



ADDITIONAL GUIDANCE: Integrating the CHCF and other competency frameworks

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CONTENTS

1. INTRODUCTION	2
1.1 About the guide	3
1.2 Competency frameworks in the humanitarian sector	4
2. DEFINITIONS	5
2.1 Glossary of terms	6
2.2 Acronyms	7
3. CORE HUMANITARIAN COMPETENCIES	8
3.1 Introducing a core humanitarian competency framework	9
3.2 Selecting an existing core humanitarian competency framework	10
3.3 Adapting a core humanitarian competency framework	13
3.4 Creating a new organisation specific humanitarian competency framework	13
4. TECHNICAL AND FUNCTIONAL COMPETENCY FRAMEWORKS	15
4.1 Technical, functional and additional competencies	16
4.2 Creating an overarching competency framework or prioritising target competencies	17
4.3 Competency framework models	18
4.4 Standardising competency framework models	21
4.5 Addressing overlaps between competency frameworks	21
4.6 Filling in gaps between competency frameworks	22
5. DEFINING COMPETENCY PROFILES FOR ROLES	24
5.1 Applying competency frameworks to specific roles	25
5.2 Defining competency profiles	25
5.3 Examples of competency profiles	28
5.4 Creating job descriptions	31
ANNEXES	33
Annex 1: Bibliography of key resources	34
Annex 2: Comparison of competency framework models of a selection of competency frameworks	36
Annex 3: Competency framework for Mango register	40
Annex 4: Extract from the IASC competency framework for Humanitarian Coordinators	41
Annex 5: Example of EUHAP job profile	42
Annex 6: Mapping of competency frameworks	44



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INTRODUCTION

- About the guide
- Competency frameworks in the humanitarian sector

1.1 ABOUT THE GUIDE

The Core Humanitarian Competency Framework (CHCF) outlines a set of core competencies that are applicable to all those operating in a humanitarian context. The core competencies are personal competencies that define the characteristics demonstrated by humanitarians who perform effectively in the highly-pressured, dynamic environments that they face when working in the sector.

In addition to these competencies, humanitarian workers require other types of competencies such as technical and functional competencies and leadership competencies. Various competency frameworks have been developed by experts operating in the sector that define some of these other types of competencies.

Organisations working within the humanitarian sector can draw on these resources, adopting one or more competency frameworks alongside any that may exist within their organisation, to recruit, manage and support the performance of their staff and volunteers.

The purpose of this guide is to provide practical guidance tips on how organisations might select and combine several competency frameworks in order to create an organisational competency framework which effectively meets their specific needs. It provides guidance on how to select relevant competency frameworks; how to align competency frameworks that don't use standardised formats or language; how to remove any overlaps between competency frameworks that have been selected for adoption; and how to address any gaps where competencies have yet to be defined in detail.

This guide supplements the *Guide to the Core Humanitarian Competency Framework* published by the Core Humanitarian Standard Alliance (CHSA) in 2017 which provides guidance and tools for establishing a competency based approach using competency frameworks such as the CHCF.

The guide is intended for organisations who are working in the humanitarian sector, or undertaking humanitarian work, and who wish to adopt one or more competency frameworks into their organisation. For example, this might include:

- Organisations that currently have no competency frameworks and want to adopt one or more frameworks that have been created by the sector;
- Organisations that want to adopt the CHCF or other competency frameworks alongside internal frameworks to increase the type and range of competencies that are defined within the organisation;
- Organisations that want to revise, update or supplement their existing competency frameworks to ensure that they reflect best practice and consensus within the sector.



1.2 COMPETENCY FRAMEWORKS IN THE HUMANITARIAN SECTOR

The emphasis of this guide is on the practical use and adoption of competency frameworks. It does not aim to provide a piece of comprehensive research and so, while key competency frameworks have been mapped, this is not intended to be an exhaustive list of frameworks that have been created within the sector or that are applicable to the sector. The frameworks that have been used as examples within the guide have been chosen to illustrate how different competency frameworks can be used in conjunction with each other.

Further texts are listed in the bibliography, which together, provide a picture of how the use of competency frameworks has evolved in the sector.

For a clear overview of the benefits of using competency frameworks and some of the associated pitfalls, as well as early suggestions for core humanitarian competencies, the *Humanitarian Competencies Study* by ECB (2006) and *Behaviours which lead to Effective Performance in Humanitarian Response* by People In Aid (2007) both authored by Sara Swords are particularly useful.

For a rationale of the benefit of a standardised set of core humanitarian competencies applicable to all humanitarians, a convincing argument can be found in the *Professionalising the Humanitarian Sector: A Scoping Study* by Cath Russ and Peter Walker on behalf of ELRHA (2009). This document provides the first fully elaborated core humanitarian competency framework.

For guidance on how to use the CHCF and other competency frameworks as part of a competency based approach throughout the employee life cycle, guidance and tools can be found in the *Guide to the Core Humanitarian Competency Framework*, by Gemma Prescott, Sam Wakefield and Uma Narayanan for CHS Alliance (2017) which has succeeded the *Core Humanitarian Competencies Guide*, by Lynn Rutter for CBHA (2011).



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DEFINITIONS

- Glossary of terms
- Acronyms

2.1 GLOSSARY OF TERMS

Competence	The ability of a person to perform their role effectively; in the plural, the term is sometimes used interchangeably with ‘competencies’.
Competencies	A set of behaviours that a person must demonstrate, based on underlying knowledge, skills and experiences, in order to perform effectively in a given situation
Competency based approach	An approach within an organisation that uses a defined set of competencies to systematically recruit, manage and support employees and volunteers
Competency framework	A document that lays out sets of required behaviours often at various levels; competency frameworks vary in complexity and level detail
Organisational competency framework	A competency framework relevant to a particular organisation that delineates all of the competencies required across the organisation; the framework is likely to be a meta framework comprising several competency frameworks in combination; not all roles in the organisation will require all of the competencies in the organisational framework
Meta framework	An overarching framework that combines several competency frameworks into one document
Competency framework model	The terminology and format of a competency framework including the number of tiers in the framework, which sections are included, the number of levels at which the competencies are described, and any additional sections that are included
Competency profile	A document or matrix that specifies which of the competencies in the organisational competency framework are required by a role or type of role within an organisation
Job description	A document that defines the responsibilities and key tasks of a role alongside an outline of the expected requirements of the post holder; these requirements may cover expected years of experience, qualifications and required competencies. The job description should be based on the competency profile for the role
Core humanitarian competencies	A set of competencies that are required by all those working in the humanitarian sector in order to perform effectively
Personal or behavioural competencies	Competencies that relate to the inter-personal and intra-personal skills of an individual that mostly describe the manner in which they work; these are sometimes referred to as soft skills
Technical competency	A type of competency that relates to a specific role and which defines the behaviours relevant to the field of expertise of a particular role. These might include competencies in areas sometimes referred to as subject matter expertise or specialism such as WASH, shelter, nutrition for example. These are sometimes referred to as hard skills
Functional competency	A type of competency that relates to a specific role and which defines the behaviours relevant to the purpose or type of work required by a particular role. These might include competencies in areas such as project management, financial management, capacity building.

Curriculum	A document that outlines the overall content to be studied in terms of topics, knowledge and skills. It can be detailed and include activities, methods for assessment and specific resources to be used. It is generally broad in scope covering several courses of study. The term is sometimes used interchangeably with syllabus.
Syllabus	A document that provides an outline of a course of study. It is often linked to a course or qualification and states the topic areas that need to be covered in order to be successful in the course. A syllabus is generally much narrower in scope than a curriculum. The term is sometimes used interchangeably with curriculum.
Qualification	Qualifications are formal accomplishments that are awarded as a result of passing an exam and which demonstrate a level of skill, knowledge or competence. Qualifications are awarded by a body that is accredited or has the authority to do so and the status of the qualification is often linked to the status of the awarding body. Qualifications tend to be one off achievements.
Certification	The formal process of verifying the achievements of an individual in relation to a set of standards or criteria. Certification is done by a body that is accredited or has the authority to do so. Certification is sometimes linked to a renewal process.

2.2 ACRONYMS

ADCAP	Age and Disability Capacity Programme
CaLP	The Cash Learning Partnership
CBHA	Consortium of British Humanitarian Agencies
CHCF	Core Humanitarian Competency Framework
CHSA	Core Humanitarian Standard Alliance
CPiE	Child Protection in Emergencies
ECB	Emergency Capacity Building Project
EISF	European Interagency Security Forum
ELRHA	Enhancing Learning and Research for Humanitarian Assistance
FMD Pro	Financial Management for Development Professionals
EUPRHA	European Universities on Professionalization on Humanitarian Action
EUHAP	European Humanitarian Action Partnership
HAQF	Humanitarian Action Qualifications Framework
IASC	Inter-Agency Standing Committee
MANGO	Management Accounting for Non-Governmental Organisations
NOHA	Network on Humanitarian Action
NiE	Nutrition in Emergencies
PgMD Pro	Programme Management for Development Professionals
PIA	People in Aid
PM4NGOs	Project Management for Non-Governmental Organisations
PMD Pro	Project Management for Development Professionals
WASH	Water, sanitation and hygiene



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CORE HUMANITARIAN COMPETENCIES

- Introducing a core humanitarian competency framework
- Selecting an existing core humanitarian competency framework
- Adapting a core humanitarian competency framework
- Creating a new organisation specific humanitarian competency framework

3.1 INTRODUCING A CORE HUMANITARIAN COMPETENCY FRAMEWORK

Introducing competency frameworks can improve the performance of individuals as part of a competency based approach if used systematically across the organisation. In turn, this can lead to greater organisational effectiveness if the competencies that are selected are closely aligned with the organisation's values and strategy¹ and adequately account for the characteristics and requirements of the operating environment.

