Functional Competencies

VALUES/GUIDING PRINCIPLES

Values and Guiding Principles provide the basis for shared understanding of UNDP's values and describe how they should be demonstrated in the workplace. Most are also part of the code of conduct for international civil servants. They include integrity, commitment to the organization and its mandate and cultural sensitivity/valuing diversity. Since these values constitute the foundation of professional behaviour standards in UN; they must be demonstrated consistently by all staff and managers across the board and thus there can be no "progression" or "mastery" level for these values. The organization has "zero tolerance" towards inconsistent demonstration. Below is the definition of these basic values and guiding principles:

Integrity: Taking actions that are congruent with what he/she says. Reliably delivering on promises and honouring commitments made; demonstrating consistency in upholding and promoting the values of UNDP in actions and decisions, in line with the UN Code of Conduct.

Cultural Sensitivity/Valuing diversity: Demonstrating an appreciation of the multicultural nature of the organization and the diversity of its staff. Demonstrating an international outlook, appreciating differences in values and learning from cultural diversity. Moves from demonstrating sensitivity to encouraging full participation,

to leveraging diversity.

CORE COMPETENCIES

All staff members should strive to demonstrate all core competencies at the appropriate level. Eight core competencies were identified; these competencies act as core principles and define the organization's core behavioural patterns as distinct from the core values and guiding principles referred to above. These competencies can be developed in a progressive manner as the staff members acquire experience in their area of work within the organization.

FUNCTIONAL COMPETENCIES

Functional competencies are sometimes described as 'technical' competencies. They describe the skills/knowledge and behavior that are required for success within a particular functional area. They describe 'how' the work in a given function should be performed to achieve the performance standards within that function rather than describe the actual tasks to be performed or the particular technical/substantive expertise required to perform the work.

Similarly, not all functional competencies apply to every post in a functional stream. While at the representative, director and deputy director level all functional competencies of the particular stream may be relevant, at more specialized lower levels, only some of the functional competencies may apply.

Competency profiles should be developed for each post with summary competency statements reflected in the job descriptions.

FOUR COMPETENCY LEVELS

Four levels of competency mastery have been defined to reflect the progression of managerial responsibility and/or level of expertise. These four levels relate to the hierarchical structure of the organization and correspond to specific post levels from ICS 1 through ICS 14.

The level of mastery expected for a given competency increases as the responsibility and scope of the position dictate. Functional competencies are therefore further differentiated by levels to account for these differences in scope, breadth and depth of responsibilities. The level of competency mastery may increase due to increased managerial responsibility and/or increased need for expertise.

Each competency level has a specific set of indicators to describe the behavior and skills required at that particular level, e.g. a programme officer has a different set of functional competency indicators than a resident representative. The decision about which level of competence applies to an individual is based on his/her level of responsibility as defined by the post held.

Cumulative competencies

The competency levels are cumulative, i.e. the basic behavioral indicators at lower levels also apply to all subsequent levels. In other words, if Level 4 indicators are assigned to a position, the previous levels are implicitly included. Therefore For a full understanding of expected behaviors it is recommended to also review the competencies at the levels lower than the ones applicable to the post. Every position requires a particular profile of core and functional competencies depending on the nature and level of responsibility.

LEVELS OF COMPETENCIES			
BY LEVEL OF RESPONSIBILITY	BY LEVEL OF EXPERTISE	CORRESPONDING POST LEVEL	CORRESPONDING POST TITLES (Examples)
Level 4			
Organizational steward: Persons at this level have stewardship responsibilities for the organization. Their decisions affect the entire organization.	**World class expert**: Persons at this level are recognized as world class experts in their field. They are responsible for defining and leading the field in their areas of expertise. Their opinions wield influence in the entire field.	D1/L6 – D2/L7	Bureau Deputy Directors Directors at D2/L7 level (Director OHR Director OPB) UNDP RR/UN RC
Level 3			
Multiple (or complex) team leader: Persons at this level manage several teams or work units, or complex, multi-functional teams. They have a high level of responsibility for effective use of resources and the performance of several people.	**Expert**: Persons at this level are renowned experts whose expertise goes beyond the theoretical and technical substantive knowledge of their field to include complex interplays of knowledge and context (political, cultural, economic, systems integration, etc.)	P5/L5 – D1/L6	DRR Country Director Chief, SPAS, OHR HQ Deputy Directors HR Advisor MDG Advisor Procurement Advisor, Legal advisor UNDP RR/UN RC at P5/L5 level
Level 2			
Team leader: Persons at this level manage a team or work unit, or have supervisory responsibility for others. Their decisions affect the work of the team and/or project outcomes.	**Substantive specialist**: Persons at this level have a solid theoretical/technical substantive knowledge of their field, and can apply that knowledge to a variety of circumstances, they innovate new approaches.	P-3/4; L-3/4; NOC/D	ARR (Programme) ARR (Operations) Operations Manager Communications Spec RM Specialist DRR HR Specialist
Level 1			
Level 1.2 **Individual contributor / team member/ portfolio coordinator**: Persons at this level are responsible for their own performance/contribution to the team and its outcomes. Portfolio Coordinators are responsible for sectoral and/or thematic portfolios, functions include analysis and interpretation of programme	**Analyst**: Persons at this level have theoretical/technical knowledge and are testing it in practical applications, or are assisting substantive specialists, make analysis of requirements and synthesis of proposals. Their decisions and recommendations are reviewed.	NOA/B	Programme Analyst Operations Analyst Communications Analyst Research Analyst

		GS-5, 6, 7	Finance Assistant
background, first-level programme formulation, assessment of programme design and delivery.			
Level 1.1 **Individual contributor / team member/support services provider:** Persons at this level provide support in the functional streams. The work is procedural, operational or technical in nature and supports the execution of the programmes of the organization. They provide administrative support performing a variety of tasks, administer processes and transactions.	**Assistant/ Associate**: Persons at this level have thorough knowledge of the assigned area of work, thorough knowledge of the procedures within a specialized field, knowledge of the advanced processes. Accurate and thoroughly documented work facilitates subsequent action and decision by the supervisor.	Positions at GS-1, 2, 3, 4 levels recommended for outsourcing (with some exceptions, e.g. Drivers to the Head of The Office).	HR Assistant Programme Assistant Communications Assistant Finance Associate HR Associate Programme Associate Communications Associate

 THE FUNCTIONAL STREAMS

The functional competencies are clustered into three <u>functional streams</u> reflecting the main functional areas of the organization, which reflects the organizational business model. For example, the **"**Development Services" stream (including UN Coordination) includes all programme positions in country offices as well as the HQ; the **"**Advisory Services" stream includes the BDP Staff at HQ and the policy specialists/advisors in the field (regional service centers, country offices).

The functional streams are as follows:

DEVELOPMENT SERVICES/ UN COORDINATION	**ADVISORY SERVICES**	**MANAGEMENT SERVICES**

The functional competencies described in these three functional streams apply to staff at levels ICS 5 (GS-5) and above. A distinct cluster of functional competencies has been developed for some high level positions at BDP HQ, staff at organizational leadership positions and finally office support functions applicable to functions that can be outsourced.

A limited number of positions, particularly at Headquarters and CTAs or policy advisors hired under programme portfolios, may not be part of a specific functional stream but consist of a mix of functional competencies from different streams, e.g. the post of a strategic planning adviser may include competencies from the development services, and/or Advisory Services stream. The competency package should be formulated at the time when the job description is devised. This applies to assigning the competencies at each level as well for these jobs. For example, a CTA hired at L7 level may not necessarily be assigned the "Level 4" competencies for that functional stream. Therefore, in formulating the competencies for this post, both Level 3 and 4 competencies should be considered.

The lists indicated below are not exhaustive and includes the most typical jobs.

THE DEVELOPMENT SERVICES STREAM & UN COORDINATION

This stream includes staff in the regional centers and country offices, as well as staff working at HQ Units in the related functional stream:

➢ Bureau Deputy Directors
➢ Chief (Country Cluster)
➢ Country Directors
➢ Deputy Resident Representatives (P&O)(P)
➢ Deputy Country Directors (P&O)(P)
➢ Assistant Resident Representatives (ARR - P)
➢ Programme Advisors (Specialists, Analysts)
➢ National Programme Officers
➢ LEADs
➢ Programme Associates / Assistants
➢ Chief Technical Advisors (Specialists)
➢ Regional Programme Advisors (Specialists, Analysts)
➢ Evaluation and M&E Advisors (Specialist, Analysts)
➢ Resource Mobilization Advisors (Specialists, Analysts)
➢ Programme Planning / RBM Advisors (Specialists, Analysts)
➢ UNDP RR/UN RC
➢ UN Coordination Advisors (Specialists, Analysts, Associates, Assistants)
➢ UN Policy Advisors (Specialists, Analysts)
➢ UNDOCO Director, Deputy Directors

	Level of competence/title	Level of position
Level 4	Bureau Deputy Directors UNDP RR/UN RC UNDOCO Director Practise Directors	D1/l6 – D2/l7
Level 3	UNDOCO Deputy Director UN Coordination Advisors UN Policy Advisors Chief (Country Cluster) Country Director, Deputy Country Director (P&O) (P), Deputy Resident Representative (P&O) (P), Programme advisers, CTA, Programme Planning Advisors, RM Advisors, Evaluation and M&E Advisors, Regional Programme Advisors	P5/L5 - D1/l6 CTAs , Policy Advisors at P5/L5 – D1/L6 - D2/L7
Level 2	Deputy Resident Representative (P&O) (P), Deputy Country Director (P&O) (P), Assistant Resident Representative (P) Programme specialists (HQ), National Programme Officer, LEADs, Programme Planning Specialists, RM Specialists, Evaluation and M&E Specialists, Regional Programme Specialists, Chief Technical Specialist UN Coordination Specialists UN Policy Specialists	(P-3/4; L-3/4; NO-C/D
Level 1.2	National Programme Officers, JPOs, Programme Analysts, Programme Planning Analysts, RM Analysts , Evaluation and M&E Analysts, Regional Programme Analysts JPOs UN Coordination Analysts UN Policy Analysts	(P1/P2; L1/L2; NO-A/B
Level 1.1	Programme Associates/Assistants UN Coordination Associates, Analysts	GS-5, GS-6, G-7

THE ADVISORY SERVICES STREAM

This stream includes the following staff performing programme / policy advisory /advocacy functions:
- Policy Advisors (Specialists, Analysts, Associates, Assistants)
- Practice Directors
- Economics Advisors (Specialists, Analysts), Senior Economists
- Knowledge Management Advisors (Specialist, Analysts, Associate, Assistants
- Research Specialists (Analysts, Associates, Assistants)
- Communications Advisors (Specialist, Analysts, Associates, Assistants)

	Level of competence/title	Level of position
Level 4	Bureau Deputy Directors Practice Directors Senior Economists	ICS 14 (D-2; L-7)
Level 3	Policy Advisors, Economics Advisors, Knowledge Management Advisors, Communications Advisors	ICS 12/ 13 (P-5/ D1; L-5/6)
Level 2	Policy Specialists, Economics Specialists, Knowledge Management Specialists, Research Specialists, Communications Specialists	ICS 10/11 (P-3/4; L-3/4)
Level 1.2	Policy Analysts, Economics Analysts, Knowledge Management Analysts, Research Analysts, Communicaitons Analysts	ICS 8/9 (P-1/P-2; L-1/L-2; NO-A/B)
Level 1.1	Policy Associates/ Assistants, Knowledge Management Associates/Assistants, Research Associates/ Assistants, Communications Associates/Assistant	ICS 5/6/7 (G-5, G-6, G-7)

