UNICEF Competency Definitions

Functional Competencies	
Deciding and Initiating Action	Takes responsibility for actions, projects and people; takes initiative and works under own direction; initiates and generates activity and introduces changes into work processes; makes quick, clear decisions which may include tough choices or considered risks.
Leading and Supervising	Provides others with a clear direction; motivates and empowers others; recruits staff of a high caliber; provides staff with development opportunities and coaching; sets appropriate standards of behavior.
Relating and Networking	Easily establishes good relationships with external partners and staff; builds wide and effective networks within UNICEF, within the wider UN system and with external parties; relates well to people at all levels; manages conflict; uses humor appropriately to enhance relationships with others.
Persuading and Influencing	Gains agreement and commitment from others by persuading, convincing and negotiating; makes effective use of political processes to influence and persuade others inside and outside UNICEF; promotes ideas on behalf of oneself or others; makes a strong personal impact on others; takes care to manage one"s impression on others.
Applying Technical Expertise	Applies specialist and detailed technical expertise; develops job knowledge and expertise (theoretical and practical) through continual professional development; demonstrates an understanding of different organizational departments and functions.
Analyzing	Analyzes numerical data and all other sources of information, to break them into component parts, patterns and relationships; probes for further information or greater understanding of a problem; makes rational judgments from the available information and analysis; demonstrates an understanding of how one issue may be a part of a much larger system.
Learning and Researching	Rapidly learns new tasks and commits information to memory quickly; demonstrates an immediate understanding of newly presented information; gathers comprehensive information to support decision making.
Creating and Innovating	Produces new ideas, approaches, or insights; creates innovative ways of designing projects or outputs in own work area; produces a range of solutions to problems.
Formulating Strategies and Concepts	Works strategically to realize UNICEF"s goals; sets and develops strategies; identifies and develops positive and compelling visions of the organization"s future potential; takes account of a wide range of issues across, and related to, UNICEF.
Planning and Organizing	Sets clearly defined objectives; plans activities and projects well in advance and takes account of possible changing circumstances; identifies and organizes resources needed to accomplish tasks; manages time effectively; monitors performance against deadlines and milestones.
Following Instructions and Procedures	Does not unnecessarily challenge authority; follows procedures and policies; keeps to schedules; complies with legal obligations and safety requirements of the role.
Adapting and Responding to Change	Adapts to changing circumstances including emergencies and other crises; tolerates ambiguity; accepts new ideas and change initiatives; adapts interpersonal style to suit different people and situations; shows an interest in new experiences.
Coping with Pressure and Setbacks	Maintains a positive outlook at work; works productively in a pressurized environment and in crisis situations; keeps emotions under control during difficult situations; handles criticism well and learns from it; balances the demands of a work life and a personal life.
Entrepreneurial Thinking	Keeps up to date with trends in own work area; identifies opportunities for advancing UNICEF"s mission; maintains awareness of developments in the organizational structure and politics; demonstrates financial awareness and a concern for cost-effectiveness.
KNOWLEDGE AND SKILLS	

Taxonomy as per job family/level (see GJP)

COMPETENCIES are "sets of behaviors that are instrumental in the delivery of desired results". There are two types of competencies that apply to UNICEF staff:

> **Functional Competencies** apply to some, but not all UNICEF staff. Each role in UNICEF will be assigned a subset of 3-5 functional competencies, based on the functional area of the job.

All competencies are leveled in that different levels of each competency will apply to different functional areas and different levels of seniority within these functional areas.

KNOWLEDGE AND SKILLS are technical requirements for specific jobs. In the previous competency framework, these were designated as „Technical Competencies". These are specified in the Generic Job Profile (GJP).

