

# INTOSAI Development Initiative Competency Framework

## Contents

Preface.....	1
1. Why does a competency framework matter for IDI?.....	1
2. What are the key concepts used in this framework?.....	2
3. What are the basic presumptions for this framework? .....	2
4. Core Competency Matrix.....	4
5. Professional Competency Matrix .....	4
6. Functional Competency Matrices.....	6

## Preface

Since its inception in 1986, the INTOSAI Development Initiative (IDI) has over the years established itself as a unique organisation that works towards supporting effective, accountable, and inclusive Supreme Audit Institutions in making a difference in the quality of public sector governance and service delivery for the value and benefit of all. To meet its evolving strategic priorities over the years in working within the INTOSAI community and with a wide spectrum of external stakeholders, IDI has regularly supplemented its ranks with employees having new skills and competencies. During the implementation of its 2019-2023 Strategic Plan, IDI has grown into an organisation with around 50 employees with diverse skill sets and competencies. As a growing organisation that needs to further refine its human resource requirements to meet the constantly evolving environment and support needs, it has been decided to organise the required competencies in a formal document leading to the development of this IDI Competency Framework. This document will be a living document and will be routinely updated, especially in the new strategic planning periods.



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**Director General**

### 1. Why does a competency framework matter for IDI?

As an organisation supporting the capacity development of Supreme Audit Institutions (SAI) globally, IDI needs to draw upon a wide variety of skill sets, knowledge range and personal characteristics to meet its strategic priorities. A competency framework will support IDI by documenting the competencies that are required to sustain effective operations.

The INTOSAI community, including IDI, is actively engaged with competencies for public sector auditors. This includes the development of ISSAI 150 on Auditor Competence and related guidance.

The competencies mentioned in the document are to be harnessed by the IDI not only through its employees, but through resource persons drawn from partner SAIs as well as other human resources. The IDI Competency Framework has been prepared to serve the indicated purposes in the following areas:

Support implementation of IDI Strategic Plan	Facilitate Human Resource Management	Enable Communication
<ul style="list-style-type: none"> <li>• Link IDI’s vision, mission and core principles presented in its strategic plan to a set of competencies. This will help IDI in realising its vision and meeting its mission in terms of the enunciated core principles.</li> <li>• Identify a set of competencies that will guide IDI in managing its human resources for focusing on the work streams and cross cutting priorities in the strategic plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Help in planning for new positions to achieve IDI’s strategic priorities. Competencies can be drawn on to develop the job profiles of the new positions that will come up for recruitment.</li> <li>• Support annual performance appraisals of employees. Draw on the listed competencies to develop indicators and targets in mutual consultation between the employee and manager.</li> <li>• Plan professional development by referring to the list of competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Help new and existing employees to understand the required competencies to meet the IDI’s strategic priorities through their respective roles.</li> <li>• Inform IDI staff about the competencies expected in other roles and departments in the organisation.</li> <li>• Inform external stakeholders including prospective employees about the competency requirements for working in IDI.</li> </ul>

## 2. What are the key concepts used in this framework?

The following definitions/ key concepts have been considered in developing this framework:

### I. *Competencies*

Competencies are described as the measurable or observable knowledge, skills, and personal attributes critical to successful job performance. The extent to which a specific competency is measured or observed depends on what the framework is being used for (the purpose).

- a) Knowledge is the theoretical or practical understanding of a subject
- b) Skills are the proficiencies developed through training or experience
- c) Personal attributes refer to the qualities, characteristics, or traits of a person.

### II. *Competency Framework*

A conceptual model that details and defines the competencies expected of individual/collective human resources contributing to the successful implementation of IDI mission and strategy at any given point in time. Competency frameworks are not static but rather dynamic in nature and seek to define the elements needed to drive success. These elements will change depending on the circumstances.

## 3. What are the basic presumptions for this framework?

The principles considered in developing this framework are:

### I. *Ownership and maintenance*

The IDI Management Team owns the IDI Competency Framework. The Strategic Support Unit and the HR function in coordination with the Management Team will support maintenance of the framework.

Supporting effective, accountable and inclusive Supreme Audit Institutions

The framework will be dynamic to cater to changing requirements. It will be updated/ revised within six months of a new IDI Strategic Plan. In addition to the update/ revision with a new strategic plan, light touch updates may be undertaken as and when required.