THE MANAGEMENT SERVICES STREAM

This stream includes the following staff:

➢ Director/Deputy directors
➢ Chief (HQ Unit, e.g. SPAS, BAS)
➢ Deputy Resident Representatives (O)
➢ Deputy Country Directors (O)
➢ Operations Manager/ Assistant Resident Representative (O)
➢ Administrative Advisors (Specialist, Analyst, Associate, Assistant)
➢ Finance Advisors(Specialist, Analyst, Associate, Assistant)
➢ HR Advisors (Specialist, Analyst, Associate, Assistant)
➢ Procurement Advisors (Specialist, Analyst, Associate, Assistant)
➢ ICT Advisors (Specialist, Analyst, Associate, Assistant)
➢ Operations Advisors (Specialist, Analyst, Associate, Assistant)
➢ Security Advisors (Specialist, Analyst, Associate, Assistant)
➢ Logistics Specialist (Analyst, Associate, Assistant)
➢ Travel Advisors (Specialist, Analyst, Associate, Assistant)
➢ Registry Associates (Assistant)
➢ Legal Advisors (Specialist, Analyst, Associate, Assistant)
➢ Audit Advisors (Specialist, Analyst, Associate, Assistant)
➢ Drivers

	Level of competence/title	Level of position
Level 4	Director (e.g. OHR) Deputy Director (e.g. BOM)	ICS 14 (D-2)
Level 3	Deputy Director (e.g. OHR) Chief (e.g. SPAS) Deputy Resident Representative (O), Deputy Country Director (O), Administrative, Finance, HR, Procurement, ICT, Operations, Security, Travel, Legal and Audit Advisors	ICS 12/ 13 (P-5/ D1; L5/6)
Level 2	Deputy Resident Representative (O), Deputy Country Director (O),Operations Managers, ARR (O) Administrative, Finance, HR, Procurement, ICT, Operations, Security, Logistics, Travel, Legal and Audit Specialists	ICS 10/11 (P-3/4; L-3/4; NOC/D)
Level 1.2	JPOs Administrative, Finance, HR, Procurement, ICT, Operations, Security, Logistics, Travel, Legal and Audit Analysts	ICS 8/9 (P-1/2, L-1/2, NO-A/B
Level 1.1	Administrative, Finance, HR, Procurement, ICT, Operations, Security, Logistics, Travel, Registry, Legal and Audit Associates and Assistants	ICS 5/6/7 (G-5, G-6, G-7)

LIST OF COMPETENCIES

CORE COMPETENCIES (applicable to all staff & managers)
1) Ethics and Values
2) Organizational Awareness
3) Developing and Empowering People / Coaching and Mentoring
4) Working in Teams
5) Communicating Information and Ideas
6) Self-management and Emotional intelligence
7) Conflict Management / Negotiating and Resolving Disagreements
8) Knowledge Sharing / Continuous Learning
9) Appropriate and Transparent Decision Making

FUNCTIONAL COMPETENCIES

COMPETENCIES	DEVELOPMENT SERVICES / UN COORDINATION	ADVISORY SERVICES	MANAGEMENT SERVICES
Advocacy / Advancing Policy Oriented Agenda	+++	+++	
Results-based Programme Development and Management	+++		
Building Strategic Partnerships	+++	+++	+++
Innovation and Marketing new Approaches	+++		
Resource Mobilization	+++		
Promoting Organizational learning and Knowledge Sharing	+++	+++	+++
Job Knowledge and Technical Expertise	+++	+++	+++
Organizational Leadership and Direction	+++		+++
Creating Visibility for UNDP/ Supporting UNDP's Capacity to Advocate		+++	
Global Leadership and Advocacy for UNDP's Goals	+++	+++	

FUNCTIONAL COMPETENCIES (Contd.)			
COMPETENCIES	DEVELOPMENT SERVICES / UN COORDINATION	ADVISORY SERVICES	MANAGEMENT SERVICES
Conceptual innovation in the Provision of Technical Expertise		+++	
Adaptation and Application of Knowledge / Innovations in Different Contexts		+++	
Integration in a Multi-Diciplinary Environment		+++	
Promoting Organizational Change and Development			+++
Strategic Alignment of Management Practice (HQ & RSCs)			+++
Design and implementation of Management Systems			+++
Client Orientation	+++	+++	+++
Promoting Accountability and Results Based Management			+++

Core Competencies

ETHICS AND VALUES	
Taking actions that are congruent with what he/she says. Reliably delivering on promises and honoring commitments made. Demonstrating consistency in upholding and promoting the values of UN/UNDP in actions and decisions. Demonstrating an appreciation of differences in values and learning from cultural diversity. Moves from demonstrating sensitivity to encouraging full participation, to leveraging diversity.	
STAFF Demonstrating / Safeguarding Ethics and Integrity	■ Is familiar with and acts in accordance with the standard of conduct for international civil servants, ethics and UN/UNDP values ■ Shows willingness to work without bias with all persons regardless of gender, nationality, religion or culture ■ Understands and respects cultural differences and takes actions appropriate to the religious and cultural context ■ Is aware of own cultural perceptions and behavior and avoids stereotypical and biased expressions ■ Reliably delivers on promises and honors commitments, holding himself/herself accountable for actions taken ■ Takes the initiative to report on any deviations from established norms/practices ■ Demonstrates and promotes the highest standard of integrity, impartiality, fairness and incorruptibility in all matters affecting his/her work and status ■ Treats peers fairly by maintaining consistent values inspiring trust and confidence through personal credibility ■ Recognizes ethical dilemmas and/or conflicts of interest and seeks advice or support to resolve them ■ Strives to build and support a diverse team and takes full advantage of the perspectives brought by people regardless of gender, culture or religion ■ Adapts programme/project delivery to take account of the religious and cultural context
MANAGERS Promoting Ethics and Integrity / Creating Organizational Precedents	■ Promotes and enforces organizational policies that increase diversity and ensure equity in UN/UNDP ■ Does not discriminate against any individual or otherwise abuse the power and authority vested in him/her and ensures harassment free work environment ■ Demonstrates and promotes the highest standard of integrity, impartiality, fairness and incorruptibility in all matters affecting his/her work and status ■ Ensures that programmes and projects are consistent with UN/UNDP values ■ Ensures that conflicts of interest and ethical dilemmas are resolved in favor of the organization's interest ■ Intentionally acts as a role model, setting an example for the highest standard of integrity for all staff through his/her personal behavior ■ Creates a culture that fosters the highest sense of integrity by actively promoting UN/UNDP values within the organization and with all stakeholders and holding staff accountable for abuse of power and inappropriate behavior ■ Identifies conflicts of interest between stakeholder groups and works to keep UN/UNDP from inappropriate involvement in such situations ■ Ensures an organizational environment that respects diversity, gender equality and cultural sensitivity and fosters openness to diverse perspectives

ORGANIZATIONAL AWARENESS	
Understanding, building and using formal/ informal systems and contacts in a complex organizational and global environment to obtain results. Moves from an ability to use organizational services to assist others, to applying corporate thinking and applying judgment, to building support and finally, demonstrating political acumen.	
STAFF Demonstrate corporate knowledge and sound judgment	■ Uses the formal structure or hierarchy in the organization effectively to achieve results ■ Understands when issues or problems can and should be resolved at own organizational level, when the assistance/input of other organizational units is required and when issues should be raised to a higher level ■ Understands the structure and hierarchy of UN/UNDP, process flows throughout the organization, products and services, their measures of effectiveness, and perceptions of clients ■ Uses knowledge of interrelationships between different functions to develop solutions which are well coordinated and easily implemented ■ Develops and uses contacts and more informal structures throughout the organization in achieving objectives
MANAGERS Building support and political acumen	■ Demonstrates knowledge of the organization and disseminates it to colleagues ■ Uses understanding of the organizational culture and key players to gain support for initiatives and to determine optimum timing to launch initiatives and address issues ■ Adopts a corporate approach to complex situations, focusing on process of change and interrelationships ■ Demonstrates sensitivity to the different perspectives and functioning of various organizational units, and works to resolve differences ■ Gains cooperation from others through understanding of the political and organizational culture ■ Balances conflicting demands from the UN system, partners, governments, civil society and UNDP itself ■ Builds and maintains alliances and networks of partners, colleagues and interest groups inside and outside of the organization to achieve results

DEVELOPING AND EMPOWERING PEOPLE/COACHING AND MENTORING	
Developing a realistic assessment of personal limitations and strengths; demonstrating a desire to learn. Creating opportunities for the development of others. Envisioning and forecasting trends, and responding to them. Identifying ways for everyone to use their knowledge and experience to lead staff to the right direction. Fostering creativity and reasonable risk-taking. Creating an environment where leaders can emerge.	
STAFF Self-development, initiative-taking	■ Integrates himself/herself into the work unit, taking responsibility for own contribution to achieving team results ■ Takes initiative and seeks opportunities to initiate action ■ Proposes innovative ideas and new solutions to work approaches, methods and problems ■ Knows his/her limitations and strengths, and exhibits a desire to learn and acquire new competencies and skills ■ Welcomes constructive criticism and feedback ■ Seeks new challenges and career opportunities including lateral moves and special assignments ■ Helps peers to identify their unique strengths and weaknesses, training and development needs ■ Takes appropriate risk in developing new or adapting existing methods and approaches to more effectively perform tasks or to solve problems in new and unique ways
MANAGERS Building staff competence, Creating an environment of creativity and innovation	■ Helps staff to identify their unique strengths and weaknesses, training and development needs, tying those to their personal and career aspirations ■ Encourages staff to establish long-term development and career goals, and facilitates development activities in support of those goals ■ Delegates appropriate responsibility, accountability and decision-making to staff and respects delegated authority ■ Takes appropriate risk in developing new or adapting existing methods and approaches to more effectively perform tasks or to solve problems in new and unique ways ■ Ensures that staff are provided with appropriate development opportunities and learning programs to assist them in responding to new professional and organizational trends ■ Seeks honest, candid feedback from staff and colleagues in order to develop his/her own leadership and substantive competencies ■ Gives staff members opportunities to represent the work unit, to be visible to senior managers and external stakeholders ■ Takes a leadership role in forecasting staff development and career planning recognizing them as prerequisites for staff retention and continued high performance ■ Inspires, motivates and empowers staff creating an environment in which leaders can emerge

WORKING IN TEAMS	
Working effectively with colleagues in ways that allow the achievement of shared objectives. Building teams both within existing organizational structures and outside of them. Creating team spirit and unity of purpose across the business unit.	
STAFF Acting as a team player and facilitating team work	■ Accepts team role, contributes to the work of the team actively and constructively ■ Works collaboratively with team members sharing information openly and displaying cultural awareness and sensitivity ■ Proactively pursues solutions to team problems and asks for help when needed ■ Works collaboratively with colleagues inside UN/UNDP as well as its partners and other stakeholders to pursue common goals ■ Takes action to resolve sources of tension or obstacles that may prevent a team from achieving its goals ■ Integrates the ideas of team members from other disciplines/perspectives into his/her thinking by leveraging the different experiences and expertise
MANAGERS Building and promoting effective teams	■ Builds effective teams, bringing diverse background, skills and expertise to maximize innovation and goal achievement ■ Makes self accessible and participates in corporate activities (e.g. ad hoc committees, task forces, etc) sharing information associated with them ■ Recognizes opportunities to meet organizational priorities through team work, inspires and motivates staff to achieve them collectively encouraging them to think and act co-operatively, openly and honestly, ■ Encourages and creates mechanisms to share expertise and team approaches between HQ Units, Country Offices and regional centers, as well as with other partners and stakeholders ■ Manages and resolves conflicts with individuals and groups both within and outside the organization to achieve win-win solutions ■ Supports and promotes inter-agency cooperation and recognizes participation of staff in cross-functional and inter-agency teams