An organisation that is adopting a competency framework or a competency based approach for the first time, might choose to begin by adopting a framework that lays out core humanitarian competencies. These competencies are intended to be relevant to all humanitarians and so have wide spread applicability. A high level of demand for these has also been noted across multiple organisations² and core humanitarian frameworks, such as the CHCF, are regarded as highly relevant³.

The humanitarian sector is characterised by high-pressured, dynamic and often insecure operating environments. This leads to high demands on the personal resilience of aid workers and their ability to work effectively with others in such complex environments. Core humanitarian competency frameworks reflect this and describe competency sets that are based on emotional intelligence, intra- and inter-personal skills, self-awareness and the ability to self-manage.

“...Reverence for heroic leadership... is replaced now by the need for workers to demonstrate emotional intelligence, including self-awareness and self-regulation. It seems that staff need this high level of emotional intelligence to work in a participative way with communities and to cope with insecure situations.”⁴

By adopting a core humanitarian competency framework, an organisation can ensure that they recruit staff who are able to perform effectively in this high-stakes, humanitarian context and provide appropriate management and personal development support to them.

An organisation wishing to introduce an existing humanitarian competency framework can:

- Select and adopt a framework, such as the CHCF, in its current format; or
- Adapt a framework to make it more relevant to their organisation.

If time and resource allow, an organisation can also create a core humanitarian competency framework specific to their needs through a process of analysing the behaviours of effective staff members and high performers.



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¹Swords (2006), Swords (2007), Prescott, Wakefield and Narayanan (2017)

²Russ and Walker (2009)

³Prescott, Wakefield and Narayanan (2017)

⁴Swords (2006)

3.2 SELECTING AN EXISTING CORE HUMANITARIAN COMPETENCY FRAMEWORK

Core humanitarian competencies have been defined in several frameworks to varying degrees of detail. The three mostly commonly used frameworks are: the Core Humanitarian Competency Framework (CHCF) first published in 2011, the humanitarian core competency framework published by ELRHA in 2009 and the Humanitarian Action Qualifications Framework (HAQF) published in 2014 as part of the EUPRHA project.

The three frameworks have different purposes and use different models so there are variations in format and terminology. Further information on competency framework models can be found in section 4.3. Despite these differences, the frameworks promote a similar ideal of effective humanitarian performance that reflects a growing consensus across the humanitarian community.

A comparison of the competency areas included in the three frameworks (variously termed competency domains, areas of focus or competency dimensions) shows significant divergence as illustrated in figure 1. The competency areas are broken down further and at this level there is greater convergence. There are many shared competencies across the three frameworks although they may have been categorised under different competency areas. A comparison of the competencies can be found in figure 2.

Figure 1: Comparison of the competency areas covered in three core humanitarian competency frameworks

CHCF Competency Domains	ELRHA Areas of Focus	HAQF Competency Dimensions
<ul style="list-style-type: none"> • Understanding humanitarian contexts and applying humanitarian principles • Achieving results • Developing and maintaining collaborative relationships • Operating safely and securely at all times • Managing yourself in a pressured and changing environment • Demonstrating leadership in humanitarian response 	<ul style="list-style-type: none"> • Managing yourself • Working with others • Achieving results • Using resources 	<ul style="list-style-type: none"> • Humanitarian commitment • Context analysis and reflection • Coping and safety • Leadership • Collaborative relationships • Service to crisis-affected people

As significant work has been done in the sector to define core humanitarian competencies, and as a case has been made for a standardised curriculum across the sector⁵, the simplest approach would be to take one of these frameworks as a starting point and make adaptations if required or to combine elements from each. A description of the three core humanitarian competency frameworks and an outline of the benefits of using each can be found in figure 3.

⁵Russ and Walker (2009)

Figure 2: Comparison of the competencies covered in three core humanitarian competency frameworks

Competencies	CHCF	ELRHA	HAQF
Adapting and coping	x	x	x
Applying humanitarian standards and principles	x		x
Assessing need		x	x
Building trust		x	
Continuous learning		x	P
Critical judgement	x		x
Cultural sensitivity		x	x
Ensuring programme quality and impact	x	P	x
Integrity	x	x	x
Leadership	x	x	x
Listening and creating dialogue/ Communication	x	x	x
Maintaining professionalism/ Resilience	x	x	x
Making decisions	x	x	x
Managing finances		x	
Managing partnerships		x	
Managing personal safety and security	x	x	x
Managing projects		x	
Minimising risk to crisis-affected people, partners and stakeholders	x	x	x
Motivating and influencing others	x		x
Negotiating		x	P
Problem solving		x	P
Promoting protection		x	
Self-awareness	x	x	P
Team work	P	x	x
Time management		x	P
Understanding the humanitarian context	x		x
Using technology		x	
Working accountably/ accountability	x	x	P
Working with others	x	x	x

X Denotes that the competency is fully covered in the framework

P Denotes that the competency is incorporated into the framework to some degree

Figure 3: Description and benefits of three core humanitarian competency frameworks

	Origins	Description	Benefits of selecting this framework
The Core Humanitarian Competency Framework (CHCF)	First developed in 2011 by the Consortium of Humanitarian Agencies (CBHA) now the Start Network; and revised in 2016 by the Core Humanitarian Standard Alliance (CHSA)	The CHCF defines 6 domains of competencies and describes the associated behaviours at two levels: behaviours that are relevant to all humanitarian workers and additional behaviour for managers in humanitarian response.	<p>The framework includes detail for interpreting and using the competencies, for example by describing outcomes and limiting behaviours. This allows for greater consistency of use across an organisation and a deeper understanding of the requirements;</p> <p>A wide range of support material, tools and learning programmes have been developed to support organisations using the framework;</p> <p>Uptake of the framework has already been high so using this framework may promote consistency between organisations;</p> <p>The Mango register competency framework adopts competencies directly from this framework.</p>
The Humanitarian Core Competency Framework	Published in 2009 by ELRHA in Professionalising the Humanitarian Sector: A Scoping Study	<p>The framework consists of four areas of focus: managing yourself, working with others, achieving results, using resources.</p> <p>These are all delineated at three levels.</p>	<p>The format is relatively simple and is similar to several other frameworks in the sector which would facilitate an organisation intending to adopt more than one framework from the sector;</p> <p>The framework has competencies described at three levels which allows for professional progression;</p> <p>The Child Protection in Emergencies (CPiE) competency framework adopts competencies directly from this framework.</p>

	Origins	Description	Benefits of selecting this framework
Humanitarian Action Qualification Framework (HAQF)	Published in 2014 by NOHA as part of the EUPRHA project	As a qualifications framework this is primarily intended for use by education providers to provide a standardised curriculum that develops the competencies that humanitarian organisations require. It delineates knowledge, skills and responsibilities (competencies) for humanitarian commitment at eight levels and a further five competency domains at five levels.	The framework defines underlying knowledge and skills in addition to competencies. This would enable organisations to develop learning programmes linked to the framework. With competency domains described in detail at five levels, an organisation can adopt a nuanced approach to competencies required by staff at various levels of seniority in the organisation.

3.3 ADAPTING A CORE HUMANITARIAN COMPETENCY FRAMEWORK

Once a core humanitarian framework has been selected, an organisation can review the framework to identify whether there are any adaptations that need to be made to ensure that it is suitable for their needs. Various types of adaptations can be made: there may be a competency area that is important to the organisation that is not included in the adopted framework; the wording of one of more sections might be inappropriate or may need to be simplified or adapted for a specific cultural context; an organisation might feel that they want to add examples to the framework to simplify use.

A checklist for adapting the CHCF or other core humanitarian competency frameworks can be found in figure 4.

3.4 CREATING A NEW ORGANISATION SPECIFIC HUMANITARIAN COMPETENCY FRAMEWORK

For some organisations it may be more appropriate to create an organisation specific humanitarian competency framework. This might be the case if:

- Existing models are not a close fit for organisational needs and extensive adaptations would be required;
- The organisation is large and it would therefore be cost-effective to create a specific framework;
- The organisation has a specific mandate or approach that differs from other organisations in the sector.

Before taking this decision, an organisation can consider:

- Necessity – does the organisation need its own framework or is an existing framework ‘good enough’ for the needs?
- Feasibility – does the organisation have the internal expertise, resources, funds and organisational will to create a new framework?
- Transferability – would the recruitment of staff be easier if the organisation uses a framework that is widely adopted by others?
- Additional support – would the organisation benefit from drawing on the additional guidance support, tools and learning support materials that accompany some of the existing frameworks?

A useful account of the steps involved in creating a competency framework can be found in the introduction to the *ADCAP Inclusion Competency Framework: For Humanitarian Professionals - Supporting Gender-sensitive Age and Disability Inclusion in Humanitarian Action*⁶.