## *II. Employee Involvement*

Development of the IDI Competency Framework has been undertaken with active involvement of IDI staff. Discussions on the competencies were facilitated across the IDI. The competencies were identified from the IDI staff through brainstorming sessions. Competencies were organised and consolidated and thereafter the draft framework was shared with all employees for their comments. The framework was updated based on the final comments and presented to the IDI Management Team for approval.

## *III. Three-tier Framework*

The IDI Competency Framework is organised in three tiers and grouped into Core Competencies, Professional Competencies and Functional Competencies. Job descriptions will be a mix of core, professional and functional competencies.

### **Core Competencies**

- These competencies are applicable to all employees across IDI. These cut across different departments and organizational levels of employees.
- Core competencies have been grouped under 'Competency Groups' based on the IDI core principles of effectiveness, accountability and inclusiveness.

### **Professional Competencies**

- The professional competencies are organised as per organizational levels that have common elements in their professional profiles. Accordingly, these are classified into four categories – Coordinator/ Senior Coordinator, Manager/ Senior Manager, Deputy Director General and Director General. These competencies are same for the levels across different functional units in IDI. To illustrate, the professional competencies at the level of Manager/Senior Manager will be different from that of a Deputy Director General. However, the competencies expected of a manager/ senior manager will be the same across all IDI departments. Inter se distinction between 'senior' and 'non-senior' positions is not a part of the competency framework.

### **Functional competencies**

- These competencies are needed as a whole by IDI work streams, cross cutting or other priorities to deliver the IDI strategic plans.
- These are specific to the work stream, cross cutting or other priority. However, it is possible that functional competencies of one department might overlap with those of another. This does not imply that the competency is a core competency. To illustrate, there may be a common functional competency between Relevant SAIs work stream and Professional SAIs work stream. But it will not be a core competency because it is not necessary for all IDI staff.
- These competencies are not organized according to the different organizational levels of staff.
- Functional competencies are different from job descriptions. Individual positions are defined through job descriptions, drawing on the relevant functional competency matrices. It is not expected that every job description under a work stream, cross cutting or other priority would include every competency within that matrix.

## 4. Core Competency Matrix

Effectiveness	Accountability	Inclusiveness
<p><b>Delivers quality &amp; adds value</b></p> <ul style="list-style-type: none"> <li>• Acts proactively in delivering work</li> <li>• Takes ownership of delivering high-quality work in an efficient and timely manner</li> <li>• Strives for excellence through innovation, adoption of novel practices and continuous learning</li> <li>• Demonstrates resilience and flexibility in delivering work</li> <li>• Demonstrates understanding of the context of IDI's operating environment and portfolio</li> </ul>	<p><b>Demonstrates ethical behaviour in all circumstances</b></p> <ul style="list-style-type: none"> <li>• Demonstrates awareness and understanding of requirements of IDI Code of Ethics</li> <li>• Demonstrates ability to recognise and resolve ethical dilemmas appropriately</li> <li>• Proactively contributes to an organisation wide ethical culture</li> </ul>	<p><b>Respects &amp; promotes diversity and inclusiveness</b></p> <ul style="list-style-type: none"> <li>• Demonstrates awareness of diversity, inclusiveness, unconscious bias and accessibility issues</li> <li>• Does not discriminate based on any considerations including for instance gender, race, class, sexuality, religion, disability, nationality, physical appearance.</li> <li>• Contributes to IDI efforts to help improve the ability, opportunity and dignity of those recognised by IDI as marginalised or at risk of being marginalised.</li> </ul>
<p><b>Works together for a shared purpose</b></p> <ul style="list-style-type: none"> <li>• Supports IDI in achieving organisational objectives</li> <li>• Demonstrates supportive and collaborative behaviour by accommodating and valuing diverse ideas for effective performance in teams</li> <li>• Engages effectively with relevant stakeholders</li> <li>• Communicate effectively in English</li> </ul>	<p><b>Demonstrates accountable behaviour</b></p> <ul style="list-style-type: none"> <li>• Holds oneself to account for timely high quality work and ethical behaviour</li> <li>• Keeps up to date and complies with applicable IDI policies, rules and regulations</li> </ul>	<p><b>Demonstrates gender sensitive behaviour</b></p> <ul style="list-style-type: none"> <li>• Effectively follows the accountability framework in the IDI Gender Policy according to one's role</li> <li>• Contributes to IDI efforts to raise awareness and advocate for gender equality within IDI and with stakeholders</li> </ul>
<p><b>Ability to handle IT packages and online tools</b></p> <ul style="list-style-type: none"> <li>• Ability to use Microsoft office suite and other relevant office software</li> <li>• Ability to effectively work on online meeting and file managing software and use digital learning platforms</li> <li>• Adapt to use basic office equipment</li> </ul>		