COMMUNICATING INFORMATION AND IDEAS	
Communicating clearly and effectively. Seeking to understand the ideas of others. Facilitating and encouraging open communication. Creating an environment for open communication. Inspiring and persuading others.	
STAFF Facilitating and encouraging open communication in the team, communicating effectively	■ Delivers verbal/written information in a timely, clear, organized and easily understood manner ■ Actively listens and shares information in meetings and group discussions, ■ Expresses own ideas/interests/concerns with clarity with the intent to enhance dialogue ■ Responds positively to criticism ■ Facilitates open exchange of information and ideas encouraging team members to share their views, thoughts and feelings ■ Uses tact and sensitivity when delivering sensitive information or resolving delicate issues
MANAGER Creating and promoting enabling environment for open communication	■ Synthesizes multiple/complex messages, identifies appropriate key points for different audiences and communicates concepts in a manner that influences the perceptions/behaviors of others ■ Keeps staff informed of decisions and directives of senior management and communicates them in a manner that ensures understanding and acceptance ■ Creates an environment for open communication and encourages others to be diplomatic and use tact and sensitivity in dealing with colleagues and partners ■ Makes effective use of existing communication tools and creates new ones to ensure effective internal and external communication ■ Communicates UN/UNDP's vision and strategic direction to staff and external stakeholders effectively ■ Effectively communicates to audiences in challenging and adversarial situations

SELF MANAGEMENT/EMOTIONAL INTELLIGENCE	
Managing moods, responding effectively to stress, situations of ambiguity or crisis. Managing relationships with others to achieve mutual benefits. Building an emotionally intelligent organization.	
STAFF Creating synergies through self-control	■ Stays calm and maintains composure under stress or during a crisis keeping disruptive emotions under control ■ Adapts flexibly to changing situations, overcomes obstacles and recovers quickly from set-backs ■ Tolerates conditions of stress, uncertainty or ambiguity and continues to maintain a positive outlook and to work productively ■ Is realistic about own limits using support mechanisms as needed and maintaining an appropriate work-life balance ■ Senses the emotions of others, understanding their perspective, taking an active interest in their concerns ■ Fosters a positive outlook and maintains focus during period of stress and heavy work load, inspiring and guiding others towards goal achievement ■ Creates a climate of enthusiasm and flexibility, where people feel encouraged to give their best ■ Stands up to group pressure, not giving in out of a desire to please or to avoid confrontation and conflict
MANAGERS Creating an emotionally intelligent organization	■ Creates a work environment which minimizes stress and ensures an even distribution of work load ■ Demonstrates a genuine passion for the work, and leverages political forces and tacit knowledge to support the achievement of organizational goals and priorities ■ Foresees how others will interpret and react to events, using that awareness to smooth the way ■ Provides a sense of direction and purpose, and maintains operational effectiveness of the organization, even during times of organizational crisis or change ■ Does not hesitate to cut through red tape or make informed exceptions to rules when necessary to create better possibilities for UN/UNDP ■ Typically focuses on opportunities rather than threats in the organizational environment; drives towards positive change ■ Fosters an organizational environment that encourages flexibility and supports work life balance

CONFLICT MANAGEMENT/NEGOTIATING AND RESOLVING DISAGREEMENTS

Remaining calm, collected and patient, when facing conflict. Resolving interpersonal conflict by focusing on mutually acceptable solutions. Using conflict as a potential source of creativity and innovation. Developing an environment where conflict or problems can be addressed and resolved. Setting standards for organizational behaviour.

STAFF Managing conflict	■ Remains calm, composed and patient, regardless of his/her own state of mind in the face of conflict ■ Expresses disagreement in constructive ways that focuses on the issue and not the person ■ Expresses own point of view in a neutral manner rather than in an argumentative tone, avoiding unproductive conflict ■ Addresses conflict proactively, before it can affect the results/output of the work unit ■ Builds consensus by focusing attention on areas of agreement and by getting others to confirm them ■ Takes action to understand and reduce anger and frustration in colleagues or external stakeholders
MANAGERS Leveraging conflict in the interests of UNDP & setting standards	■ Distinguishes between interpersonal conflict and substantive conflict, using substantive conflict as a potential source of creativity and innovation ■ In cases of competition for organizational resources, systematically adopts a win-win approach to meeting needs ■ Intervenes promptly in cases of unproductive conflict among colleagues, settling them equitably ■ Creates an organizational climate of respect for others ■ Holds himself/herself and others accountable for respecting organizational standards of civility in all circumstances ■ Acts as a role model for positive handling of potentially situations of conflict to others inside and outside the organization

KNOWLEDGE SHARING / CONTINUOUS LEARNING
Taking responsibility for self-learning and development. Actively seeking learning and career development opportunities. Promoting organizational learning and knowledge management. Building a culture of knowledge sharing and learning.

STAFF Learning and sharing knowledge and encourage the learning of others	■ Actively seeks learning opportunities, adopting best practices created by others ■ Actively produces and disseminates new knowledge, using technology to share knowledge where possible ■ Acknowledges others' skill sets and expertise, encourages and facilitates the sharing of that knowledge and creates learning opportunities for others ■ Creates/contributes to mechanisms to collect and share knowledge ■ Demonstrates commitment to ongoing professional development and keeps abreast of new developments in his/her professional field
MANAGERS Sharing knowledge across the organization and building a culture of knowledge sharing and learning	■ Captures personal and team learning in ways that makes it accessible to others and integrates lessons learned in the future work of teams ■ Promotes knowledge sharing and management practices within his/her area of responsibility ■ Creates, supports, and promotes an enabling environment for organizational knowledge sharing and learning including the use of technology ■ Assumes leadership in building an organizational culture which values knowledge sharing and continuous learning ■ Makes himself/herself accessible to share his/her personal knowledge and experience with others in the organization, and encourages staff to do the same

APPROPRIATE AND TRANSPARENT DECISION MAKING	
Making appropriate and transparent decisions by analyzing complex information, taking into consideration different points of view. Demonstrating the ability to make difficult and/or sensitive decisions. Having flexibility to both adopt a course of action and change it when required by the situation.	
STAFF Informed and transparent decision making	■ Makes decisions within his/her own span of control, recognizes issues requiring more advanced judgment and refers them to the appropriate level ■ Takes into consideration various and complex issues ■ Once committed to a course of action, follows through to achieve results ■ Identifies urgent decisions and makes them expeditiously in light of available information ■ Accepts responsibility and accountability for the quality of the outcome of his/her decisions
MANAGERS Fair and transparent decision making; calculated risk-taking	■ Makes difficult and sensitive decisions clearly and appropriately, even when information is limited and solutions produce unpleasant consequences ■ Ensures that criteria and reasons for important decisions are communicated and explained to all those affected, especially in the case of tough or sensitive decisions ■ Takes calculated risks, as appropriate, on the basis of available information and analysis ■ Lets go of a course of action and changes direction decisively when required ■ Accepts responsibility and accountability for the quality of the outcome of his/her decisions

FUNCTIONAL COMPETENCIES

FUNCTION	APPLICABLE COMPETENCIES
RESIDENT REPRESENTATIVE (RR) (RR is not the RC)	UNDP ONLY
RC/RR DRR (CD not present)	UNDP AND UN COORDINATION UNDP ONLY
RC/RR COUNTRY DIRECTOR	UN COORDINATION ONLY UNDP ONLY

BUILDING STRATEGIC PARTNERSHIPS (For UNDP only)

Establishing, maintaining and utilizing a broad network of contacts. Building partnerships and strategic alliances.Leveraging the resources of national governments and other development partners

➔ **Level 1.1: Maintaining information and databases**
  ☑ Analyzes general information and selects materials in support of partnership building initiatives
  ☑ Maintains databases of donor information
  ☑ Tracks and reports on mobilized resources

➔ **Level 1.2: Maintaining a network of co**ntacts
  ☑ Maintains an established network of contacts for general information sharing and to remain up-to-date on partnership related issues
  ☑ Analyzes and selects materials for strengthening strategic alliances with partners and stakeholders
  ☑ Establishes and nurtures positive communication with partners

➔ **Level 2: Identifying and building partnerships**
  ☑ Effectively networks with partners seizing opportunities to build strategic alliances relevant to UNDP's mandate and strategic agenda
  ☑ Sensitizes UN Partners, donors and other international organizations to the UNDP's strategic agenda, identifying areas for joint efforts
  ☑ Develops positive ties with civil society to build/strengthen UNDP's mandate
  ☑ Identifies needs and interventions for capacity building of counterparts, clients and potential partners
  ☑ Displays initiative, sets challenging outputs for him/herself and willingly accepts new work assignments
  ☑ Takes responsibility for achieving agreed outputs within set deadlines and strives until successful outputs are achieved
  ☑ Promotes UNDP's agenda in inter-agency meetings

➔ **Level 3: Building strategic alliances**
  ☑ Identifies and prioritizes opportunities and obstacles in the political scene (government, civil society, parliamentarians, pressure groups) to advance UNDP's agenda Identifies common interests and goals and carries out joint initiatives with partners
  ☑ Makes effective use of UNDP's resources and comparative advantage to strengthen partnerships

- ☑ Builds partnerships with non-traditional sectors by translating UNDP's agenda into messages that reflect the pertinence of their values and interests
- ☑ Creates networks and promotes initiatives with partner organizations
- ☑ Leverages the resources of governments and other development partners

➔ **Level 4: Creating opportunities through a broadening network of partnerships**
- ☑ Develops regional/global strategic networks and partnerships with UN agencies and other International Partners in support of UNDP's agenda
- ☑ Leverages the resources of regional and global development institutions and partners
- ☑ Creates networks and initiatives with civil society organizations and intergovernmental organizations in the region/globally
- ☑ Promotes UNDP's agenda in interagency meetings

BUILDING STRATEGIC PARTNERSHIPS (FOR UN COORDINATION)

Establishing, maintaining and utilizing a broad network of contacts. Building partnerships and strategic alliances.Leveraging the resources of national governments and other development partners

➔ **Level 1.1: Maintaining information and databases**
- ☑ Analyzes general information and selects materials in support of partnership building initiatives
- ☑ Maintains databases of donor information
- ☑ Tracks and reports on mobilized resources

➔ **Level 1.2: Maintaining a network of co**ntacts
- ☑ Maintains an established network of contacts for general information sharing and to remain up-to-date on partnership related issues
- ☑ Analyzes and selects materials for strengthening strategic alliances with partners and stakeholders
- ☑ Establishes and nurtures positive communication with partners

➔ **Level 2: Identifying and building partnerships**
- ☑ Effectively networks with partners seizing opportunities to build strategic alliances relevant to UN/UNCT's strategic agenda
- ☑ Sensitizes UN Partners, donors and other international organizations to the UN/UNCT'sstrategic agenda, identifying areas for joint efforts
- ☑ Develops positive ties with civil society to build/strengthen UN/UNCT's mandate
- ☑ Identifies needs and interventions for capacity building of counterparts, clients and potential partners
- ☑ Displays initiative, sets challenging outputs for him/herself and willingly accepts new work assignments
- ☑ Takes responsibility for achieving agreed outputs within set deadlines and strives until successful outputs are achieved
- ☑ Effectively attentive to programmatic synergies in inter-agency meetings

➔ **Level 3: Building strategic alliances**
- ☑ Identifies and prioritizes opportunities and obstacles in the political scene (government, civil society, parliamentarians, pressure groups) to advance UN/UNCT's strategic agenda
- ☑ Identifies common interests and goals and carries out joint initiatives with partners
- ☑ Promotes comparative advantages of UN Agencies to strengthen partnerships
- ☑ Builds partnerships with non-traditional sectors by translating UN/UNCT priorities into messages that reflect the pertinence of their values and interests
- ☑ Creates networks and promotes initiatives with partner organizations

☑ Leverages the resources of governments and other development partners for UN/UNCT strategic priorities

➔ **Level 4: Creating opportunities through a broadening network of partnerships**
☑ Develops regional/global strategic networks and partnerships with UN agencies and other International Partners in advancing UN reform agenda
☑ Leverages the resources of regional and global development institutions and partners
☑ Creates networks and initiatives with civil society organizations and intergovernmental organizations in the region/globally
☑ Promotes UN's development agenda in national and inernational fora

RESULTS-BASED PROGRAMME DEVELOPMENT AND MANAGEMENT (For UNDP Only)

Effectively managing core and non-core resources to achieve organizational results. Moving from basic research to programme/project management, to programme design and conceptual leadership.