Figure 4: Checklist for adapting the CHCF or other core humanitarian competency frameworks

Consideration	Possible Actions
Do the competency areas covered reflect our organisational values and vision?	<ul style="list-style-type: none"> • Remove a competency area if it is not appropriate or does not reflect the organisation’s values • Add in a competency area if it is important for the organisation: this can be taken from another framework or newly created
Does the framework have the right level of complexity for the organisation?	<p>If it is too complicated:</p> <ul style="list-style-type: none"> • Select only some of the levels from the competency framework • Select only the most relevant competency areas <p>If it is too simple:</p> <ul style="list-style-type: none"> • Add additional levels to describe each competency • Add competency areas drawn from other frameworks or that are newly created
Is the framework worded in such a way that staff will understand it?	<ul style="list-style-type: none"> • Simplify language • Reword anything that may be unclear or ambiguous in a particular context • Add a glossary to explain any technical terms • Translate the framework into another language
Will staff understand what exactly is required of them?	<ul style="list-style-type: none"> • Add examples that illustrate how a competency might be demonstrated • Sign-post additional resources that staff can refer to
Will managers be able to use the framework fairly and consistently?	<ul style="list-style-type: none"> • Provide guidance documentation or training for managers on how to use the framework • Develop or adopt supporting materials for rolling out the framework

⁶ Bhardwaj (2015). The Inclusion Competency Framework can also be found in a good practice review to be published in early 2018 by the ADCAP consortium. Further information on creating a new competency framework can also be found at: Mindtools content team, Developing a Competency Framework, available: https://www.mindtools.com/pages/article/newlSS_91.htm (11th December 2017)



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TECHNICAL AND FUNCTIONAL COMPETENCY FRAMEWORKS

- Technical, functional and additional competencies
- Creating an overarching competency framework or prioritising target competencies
- Competency framework models
- Standardising competency framework models
- Addressing overlaps between competency frameworks
- Filling in gaps between competency frameworks

4.1 TECHNICAL, FUNCTIONAL AND ADDITIONAL COMPETENCIES

Core humanitarian competency frameworks define the personal competencies that all those engaged in humanitarian action require regardless of their specific role. In addition to these core humanitarian competencies, aid workers also require technical and functional competencies that relate more directly to the specific role that they are undertaking. These are not applicable to all aid workers.

Technical competencies and functional competencies are defined as:

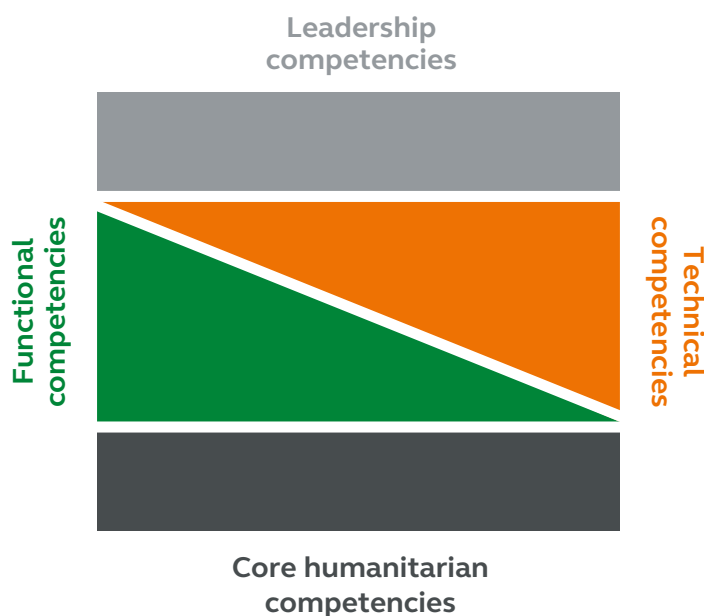
- Technical competencies define the behaviours relevant to the field of expertise of a particular role; these might include competencies in areas sometimes referred to as subject matter expertise or specialism such as WASH, shelter, or nutrition;
- Functional competencies define the behaviours relevant to the purpose or type of work required by a particular role; these might include competencies in areas such as project management, financial management, capacity building.

In addition to technical and functional competencies, some roles might also require competencies such as leadership or contextual competencies such as those required for responding to a crisis in an urban setting.

Each role will need a different combination of competencies from within each of these types of competencies.

The diagram in figure 5 shows how the types of competencies fit together.

Figure 5: Types of competencies⁷



⁷This diagram is taken from the NOHA-led EUHAP project.
Further information can be accessed here: <http://euhap.eu/>

4.2 CREATING AN OVERARCHING COMPETENCY FRAMEWORK OR PRIORITISING TARGET COMPETENCIES

In addition to adopting a core humanitarian competency framework, an organisation might decide to introduce competency frameworks that define technical and functional competencies. Before doing so, an organisation needs to consider whether they want to create a comprehensive, overarching competency framework that covers all the competencies required by all roles in the organisation or whether they will prioritise particular competency areas. Figure 6 lays out considerations for deciding which is most appropriate for an organisation

Figure 6: Considerations for choosing between an overarching competency framework and prioritising frameworks in key areas

	Developing an overarching competency framework	Prioritising a few technical or functional competencies areas
Description	<ul style="list-style-type: none"> A comprehensive competency framework made up of multiple competency frameworks covering all of the (core, technical and functional) competencies applicable to an organisation 	<ul style="list-style-type: none"> A selection of competency frameworks that outline the required competencies for certain roles, technical or functional areas Competencies might be prioritised because they are fundamental to the achievement of an organisation's strategy or because they apply to specific roles that are: <ul style="list-style-type: none"> Crucial to the work of the organisation; or Hard to fill or frequently found to underperform; or Not closely aligned to existing qualifications or professions
Potential benefits	<ul style="list-style-type: none"> This approach is systematic, detailed and thorough All roles are treated equally, and all staff or volunteers have a complete picture of what is expected of them A complete definition of the competencies required in roles in the organisations makes routes for career progression clear and decisions on promotion or reward transparent 	<ul style="list-style-type: none"> This approach allows an organisation to prioritise resources where they will have most impact Adopting a few existing competency frameworks is more straight forward than creating an overarching framework and so this approach may show an impact more quickly Further competency frameworks can be added over time and built into an overarching competency framework
Potential challenges	<ul style="list-style-type: none"> This approach can be costly, resource-intensive and may take a long time to put into place Competency frameworks don't exist for all technical and functional competency areas, so some new competency frameworks would need to be created to fill gaps There is no standard competency framework model so all adopted frameworks would need to be put into a standard format 	<ul style="list-style-type: none"> This approach may lead to imbalances or perceived imbalances in an organisation if certain roles or technical areas are prioritised while others are not There is no standard competency framework model so all adopted frameworks would need to be put into the same format

	Developing an overarching competency framework	Prioritising a few technical or functional competencies areas
What type of organisation might this suit?	<ul style="list-style-type: none"> • Large organisations in which all areas of the comprehensive framework would be applicable to a large number of staff • Specialised organisations that would require fewer competency areas to cover the breadth of the work undertaken for example, an NGO that specialises only in WASH 	<ul style="list-style-type: none"> • Smaller organisations with fewer staff or diverse roles • Organisations with limited resources • Organisations that are new to competency frameworks and wish to explore whether and how they can be most effectively used in their organisation • Organisations where staff may be unfamiliar with or resistant to the use of competency frameworks

4.3 COMPETENCY FRAMEWORK MODELS

There is no standardised competency framework model. This means that existing competency frameworks vary in a number of ways:

- In the number and naming of tiers or sub-divisions within the framework:
 - Some competency frameworks take a simple approach defining two tiers (the Nutrition in Emergencies competency framework defines competency domains and behaviours) while others are more complex (the Child Protection in Emergencies competency framework has four tiers: competency domain, area of focus, competencies and behaviours).
- In the inclusion or use of levels:
 - Some frameworks have one level (for example the RedR UK/ Bioforce trainer competency framework), some have essential competencies for all with additional competencies for specific roles (for example the CaLP Cash Transfer Programming competency framework) while others have three or more levels (for example, the ELRHA humanitarian competency framework which has three levels);
 - Levels may not be comparable across frameworks, so level 1 on one framework may not be equivalent to level 1 on another framework for example, in terms of complexity, difficulty, seniority;
 - In some frameworks, the levels are linked to the seniority of roles (for example, in the CHCF level 1 is applicable to all while level 2 is applicable to first level line managers) or to a qualifications level (for example, the HAQF levels are linked to the European Qualifications Framework⁸);
 - In some frameworks, levels define an increasing complexity of competency which demonstrate a developing proficiency; in other frameworks, there is one level of competency or set of behaviours supported by a system for grading increasing levels of mastery of that competency which may be measured on a scale such as 'no competency, competency needs improving, competent, very competent' (for example in the IASC Humanitarian Coordination competency framework).
- In the inclusion of additional sections:
 - Some frameworks include additional sections such as descriptions of limiting or ineffective behaviour and outcome statements to describe the competency more fully (for example, the CHCF and the IASC Humanitarian Coordination competency framework).

⁸<https://ec.europa.eu/ploteus/en/content/descriptors-page>

A table comparing various competency framework models can be found in figure 7.

A comparison of how the various models are used in a selection of competency frameworks can be found in figure 8 and a more detailed version of this can be found in annex 2.