## 5. Professional Competency Matrix

	Knowledge/Skills: Required to do the job	Thinking: Needed to solve problems	Responsibilities: Independence, complexity, breadth and depth
<b>Coordinator/ Sr. Coordinator</b>	<ul style="list-style-type: none"> <li>• Ability to perform administrative and support tasks in respect of IDI initiatives or areas of operations</li> <li>• Ability to make administrative and logistic arrangements for IDI's online and in-person events</li> <li>• Ability to support IDI processes for planning, resourcing, budgeting, implementing, monitoring and reporting on initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to address issues and solve problems arising in different working situations, and obtain necessary guidance from suitable sources</li> <li>• Ability to take initiative to suggest ways of improving policies and procedures in the IDI</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to take on and deliver effectively in the span of responsibilities</li> <li>• Ability to liaise with relevant stakeholders including resource persons, participants, service providers and other partners and organisations</li> </ul>

	<b>Knowledge/Skills: Required to do the job</b>	<b>Thinking: Needed to solve problems</b>	<b>Responsibilities: Independence, complexity, breadth and depth</b>
	<ul style="list-style-type: none"> <li>• Demonstrates know how needed to contribute to multiple IDI operational areas</li> </ul>		<ul style="list-style-type: none"> <li>• Ability to work autonomously and take initiative in supporting the relevant IDI processes</li> <li>• Ability to guide colleagues in areas of competence</li> </ul>
<b>Manager/ Sr. Manager</b>	<ul style="list-style-type: none"> <li>• Ability to facilitate or support capacity development processes related to IDI operations including working with different contexts and INTOSAI regions</li> <li>• Possess technical knowledge and skills to perform effectively in specified IDI work streams or operational priorities</li> <li>• Demonstrates know how of IDI processes for writing proposals, planning, resourcing, implementing, monitoring and reporting on initiatives</li> <li>• Ability to proactively scan for and sustain long standing mutually beneficial partnerships with internal and external stakeholders</li> <li>• Demonstrates know how to identify new resources, and mobilise and manage resources</li> <li>• Ability to recognise emerging trends impacting on relevant work areas and apply them</li> <li>• Ability to conduct or support gender analysis and mainstream gender and inclusive considerations into their areas of operation</li> <li>• Ability to think strategically and ensure alignment with IDI strategies in their area of operation</li> <li>• Ability to advocate effectively for positive change in respect of specific IDI initiatives or specified area of operations</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to comprehend problems and situations and identify and communicate possible solutions</li> <li>• Ability to address issues in working situations by drawing on known sources of reference</li> <li>• Ability to develop creative, innovative and inclusive solutions</li> <li>• Ability to apply solutions in a dependable manner in working situations</li> <li>• Ability to think and perform independently</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to take on responsibility for initiatives and functions in their areas of work</li> <li>• Ability to provide support, motivation and mentoring to colleagues and stakeholders in areas of competence and responsibility</li> </ul>
<b>Dy. Director General</b>	<ul style="list-style-type: none"> <li>• Strategic understanding of IDI's operating environment including knowledge of INTOSAI, SAIs, IDI's institutional and governance arrangements and stakeholders</li> <li>• Demonstrates knowledge in subject areas under their leadership</li> <li>• Ability to lead by example, motivate, mentor, coach, develop and empower IDI staff to facilitate their growth and well being.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to manage IDI risks</li> <li>• Ability to contribute to collective decision making to ensure IDI's organisational effectiveness and good governance</li> <li>• Ability to solve problems and manage conflicts with stakeholders within and outside IDI</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to strategically manage achievement of results while meeting the time and quality requirements</li> <li>• Ability to lead organisational efforts for delivering IDI mission</li> <li>• Effective management of mainstreaming gender and inclusiveness aspects and considering all IDI</li> </ul>