➔ **Level 1.1: Contributing to results through provision of information**
☑ Provides information for linkages across programme activities to help identify critical points of integration
☑ Provides information and documentation on specific stages of projects/programme implementation
☑ Provides background information to identify opportunities for project development and helps drafting proposals
☑ Participates in the formulation of project proposals

➔ **Level 1.2: Contributes into results through primary research and analysis**
☑ Assesses project performance to identify success factors and incorporates best practices into project work
☑ Researches linkages across programme activities to identify critical points of integration
☑ Monitors specific stages of projects/programme implementation
☑ Analyzes country situation to identify opportunities for project development
☑ Participates in the formulation of project proposals and ensures substantive rigor in the design and application of proven successful approaches and drafts proposals accordingly

➔ **Level 3: Achieving results through programme design and innovative resourcing strategies**
☑ Identifies country needs and strategies using a fact-based approach
☑ Sets performance standards, monitors progress and intervenes at an early stage to ensure results are in accordance with agreed-upon quality and timeframes and reports on it
☑ Makes use of a variety of resources within UNDP to achieve results, such as cross-functional teams, secondments and developmental assignments, and collaborative funding approaches
☑ Oversees and documents the process of strategy formulation for programmes at country level
☑ Ensures the integration of UNDP's strategic concern in interagency, other multilateral initiatives and multi-sectoral development frameworks such as PRSPs, SWAPs and MDGs
☑ Ensures the full implementation of country programme and Financial Resources to obtain results

➔ **Level 4: Achieving results through conceptual programme leadership**
☑ Provides programmatic, policy and strategic guidance throughout the programming and implementation processes
☑ Assures a holistic and mutually supportive country, regional/global programme approaches in consultations with country offices, stakeholders and the regional Service Centers
☑ Provides UNDP regional and country level strategic perspectives into UNDG work (HQ)
☑ Promotes dialogue with regional institutions, agencies and other partners of regional reach on planned and operational regional and country level activities

☑ Leads organizational programme priorities by integrating regional priorities and building consensus in senior management bodies (HQ, RSC)

RESULTS-BASED PROGRAMME DEVELOPMENT AND MANAGEMENT (For UN Coordination)

Effectively managing core and non-core resources to achieve UN Development results. Moving from basic research to programme/project management, to programme design and conceptual leadership.

➔ **Level 1.1: Contributing to results through provision of information**
  ☑ Provides information for linkages across programme activities to help identify critical points of integration
  ☑ Provides information and documentation on specific stages of projects/programme implementation
  ☑ Provides background information to identify opportunities for project development and helps drafting proposals
  ☑ Participates in the formulation of project proposals

➔ **Level 1.2: Contributes into results through primary research and analysis**
  ☑ Assesses project performance to identify success factors and incorporates best practices into project work
  ☑ Researches linkages across programme activities to identify critical points of integration
  ☑ Monitors specific stages of projects/programme implementation
  ☑ Analyzes country situation to identify opportunities for project development
  ☑ Participates in the formulation of project proposals and ensures substantive rigor in the design and application of proven successful approaches and drafts proposals accordingly

➔ **Level 3: Achieving results through programme design and innovative resourcing strategies**
  ☑ Identifies country needs and strategies using a fact-based approach
  ☑ Sets performance standards, monitors progress and intervenes at an early stage to ensure results are in accordance with agreed-upon quality and timeframes and reports on it
  ☑ Makes use of a variety of resources based on UN/UNCT priorities to achieve results, such as cross-functional teams, secondments and developmental assignments, and collaborative funding approaches
  ☑ Oversees and documents the process of strategy formulation for programmes at country level
  ☑ Ensures the integration of strategic concern in interagency, other multilateral initiatives and multi-sectoral development frameworks such as PRSPs, SWAPs and MDGs

➔ **Level 4: Achieving results through conceptual programme leadership**
  ☑ Provides programmatic, policy and strategic guidance throughout the programming and implementation processes
  ☑ Assures a holistic and mutually supportive country, regional/global programme approaches in consultations with UN Agencies, and stakeholders
  ☑ Provides UN-wide level strategic perspectives into UNDG work
  ☑ Promotes dialogue with regional institutions, agencies and other partners of regional reach on planned and operational regional and country level activities
  ☑ Leads programme priorities by integrating regional priorities and building consensus in senior management bodies

ADVOCACY/ADVANCING A POLICY-ORIENTED AGENDA (For UNDP Only)

Preparing information required for advocacy for the inclusion of UNDP's focus areas (democratic governance, poverty and MDGs, energy and environment, crisis prevention and recovery, HIV/AIDS and mainstreaming gender). Devising and communicating strategies. Influencing the public policy agenda. Providing conceptual leadership for UNDP's advocacy at the global level.

➔ **Level 1.1: Support the preparation of information for advocacy**
- ☑ Identifies relevant information for advocacy for a variety of audiences
- ☑ Makes research of contacts in the media, government, private sector, donors, other agencies, civil society in other stakeholders for UNDP's advocacy efforts
- ☑ Supports in identifying opportunities for advocating UNDP's mandate

➔ **Level 1.2: preparing information for advocacy**
- ☑ Identifies and communicates relevant information for a variety of audiences for advocating UNDP's mandate
- ☑ Maintains a functioning network of contacts with a variety of stakeholders to promote a better understanding of UNDP's mandate and to support advocacy efforts

➔ **Level 2: analysis and creation of messages and strategies**
- ☑ Creates effective advocacy strategies
- ☑ Contributes to the elaboration of advocacy strategies by identifying and prioritizing audiences and communication means
- ☑ Performs analysis of political situations and scenarios, and contributes to the formulation of institutional responses
- ☑ Uses the opportunity to bring forward and disseminate materials for advocacy work

➔ **Level 3: influencing the public policy agenda**
- ☑ Advocates for the inclusion of UNDP's focus areas in the public policy agenda
- ☑ Brings visibility and sensitizes decision makers to relevant emerging issues
- ☑ Builds consensus concerning UNDP's strategic agenda with partners on joint initiatives
- ☑ Leverages UNDP's multidisciplinary expertise to influence the shape of policies and programmes
- ☑ Demonstrates political/cultural acumen in proposing technically sound, fact based approaches/solutions
- ☑ Develops internal organizational policies promoting strategic approaches to UNDP's focus areas (HQ)
- ☑ Dialogues with national counterparts and other stakeholders to strengthen advocacy efforts, incorporating country, regional and global perspectives
- ☑ Demonstrates cultural sensitivity, political savvy and intellectual capacity in handling disagreements with UNDP's policy agenda in order to promote and position UNDP in complex environments

➔ **Level 4: providing conceptual leadership for advocacy**
- ☑ Advocates for country programme and region specific needs and priorities and strategic agenda (HQ, R SC)
- ☑ Promotes better understanding of UNDP's strategic agenda with regional/global partners and builds consensus on major initiatives
- ☑ Provides conceptual leadership for regional advocacy initiatives and promotes strategies within the region/globally
- ☑ Manages the provision of integrated expertise from the regional Service Centers and the BDP in support of advocacy strategies and programme delivery
- ☑ Dialogues with regional into governmental bodies to strengthen advocacy efforts, incorporating country, regional and global perspectives

ADVOCACY/ADVANCING A POLICY-ORIENTED AGENDA (For UN Coordination)

Preparing information required for advocacy for the inclusion of UN development agenda and MDGs. Devising and communicating strategies. Influencing the public policy agenda. Providing conceptual leadership for UN's advocacy at the global level.

➔ Level 1.1: Support the preparation of information for advocacy
- ☑ Identifies relevant information for advocacy for a variety of audiences
- ☑ Makes research of contacts in the media, government, private sector, donors, other agencies, civil society in other stakeholders for UN's advocacy efforts
- ☑ Supports in identifying opportunities for advocating UN's priorities

➔ Level 1.2: preparing information for advocacy
- ☑ Identifies and communicates relevant information for a variety of audiences for advocating UN's priorities
- ☑ Maintains a functioning network of contacts with a variety of stakeholders to promote a better understanding of UN's development agenda and to support advocacy efforts

➔ Level 2: analysis and creation of messages and strategies
- ☑ Creates effective advocacy strategies
- ☑ Contributes to the elaboration of advocacy strategies by identifying and prioritizing audiences and communication means
- ☑ Performs analysis of political situations and scenarios, and contributes to the formulation of institutional responses
- ☑ Uses the opportunity to bring forward and disseminate materials for advocacy work

➔ Level 3: influencing the public policy agenda
- ☑ Advocates for the inclusion of UN's deveopment priorities in the public policy agenda
- ☑ Brings visibility and sensitizes decision makers to relevant emerging issues
- ☑ Builds consensus concerning UN's strategic agenda with partners on joint initiatives
- ☑ Leverages UN's multidisciplinary expertise to influence the shape of policies and programmes
- ☑ Demonstrates political/cultural acumen in proposing technically sound, fact based approaches/solutions
- ☑ Develops internal organizational policies promoting strategic approaches to UN's development agenda (HQ)
- ☑ Dialogues with national counterparts and other stakeholders to strengthen advocacy efforts, incorporating country, regional and global perspectives
- ☑ Demonstrates cultural sensitivity, political savvy and intellectual capacity in handling disagreements with UN's policy agenda in order to promote and position UN in complex environments

➔ Level 4: providing conceptual leadership for advocacy
- ☑ Advocates for country programme and region specific needs and priorities and strategic agenda (HQ, R SC)
- ☑ Promotes better understanding of UN's strategic agenda with regional/global partners and builds consensus on major initiatives
- ☑ Provides conceptual leadership for regional advocacy initiatives and promotes strategies within the region/globally
- ☑ Manages the provision of integrated expertise in support of advocacy strategies and programme delivery
- ☑ Dialogues with regional into governmental bodies to strengthen advocacy efforts, incorporating country, regional and global perspectives

PROMOTING ORGANIZATIONAL CHANGE AND DEVELOPMENT

Influencing, facilitating, and leading organizational change and development by using effective management expertise to help UNDP achieve its strategic goals. Performing work and process redesign to improve individual, team, and organizational effectiveness. Moves from basic research and analysis, to assisting individual staff members cope with change, to influencing organizational change and leading organizational change strategies