Figure 7: Comparison of competency framework models

Layer of the competency framework*:	Competency areas	Description of the competency area*	Competencies	Behaviours	Limiting behaviours*
Description of the layer:	The over-arching area or group in which a set of competencies sit. This layer is sometimes sub-divided into two.	A statement to describe the competency area, sometimes describing success	The competency itself which can be a word or phrase	The observable behaviour or actions that someone with the competency might demonstrate. These are usually indicative	Observable behaviours that may indicate the individual does not have the competency
Terms used for this layer in various frameworks**:	Competency areas	Description	Competencies	Behaviours	Limiting behaviours
	Domain	Outcomes	Areas of competence	Activities	Ineffective behaviours
	Dimension	Level Indicators	Competences	Competencies	
Examples:	Domain	Areas of focus	Responsibility and autonomy		
	Achieving results Coping and safety Deliver training Financial planning and decision making	Be accountable for your work and use resources effectively to achieve lasting results	Ensuring programme quality and impact Resilience Develop an inclusive environment conducive to adult learning	Identifies symptoms of stress and takes steps to reduce stress Analyse information on learning needs Describe how cash transfer programming can support the different phases of humanitarian response, including preparedness and contingency, response and recovery	Develops strategies without involving or consulting others Displays an inflexible attitude in the face of changing plans or decisions, which can have a negative impact on project outcomes
	Core humanitarian competencies	Achieving results			
	Domain	Areas of focus			

*Not all five layers are present in all competency frameworks

**Terms are not consistently used so some terms may refer to different layers in different frameworks

Figure 8: Comparison of Models used in a Selection of Competency Frameworks

Framework	Competency areas		Description of the competency area	Competencies	Behaviours	Limiting behaviours	Key phrases	No. of levels of behaviours	Notes
The Start Network CHCF	Domain		Outcome	Competencies	Behaviours	Limiting behaviours		2	
EUPRHA HAQF	Dimension		Level indicators		Responsibility and autonomy (knowledge and skills)			5/8	One dimension is described at eight levels; the other five are described at five levels
ELRHA Humanitarian Competencies	Areas of focus			Competencies	Behaviours			3	
CPWG Child Protection in Emergencies	Domain	Areas of focus		Competencies	Behaviours			3	
Nutrition in Emergencies	Domain				Behaviours			3	
Mango Register	Domain			Competencies	Behaviours			2	
RedR UK/ Bioforce Training	Domain			Competencies	Activities			1	
RedR UK/ WEDC WASH in Emergencies	Competency family	Domain		Competencies	Behaviours			3	
CaLP Cash Transfer Programming	Domain			Competencies	Behaviours			4	One level of essential competences, behaviours described for three roles
IASC Humanitarian Coordinator	Domain		Description	Competencies	Behaviours	Ineffective behaviours	Key phrases to describe the competency	1	One level of behaviours described; a scale for assessment of the competency is provided
ADCAP Inclusion	Domain	Competency areas	Statement		Behaviours			3	

4.4 STANDARDISING COMPETENCY FRAMEWORK MODELS

The variations in competency framework models can cause complications when adopting one or more frameworks or creating an overarching competency framework. Having several frameworks in different models within one organisation can cause confusion and this will need to be addressed so that all frameworks used are comparable. How to approach this might depend on an organisations' existing use of competency frameworks.

An organisation...	Should...
... that has not previously used competency frameworks	... assess the competency frameworks that the organisation wishes to adopt and select from these the model that most closely meets their organisational needs; adapt other frameworks to match the selected model
... that has several frameworks and wants to adopt one or more additional frameworks to supplement these	... use their existing framework model and adapt any newly-incorporated frameworks so that they follow the same model
... that wants to create an overarching competency framework incorporating existing competency frameworks supplemented with new frameworks where these don't currently exist	... design or adopt a competency framework model that meets organisational needs, adapt any existing frameworks so that they are consistent with the model and create new frameworks that align

The process of standardisation will be most straight forward if a simple model is selected. However, an organisation should be careful not to strip away too much detail so that the resulting frameworks no longer meet their needs. For example, if an organisation selects two frameworks, one that has three levels of behaviours and one with a single level, one approach would be to choose a model that has just one level. However, if this does not meet organisational need, it would be more effective to add levels to the simpler framework.

4.5 ADDRESSING OVERLAPS BETWEEN COMPETENCY FRAMEWORKS

Existing competency frameworks available in the sector have overlaps with some competencies being included in more than one framework. This is notable when comparing a competency framework that outlines a type of competency (for example core humanitarian competencies) with a competency framework that has been created for a particular role or group of roles. Overlaps may have been deliberate and so competencies from one framework may have been incorporated into another framework exactly; or they may have arisen organically and so the areas covered may be similar but not exactly the same; or they may be the result of applying a generic or core competency more specifically to a technical or functional area.

Examples can be found in the following frameworks:

The Child Protection in Emergencies (CPiE) competency framework for child protection practitioners has three domains: core child protection competencies, competencies for child protection programming in emergencies and core humanitarian competencies. The core humanitarian competencies are taken from the ELRHA humanitarian competency framework. These are: managing yourself, working with others, achieving results and managing resources.

The Nutrition in Emergencies (NIE) competency framework includes two core humanitarian areas: ‘humanitarian systems and standards’ and ‘coordination’ which are similar in content and purpose to competencies included in core humanitarian competency frameworks. For example, they are similar to the CHCF competencies ‘understanding humanitarian contexts and applying humanitarian principles’ and ‘developing and maintaining collaborative relationships’ respectively.

The CaLP cash transfer programming competency framework includes ‘Core Humanitarian Principles’ as the first competency domain of nine. However, in the descriptions of the competencies there is little overlap with frameworks such as the CHCF as the CaLP competencies are specifically described in terms of cash transfer programming. For example, the essential competency for humanitarian principles and standards is described as:

‘Explain how CTP [cash transfer programming] links to key international humanitarian frameworks, standards and principles (such as SPHERE and the Core Humanitarian Standard).’

To avoid confusion within an organisation, it would be preferable to eliminate any overlaps between frameworks that are being adopted. An organisation can:

- Remove any duplicated or repeated competencies so they do not appear twice;
- Remove competencies that are similar or repetitious;
- Assess whether generic competencies that have been adapted and applied to specific technical or functional areas represent a duplication or if they are sufficiently different; remove any that are deemed to be a duplication.

4.6 FILLING IN GAPS BETWEEN COMPETENCY FRAMEWORKS

While many competency frameworks have been created for use across the sector, not all areas of competency are fully elaborated in sector-wide competency frameworks. In these cases, an organisation may choose to:

- Adapt a competency framework from another organisation or sector which may have a relevant framework that they are willing to share;
- Create a new competency framework;
- Use an existing qualification or curriculum as a proxy.

Creating a new competency framework can be effective but is likely to be costly and resource intensive. A series of considerations to guide an organisation before making this decision can be found in section 3.4.

Examples of using a proxy:

1. A role in an organisation may link directly to an existing profession with a qualifications system that is well established for example: engineer, accountant, teacher, medical doctor. In these cases, it may not be necessary to define a complete competency framework. Instead, an organisation can specify a qualification or professional membership as a requirement. This has the added benefit that there are often external bodies supporting and providing continuing professional development opportunities that may be useful to staff.

Care should be taken when making a professional qualification a requirement, as this may create unnecessary or unhelpful barriers to recruitment or career progression for staff in locations where formal qualifications are harder to access.

2. There may be a defined body of knowledge, syllabus or curriculum that addresses a desired technical or functional area. Although these may not be described in terms of competencies, they can provide a useful overview of the knowledge and skills that underpin competence in a particular area and can be used to develop competencies or in the place of competencies. If these resources are linked to a qualification or certification programme, this can be a useful mechanism for recognising employee's abilities and there are likely to be learning resources that are readily available to support progress. This can be a cost-effective way for an organisation to outline the requirements in a competency area for staff. Examples of this are:

- The EISF and Interaction security training curriculum for NGOs: the curriculum provides a complete outline of the goals, learning objectives and topics for a comprehensive security programme at four levels: personal security, operational security, security management and global strategic security. Within each of these levels, the learning objectives and topic areas are defined for various roles. This curriculum could be a suitable proxy for organisations wishing to define the specific security knowledge they require staff in various roles to have.
- The D Pro series which comprises: project management (PMD Pro), programme management (PgMD Pro) and financial management (FMD Pro). The guides for PMD Pro and FMD Pro each contain a syllabus that outlines learning outcomes at four levels as shown in figure 9. Levels 1 and 2 are useful definitions of some of the underlying knowledge that is required. Levels 3 and 4 have similarities with behaviours in competency frameworks.

Figure 9: The PMD Pro learning outcomes assessment model

PMD Pro Learning Outcomes Assessment Model				
	1. Knowledge	2. Comprehension	3. Application	4. Analysis
Generic Definition from APMG Learning Outcomes Assessment Model	Know key facts, terms and concepts from the manual/guidance	Understand key concepts from the manual/guidance	Be able to apply key concepts relating to the syllabus area for a given scenario	Be able to identify, analyze and distinguish between appropriate and inappropriate use of the PMD Pro



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DEFINING COMPETENCY PROFILES FOR ROLES

- Applying competency frameworks to specific roles
- Defining competency profiles
- Examples of competency profiles
- Creating job descriptions

5.1 APPLYING COMPETENCY FRAMEWORKS TO SPECIFIC ROLES

Whether an organisation has adopted a comprehensive, overarching competency framework or has decided to adopt several frameworks covering prioritised competencies, they will need to define which competencies apply to which roles. To avoid confusion, it needs to be clear to every staff member which competencies apply to them and at which level they are expected to demonstrate the competencies.

Competency profiles for types of roles should be created that outline:

- Competencies that are mandatory for all staff members;
- Competencies that are mandatory for a particular type of role noting the required level (or range of levels) of these competencies;
- Which competencies can be included in a job description for an individual at the discretion of the line manager including guidance on the number of competencies that can be included and the expected level.

The competency profiles can then be used to create individual job descriptions. Having a systematic process for using competency profiles to create job descriptions ensures that the organisation is transparent and there is consistency between similar roles.

5.2 DEFINING COMPETENCY PROFILES

The number and type of competency profiles that an organisation will need to create will depend on the size and complexity of an organisation. Competency profiles need to be designed to meet the needs of the organisation and can:

- Be presented as a matrix or as a set of documents with a profile for each type of role;
- Link to internal grades for roles;
- Include competencies that apply to all posts and those that apply to the specific role only;
- Include the required level, or range of levels, of each competency;
- Ensure that there is an appropriate level of progression through the organisation.

If an organisation is adopting one or two competency frameworks, a simple matrix is likely to be sufficient. This could illustrate which roles require which competencies at which level. If multiple frameworks are used, or if there is a high-level of detail and differentiation between requirements for various posts, documents for each type of role are likely to be clearer.