F u n c t i o n a l C o m p e t e n c i e s

	Level 1	Level 2*	Level 3*
Deciding and Initiating Action Takes responsibility for actions, projects and people; takes initiative and works under own direction; initiates and generates activity and introduces changes into work processes; makes quick, clear decisions which may include tough choices or considered risks.	Makes straightforward decisions to progress own work.	Identifies urgent decisions which may involve difficult choices and risks for team or department; Acts upon them promptly, on the basis of incomplete information when necessary.	Identifies urgent decisions which may involve tough choices and major risks for UNICEF as a whole; Acts upon them promptly, on the basis of incomplete or contradictory information when necessary.
	Accepts responsibility for own work and mistakes.	Stands by the actions of team or department, publicly accepting responsibility and accountability.	Stands by the decisions and actions of UNICEF as a whole, accepting and promoting managerial responsibility.
	Works well with minimal direct supervision.	Expresses confidence in own decisions and actions; Seizes the initiative, and guides own work and work of others.	Confidently promotes own decisions and planned actions; Actively encourages others at all levels to take the initiative in the service of organizational goals.
	Takes the initiative with respect to own work.	Actively promotes team initiative with respect to work processes and organizational objectives.	Actively promotes individual and team initiative across UNICEF.

Functional Competencies

	Level 1	Level 2*	Level 3*
Leading and Supervising Provides others with a clear direction; motivates and empowers others; recruits staff of a high caliber; provides staff with development opportunities and coaching; sets appropriate standards of behavior.	Co-ordinates group activities, ensuring that roles within the team or department are clear and that individuals know what is expected of them.		Provides teams and departments with clear directions that are translated from organizational strategy.
	Role-models appropriate behaviors; Communicates and monitors measurable standards which the behavior of others must meet.	Defines standards for appropriate behavior and addresses inappropriate behavior from others.	Identifies trends of unacceptable behavior in groups as well as individuals; Puts actions in place to address unacceptable behaviors and their causes across the organization.
	Delegates work to others in own team or department appropriately, taking into account others" abilities, workload and preferences, and balancing routine and interesting tasks.	Decides which team or department is best placed to deliver which aspects of the overall project, taking into account departments" resources and an appropriate balance of routine and challenging tasks.	
	Encourages team to achieve individual goals.	Emphasizes the impact and importance of people"s work for achieving team targets and objectives; Empowers people with respect to the achievement of these targets and objectives.	Pushes autonomy and empowerment downwards through UNICEF; Inspires enthusiasm and a positive attitude in people about their work and their contribution to UNICEF"s success.
	Identifies development needs in others and ensures they are aware of the resources avai-lable for their learning and development.	Encourages others to pursue development opportunities and creates genuine learning opportunities for them.	Facilitates the development of high-potential individuals and the concept of a learning organization.
	Takes responsibility for recruiting suitable people to teams and departments.	Identifies, attracts and recruits high caliber individuals as organization-wide assets.	

Functional Competencies

	Level 1	Level 2*	Level 3*
Relating and Networking Easily establishes good relationships with external partners and staff; builds wide and effective networks within UNICEF, within the wider UN system and with external parties; relates well to people at all levels; manages conflict; uses humor appropriately to enhance relationships with others.	Makes people feel at ease and builds good working relationships with them.	Quickly builds rapport with individuals and groups and establishes good working relationships.	Actively nurtures good relationships with people across all organizational levels and boundaries, and with external contacts and partners.
	Uses people contacts to the advantage of own work and work of immediate colleagues.	Maintains and extends an effective network individuals across organizational departments; Helps others to establish and maintain networks.	Maintains and extends an effective network of individuals outside UNICEF, building strategic partnerships with a range of key stakeholders.
	Relates well to others, including work colleagues, external contacts and the general public.	Relates well to people at all levels, including staff, external contacts and partners, and facilitates others in doing the same.	
	Recognizes disagreements and tensions between individuals and attempts to resolve or ease them.	Tactfully resolves conflict between others and takes actions to reduce any anger or frustrations they might feel.	Identifies and tackles disagreements that compromise UNICEF"s objectives; Diplo-matically facilitates the resolution of conflict between others and ensures that their anger or frustration is dealt with tactfully.
	Uses appropriate humor to reduce tension.	Uses humor to positive effect, making sure that it is inoffensive and appropriate.	Adapts humor to the people, the occasion, and the purpose.