	<b>Knowledge/Skills: Required to do the job</b>	<b>Thinking: Needed to solve problems</b>	<b>Responsibilities: Independence, complexity, breadth and depth</b>
	<ul style="list-style-type: none"> <li>• Demonstrates know how to identify new resources, and mobilise, allocate and manage resources</li> <li>• Ability to leverage on synergies across IDI’s functional areas and cooperate and lead effectively as part of the IDI management team.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to create and maintain a culture of continuous learning, knowledge sharing, innovation and striving for excellence</li> <li>• Ability to develop and articulate strategic perspective and vision</li> </ul>	<p>cross-cutting priorities within the professional domain and contribute at the organisational level</p> <ul style="list-style-type: none"> <li>• Ability to exercise appropriate levels of delegation and oversight</li> <li>• Ability to represent their respective departments and the IDI as per delegation</li> </ul>
<b>Director General</b> (in addition to those of DDGs)	<ul style="list-style-type: none"> <li>• Ability to provide clear leadership and direction to the rest of the IDI management team and staff, and set the tone at the top</li> <li>• Ability to secure funding and in-kind support from, and manage relationships with, a wide variety of partners for ensuring sustainable operations</li> <li>• Ability to implement a framework in which plans and budgets are aligned, and resources utilised effectively</li> <li>• Ability to develop and maintain an effective stakeholder engagement strategy across IDI</li> <li>• Ability to develop and implement a framework enabling IDI to attract, develop and retain appropriate staff</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to proactively assess emerging issues impacting SAIs and stakeholders, and assess potential impact for IDI</li> <li>• Ability to create a collaborative working culture, and nurture departmental and cross-departmental working</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to set clear accountabilities, risk tolerance and exercise oversight across IDI’s operations</li> <li>• Ability to make decisions for managing operations across IDI</li> <li>• Ability to manage relations with the IDI Board</li> <li>• Ability to represent the IDI holistically in different forums</li> <li>• Ability to exercise effective oversight on mainstreaming gender and inclusiveness aspects, and on considering all cross-cutting priorities across IDI operations</li> <li>• Ability to embed a culture of high performance, effective delivery and innovation through delegation and empowerment</li> </ul>

## 6. Functional Competency Matrices

### i. Professional SAIs Work Stream

Demonstrates ability to promote and support professionalism through high quality SAI audits	<ol style="list-style-type: none"> <li>1. Demonstrates sound understanding of <ul style="list-style-type: none"> <li>○ the IFPP and Fundamental principles of Public Sector Auditing</li> <li>○ ISSAIs applicable for financial, performance, compliance audits and audit quality</li> <li>○ SAI audit, audit quality environment, SAI models, SAI audit mandates &amp; institutional frameworks, methodology and practices, especially in the developing country context</li> <li>○ concepts, principles and practices of professional education (digital and in person formats), including certification, continuous professional development and digital education infrastructure (learning management systems, authoring tools and synchronous and asynchronous communication tools)</li> <li>○ concepts, principles and practices of leadership development (digital and in person formats)</li> </ul> </li> </ol>
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	<ul style="list-style-type: none"> <li>○ the interplay between high quality and high impact audits</li> <li>2. Demonstrates ability to             <ul style="list-style-type: none"> <li>○ identify, analyze and formulate fit for purpose and innovative solutions for emerging trends in SAI audit and audit quality standards and methodology.</li> <li>○ write technical guidance and tools for implementing ISSAIs, facilitating impact driven audits (financial audit, compliance audit and performance audit) and ensuring audit quality</li> <li>○ design, develop, deliver, manage and learn lessons from capacity development support for                 <ul style="list-style-type: none"> <li>▪ ISSAI implementation, facilitating impact driven audits and audit quality</li> <li>▪ professional education for SAI people, including certification initiatives</li> <li>▪ development of young leaders in SAIs</li> <li>▪ ISSAI implementation needs assessments</li> <li>▪ development of SAI level strategic audit plans and annual audit plans</li> <li>▪ ISSAI compliant and high impact cooperative financial, performance and compliance audit support)</li> <li>▪ sustainable financial, performance and compliance audit practices</li> <li>▪ SAI Quality Management systems</li> </ul> </li> <li>○ Foster alumni and expert networks and facilitate lifelong learning</li> <li>○ communicate and work in all IDI languages</li> <li>○ work in intersecting areas across the professional and relevant SAIs workstreams</li> <li>○ scale up and embed innovative ideas and pilots into regular professional education and audit practices.</li> </ul> </li> </ul>
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**ii. Relevant SAIs Work Stream**