Competency profiles can be done at the level of that an organisation requires, as shown in figure 10, and can be organised by:

- Internal grade;
- Type of role such as Project Officer, Project Manager, Advisor;
- Type of role and department such as WASH Advisor, Nutrition Project Manager and so on.

Further considerations when creating competency profiles can be found in figure 11.

Figure 10: Examples of selections of competencies by type of role

Level of detail:	Example requirement:
Internal grade	<p><i>Example 1:</i></p> <p>It is mandatory for all staff to demonstrate the competencies outlined in the CHCF at level 1; All staff at grade 4 and above need to demonstrate all of the additional competencies for managers</p> <p><i>A matrix model may be the most straightforward tool to illustrate this.</i></p>
Type of role	<p><i>Example 1:</i></p> <p>All project officers must demonstrate:</p> <ul style="list-style-type: none"> • The competencies outlined at level 1 of the CHCF; • Competencies at level 2 of the organisational project management competency framework; <p>At the line manager's discretion, up to two technical competencies can be added to a specific job description.</p> <p><i>This can be presented as a matrix or as separate documents.</i></p>
Type of role and department	<p><i>Example 1:</i></p> <p>All Cash Transfer Programming managers must demonstrate:</p> <ul style="list-style-type: none"> • The competencies and additional competencies for managers outlined in the CHCF; • The CaLP CTP essential competencies and the programme design and quality competencies; <p>Project management competencies are required and a PMD Pro level 1 qualification will be required as an indication of these.</p> <p><i>Example 2:</i></p> <p>All WASH advisors must demonstrate:</p> <ul style="list-style-type: none"> • The competencies and additional competencies for managers outlined in the CHCF; • Up to 6 competencies selected from the WASH in Emergencies competency framework at level 2 or above (to be selected by the line manager in consultation with the Country Director); • Functional competencies for advisors are not specified but any applicant must demonstrate at least two years in a similar post <p><i>Since there are likely to be multiple types of role when specified at this level, a matrix may be too complex so separate documents may be most appropriate</i></p>

Figure 11: Considerations for creating competency profiles

Consideration:	Guidance:
Ensuring there is a reasonable and realistic overall number of competency areas or competencies for each role	<p>There is no agreed number of competency areas or competencies and the required number will depend on the breadth of the role. However, it is important that a job profile does not appear overwhelming. Prioritising the most important competencies also allows for more focused assessment of performance and provision of performance support. Typical roles have 8-12 competency areas defined.</p>
Ensuring there is an appropriate mix of core humanitarian, technical and functional competencies	<p>The core humanitarian competencies are intended to be relevant for all staff. Organisations may wish to apply them all to all staff or they may choose to select some of the competencies that reflect their organisational values most closely</p> <p>In addition to these, each role will require some technical and some functional competencies. A frequent challenge in the humanitarian sector is that technical competencies are prioritised during recruitment while functional competencies, such as project management and line management, are less explicitly defined.</p> <p>Roles that require a high level of specialism, such as a WASH advisor or a nutrition expert, are likely to require more technical competencies.</p> <p>Roles that have a management or administrative function, such as a programme manager, country director or administrator, may require more defined functional competencies.</p>
Ensuring the specified competencies match the tasks that the role will undertake	<p>It is important to consider whether the specified competencies reflect the work that the role will undertake and match organisational expectations of the role.</p> <p>For example:</p> <ul style="list-style-type: none"> • If a programme manager will also be a budget holder it is important that the competencies specified reflect what is required of them: financial management as a competency area might be too broad and further detail will be required; • If an advisor will be required to coach junior team members or run workshops with partner organisations, then some capacity building competencies need to be specified; • If a project manager managing an education project is supported closely by an education advisor, they may not need a high level of competence in education in emergencies with the balance of the role being towards project management and associated competencies.



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5.3 EXAMPLES OF COMPETENCY PROFILES

An example of a matrix is shown in figure 12. This is taken from the EUHAP project⁹. In the full matrix, 11 job profiles are plotted and a selection of these has been included here for simplicity. In this matrix:

- The required level of humanitarian competencies is specified for each role: this is given as the level on the Humanitarian Action Qualifications Framework. In other examples, the matrix could include the actual competencies;
- The required functional competency areas are listed. Specific competencies that relate to these competency areas are not listed in the matrix but they could be included or reference could be made to a competency framework;
- A description of the degree of technical competence required is provided but specific technical competency areas are not listed in this example. If an organisation has adopted technical competency frameworks, specific competency areas can be added;
- Additional information relating to years of experience and required qualifications are also added.

Two examples of role specific competency profiles are the competency framework for the Mango register and the IASC competency framework for Humanitarian Coordinators.

The Mango register takes a simple format of a one-page table indicating the competency areas, competencies and behaviours required by those applying to be on the register. Additional behaviours are specified for senior/ leadership level. This can be found in annex 3.

The IASC competency profile by contrast is more detailed with each competency having an accompanying description, set of behaviours and ineffective behaviours and key words to describe the competency. This can be found in annex 4.

⁹European Humanitarian Action Partnership (EUHAP) a consortium led by NOHA. More resources can be found on the website: <http://euhap.eu/>

Figure 12: Example of a competency profile matrix from EUHAP project: HA Professions

Occupation	HAQF level	Functional Competencies	Thematic Competencies	Years of experience	Qualification level
Country Director	7	<ul style="list-style-type: none"> • Portfolio management including strategic thinking, organisational and portfolio development and management • Programme management including development and design • Project management including issue and risk management and problem solving • People management • Fundraising and resource management including proposal development • Financial and budget management • Stakeholder management including donor engagement • Communication including representation and networking, interpersonal and intercultural skills • Capacity building and specifically coaching and mentoring 	Country director posts do not usually have a technical focus although they may require a basic knowledge of key issues across a range of thematic areas	8 to 10 years	Level 7
Programme Manager	6 to 7	<ul style="list-style-type: none"> • Portfolio management including strategic thinking and organisational development • Programme development including design and management • Project management including issue and risk management, problem solving, monitoring, evaluation and report, and donor regulations and guidance • People management • Fundraising and resource mobilisation including proposal development • Financial and budget management • Stakeholder management • Communication including representation and networking, advocacy and influencing, interpersonal and intercultural skills • Capacity building including the ability to delivery training 	Depending on the focus and scope of the role, the programme manager may be a generalist with strong functional skills but may be required to have thematic expertise particularly if they are coordinating project work in a thematic area such as Nutrition, WASH, Shelter etc	5 to 7 years	Level 7

Occupation	HAQF level	Functional Competencies	Thematic Competencies	Years of experience	Qualification level
Advisor	6 to 7	<ul style="list-style-type: none"> • Portfolio management in the areas of strategic thinking and organisational development • Project management including monitoring, evaluation and reporting • People management • Fundraising and resource mobilisation including proposal development • Communication including advocacy and influencing, written communication, and interpersonal and intercultural skills • Capacity building including the ability to deliver training 	Advisor posts usually have a technical specialism and therefore require specific thematic competencies related to their area of expertise	5 to 7 years	Level 6 or 7
Project Manager	6	<ul style="list-style-type: none"> • Project management including issue and risk management and problem solving, monitoring and evaluation and reporting, donor regulations and guidance • People management including recruitment and management of specialists and sub-contractors • Fundraising and resource mobilisation including proposal development • Finance and budget management • Resource management including management of technical, administrative and financial resources • Stakeholder management • Communication including written communication skills, interpersonal and intercultural skills 	The Project Manager is required to have a mix of functional skills and thematic expertise in a particular area such as Nutrition, WASH, Shelter etc	3 to 5 years	Level 6 or 7

5.4 CREATING JOB DESCRIPTIONS

Using competency profiles to create job descriptions for individual roles ensures that there is a transparent and consistent process for defining the exceptions of all staff across an organisation. This is important at all stages of the employment cycle: recruitment and selection, performance management, learning and development, and organisational planning and development.

Competency profiles outline the range of mandatory and discretionary competencies that apply to a type of role. A line manager or recruiting manager, will use this as a starting point to create a job description that is specific to the individual role and describes all of the competencies required and at what level. These competencies should be consistent with the responsibilities and tasks of the post, and the context of operation, that will also be outlined in the job description.

The EUHAP job profiles¹⁰ are an example of a profile that can be readily adapted for use as a job description. Figure 13 provides guidance on creating a job description using the EUHAP job profile model as an example. An example of a EUHAP job profile can be found in the annex 5.

Figure 13: Guidance on creating job descriptions

Section	What should be included	Guidance
Summary of key information	This should include key information summarised from the job description such as: <ul style="list-style-type: none">• Job title• Type of contract (fixed or open ended) and whether it is full or part time• Internal grade and remuneration level• Who the post reports to• Who the post manages• Location	This should be created in reference to organisational policies
Organisational background	Key organisational information that is relevant to the post	This may be created for each role or based on a standard organisational text
Context for the post	Add key contextual information to describe: <ul style="list-style-type: none">• The operating environment - key relevant features of the location• Programmatic information - key programmes, projects, partners or stakeholders	This should be created specifically for the role
Scope of the role	Add a description of the scope of authority of the role: <ul style="list-style-type: none">• Overview of their role• Who they manage and work with• What resources will they be responsible for	This should be consistent with the organisational structure diagram. Section A in the EUHAP job profile can provide additional guidance.