Functional Competencies

	Level 1	Level 2*	Level 3*
Persuading and Influencing Gains agreement and commitment from others by persuading, convincing and negotiating; makes effective use of political processes to influence and persuade others inside and outside UNICEF; promotes ideas on behalf of oneself or others; makes a strong personal impact on others; takes care to manage one"s impression on others.	Makes a positive impression on other individuals in one-to-one settings.	Presents self effectively and credibly to others, in one-to-one and group settings.	Creates an immediate, charismatic, credible and lasting impression in one-to-one, team and large-group settings.
	Persuades others effectively, gaining their commitment while recognizing the need for give and take.	Guides conversations to desired end points; Negotiates effectively by exploring a range of possibilities.	Negotiates effectively with people inside and outside UNICEF by adopting a range of approaches, maintaining relationships with all parties at all times.
	Voices ideas and suggestions on behalf of self and immediate work colleagues.	Effectively promotes ideas and recommendations on behalf of self, other individuals and/or own team.	Significantly changes the perspective of people with respect to an issue, gaining their support and agreement.
	Recognizes key players and those who influence decisions.	Uses internal politics to positive effect, understanding when to use formal and informal structures to build upward support for own ideas.	Builds support throughout UNICEF for proposals and initiatives that follow UNICEF"s overall agenda.

F u n c t i o n a l   C o m p e t e n c i e s

	Level 1	Level 2*	Level 3*
Applying Technical Expertise Applies specialist and detailed technical expertise; develops job knowledge and expertise (theoretical and practical) through continual professional development; demonstrates an understanding of different organizational departments and functions.	Demonstrates good skills and relevant knowledge in own area.	Demonstrates detailed knowledge and expertise in own area; Can answer technical queries from others; Shows some knowledge of related issues and subject areas.	Demonstrates detailed and comprehensive knowledge of own area, and is recognized as an expert by people across UNICEF; Maintains a comprehensive know-ledge of related external issues and knows about research and upcoming developments.
	Keeps own skills and knowledge up to date as needed.	Develops own technical skills and knowledge by looking out for oppor-tunities to engage in continual professional development.	Engages in industry wide and cross-industry discussions and events seeking to advance own and UNICEF"s current and future thinking; Seeks to be actively involved in cutting-edge research and develop-ment activities.
	Shares skills and relevant knowledge with others and provides guidance on how to complete tasks.	Shares knowledge and expertise openly and freely, providing appropriate guidance, coaching and advice on technical issues.	Ensures that the necessary organizational structures and processes are in place for others to share knowledge and expertise openly and freely; Positions knowledge sharing as an organizational priority.
	Demonstrates a basic understanding of the work of other parts of UNICEF in direct contact with own area.	Becomes familiar with the activities of a wide range of other organizational functions within UNICEF and how they should work together as a system; Identifies inter-dependencies among departments in UNICEF.	Demonstrates extensive understanding and in-depth knowledge of the working and overall function of organi-zational departments; Sees how they inter-relate and work together as an integrated system.