➔ **Level 1.1: Presentation of information on best practices in organizational change**

- ☑ Documents 'best practices' in organizational change and development within and outside the UN system
- ☑ Demonstrates ability to identify problems and proposes solutions
- ☑ Documents processes to support change initiatives Gathers and analyses feedback from staff

➔ **Level 1.2: Basic research and analysis**

- ☑ Researches and documents 'best practices' in organizational change and development within and outside the UN system
- ☑ Demonstrates ability to diagnose problems and identifies and communicates processes to support change initiatives
- ☑ Gathers and analyses feedback from staff

➔ **Level 2: Assisting the individuals to cope with change**

- ☑ Develops communications and programmes to assist business units in their adaptation to changing environment
- ☑ Provides counseling and coaching to colleagues who are dealing with change Assists in the development of policies, communications, and change strategies
- ☑ Performs appropriate work analysis and assists in redesign to establish clear standards for implementation

➔ **Level 3: Influencing organizational change and development**

- ☑ Identifies problems central to the organization's success, assesses their impact
- ☑ Provides change and development advice, including the design and implementation of change strategies / processes to enable staff/the organization to deal with change effectively
- ☑ Drives process definition, simplification, and integration efforts throughout the organization

➔ **Level 4: Leading organizational change strategies**

- ☑ Articulates a vision for change and leads the transformation process
- ☑ Influences the senior management to adopt organization-wide change strategies, and to address issues requiring change
- ☑ Ensures the inclusion of organizational change and development approaches in the UNDP's strategic planning processes
- ☑ Facilitates the design of structures and reporting relationships in alignment with organization strategies and goals

STRATEGIC ALIGNMENT OF MANAGEMENT PRACTICE

Aligning management systems and services with the organization's strategic direction; positioning operations as a strategic subject matter within the organization through demonstration of its impact on organizational results.

➔ **Level 1.1: Collecting information, identifying best practice**
- ☑ Gathers information on best practices in the relevant management practice in his/her area of responsibility
- ☑ Understands the organizational structure, knows key functional and operational areas of organizational units and provides inputs to the delivery of management systems and services
- ☑ Collects information to ensure increased understanding of policies and practices

➔ **Level 1.2: Identifying best practice, analyzing information**
- ☑ Gathers and analyzes information on best practices in the relevant management practice in his/her area of responsibility within and outside the UN System (for UN coordination) and makes recommendations on their application
- ☑ Understands the organizational structure, knows key functional and operational areas of organizational units and delivers management systems and services according to their unique requirements
- ☑ Gathers and analyzes management information to meet current and future organizational priorities and goals
- ☑ Establishes and uses contacts throughout the organization to ensure increased understanding of policies and practices in supporting organizational goals

➔ **Level 2: Adapting best practice and building capacity**
- ☑ Knows the objectives and outputs of organizational units and their human resource, financial and technological capacities and links them to appropriate management policies and services
- ☑ Forms partnerships with managers and staff providing advice and solutions that integrate various management areas to enable them to meet their needs
- ☑ Adapts best management practices to the requirements of the organization and/or organizational units to facilitate the achievement of strategic objectives
- ☑ Builds capacity for management practice in organizational units throughout the organization by providing appropriate tools and advising and coaching managers

➔ **Level 3: Strategically aligning management practices**
- ☑ Understands the strategic direction and context in terms of management requirements and ensures management policies and practices support the achievement of organizational goals
- ☑ Anticipates and understands internal and external issues and opportunities that may impact the organization
- ☑ Encourages and supports managers at all levels to assume responsibility for management of resources
- ☑ Leads the effort to develop/maintain management systems which help UNDP achieve its strategic objectives

➔ **Level 4: Developing a vision for management services**
- ☑ Develops a compelling vision for management services as a strategic partner; inspires others to achieve the vision
- ☑ Provides advice on issues related to management systems and strategies and works with the senior management to develop strategies that best address the internal and external issues
- ☑ Ensures that senior managers operationalize the vision and strategy of management systems in their respective divisions and organizational units

DESIGN AND IMPLEMENTATION OF MANAGEMENT SYSTEMS

Ensuring that UNDP has the internal management systems it requires to support the achievement of its objectives, and to function effectively and efficiently. Extends from basic research and analysis to design and implementation of management systems, to formulating strategy for systems implementation and setting priorities for systems design.

➔ **Level 1.1: Data gathering and implementation of management systems**
- ☑ Uses information/databases/other management systems
- ☑ Provide inputs to the development of simple system components
- ☑ Makes recommendations related to work procedures and implementation of management systems

➔ **Level 1.2: Research and analysis and making recommendations on management systems**
- ☑ Maintains information/databases on system design features
- ☑ Develops simple system components
- ☑ Make recommendations relative to work-processing approaches and procedures which would lead to more efficient systems design

➔ **Level 2: Designing and implementing management system**
- ☑ Carries out research into existing systems to identify best practice and make recommendations to management on applicability to UNDP
- ☑ Refine and enhances existing systems by leading and coordinating systems development
- ☑ Makes recommendations regarding design or operation of systems or programmes within organizational units
- ☑ Identifies and recommends remedial measures to address problems in systems design or implementation
- ☑ Conducts system assessment to improve development of systems design and operation

➔ **Level 3: Formulating strategy for system implementation**
- ☑ Designs management systems based on established best practice and identified needs within UNDP
- ☑ Manages complex design projects where different actors are involved at different stages of the project until completed
- ☑ Provides advice on the financial structuring and designs necessary budgets for complex projects and prepare financing documentation
- ☑ Formulates strategy for the implementation of systems
- ☑ Advocates through internal networks the demonstrable value of existing systems to facilitate achievement of organizational goals
- ☑ Review systems performance to support rigorous development of systems standards and modes of operation
- ☑ Engages in active consultation with organizational units within UNDP, regarding the types of systems required by UNDP

➔ **Level 4: Setting priorities for system development**
- ☑ Provides authoritative guidance concerning systems design and implementation strategies
- ☑ Engages in active consultation with UN System and outside partners, on the types of systems that are required by UNDP
- ☑ Builds consensus with senior management colleagues on the direction and priorities of systems developed
- ☑ Lobbies to obtain resources for systems design and implementation

✚ CLIENT ORIENTATION

Understanding and meeting or exceeding client needs. Anticipating and addressing client needs and concerns. Developing innovative approaches to meeting client needs. Ensuring overall provision of quality services to clients.

➔ **Level 1.1: Maintains effective client relationships**
- ☑ Reports to internal and external clients in a timely and appropriate fashion
- ☑ Organizes and prioritizes work schedule to meet client needs and deadlines
- ☑ Establishes, builds and sustains effective relationships within the work unit and with internal and external clients
- ☑ Responds to client needs promptly

➔ **Level 1.2: Establishing effective client relationships**
- ☑ Researches potential solutions to internal and external client needs and reports back in a timely, succinct and appropriate fashion
- ☑ Organizes and prioritizes work schedule to meet client needs and deadlines
- ☑ Establishes, builds and sustains effective relationships within the work unit and with internal and external clients
- ☑ Actively supports the interests of the client by making choices and setting priorities to meet their needs
- ☑ Anticipates client needs and addresses them promptly

➔ **Level 2: Contributing to positive outcomes for the client**
- ☑ Anticipates client needs
- ☑ Works towards creating an enabling environment for a smooth relationship between the clients and service provider
- ☑ Demonstrates understanding of client's perspective
- ☑ Keeps the client informed of problems or delays in the provision of services
- ☑ Uses discretion and flexibility in interpreting rules in order to meet client needs and achieve organizational goals more effectively
- ☑ Solicits feedback on service provision and quality

➔ **Level 3: Meeting long-term client needs**
- ☑ Anticipates constraints in the delivery of services and identifies solutions or alternatives
- ☑ Proactively identifies, develops and discusses solutions for internal and external clients, and persuades management to undertake new projects or services
- ☑ Consults with clients and ensures their needs are represented in decision-making processes
- ☑ Advises and develops strategic and operational solutions with clients that add value to UNDP programmes and operations

➔ **Level 4: Advocating for client needs**
- ☑ Demonstrates a commitment to the provision of quality service to clients, promoting a mindset of valuing clients
- ☑ Provides client groups with opportunities for active participation/consultation on decisions relevant to their needs
- ☑ Develops strategic partnerships with clients to integrate common interests in support of UNDP's strategic direction
- ☑ Reviews overall achievement of service level agreements with clients
- ☑ Leverages a network of senior level contacts and decision makers to pursue new approaches

⊞ INNOVATION AND MARKETING NEW APPROACHES (For UNDP Only)

Enhancing existing processes or products. Developing original and innovative ideas and approaches. Influencing others within UNDP and outside, to adopt new approaches. Creating a culture of innovation and change.

➜ **Level 1.1: Implementing processes and uses products**
- ☑ Documents and tracks innovative strategies/best practices/new approaches
- ☑ Tracks bottlenecks, problems and issues, and proposes solutions
- ☑ Responds positively to new approaches

➜ **Level 1.2: Enhancing processes or products**
- ☑ Generates new ideas and proposes new, more effective ways of doing things
- ☑ Documents and analyses innovative strategies/best practices/new approaches
- ☑ Documents bottlenecks, problems and issues, and proposes effective solutions
- ☑ Embraces new approaches

➜ **Level 2: Developing new approaches**
- ☑ Seeks a broad range of perspectives in developing project proposals
- ☑ Generates for regional and innovative ideas and effective solutions to problems
- ☑ Looks at experience critically, drawing lessons, and building them into the design of new approaches
- ☑ Identifies new approaches and promotes their use in other situations
- ☑ Documents successes and uses them to project a positive image
- ☑ Creates an environment that fosters innovation and innovative thinking
- ☑ Makes the case for innovative ideas from the team with own supervisor

➜ **Level 3: Fostering innovation in others**
- ☑ Influences and coaches others inside and outside UNDP in developing and implementing innovative approaches
- ☑ Creates an environment that fosters innovation and innovative thinking
- ☑ Conceptualizes more effective approaches to programme development and implementation and to mobilizing and using resources
- ☑ Leverages resources in support of new approaches
- ☑ Facilitates change and influences senior decision makers to implement change strategies

➜ **Level 4: Creating a culture of innovation**
- ☑ *Models and innovative thinking and innovative approaches to meeting UNDP's mandate*
- ☑ *Creates a climate that encourages innovation and acceptance of change*
- ☑ *Provides authoritative guidance regarding methods and approaches to meeting UNDP's objectives*
- ☑ *Leads change and implements effective change strategy*
- ☑ *Shapes the organization's programmatic vision and guides its adaptation into programme priorities*

INNOVATION AND MARKETING NEW APPROACHES (For UN Coordination)

Enhancing existing processes or products. Developing original and innovative ideas and approaches. Influencing others within UN and outside, to adopt new approaches. Creating a culture of innovation and change.