¹⁰<http://euhap.eu/ha-professions/>

Key responsibilities	List the key responsibilities for which they will be held accountable	This should be created specifically for the role drawing on any existing RACI diagrams; it should be consistent the responsibilities of others in connected posts.
Competencies	<p>List the competency areas and levels required including:</p> <ul style="list-style-type: none"> • Core humanitarian • Technical • Functional <p>If relevant, link to additional reference documents including competency profiles and competency frameworks.</p>	<p>Required competency areas should be listed in the job description and the level provided. The competency profile and competency frameworks can be provided as an accompanying document to provide additional detail of the competencies.</p> <p>Use section C in the EUHAP job profile for additional guidance.</p>
Qualifications and experience	<p>List any qualifications that are required and whether they are essential or desirable.</p> <p>List the length and type of experience required.</p>	Use section D in the EUHAP job profile for additional guidance.
Contextual or Organisation specific requirements	<p>List any additional knowledge, skills or experience that are required such as:</p> <ul style="list-style-type: none"> • Organisation specific knowledge and experience • Organisational value set • Languages • Country specific knowledge or experience 	<p>This section might include requirements such as a criminal record check if the role will work with young or vulnerable people. It may include a requirement to demonstrate sharing values or faith.</p> <p>Use section E in the EUHAP job profile as additional guidance.</p>
Additional skills or requirements	<p>List any additional skills or requirements not previously covered such as:</p> <ul style="list-style-type: none"> • IT and computer skills • Ability and willingness to travel • Driving license may be required. 	Use section F in the EUHAP job profile as additional guidance

Job Profiles and further information on the EUHAP project can be found at: <http://euhap.eu/ha-professions/>



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ANNEXES

- Annex 1: Bibliography of key resources
- Annex 2: Comparison of competency framework models
- Annex 3: Competency framework for Mango register
- Annex 4: Extract from the IASC competency framework for Humanitarian Coordinators
- Annex 5: Example of EUHAP job profile
- Annex 6: Mapping of competency frameworks

ANNEX 1: BIBLIOGRAPHY OF KEY RESOURCES

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Annex 2: Comparison of competency framework models

Framework	Competency Areas	Description	Competencies	Behaviours	Limiting behaviours	Key Phrases	Levels
The Start Network CHCF	Domain: Achieving results	Outcome: Be accountable for your work and use resources effectively to achieve lasting results	Competency: Ensuring programme quality and impact	Behaviour: Demonstrate understanding of agency project cycle management	Limiting behaviours: Displays an inflexible attitude in the face of changing plans or decisions, which can have a negative impact on project outcomes		Two levels of behaviours
EUPRHA HAQF	Dimension: Coping and safety	Level indicators: Has basic knowledge of the humanitarian principles and procedures, completes allocated tasks and provides general support in humanitarian action		Responsibility and autonomy: Takes responsibility for completion of allocated tasks and operates autonomously within that mandate. Knowledge and skills also described			Eight levels of competencies and behaviours
ELRHA Humanitarian Competencies	Areas of focus: Managing yourself		Competency: Resilience	Behaviours: Identifies symptoms of stress and takes steps to reduce stress			Three levels of behaviours

Framework	Competency Areas		Description	Competencies	Behaviours	Limiting behaviours	Key Phrases	Levels
CPWG Child Protection in Emergencies	Domain: Core child protection competencies	Area of focus: Principles and approaches to child protection programming		Competency: Using a rights-based approach in child protection	Behaviours: Leads or support multi-stakeholder consultations to agree ways to address gaps identified in upholding children's rights			Three levels of behaviours
	Domain: Measuring malnutrition: rapid assessments				Behaviours: Plans, organises, and leads nutritional assessments			Three levels of behaviours
Mango Register	Domain: Financial planning and decision making			Competency: Budgeting, forecasting, and analysing	Behaviours: Works with managers to set accurate and realistic budgets			One level
RedR UK/ Bioforce Training	Domain: Deliver training			Competency: Develop an inclusive environment conducive to adult learning	Activities: Encourage participation of all learners			One level
RedR UK/ WEDC WASH in Emergencies	(Competency family)	Domain: Programming		Competency: Conduct functional assessment	Behaviours: Effectively assimilate information about the local context and demonstrate awareness of local cultures/ complexities			Three levels of behaviours

Framework	Competency Areas	Description	Competencies	Behaviours	Limiting behaviours	Key Phrases	Levels
CaLP Cash Transfer Programming	Domain: Core humanitarian principles		Competence: Humanitarian context	Behaviours: Describe how cash transfer programming can support the different phases of humanitarian response, including preparedness and contingency, response and recovery			Essential competences for all and three groups of additional competence for different roles; no levels of progression
IASC Humanitarian Coordinator	Domain: Leadership	Description: Demonstrates a broad-based understanding of the growing complexities of humanitarian issues and activities. Creates a strategic vision of shared goals based on humanitarian principles and norms, and ensures broad acceptance of it. Develops a roadmap which enhances humanitarian action	Competency: Formulating strategies	Behaviours: Develops strategic plans for the achievement of the humanitarian goals, in collaboration with the humanitarian country team, building in appropriate contingencies.	Ineffective behaviours: Does not develop a comprehensive and coherent strategy with the humanitarian country team. Develops strategies without involving or consulting others.	Ethics and values	Level of behaviours described; a scale for assessment is provided: 1. No competency; 2. Competency needs development; 3. Competent; 4. Very competent

Framework	Competency Areas		Description	Competencies	Behaviours	Limiting behaviours	Key Phrases	Levels
ADCAP Inclusion	Domain: Technical	Competency area: Advocacy	Statement: Advocates with, and on behalf, of older and disabled people to influence humanitarian stakeholders to improve access to needs based assistance		Behaviours: Influences decision-making in the sector to develop ageing and disability friendly humanitarian policies and programmes by sharing key data and analysis			Three levels of behaviours

Annex 3: Competency framework for the Mango register

Financial planning and decision making	Financial Accounting	Internal control and risk management	Donor/grant management	General management	Leadership and commitment	Collaborating & communicating	Managing yourself
Budgeting, forecasting, and analysing works with managers to set accurate and realistic budgets supports managers to monitor budgets and take action to address variances analyses cash flow and provides accurate projections and forecasts translates technical financial data into informative reports with accompanying narrative senior/leadership level designs and manages complex budgeting processes, linking financial and non-financial objectives and indicators analyses and consolidates data to produce reports which help evaluate performance and strategic decision-making embeds value for money and financial sustainability in organisational planning and decision-making	Managing accounting processes keeps all accounting records accurate, complete and up to date uses computerised accounting systems has demonstrable expertise in Excel senior/leadership level implements and manages changes to financial systems, procedures and practices produces statutory financial statements manages the audit process	Establishing and maintaining effective financial controls works with managers to assess and manage risk reviews and implements adequate policies and procedures promotes awareness and implements feedback mechanisms to prevent fraud and corruption senior/leadership level manages investigations into breaches of internal controls and fraud develops, monitors and evaluates overall system of risk and assurance management	Managing the financial requirements and risks of donor contracts communicates and monitors compliance with donor regulations reviews and adapts internal systems and controls to meet donor requirements and recover costs prepares timely financial reports that are supported by evidence that will meet donor audit requirements assesses and monitors partners' capacity to effectively manage grants senior/leadership level manages the financial risks associated with donor contracts builds and maintains positive relationships with donors	Managing people and performance to achieve results holds self and others accountable sets clear objectives with individuals/teams to achieve effective performance challenges poor practice constructively and gives feedback that improves performance supports and develops staff to build capacity and confidence uses values, experience and integrity to make the right decisions senior/leadership level manages and aligns team performance and structure with organisational priorities demonstrates good business judgement	Using initiative and motivating others, (independent of role, function or seniority) takes initiative and originates action solves problems using analysis, creativity and tenacity inspires others to give their best works with enthusiasm, energy and commitment senior/leadership level leads change through people, communicating their vision and enabling others to work collaboratively represents the organisation's strategy and values in negotiating with internal and external stakeholders takes calculated risks to improve performance	Building and maintaining relationships and communicating effectively works respectfully and inclusively with people from diverse backgrounds and cultures communicates confidently and clearly varies the way they communicate ideas and information ensuring their message is understood encourages and supports other team members listens to and involves others in team decisions and actions recognises and resolves conflict situations senior/leadership level influences and negotiates to achieve effective results presents complex information in a succinct and compelling manner	Adapting to pressure and change to operate effectively and professionally shows awareness of own strengths and their limitations and their impact on others seeks and reflects on feedback to improve personal performance adapts to different and difficult situations in rapidly changing environments recognises stress and takes steps to reduce it remains positive and constructive in the face of setbacks and adversity plans, prioritises and performs tasks well under pressure senior/leadership level responds calmly and decisively in a crisis balances the needs of the organisation and its people

Annex 4: Extract from the IASC competency framework for Humanitarian Coordinators

1. Leadership

1.1 Formulating Strategies, Applying Humanitarian Principles and Norms

Demonstrates a broad-based understanding of the growing complexities of humanitarian issues and activities. Creates a strategic vision of shared goals based on humanitarian principles and norms, and ensures broad acceptance of it. Develops a roadmap which enhances humanitarian action.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
No competency	Competency needs development	Competent	Very competent

Effective Behaviour	Ineffective Behaviour
1. Develops strategic plans for the achievement of the humanitarian goals, in collaboration with the humanitarian country team, building in appropriate contingencies.	1. Does not develop a comprehensive and coherent strategy with the humanitarian country team. Develops strategies without involving or consulting others.
2. Demonstrates an excellent understanding of humanitarian principles, standards and mandates.	2. Does not take into account humanitarian principles, standards and mandates.
3. Develops strategy with view to improved access, delivery of assistance and protection of affected populations.	3. Develops strategies that have no reference to the effect on affected populations.
4. Develops strategy taking agency mandates into account.	4. Develops strategies that negatively affect agency mandates.
5. Demonstrates an excellent understanding of the complex interrelationships of factors which impact on international humanitarian assistance.	5. Does not consider the broader context; isolates work to own technical field or agency background.
6. Anticipates new trends and identifies opportunities to promote the goals of the humanitarian community.	6. Considers only the present when developing strategy and plans.
7. Addresses underlying complex issues that have the potential to impact the implementation of the vision.	7. Does not take into account broader issues which could undermine the humanitarian country team strategy.
8. Takes an active role in developing and articulating a clear and coherent identity for the entire humanitarian community and builds commitment to this inside and outside of the UN.	8. Does not build an identity for the humanitarian community.