Functional Competencies

	Level 1	Level 2*	Level 3*
Analyzing Analyzes numerical data and all other sources of information, to break them into component parts, patterns and relationships; probes for further information or greater understanding of a problem; makes rational judgments from the available information and analysis; demonstrates an understanding of how one issue may be a part of a much larger system.	Analyzes and integrates verbal, numerical and other types of data.	Analyzes and integrates potentially conflicting numerical, verbal and other data from a number of sources.	Analyzes and integrates diverse and complex quantitative and qualitative data from a wide range of sources.
	Breaks information down into parts and sees straightforward relationships between them.	Perceives relationships and patterns within information, and between causes and effects.	Sees key, high level trends across data set; Recognizes subtle inter-relationships among multiple issues and sees the potential effects on the overall system or process.
	Questions obvious mistakes and asks for clarification of unclear issues.	Questions assumptions and probes for further information to clarify vague or confusing information.	Challenges assumptions and their underlying logic; Seeks inputs from multiple sources to gain a clear and comprehensive under-standing of the issue.
	Makes straightforward judgments from the available information.	Makes logical and well-reasoned judgments from an analysis of the information available.	Makes logical, rational, well-reasoned and defensible judgments from available information; Can extend the underlying rationale to make sense of and incorporate additional or unforeseen information.
	Produces a workable solution that meets the immediate demands of the situation.	Produces a number of workable solutions that meet the demands of the situation; Considers the practical issues relating to implementing the preferred solution.	Produces a range of workable strategies aimed at solving numerous, possibly related issues; Considers the practical concerns regarding the implementation of a range of possible solutions.
	Recognizes that the solution to one issue may have an impact later on in a process.	Demonstrates an awareness of how one issue may be part of a larger system, recog-nizing that different processes may be affected by solutions proposed.	Uses systems thinking to investigate the complex relationships between seemingly unrelated issues; Steps away from solving the immediate problem to place it into a wider context; Considers the whole system, not just one issue or a localized cluster of issues.

Functional Competencies

	Level 1	Level 2*	Level 3*
Learning and Researching Rapidly learns new tasks and commits information to memory quickly; demonstrates an immediate understanding of newly presented information; gathers comprehensive information to support decision making.	Rapidly learns new tasks relevant to own job and quickly commits information to memory.	Quickly absorbs new information and learns new techniques that extend role capability.	Effectively and quickly optimizes the use of new information and advanced techniques that significantly extend role capability.
	Gathers sufficient information directly relevant to own role to aid line manager in making decisions.	Seeks all relevant information for decision making from a wide range of sources; Realizes when information is missing and knows where to find it.	Uses formal and informal methods to gather the widest range of information possible; Where necessary, carries out sustained, in-depth investigations, obtaining information that is difficult to get hold of.
	Understands newly presented information that is relevant to own job.	Shows rapid understanding of newly presented complex information, offering useful insights.	Rapidly responds to highly complex information with useful insights, in familiar and also extremely unusual settings that are outside previous experience.
	Collects and classifies information useful to UNICEF.	Creates systems and initiatives for collecting and classifying information useful to UNICEF.	Promotes the development and use of organization-wide knowledge sharing systems that capture all relevant information from sources inside and outside of UNICEF.

Functional Competencies

	Level 1	Level 2*	Level 3*
Creating and Innovating Produces new ideas, approaches, or insights; creates innovative ways of designing projects or outputs in own work area; produces a range of solutions to problems.	Produces new ideas within own work area.	Identifies unusual ideas that others may have missed; Contributes innovative approaches and insights.	Contributes radical ideas, approaches and insights that open up whole new avenues of exploration.
	Makes suggestions about and contributions towards new ways of designing projects or outputs in own work area.	Creates new ways of designing projects or outputs in own work area.	Creates innovative ways to design projects or outputs in own work area that challenge traditional assumptions; and approaches ongoing developments from new perspectives.
	Open to new per-spectives with respect to own work area	Actively generates new perspectives on own work and work of team; Seeks new perspectives from others.	Recognized as a key resource within the organization for generation of alternative perspectives with respect to the organization"s work
	Recognizes opportunities for improvements within own work area.	Instigates a range of alternative approaches to create improvements in a number of organizational areas.	Constantly seeks opportunities for improvements across the whole organization that lead to major changes in overall efficiency.
	Thinks up effective changes in own work area.	Devises, initiates and drives effective change initiatives in own area or department.	Is regarded as a change champion who initiates and drives large-scale organizational change, creating an environment where others become change drivers.