➔ **Level 1.1: Implementing processes and uses products**
- ☑ Documents and tracks innovative strategies/best practices/new approaches
- ☑ Tracks bottlenecks, problems and issues, and proposes solutions
- ☑ Responds positively to new approaches

➔ **Level 1.2: Enhancing processes or products**
- ☑ Generates new ideas and proposes new, more effective ways of doing things
- ☑ Documents and analyses innovative strategies/best practices/new approaches
- ☑ Documents bottlenecks, problems and issues, and proposes effective solutions
- ☑ Embraces new approaches

➔ **Level 2: Developing new approaches**
- ☑ Seeks a broad range of perspectives in developing project proposals
- ☑ Generates for regional and innovative ideas and effective solutions to problems
- ☑ Looks at experience critically, drawing lessons, and building them into the design of new approaches
- ☑ Identifies new approaches and promotes their use in other situations
- ☑ Documents successes and uses them to project a positive image
- ☑ Creates an environment that fosters innovation and innovative thinking
- ☑ Makes the case for innovative ideas from the team with own supervisor

➔ **Level 3: Fostering innovation in others**
- ☑ Influences and coaches others inside and outside UN in developing and implementing innovative approaches
- ☑ Creates an environment that fosters innovation and innovative thinking
- ☑ Conceptualizes more effective approaches to programme development and implementation and to mobilizing and using resources
- ☑ Leverages resources in support of new approaches
- ☑ Facilitates change and influences senior decision makers to implement change strategies

➔ **Level 4: Creating a culture of innovation**
- ☑ *Models and innovative thinking and innovative approaches to meeting UNDP's mandate*
- ☑ *Creates a climate that encourages innovation and acceptance of change*
- ☑ *Provides authoritative guidance regarding methods and approaches to meeting UN's objectives*
- ☑ *Leads change and implements effective change strategy*
- ☑ *Shapes the organization's programmatic vision and guides its adaptation into programme priorities*

PROMOTING ACCOUNTABILITY AND RESULTS-BASED MANAGEMENT

Monitoring and promoting practices, procedures and systems that support accountability and results-based management, while also influencing change in the organizational culture. Ranges from basic monitoring to the development and application of organizational standards, to leadership in promoting organizational accountability and results-based management.

➔ Level 1.1: Gathering and disseminating information
- ☑ Gathers and disseminates information on best practice in accountability and results-based management systems
- ☑ Prepares timely inputs to reports
- ☑ Maintains databases

➔ Level 1.2: Basic monitoring
- ☑ Gathers, analyzes and disseminates information on best practice in accountability and results-based management systems
- ☑ Monitors the implementation of corporate accountability and results-based management systems and makes recommendations to enhance performance of business units

➔ Level 2: Input to the development of standards and policies
- ☑ Provides inputs to the development of organizational standards for accountability and results-based management
- ☑ Develops and applies tools and techniques in assessing the application of programme and/or administer the policies and procedures
- ☑ Undertakes ad hoc analysis of issues emanating from policy application reviews

➔ Level 3: Development and application of organizational standards
- ☑ Ensures compliance with the organizational standards for audit, monitoring and evaluation and results-based management and promotes and monitors their application
- ☑ Promotes a culture of accountability in the organization
- ☑ Develops, disseminates and promotes the use of sound methodologies and tools to assist organizational units in carrying out results-based monitoring and evaluation
- ☑ Analyses audit, evaluation and policy application review results, extracts key elements and prepares proposals to address areas of weakness in the organization's performance

➔ Level 4: Leadership in promoting accountability and results-based management
- ☑ Exercises leadership in strengthening accountability and results-based management in supporting organizational priorities, policy and decision making processes
- ☑ Advocates for an accountability culture
- ☑ Leads and models the alignment of actual behaviour throughout the organization with core values

RESOURCE MOBILIZATION (For UNDP FIELD DUTY STATIONS ONLY)

Ensuring that UNDP has the resources it requires to implement programmes and advance a policy-oriented agenda. Moves from providing basic inputs to resource mobilization strategies, through implementation of the strategies, to conceptualization and design of strategies.

➔ **Level 1.1: Providing information for resource mobilization strategies**

- ☑ Maintains information/databases on potential and actual donors
- ☑ Maintains database of project files
- ☑ Provides data and information needed for preparation of project documents

➔ **Level 1.2: Providing inputs to resource mobilization strategies**

- ☑ Analyzes information/databases on potential and actual donors
- ☑ Develops a database of project profiles. Identifies opportunities for project proposals for presentation to donors

➔ **Level 2: Implementing resource mobilization strategies**

- ☑ Analyzes information on potential bilateral donors and national counterparts to recommend a strategic approach
- ☑ Identifies and compiles lessons learned
- ☑ Promotes and encourages country office action with local missions of donor countries as well as appropriate government authorities for increased contribution to UNDP resources, including cost sharing modalities
- ☑ Identifies country needs and develops proposals to be presented to donors and governments
- ☑ Develops a resource mobilization strategy at the country level

➔ **Level 3: Developing resource mobilization strategies at country level**

- ☑ Contributes to the development of resource mobilization strategies at regional (sub-regional) level (RSC, HQ)
- ☑ Actively develops partnerships with potential donors and government counterparts in all sectors at country level
- ☑ Shares information with country offices concerning opportunities to tap potential donors
- ☑ Strengthens the capacity of the country office to mobilize resources

➔ **Level 4: Developing a global and regional strategy**

- ☑ Develops a strategy for resource mobilization globally and across the region
- ☑ Actively develops partnerships with the private sector and foundations in developing the resource mobilization strategy
- ☑ Develops relationships and contacts with donors and governments in support of country office resource mobilization efforts
- ☑ Engages in active consultation with the multilateral and bilateral donor community for coal financing and contributions to emergency services

⊞ *RESOURCE MOBILIZATION (HQ)*

Ensuring that UNDP has the resources it requires to implement programmes and to achieve its goals. Moves from providing basic inputs to resource mobilization strategies, developing and maintaining donor relationships, managing agreements and trust funds to conceptualization and design of strategies and approaches, and creating an environment for effective resource mobilization.

➔ **Level 1.1: Providing information and documentation to resource mobilization**

- ☑ Collects information on resource mobilization and utilization, drafts reports and documents and maintains information/databases on potential and actual donors and donor funded projects
- ☑ Records information on donor contributions/funding in a timely, organized and accessible manner
- ☑ Translates financial information from project documents and agreements into a series of financial records

➔ **Level 1.2: Providing inputs to resource mobilization strategy**

- ☑ Collects, researches and analyzes information on resource mobilization and utilization, drafts reports and documents and maintains information/databases on potential and actual donors and donor funded projects
- ☑ Provides data and information needed for preparation of fund raising activities and resource mobilization documents ensuring needs of donors are met
- ☑ Records information on donor contributions/funding in a timely, organized and accessible manner and ensures that funds have been used in a fashion that reflect donor agreements
- ☑ Translates financial information from project documents and agreements into a series of financial records and produces related statistics

➔ **Level 2: Building and maintaining donor relations; implementing resource mobilization strategy**

- ☑ Develops detailed knowledge and understanding of key donors, their priorities and areas of interest and adapts content and approach of resource mobilization activities to their requirements
- ☑ Builds and maintains relationships with donors demonstrating professionalism in providing advice and information on UNDP activities and sensitivity to donor concerns
- ☑ Develops, reviews and monitors agreements and trust funds which reflect the outcomes of negotiations with donors and meet the reporting requirements of UNDP
- ☑ Uses knowledge of donors and successful programmes and projects to contribute to fund raising and resource mobilization strategies

➔ **Level 3: Developing strategies and approaches to resource mobilization**

- ☑ Develops innovative approaches and strategies for fund raising activities to increase core and non-core resources of the organization
- ☑ Actively develops partnerships with potential donors in all sectors seeking to encourage their commitment to UNDP
- ☑ Formulate strategies to develop a stable and diversified donor base, including governments, private sector, foundations, corporations, philanthropists, etc.
- ☑ Conducts donor negotiations for core and multi-bi funds demonstrating UNDP's comparative advantages and reflecting priorities of donor countries

→ Level 4: Creating an environment for effective resource mobilization

- ☑ Provides leadership in fund raising strategies and activities to ensure a stable resource base for the organization
- ☑ Actively develops high-level partnerships with key stakeholders in the private sector and foundations in developing the resource mobilization strategy
- ☑ Engages in active consultation with the multilateral and bilateral donor community for co-financing and contributions

RESOURCE MOBILIZATION (For UN Coordination)

Ensuring that UN has the resources it requires to implement programmes and to achieve its goals. Moves from providing basic inputs to resource mobilization strategies, developing and maintaining donor relationships, managing agreements and trust funds to conceptualization and design of strategies and approaches, and creating an environment for effective resource mobilization.

→ Level 1.1: Providing information and documentation to resource mobilization

- ☑ Collects information on resource mobilization and utilization, drafts reports and documents and maintains information/databases on potential and actual donors and donor funded projects
- ☑ Records information on donor contributions/funding in a timely, organized and accessible manner
- ☑ Translates financial information from project documents and agreements into a series of financial records

→ Level 1.2: Providing inputs to resource mobilization strategy

- ☑ Collects, researches and analyzes information on resource mobilization and utilization, drafts reports and documents and maintains information/databases on potential and actual donors and donor funded projects
- ☑ Provides data and information needed for preparation of fund raising activities and resource mobilization documents ensuring needs of donors are met
- ☑ Records information on donor contributions/funding in a timely, organized and accessible manner and ensures that funds have been used in a fashion that reflect donor agreements
- ☑ Translates financial information from project documents and agreements into a series of financial records and produces related statistics

→ Level 2: Building and maintaining donor relations; implementing resource mobilization strategy

- ☑ Develops detailed knowledge and understanding of key donors, their priorities and areas of interest and adapts content and approach of resource mobilization activities to their requirements
- ☑ Builds and maintains relationships with donors demonstrating professionalism in providing advice and information on UN activities and sensitivity to donor concerns
- ☑ Develops, reviews and monitors agreements and trust funds which reflect the outcomes of negotiations with donors and meet the reporting requirements of UN
- ☑ Uses knowledge of donors and successful programmes and projects to contribute to fund raising and resource mobilization strategies

→ Level 3: Developing strategies and approaches to resource mobilization

- ☑ Develops innovative approaches and strategies for fund raising activities to increase the resources of the organization

- ☑ Actively develops partnerships with potential donors in all sectors seeking to encourage their commitment to UN
- ☑ Formulate strategies to develop a stable and diversified donor base, including governments, private sector, foundations, corporations, philanthropists, etc.
- ☑ Conducts donor negotiations for core and multi-bi funds demonstrating UN's comparative advantages and reflecting priorities of donor countries

➔ **Level 4: Creating an environment for effective resource mobilization**

- ☑ Provides leadership in fund raising strategies and activities to ensure a stable resource base for the organization
- ☑ Actively develops high-level partnerships with key stakeholders in the private sector and foundations in developing the resource mobilization strategy
- ☑ Engages in active consultation with the multilateral and bilateral donor community for co-financing and contributions

CONCEPTUAL INNOVATION IN THE PROVISION OF TECHNICAL EXPERTISE

Supporting UNDP's advocacy by developing innovative and creative approaches to the provision of technical expertise. Moves from research and analysis to developing innovative and creative approach to conceptual leadership and championing conceptual innovation.