Key phrases to describe this competency:
Ethics and Values; Behavioural Flexibility; Acts with Integrity and Transparency; Commitment to the entire humanitarian community and his/her TORs as Humanitarian Coordinator; Vision

JOB PROFILE

Job Title: Country Director

A. Scope of the Role

This is a senior leadership position the scope of which will vary depending on the scale of the country programme. This position is the most senior position in a geographical location and will have final accountability for the activities in that location. The Country Director is usually responsible to a Director based in another geographical location: either in a regional office or headquarters.

The job function covers strategic, programmatic and operational areas: the post holder will be responsible for setting the strategy in line with organisational strategy and mandate, overseeing the work of the programme teams and overseeing the work of the operational teams including the HR, finance, logistics, security and facilities functions.

The post holder is unlikely to require a technical speciality unless the country programme has a particular, restricted focus however they may require a broad understanding of the key issues in each of the technical areas in which programmatic work is undertaken. The post holder will require a broad range of functional skills related to leadership and management and will be required to have a mix of outward- and inward-facing skills. The post is usually considered to be an international post.

B. Connected Roles

Managed by	Head of Programmes, Regional Director, International Director, Head of Operations.
Managing	Programme Managers, Advisors, Operational Managers (Finance Manager, HR Manager, Security Manager, Facilities Manager).
Variations	Head of Mission.

C. Skills and Competencies

The post holder will be competent at level 7 of the HAQF. They have a highly specialised understanding of humanitarian action and the ability to develop new knowledge and procedures as a senior professional or expert. They provide tactical and strategic leadership in insecure situations.

They will display a range of level 7 characteristics from the HAQF profiles including:

- Humanitarian commitment: has specialised problem-solving skills to apply humanitarian principles and standards in an innovative manner in order to operate strategically and takes responsibility for specifying clear ethical standards, actively promoting dialogue and reflection about diversity;
- Context analysis and reflection: has specialised skills for conceptualising, interpreting and analysing data, information and experience from a variety of sources in order to develop new interdisciplinary knowledge and procedures to solve complex problems; manages humanitarian contexts that are complex, unpredictable and require new strategic approaches;
- Leadership: has highly specialised and interdisciplinary knowledge of trends in the humanitarian sector and the ability to define and adapt strategic plans and objectives for the medium term taking into account trends from an overall perspective; has a range of coaching and management skills to facilitate acceptance of strategic decisions and organisational goals and values;
- Collaborative relationships: has the ability to cultivate relationships of respect and confidence and integrate the consideration of different opinions into their interactions; engages and motivates people to work as a team or in partnership by involving them in the different levels of decision-making;
- Service to crisis-affected people: highly specialised knowledge and conceptualised understanding of the needs and rights of crisis-affected people and the range of humanitarian intervention measures to meet them in order to improve the impact of interventions.

Humanitarian Competencies

C. Skills and Competencies cont.

Functional Competencies	<p>A Country Director requires competencies in the following areas:</p> <ul style="list-style-type: none"> ▪ Portfolio management including strategic thinking, organisational and portfolio development and management ▪ Programme management including development and design ▪ Project management including issue and risk management and problem solving ▪ People management ▪ Fundraising and resource management including proposal development ▪ Financial and budget management ▪ Stakeholder management including donor engagement ▪ Communication including representation and networking, interpersonal and intercultural skills ▪ Capacity building and specifically coaching and mentoring.
Thematic Competencies	Country Director posts do not usually have a technical focus although they may require a basic knowledge of key issues across a range of thematic areas.

D. Qualifications and Experience

Previous Experience	Extensive experience is required: the post frequently requires 8-10 years of professional experience.
Qualifications	The post most often requires an academic qualification at level 7 (for example Masters) in a related field.

E. Contextual or Organisational Specific Requirements

Specific organisations or contexts might require additional competencies or experience which may include:

- Organisation specific knowledge and experience
- Organisational value set
- Languages
- Country specific knowledge.

F. Additional Skills or Requirements

Some roles may have additional skills or requirements listed which may include:

- IT and computer skills are usually an essential requirement
- Ability and willingness to travel is essential for this post
- Driving license may be required although less commonly.

Annex 6: Mapping of competency frameworks

Document name	Created by	Date	Competency area	Type of competency	Who is it for	Document type	Description	Format/ wording	Overlap with CHCF and other frameworks
Core Humanitarian Competency Frameworks									
Core Humanitarian Competency Framework (CHCF)	Start Network	2011; reviewed 2016	Core humanitarian	Core humanitarian	All humanitarian	Competency framework	A competency framework developed in consultation with several INGOs. The framework has 6 competency domains described at 2 levels: relevant to all and 1st level managers.	Competency domains, outcomes, competencies, core behaviours, limiting behaviours <i>Examples: Achieving results; Be accountable for your work and use resources effectively to achieve lasting results; Ensuring programme quality and impact; Demonstrate understanding of agency project cycle management; Displays an inflexible attitude in the face of changing plans or decisions, which can have a negative impact on project outcomes</i>	The domains are: understanding humanitarian contexts and applying humanitarian principles, achieving results, developing and maintaining collaborative relationships, operating safely and securely at all times, managing yourself in a pressured and changing environment, demonstrating leadership in humanitarian response
Humanitarian Action Qualification Framework (HAQF)	NOHA/ EUPHRA project	2014	Core humanitarian	Core humanitarian	All humanitarian	Qualifications framework	A qualifications framework developed by analysing multiple competency frameworks existing in the sector. The purpose of the framework is to support the development of qualifications that meet the needs of humanitarian agencies. It outlines core humanitarian knowledge, skills and responsibilities/ autonomy at 8 levels; and an additional 5 dimensions are described in detail at levels 4-8.	In the HAQF there are: level indicators, knowledge (theoretical and factual), skills (cognitive and practical) and responsibility & autonomy <i>Examples: Has basic knowledge of the humanitarian principles and procedures, completes allocated tasks and provides general support in humanitarian action; Basic knowledge of humanitarian principles and standards; Ability to provide general support for humanitarian work; takes responsibility for completion of allocated tasks and operates autonomously within that mandate.</i>	The HAQF has very similar domains/ profiles as the aim of the work was to build on existing frameworks; the CHCF maps onto HAQF at level 4 and level 7. The 6 dimensions in the HAQF are: Humanitarian Commitment, Context Analysis and Reflection, Coping and Safety, Leadership, Collaborative Relationships and Service to Crisis-Affected People. The behaviors described in the responsibilities and autonomy section shows strong similarities with the CHCF but provide more detail.

Document name	Created by	Date	Competency area	Type of competency	Who is it for	Document type	Description	Format/ wording	Overlap with CHCF and other frameworks
Core Humanitarian Competency Frameworks									
Professionalising the Humanitarian Sector: A Scoping Study	RedR UK and Tufts University for ELRHA	2010	Core humanitarian	Core humanitarian	All humanitarian	Scoping study and competency framework	<p>The Scoping Study makes a case for the professionalisation of the sector including the need for developing a standardised curriculum. The study includes a proposed competency framework. The competency framework consists of 4 competency areas which are described at three levels. The areas of focus are: managing yourself, working with others, achieving results, using resources</p>	<p>Areas of focus, competencies, behaviours <i>Examples: Managing yourself; Resilience; Identifies symptoms of stress and takes steps to reduce stress</i></p>	<p>The CHCF and ELRHA competency frameworks have several domains in common including managing yourself, achieving results and collaborative relationships/working with others and at the level of the competencies there are further similarities. There are some notable differences: the ELRHA framework includes 'using resources' which doesn't appear in the CHCF; meanwhile, CHCF has a section on Humanitarian contexts and principles which doesn't appear in the ELRHA framework. In addition both security and safety and leadership are more prominent in the CHCF.</p>

Document name	Created by	Date	Competency area	Type of competency	Who is it for	Document type	Description	Format/ wording	Overlap with CHCF and other frameworks
Technical and Functional Competency Frameworks									
Child Protection in Emergencies Competency Framework	Child Protection Working Group	2010	Child protection in emergencies (CPIE)	Core humanitarian and technical	Child protection specialists	Competency framework	<p>This framework was developed by the Child Protection Working Group. The framework covers three competency domains: core child protection competencies, core humanitarian competencies, competencies for child protection programming in emergencies. The programming competencies are very specific to child protection and are not general functional competencies for programming. Behaviours are described at 3 levels.</p>	<p>Competency domains, Areas of Focus, Competencies, Behaviours</p> <p><i>Examples: Core child protection competencies; principles and approaches to child protection programming; using a rights-based approach in child protection; leads or support multi-stakeholder consultations to agree ways to address gaps identified in upholding children's rights</i></p>	The core humanitarian competencies are taken from the ELRHA scoping study. The four areas included are managing yourself, working with others, achieving results, managing resources.
Technical competency framework for Nutrition in Emergencies Practitioners	J. Meeker et al; representing 7 organisations	2013	Nutrition in emergencies (NIE)	Core humanitarian, technical and functional	Nutrition in emergencies practitioners	Competency framework	<p>The framework includes 20 competency domains broken down into behaviours at 3 levels. These cover NIE competencies, humanitarian competencies as well as logistics, monitoring and evaluation, advocacy and communication, reporting, capacity building and training.</p>	<p>Competency domains, behaviours</p> <p><i>Examples: Measuring malnutrition: rapid assessments; plans, organises, and leads nutritional assessments</i></p>	The NIE framework is designed to be a complete framework covering all areas required by NIE practitioners. It therefore incorporates core humanitarian areas. Humanitarian systems and standards has a similar purpose to CHCF understanding humanitarian contexts and applying humanitarian principles; Coordination has similarities with CHCF developing and maintaining collaborative relationships but is a slightly different focus.
International Development and Humanitarian Trainer Competency Framework	RedR UK and Bioforce	2011	Training	Functional	Trainers	Competency framework	<p>The competency framework has 5 competency domains which are: assess training needs, design training, deliver training, evaluate training event, assess learning. There are no levels.</p>	<p>Competency domain, competencies, activities</p> <p><i>Examples: Deliver training; develop an inclusive environment conducive to adult learning; encourage participation of all learners</i></p>	Humanitarian competencies are not included in the competency framework so there are no overlaps with the core humanitarian competency frameworks. This framework is designed to be used alongside other frameworks such as the CHCF.