F u n c t i o n a l   C o m p e t e n c i e s

	Level 1	Level 2*	Level 3*
Formulating Strategies and Concepts Works strategically to realize UNICEF"s goals; sets and develops strategies; identifies and develops positive and compelling visions of the organization"s future potential; takes account of a wide range of issues across, and related to, UNICEF.	Demonstrates an awareness of changes in organizational strategy that impact on own work area.	Revises objectives of own team or department to reflect changes in UNICEF"s goals.	Always works with an orientation to the future, encouraging others to consider UNICEF"s long-term strategy when setting departmental objectives.
	Bears UNICEF"s strategy in mind when planning own work and work of own team or department.	Translates strategic direction into medium and long term plans and objectives for own team or department.	Sets, develops and revises UNICEF"s strategy in line with the organizational vision ensuring it is coherent and meaningful.
	Identifies future possibilities for own working area and beyond, and passes these ideas to key stakeholders.	Explores with appropriate stakeholders a range of future possibilities that the department or entire organization could aspire to achieve.	Constantly explores future possibilities for the UN as a whole and identifies where UNICEF fits within these possibilities. Inspires others to achieve this vision of UNICEF"s future potential.
	Demonstrates an understanding of a broad range of factors that link own work area to other parts of UNICEF.	Takes account of a wide range of issues across, and related to, the UNICEF as a whole.	Gains insight into and fully considers global developments and trends that may impact upon UNICEF.

F u n c t i o n a l   C o m p e t e n c i e s

	Level 1	Level 2*	Level 3*
Planning and Organizing Sets clearly defined objectives; plans activities, projects well in advance and takes account of possible changing circumstances; identifies and organizes resources needed to accomplish tasks; manages time effectively; monitors performance against deadlines and milestones.	Sets self clearly defined tasks in line objectives set by the line manager.	Sets clearly defined objectives for self and own team.	Sets clearly defined objectives for own department and/or UNICEF as a whole.
	Plans own work activities, raising possible changing circumstances with the line manager.	Systematically plans activities and projects for own team or department and anticipates potential difficulties.	Produces comprehensive project plans that anticipate foreseeable changes and can be adapted in the face of unforeseen or disruptive events.
	Manages own time effectively; Completes individual tasks on time.	Organizes own and others" time effectively, allocating achievable milestones for project stages.	Sets realistic timescales for the overall completion of major projects, ensuring that any deadlines set by others in connection with a project fit into the overall timescales.
	Knows what resources are needed to accomplish own tasks.	Effectively manages the deployment of people and equipment in own team or department.	Identifies the cross-organizational resources needed for large scale projects and ensures the availability of these critical resources.
	Keeps track of own progress against task deadlines.	Uses existing timelines to monitor own and others" progress against deadlines and milestones, maintaining an ongoing awareness of issues helping or hindering progress.	Creates measures and criteria to monitor progress of overall projects against key organizational objectives, maintaining constant vigilance regarding all issues that may impact upon project completion.

Functional Competencies

	Level 1	Level 2*	Level 3*
Following Instructions and Procedures Challenge authority only where necessary and appropriate; follows procedures and policies; keeps to schedules; complies with legal obligations and safety requirements of the role.	Follows spoken and written instructions without unnecessarily challenging others" authority.	Creates and fosters an organizational culture of appropriately following instructions and not unnecessarily challenging authority, leading by example.	
	Sticks to recommended working practices and procedures in own work.	Ensures that team or department follows relevant company policies and procedures.	Creates organization-wide processes to ensure that procedures and policies are adhered to.
	Keeps to schedules and delivers work on time.	Ensures that own team or department keeps to schedules and delivers work on time.	
	Understands and follows safety and other legal requirements of own job.	Abides by safety and other legal requirements regarding own team or department"s activities. Educates others on relevant legal issues and monitors for compliance.	Upholds the highest possible safety and legal standards across UNICEF as a whole. Anticipates legal developments and acts immediately to ensure that UNICEF complies with changes to legislation.