➔ **Level 1.1: Research and provision of information**
- ☑ Documents and tracks innovative strategies/best practices/new approaches
- ☑ Trucks bottlenecks, problems and issues, and proposes solutions
- ☑ Responds positively to new approaches

➔ **Level 1.2: Research and analysis**
- ☑ Keeps updated in his/her area of substantive expertise
- ☑ Identifies opportunities for conceptual innovation
- ☑ Recognizes problem areas and identifies solutions
- ☑ Analyses ongoing trends, evolving needs and emerging issues to identify appropriate responses for capacity building
- ☑ Selects critical information from masses of data

➔ **Level 2: Developing innovative and creative approaches**
- ☑ Leverages different experiences and expertise of team members to achieve better and more innovative outcomes
- ☑ Leverages multi disciplinary, institutional knowledge and experience of other countries and regions to promote UNDP's development agenda
- ☑ Develops innovative and creative approaches to meet programme and capacity development objectives
- ☑ Participates in dialogue about conceptual innovation at the country and regional levels

➔ **Level 3: Conceptual innovation**
- ☑ Conducts programme assessments to improve development of models and methodologies
- ☑ Designs policy models to support comprehensive interventions linking UNDP's policy objectives to programme delivery and capacity development objectives

- ☑ Ensures that the design of policies are appropriate to regional and country social and development context
- ☑ Demonstrates the ability to engage development partners at all levels in conceptual and methodological innovation that is pertinent to the global, national and local context

➜ **Level 4: Creating a climate for conceptual innovation**
- ☑ Promotes conceptual innovation in the provision of technical expertise
- ☑ Advocates for resources required for conceptual innovation
- ☑ Promotes strategic direction for capacity building in the provision of technical expertise

ADAPTATION AND APPLICATION OF KNOWLEDGE / INNOVATIONS IN DIFFERENT CONTEXTS

➔ *Levels 3 & 4: For Policy Advisors and Policy Directors*

- ☑ Collaborates with regional, national and local partners to create and apply knowledge and concepts that will help partners achieve UNDP's development objectives within the country and regional context
- ☑ Focuses on tasks/activities which have a strategic impact on programme and capacity development activities
- ☑ Promotes a supportive environment to enhance partnerships, leverages resources and build support for UNDP's strategic initiatives
- ☑ Provides evidence-based guidance to policy that woke

INTEGRATION IN A MULTIDISCIPLINARY ENVIRONMENT

➔ **Levels 3 & 4: BDP HQ**

- ☑ Integrates the ideas of team members from other disciplines into his/her own thinking
- ☑ Takes the initiative to share knowledge and experience with others
- ☑ Develops partnerships between RSCs and with other United Nations regional and subregional technical teams
- ☑ Leverages the different experience and expertise of team members to achieve better and more innovative outcomes
- ☑ Is dedicated to providing strategic direction and innovative technical assistance to support country offices in developing national and local partners ability to achieve their objectives in UNDP's focus areas

CREATING VISIBILITY FOR UNDP/SUPPORTING UNDP'S CAPACITY TO ADVOCATE

Ensuring that UNDP has the visibility and corporate image it requires as the key development actor. Moves from research and analysis to developing organizational messages and projects, to formulating strategy for creation of the image, and providing authoritative guidance on the corporate image to be projected.

(applicable to selected jobs in the Advisory Services Stream)

➔ **Level 1.1: Research and information gathering**

- ☑ Disseminate information and materials on UNDP's development/humanitarian activities
- ☑ Maintains networks and knowledge assets for use in visibility and image activities
- ☑ Collects, and disseminates information on UNDP focus areas

➔ **Level 1.2: Research and data analysis**

- ☑ Promotes awareness of UNDP's centrally to development through dissemination of information and materials
- ☑ Maintains networks and knowledge assets for use in visibility and image activities
- ☑ Makes recommendations on the design and delivery of image activities
- ☑ Collects, analyses and disseminates information on UNDP focus areas

➔ **Level 2: Developing promotional projects and organizational messages**

- ☑ Identifies and develops activities to enhance the visibility of UNDP
- ☑ Develops promotional activities based on monitoring/evaluation information identifying areas requiring higher visibility
- ☑ Develops messages for use by UNDP staff when working with partners, internationally and nationally
- ☑ Reviews documents and materials intended for use within and outside the organization in order to ensure consistency and validity of messages
- ☑ Creates and cultivates networks of partners to promote UNDP's image
- ☑ Conducts assessments of activities to improve impact and effectiveness

➔ **Level 3: Formulating strategy for creating the corporate image**

- ☑ Formulates strategy for the implementation of promotional activities and materials
- ☑ Develops strategies for improved and expanded coverage in the mass media and
- ☑ Designs and initiates assessments of activities to improve impact and effectiveness
- ☑ Developed relationships and contacts with professional networks and high profile advocates

➔ **Level 4: Defining the corporate image**

- ☑ Provides authoritative guidance on the objectives, content and direction of corporate image activities
- ☑ Builds consensus with senior management colleagues on the corporate image to be projected and sets priorities on key audiences to be targeted
- ☑ Secures necessary sources to carry out corporate image building

GLOBAL LEADERSHIP AND ADVOCACY FOR UNDP'S GOALS (For UNDP Only)

Building the effectiveness with which UNDP exercises global leadership and advocacy for UNDP's goals. Moves from preparing information for global advocacy to the creation of messages and strategies, to influencing global and national initiatives and providing conceptual leadership for global advocacy.

➔ Level 1.1: Research and analysis

- ☑ Identifies relevant information for advocacy for UNDP's goals for a variety of audiences
- ☑ Maintains a network of contacts in the media and civil society, for use in UNDP's advocacy efforts
- ☑ Support the identification of opportunities for advocating for UNDP's mandate

➔ Level 1.2.: Preparing information for global advocacy

- ☑ Identifies and communicates relevant information for advocacy for UNDP's goals for a variety of audiences
- ☑ Maintains a functioning network of contacts in the media and civil society, to promote a better understanding of UNDP's mandate and to support advocacy efforts
- ☑ Identifies and takes advantage of opportunities for advocating for UNDP's mandate

➔ Level 2: Analysis and creation of messages and strategies
- ☑ *Creates effective global advocacy messages/strategies*
- ☑ *Contributes to the elaboration of a global advocacy strategy by identifying and prioritizing audiences and messages*
- ☑ *Performed analysis of political situations and scenarios, and contributes to the formulation of institutional responses*
- ☑ *Uses the opportunity to bring forward and disseminate materials for global advocacy work and adapts it for use at country level*

➔ Level 3: Influencing global and national initiatives

- ☑ Advocates for the inclusion of development and concerns in the public policy agenda
- ☑ Brings visibility and sensitizes decision makers to relevant emerging issues
- ☑ Advocates for increased priority given to human development issues internationally and in national planning frameworks
- ☑ Advocates for increased resources at international and national level
- ☑ Develop strategies to counter challenges to UNDP's principles and goals

➔ Level 4: Providing conceptual leadership for global advocacy

- ☑ Provides conceptual leadership for global advocacy of UNDP's goals and promotes global strategies for achieving them
- ☑ Dialogues with international and national actors to strengthen advocacy for UNDP's goals, incorporating global perspectives
- ☑ Exercises leadership and builds consensus for the achievement of UNDP's goals within the UN System and among partners, governments and civil society

GLOBAL LEADERSHIP AND ADVOCACY FOR UN'S GOALS (For UN Coordination)

Building the effectiveness with which UN exercises global leadership and advocacy for UN's goals. Moves from preparing information for global advocacy to the creation of messages and strategies, to influencing global and national initiatives and providing conceptual leadership for global advocacy.

→ Level 1.1: Research and analysis

- ☑ Identifies relevant information for advocacy for UN's goals for a variety of audiences
- ☑ Maintains a network of contacts in the media and civil society, for use in UN's advocacy efforts
- ☑ Support the identification of opportunities for advocating for UN's mandate

→ Level 1.2.: Preparing information for global advocacy

- ☑ Identifies and communicates relevant information for advocacy for UN's goals for a variety of audiences
- ☑ Maintains a functioning network of contacts in the media and civil society, to promote a better understanding of UN's priorities and to support advocacy efforts
- ☑ Identifies and takes advantage of opportunities for advocating for UN's mandate

→ Level 2: Analysis and creation of messages and strategies

- ☑ *Creates effective global advocacy messages/strategies*
- ☑ *Contributes to the elaboration of a global advocacy strategy by identifying and prioritizing audiences and messages*
- ☑ *Performed analysis of political situations and scenarios, and contributes to the formulation of institutional responses*
- ☑ *Uses the opportunity to bring forward and disseminate materials for global advocacy work and adapts it for use at country level*

→ Level 3: Influencing global and national initiatives

- ☑ Advocates for the inclusion of development and concerns in the public policy agenda
- ☑ Brings visibility and sensitizes decision makers to relevant emerging issues
- ☑ Advocates for increased priority given to human development & MDGs internationally and in national planning frameworks
- ☑ Advocates for increased resources at international and national level
- ☑ Develop strategies to counter challenges to UN's principles and goals

→ Level 4: Providing conceptual leadership for global advocacy

- ☑ Provides conceptual leadership for global advocacy of UN's goals and promotes global strategies for achieving them
- ☑ Dialogues with international and national actors to strengthen advocacy for UN's goals, incorporating global perspectives
- ☑ Exercises leadership and builds consensus for the achievement of UN's goals among partners, governments and civil society

PROMOTING ORGANIZATIONAL LEARNING AND KNOWLEDGE SHARING (For UNDP Only)

Providing learning and knowledge sharing opportunities to assist the continuous development all staff of UNDP. Moves from basic research and analysis to the development of innovative tools and mechanisms to developing policies and innovative approaches, through promoting an organizational culture that values learning and knowledge sharing.

➔ **Level 1.1: Basic research and analysis**
- ☑ Researches best practices and poses new, more effective ways of doing things
- ☑ Documents innovative strategies and new approaches
- ☑ Identifies and communicates opportunities to promote learning and knowledge sharing
- ☑ Develops awareness of the various internal/external learning and knowledge-sharing resources

➔ **Level 1.2: Basic research and analysis**
- ☑ Generates new ideas and approaches, researches best practices and proposes new, more effective ways of doing things
- ☑ Documents and analyses innovative strategies and new approaches
- ☑ Identifies and communicates opportunities to promote learning and knowledge sharing
- ☑ Develops awareness of the various internal/external learning and knowledge-sharing resources

➔ **Level 2: Developing tools and mechanisms**
- ☑ Makes the case for innovative ideas documenting successes and building them into the design of new approaches
- ☑ Identifies new approaches and strategies that promote the use of tools and mechanisms
- ☑ Develops and/or participates in the development of tools and mechanisms, including identifying new approaches to promote individual and organizational learning and knowledge sharing using formal and informal methodologies

➔ **Level 3: Participating in the development of policies and innovative approaches and promoting their application throughout the organization**
- ☑ Actively seeks and promotes innovative methodologies and leads the development of supporting policies/tools to encourage learning and knowledge sharing
- ☑ Develops and/or participates in the development of policies and new approaches and participates in training of staff in their application throughout the organization
- ☑ Promotes UNDP as a learning/knowledge sharing organization

➔ **Level 4: Promoting a learning organization**

- ☑ *Provides leadership to the organization in the process of becoming a learning/knowledge sharing organization*
- ☑ Leads the development of UNDP's strategy on learning/knowledge sharing/management and participates in overseeing its implementation
- ☑ Why it's all for its retail guidance regarding methods and approaches to meeting UNDP's organizational goals related to knowledge management
- ☑ Lobbies for the resources required for the organization to become a learning/knowledge sharing organization

⊞ PROMOTING ORGANIZATIONAL LEARNING AND KNOWLEDGE SHARING (For UN Coordination)

Providing learning and knowledge sharing opportunities to assist the continuous development all staff of UN. Moves from basic research and analysis to the development of innovative tools and mechanisms to developing policies and innovative approaches, through promoting an organizational culture that values learning and knowledge sharing.