Document name	Created by	Date	Competency area	Type of competency	Who is it for	Document type	Description	Format/ wording	Overlap with CHCF and other frameworks
Technical and Functional Competency Frameworks									
WASH in Emergencies Competency Framework	RedR UK and WEDC	2017	WASH in emergencies (WiE)	Technical and functional	WASH in emergencies practitioners	Competency framework	The competency framework is in draft format. The competency framework is in three sections that cover different aspects of WASH programming: Water, Sanitation and Hygiene Promotion. Each of the three linked frameworks covers domains, competencies and behaviours at three levels. The first domain in each framework is programming which is largely similar across all three and covers functions aspects such as project management.	The framework is sub-divided into three sections: Water, Sanitation and Hygiene Promotion. Within each of these there are: competency domains, competencies, competency dimensions/behaviours <i>Examples: Water; Programming; conduct functional assessment; effectively assimilate information about the local context and demonstrate awareness of local cultures/complexities</i>	The competencies described relate explicitly to a humanitarian context. However, the competencies do not describe core humanitarian competencies in a generic sense so there is no overlap with the CHCF or other core humanitarian competency frameworks. These do not replace the competencies in the CHCF but build on them.
CaLP CTP Competence Framework	CaLP	2017	Cash transfer programming (CTP)	Core humanitarian, technical and functional	Staff who are engaged in CTP in three capacities: operational delivery of CTP, technical programme design and quality and strategic planning and decision-making	Competency framework	A competency framework for all of those engaged in cash transfer programming. There are 9 sections which are sub-divided into competence areas, essential competences for all, additional competences for each of the 3 groups of staff identified (operational, technical, strategic). The 9 sections are: core humanitarian principles, cash concepts and definitions, assessment, response analysis, set-up and implementation, monitoring and evaluation, information management, cash preparedness and cash advocacy and coordination.	Domain, competence area, essential competence, additional competence <i>Examples: Core humanitarian principles, humanitarian context, describe how cash transfer programming can support the different phases of humanitarian response, including preparedness and contingency, response and recovery</i>	There is no real overlap with the CHCF. Although the framework covers humanitarian principles, the focus is on CTP within that context. These do not replace the competencies in the CHCF but build on them.

Document name	Created by	Date	Competency area	Type of competency	Who is it for	Document type	Description	Format/ wording	Overlap with CHCF and other frameworks
Role / Organisation-Specific Competency Frameworks									
Mango competency framework for recruitment onto Mango's register of trainers	Mango	2013	Financial management	Core humanitarian and functional	Finance managers	Competency framework	<p>This competency framework applies to those on the Mango register. It includes 8 competency domains: 4 which are specifically finance and 4 that are drawn from the CHCF; there are 2 levels as in CHCF</p>	<p>Competency domain, competencies, core behaviours</p> <p>Examples: <i>Financial planning and decision making; Budgeting, forecasting, and analysing; works with managers to set accurate and realistic budgets</i></p>	4 domains are taken from CHCF almost exactly: these are general management (achieving results), collaborating and communicating, managing yourself, leadership and commitment. The framework is for a specific role, but competencies and behaviours will be relevant to similar roles in other organisations.
Humanitarian Coordination Competencies	IASC	2009	Humanitarian coordination	Core humanitarian, functional and leadership	Humanitarian coordinators	Competency framework	<p>The framework includes 5 domains which are further sub-divided into competencies which is supported by an outcome/indicator statement and followed by effective and ineffective behaviours. The 5 domains are: leadership, managing relationships, influencing and representation, managing complexity, adapting and coping</p>	<p>Domain, competencies, outcome statement, effective behaviour, ineffective behaviour, key phrases to describe the competency</p> <p>Examples: <i>Leadership; Demonstrates a broad-based understanding of the growing complexities of humanitarian issues and activities. Creates a strategic vision of shared goals based on humanitarian principles and norms, and ensures broad acceptance of it. Develops a roadmap which enhances humanitarian action; Develops strategic plans for the achievement of the humanitarian goals, in collaboration with the humanitarian country team, building in appropriate contingencies; Does not develop a comprehensive and coherent strategy with the humanitarian country team. Develops strategies without involving or consulting others; ethics and values.</i></p>	<p>The competency framework is concerned with similar areas to the CHCF and there is considerable overlap. As the IASC competency framework is for a senior role, the behavioural expectations are somewhat higher. Although the IASC framework is for a specific role, some of the competencies and behaviours may be applicable to other senior humanitarian roles.</p>

Document name	Created by	Date	Competency area	Type of competency	Who is it for	Document type	Description	Format/ wording	Overlap with CHCF and other frameworks
Role / Organisation-Specific Competency Frameworks									
Inclusion Competency Framework	ADCAP	2015	Inclusion	Core humanitarian, technical and functional	ADCAP Inclusion advisors (Change Makers)	Competency framework	<p>This includes 2 competency domains: technical and core humanitarian. These are further sub-divided into 5 competency areas in the technical domain (inclusion know-how, enable and drive change, capacity development, advocacy, evaluating impact). The core humanitarian competencies are taken from the CHCF. The framework is described at 3 levels.</p>	<p>Competency domain, competency areas, general overview of what the competency covers, behaviours at 3 levels</p> <p><i>Examples: Technical, Inclusion know-how: Demonstrate an understanding of, and the ability to apply in practice, the theory & research dimensions of inclusive humanitarian action, contributes expertise on gender-- sensitive ageing and disability inclusive humanitarian programmes across sectors</i></p>	The core humanitarian competencies are drawn from the CHCF with slight amendments. The competencies have also been divided into 3 levels while the CHCF itself is in 2 levels.

Document name	Created by	Date	Competency area	Type of competency	Who is it for	Document type	Description	Format/ wording	Overlap with CHCF and other frameworks
Other resources									
FMD Pro Guide Learning Outcomes	Humentum	2017	Financial management	Functional	Non-financial managers	Syllabus	The FMD Pro guide is based on a syllabus which describes the expected learning outcomes. These are: level 1 (knowledge) and level 2 (comprehension), level 3 (application) and level 4 (analysis). This is not a competency framework but exhaustively describes the knowledge that is required and which would enable a manager to be competent in the area. A qualification is planned.	Syllabus area/ topic, learning outcomes <i>Examples: Financial management key concepts; List the 7 principles of financial management; explain how the seven principles of financial management are used to ensure good practice</i>	The areas defined do not overlap with areas covered by the CHCF or other core humanitarian competency frameworks
PMD Pro Guide Learning Outcomes	PM4NGOs	First published 2011, last update 2017 (v 1.8)	Project management	Functional	Project managers or anyone involved in project management	Syllabus	The PMD Pro guide and qualification is based on a syllabus which describes the expected learning outcomes. At present these are described at level 1 (knowledge), level 2 (comprehension), level 3 (application) and level 4 (analysis). There are 16 syllabus areas which are further sub-divided into topics. There are qualifications available at two levels.	Syllabus area, topic <i>Examples: Projects in the development sector, manage the performance of staff who have varying levels of competency levels in project management</i>	The areas defined do not overlap with areas covered by the CHCF or other core humanitarian competency frameworks

Document name	Created by	Date	Competency area	Type of competency	Who is it for	Document type	Description	Format/ wording	Overlap with CHCF and other frameworks
Other resources									
NGO Safety and Security Training Project: How to Create Effective Security Training for NGOs	Christine Persaud for EISF and Interaction	2014	Security	Technical	All staff; the framework is sub-divided into those who are travelling, deployed staff on short term and long term placements	Curriculum	This document is a comprehensive syllabus for security training covering four areas described as levels: level 1 Personal Safety and Security; level 2 Field Operational; level 3 Field Strategic; level 4 Global Strategic. Level 1 is further sub divided into basic personal security, advanced personal security and personal security in violent environments. This is not a competency framework but exhaustively describes the knowledge that is required	Goal, key objectives, topic, topic details <i>Examples: Develop self and team awareness for higher security risk environments by teaching participants' security management and good practices in prevention and response to security situations; prepare participants to assess and manage situation--specific security and safety risks; how to assess situation--specific security risks. This enables participants to make more informed decisions on how to bet reduce their risk exposure and minimize their potential impact. Key points include: defining terms threat, vulnerability and risk.</i>	The areas defined do not overlap with areas covered by the CHCF.

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