	Level 1	Level 2*	Level 3*
Adapting and Responding to Change Adapts to changing circumstances including emergencies and other crises; tolerates ambiguity; accepts new ideas and change initiatives; adapts interpersonal style to suit different people and situations; shows an interest in new experiences.	Accepts changes in circumstances when presented with them.	Adjusts own and/or team"s approach to embrace changing circumstances.	Remains constantly alert for changing economic and organizational conditions and alters UNICEF"s overall approach to incorporate them.
	Quickly adapts work approach in response to crisis situations.	Actively identifies appropriate responses to crisis situations; Promotes effective team response to crisis.	Takes a leadership role with respect to crisis response; Facilitates organizational response to crisis situations.
	Accepts new ideas when presented with them.	Welcomes new ideas in own area and demonstrates personal commitment to wider change initiatives.	Develops and oversees large scale change initiatives, creating a managed sense of urgency to bring the changes about.
	Demonstrates an awareness of how own interpersonal style impacts on different people and different situations.	Uses many different approaches to interact successfully with others, adapting own interpersonal style to fit in with the situation, and the characteristics of groups and individuals.	
	Readily accepts conditions of uncertainty and remains productive when there is lack of clarity about aspects of own role.	Stays positive and upbeat in situations where definite infor- mation or direction is not available and seeks to take advantage of such settings.	Sees ambiguity or uncertainty in the sector as an opportunity for the organization to strengthen its overall position; Searches for growth opportunities wherever there is doubt or lack of clarity.

Functional Competencies

	Level 1	Level 2*	Level 3*
Coping with Pressure and Setbacks Maintains a positive outlook at work; works productively in a pressurized environment and in crisis situations; keeps emotions under control during difficult situations; handles criticism well and learns from it; balances the demands of a work life and a personal life.	Remains focused on work when under pressure or in crisis situations.	Remains objective and focused on work even when under considerable pressure or in crisis situations.	Maintains exemplary levels of work even in extremely taxing or pressurized environments, including crisis situations.
	Avoids emotional displays in difficult situations.	Effectively controls own feelings, guarding against unhelpful or inappropriate displays of emotions.	Channels potentially negative emotions in a helpful and positive manner, even in highly emotive or emotionally challenging settings.
	Keeps an appropriate balance between the demands of work and personal life when conflicts occur.	Effectively manages actual and potential conflicts between personal life and work demands.	Creates an organizational culture that emphasizes the importance of work-life balance at all levels.
	Shows an optimistic approach to work.	Remains positive in the face of adversity, quickly recovering from set-backs and keeping problems in perspective.	Maintains visibly high levels of morale in the face of difficulties; Remains upbeat about the future at all times demonstrating to others a firm belief that obstacles and adversity will be conquered.
	Accepts criticism without becoming hostile or overly defensive.	Accepts criticism calmly, taking comments on board and moving forward quickly and constructively; Does not dwell on negative feedback.	Welcomes and invites criticism, regarding it as an opportunity for individuals and UNICEF to improve and develop; Retains a positive self-image even when directly criticized.

Functional Competencies

	Level 1	Level 2*	Level 3*
Entrepreneurial Thinking Keeps up to date with trends in own work area; identifies opportunities for advancing UNICEF"s mission; maintains awareness of developments in the organizational structure and politics; demonstrates financial awareness and a concern for cost-effectiveness.	Proactively builds a broad understanding of the key factors driving local economic, social and political developments.	Anticipates and actively monitors long-term local and global developments and their impact on UNICEF.	
	Shows an awareness of opportunities for advancing UNICEF"s mission.	Seeks and proposes opportunities for advancing UNICEF"s mission.	Constantly seeks new opportunities for advancing UNICEF"s mission, seizing upon possibilities opened up by new local and global developments.
	Shows an awareness of basic financial and cost-effectiveness issues directly relating to own work.	Uses financial cost-effectiveness information to monitor team or department"s performance.	Understands and interprets key financial and economic data affecting UNICEF, using this information effectively to monitor and plan organizational performance.
	Identifies opportunities to reduce waste and costs in own work area.	Tracks expenditure and uses the most cost-effective methods available.	Fosters a cost-conscious, anti-waste culture across UNICEF, recognizing and rewarding efforts to add maximum value to the organization.