➔ **Level 1.1: Basic research and analysis**
- ☑ Researches best practices and poses new, more effective ways of doing things
- ☑ Documents innovative strategies and new approaches
- ☑ Identifies and communicates opportunities to promote learning and knowledge sharing
- ☑ Develops awareness of the various internal/external learning and knowledge-sharing resources

➔ **Level 1.2: Basic research and analysis**
- ☑ Generates new ideas and approaches, researches best practices and proposes new, more effective ways of doing things
- ☑ Documents and analyses innovative strategies and new approaches
- ☑ Identifies and communicates opportunities to promote learning and knowledge sharing
- ☑ Develops awareness of the various internal/external learning and knowledge-sharing resources

➔ **Level 2: Developing tools and mechanisms**
- ☑ Makes the case for innovative ideas documenting successes and building them into the design of new approaches
- ☑ Identifies new approaches and strategies that promote the use of tools and mechanisms
- ☑ Develops and/or participates in the development of tools and mechanisms, including identifying new approaches to promote individual and organizational learning and knowledge sharing using formal and informal methodologies

➔ **Level 3: Participating in the development of policies and innovative approaches and promoting their application throughout the organization**
- ☑ Actively seeks and promotes innovative methodologies and leads the development of supporting policies/tools to encourage learning and knowledge sharing
- ☑ Develops and/or participates in the development of policies and new approaches and participates in training of staff in their application throughout the organization
- ☑ Promotes knowledge sharing

➔ **Level 4: Promoting a learning organization**

- ☑ *Provides leadership to the organization in the process of becoming a learning/knowledge sharing organization*
- ☑ Leads the development of UN's strategy on learning/knowledge sharing/management and participates in overseeing its implementation
- ☑ Why it's all for its retail guidance regarding methods and approaches to meeting UN's goals related to knowledge management
- ☑ Lobbies for the resources required for the organization to become a learning/knowledge sharing organization

ORGANIZATIONAL LEADERSHIP AND DIRECTION (For UNDP Only)

Providing overall leadership to UNDP as an organization by defining a vision and strategic direction, setting priorities, and ensuring their implementation.

➔ **Level 3: Defining the vision and direction (applicable to D1s not P5s)**
- ☑ Acts decisively to coordinate the translation of organizational strategies into concrete plans
- ☑ Actively contributes to the setting of organizational priorities in a consultative process
- ☑ Guides and coordinates the formulation and implementation of programme and/or management policies
- ☑ Communicates a coherent and consistent set of strategic messages to staff
- ☑ Responds to changes in the operational and policy environment and adjusts organizational priorities when the situation requires
- ☑ Coordinates the development of the strategic framework with various organizational units
- ☑ Coordinates the implementation of strategic direction and plans
- ☑ Creates an awareness of the strategic vision and direction and builds teamwork around achieving them

➔ **Level 4: creating commitment to vision and direction**
- ☑ Creates and instills a vision, a set of values, and creates a supportive, enabling environment in which the vision and strategic direction can be achieved
- ☑ Gains and sustains the interest and support of the senior most management for strategies which implement the vision and values of the organization
- ☑ Remains accessible to various stakeholders and shows a willingness to become directly and personally involved
- ☑ Promotes a better understanding of UNDP's strategic agenda with global partners and builds consensus on major initiatives
- ☑ Creates consensus and communicates coherently the vision and strategic direction to internal and external audiences

ORGANIZATIONAL LEADERSHIP AND DIRECTION (For UN Coordination)

Providing overall leadership to UN as an organization by defining a vision and strategic direction, setting priorities, and ensuring their implementation.

➔ **Level 3: Defining the vision and direction (applicable to D1s not P5s)**
- ☑ Acts decisively to coordinate the translation of organizational strategies into concrete plans
- ☑ Actively contributes to the setting of organizational priorities in a consultative process
- ☑ Guides and coordinates the formulation and implementation of programme and/or management policies
- ☑ Communicates a coherent and consistent set of strategic messages to staff
- ☑ Responds to changes in the operational and policy environment and adjusts organizational priorities when the situation requires
- ☑ Coordinates the development of the strategic framework with various organizational units
- ☑ Coordinates the implementation of strategic direction and plans
- ☑ Creates an awareness of the strategic vision and direction and builds teamwork around achieving them

➔ **Level 4: creating commitment to vision and direction**
- ☑ Creates and instills a vision, a set of values, and creates a supportive, enabling environment in which the vision and strategic direction can be achieved

- ☑ Gains and sustains the interest and support of the senior most management for strategies which implement the vision and values of the organization
- ☑ Remains accessible to various stakeholders and shows a willingness to become directly and personally involved
- ☑ Promotes a better understanding of UN's strategic agenda with global partners and builds consensus on major initiatives
- ☑ Creates consensus and communicates coherently the vision and strategic direction to internal and external audiences

JOB KNOWLEDGE/TECHNICAL EXPERTISE (For UNDP & UN Coordination)

Demonstrating and applying professional and/or technical expertise/knowledge of the post or discipline. Focusing on the knowledge and skill areas necessary to effectively perform the functions of the post. Identifying and seeking to expand knowledge and improve work processes.

→ Level 1.1: Fundamental knowledge of processes, methods and procedures
- ☑ Understands the main processes and methods of work regarding to the position
- ☑ Possesses basic knowledge of organizational policies and procedures relating to the position and applies them consistently in work tasks
- ☑ Identifies new and better approaches to work processes and incorporates same in own work
- ☑ Strives to keep job knowledge up-to-date through self-directed study and other means of learning
- ☑ Demonstrates good knowledge of information technology and applies it in work assignments
- ☑ Demonstrates in-depth understanding and knowledge of the current guidelines and project management tools, and utilizes these regularly in work assignments

→ Level 1.2: Fundamental knowledge of own discipline
- ☑ Understands and applies fundamental concepts and principles of a professional discipline or technical specialty relating to the position
- ☑ Possesses basic knowledge of organizational policies and procedures relating to the position and applies them consistently in work tasks
- ☑ Identifies new and better approaches to work processes and incorporates the same in his/her work
- ☑ Analyzes the requirements and synthesizes proposals
- ☑ Strives to keep job knowledge up-to-date through self-directed study and other means of learning
- ☑ Demonstrates good knowledge of information technology and applies it in work assignments
- ☑ Demonstrates in-depth understanding and knowledge of the current guidelines and project management tools and utilizes these regularly in work assignments

→ Level 2: In-depth knowledge of the Subject-matter
- ☑ Understands more advanced aspects of primary area of specialization as well as the fundamental concepts of related disciplines
- ☑ Serves as internal consultant in the area of expertise and shares knowledge with staff
- ☑ Continues to seeks new and improved methods and systems for accomplishing the work of the unit
- ☑ Keeps abreast of new developments in area of professional discipline and job knowledge and seeks to develop him/herself professionally
- ☑ Demonstrates comprehensive knowledge of information technology and applies it in work assignments
- ☑ Demonstrates comprehensive understanding and knowledge of the current guidelines and project management tools and utilizes these regularly in work assignments

→ Level 3: Expert knowledge of own discipline
- ☑ Possesses expert knowledge of advanced concepts in primary discipline, a broad knowledge of related disciplines, as well as an in-depth knowledge of relevant organizational policies and procedures
- ☑ Applies knowledge to support the unit/branch's objectives and to further the mandate of the organization(s)
- ☑ For managers: applies a broad knowledge of best management practices; defines objectives and work flows, positions reporting relationships in such a way as to obtain optimum effectiveness for the unit/branch
- ☑ Keeps abreast of new developments in area of professional discipline and job knowledge and seeks to develop him/herself personally
- ☑ Demonstrates comprehensive knowledge of information technology and applies it in work assignments

☑ Demonstrates expert knowledge of the current programme guidelines and project management tools and manages the use of these regularly in work assignments

➔ **Level 4: External authority in own discipline**
　　☑ Contributes to knowledge/information that extends the boundaries of knowledge in the discipline
　　☑ Is recognized outside the organization as a world-class authority in their discipline
　　☑ <u>For managers</u>: applies an in-depth knowledge of best practices within the discipline; effectively uses this information to improve work practices within the function and the organization
　　☑ Keeps abreast of new developments in area of professional discipline and job knowledge and seeks to develop him/herself professionally
　　☑ Demonstrates basic knowledge of standard Computer Software applications and information technology including electronic communication and seeks to apply it in work tasks

THE OFFICE SUPPORT COMPETENCIES

A separate set of functional competencies apply to staff up to and including the ICS 1-4 level involved in providing administrative, financial, logistical and secretarial support to offices in the field and at Headquarters. They capture the basic functional competencies that are required to provide effective support in the various functional streams.

Office support competencies have indicators only at one level.

List of functional competencies for Office Support Functions

- ☑ The functional competencies for the Office Support stream are:
- ☑ Operational Effectiveness
- ☑ Managing data
- ☑ Managing documents, correspondence and reports
- ☑ Planning, organizing and multi-tasking

OPERATIONAL EFFECTIVENESS
☑ Ability to perform a variety of repetitive and routine tasks and duties related to: human resources, finance, general administration support, procurement, logistics, programme support, registry, ICT, etc., screening, collecting and preparation of documentation, data input, filing provision of information
☑ Ability to review data, identify and adjust discrepancies
☑ Ability to handle a large volume of work possibly under time constraints
☑ Good knowledge of administrative rules and regulations
☑ Detailed knowledge and understanding of clerical, administrative, secretarial best practices and procedures, in-depth knowledge of office software applications relating to word processing data management presentation, ATLAS, as required
☑ Ability to operate and maintain a variety of computerized business machines and office equipment in order to provide efficient delivery of service
☑ Ability to organize and complete multiple tasks by establishing priorities
☑ Demonstrates excellent knowledge of driving rules and regulations and skills in minor vehicle repair (for Drivers)
☑ Demonstrates excellent knowledge of protocol (for Drivers)
☑ Demonstrates excellent knowledge of security issues (for Drivers)

MANAGING DATA
☑ Collects and compiles data with speed and accuracy identifying what is relevant and discarding what is not, records it in an accessible manner and maintains data bases
☑ Thoroughly and methodically collects, verifies and records data demonstrating attention to detail and identifying and correcting errors on own initiative
☑ Transmits file data; creates and generate queries, reports and documents utilizing databases, spreadsheets, communications and other software packages with speed and accuracy
☑ Interprets data, draws conclusions and/or identifies patterns which support the work of others

MANAGING DOCUMENTS, CORRESPONDENCE AND REPORTS
☑ Creates, edits and presents information (queries, reports, documents) in visually pleasing, clear and presentable formats such as tables, forms, presentations, briefing notes/books and reports using advanced word processing and presentation functions and basic database and spreadsheet software
☑ Edits, formats and provides inputs to correspondence, reports, documents and/or presentations using work processing, spreadsheets and databases meeting quality standards and requiring minimal correction

☑ Shows sound grasp of grammar, spelling and structure in the required language
☑ Ensures correspondence, reports and documents comply with established UN standards
☑ Ability to produce accurate and well documented records conforming to the required standard

PLANNING, ORGANIZING AND MULTI-TASKING
☑ Organises and accurately completes multiple tasks by establishing priorities while taking into consideration special assignments, frequent interruptions, deadlines, available resources and multiple reporting relationships
☑ Plans, coordinates and organises workload while remaining aware of changing priorities and competing deadlines
☑ Demonstrates ability to quickly shift from one task to another to meet multiple support needs
☑ Establishes, builds and maintains effective working relationships with staff and clients to facilitate the provision of support