<p>Demonstrates ability to support SAIs in staying relevant and enhancing audit impact</p>	<ol style="list-style-type: none"> <li>1. Demonstrates sound understanding of             <ul style="list-style-type: none"> <li>○ innovation processes and practices for SAI education and SAI audits</li> <li>○ tools and techniques used to scan and identify relevant trends at global, regional and local level</li> <li>○ concepts, principles and practices of professional education (digital and in person formats), including certification, continuous professional development and digital education infrastructure (learning management systems, authoring tools and synchronous and asynchronous communication tools)</li> <li>○ 2030 Agenda, systems thinking, sustainability, resilience, future oriented and whole of government approach to auditing SDGs (including coherence, integration, multi stakeholder engagement and leave no one behind)</li> <li>○ concepts, principles and practices of using technology in audit and auditing use of technology by governments</li> <li>○ concepts, principles and practices related to SAI audit impact, including impact driven audits, robust follow up mechanisms, measurement of SAI audit impact and formation of strong stakeholder coalitions for audit impact</li> <li>○ concepts, principles and practices related to improving the ability, opportunity and dignity of those marginalised or potentially marginalised e.g. gender, disability, poverty, ethnicity etc.</li> <li>○ ISSAIs applicable for financial, performance, compliance audits and audit quality</li> <li>○ SAI audit, audit quality environment, SAI models, SAI audit mandates &amp; institutional frameworks, methodology and practices, especially in the developing country context</li> <li>○ the interplay between high quality and high impact audits</li> </ul> </li> <li>2. Demonstrates ability to             <ul style="list-style-type: none"> <li>○ use innovative processes and tools and bring together relevant stakeholders and manage knowledge about innovation for the benefit of SAIs.</li> <li>○ write technical guidance and tools for auditing SDGs, leveraging on technology, impact driven audits, robust follow up mechanisms, strong stakeholder coalitions for audit impact, auditing marginalization and vulnerability, auditing climate action</li> <li>○ create, update and manage digital education infrastructure (learning management systems, authoring tools and synchronous and asynchronous communication tools)</li> <li>○ design, develop, deliver, manage and learn lessons from capacity development support for                 <ul style="list-style-type: none"> <li>● audits of SDGs implementation</li> </ul> </li> </ul> </li> </ol>
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## IDI Competency Framework

	<ul style="list-style-type: none"> <li>• professional education for SAI people, including in person education, digital education, social learning , certification, continuous professional development and on the job support.</li> <li>• audits of trending areas like marginalization and vulnerability, climate action</li> <li>• audit of technology and use of technology in audits</li> <li>• development of SAI level strategic audit plans and annual audit plans</li> <li>• facilitating Audit Impact through impact driven audits, robust follow up mechanisms and strong stakeholder coalitions for audit impact</li> </ul> <ul style="list-style-type: none"> <li>○ communicate and work in IDI languages</li> <li>○ work in intersecting areas across the professional and relevant SAIs workstreams</li> <li>○ scale up and embed innovative ideas and pilots into regular professional education and audit practices.</li> <li>○ foster alumni and expert networks. Facilitate life long learning</li> </ul>
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### iii. Well-Governed SAI

<p>Demonstrates ability to support SAIs to lead by example by improving their governance</p>	<ol style="list-style-type: none"> <li>1. Demonstrates sound understanding of <ul style="list-style-type: none"> <li>○ SAI Performance Measurement Framework, including application and independent reviews</li> <li>○ strategic management frameworks, including strategic and operational planning, results frameworks and performance reporting.</li> <li>○ leadership development, change management and role of organizational culture and internal communication</li> <li>○ Human Resource Management and strengthening ethical frameworks</li> <li>○ stakeholder engagement tools and approaches</li> <li>○ key elements of political economy, overall governance structure and processes, and PFM systems in the countries in focus</li> <li>○ ICT initiatives including systems, principles and management frameworks</li> <li>○ SAI mandates, institutional frameworks and organizational arrangements in different regional and country contexts</li> <li>○ organization and operation of INTOSAI regional secretariats</li> <li>○ fundamental principles of public sector auditing including the ISSAIs</li> <li>○ the accountability ecosystems in different contexts and the role of the SAIs</li> <li>○ risk and crises management frameworks</li> </ul> </li> <li>2. Demonstrates ability to <ul style="list-style-type: none"> <li>○ design, deliver, evaluate and manage capacity development support to SAI in the areas mentioned above.</li> <li>○ facilitate organizational change processes at the regional and SAI level in line with good project management principles</li> <li>○ develop guidance documents for SAIs in the areas mentioned above.</li> <li>○ communicate and work in relevant languages.</li> </ul> </li> </ol>
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### iv. Independent SAI

<p>Demonstrates ability to advocate and support strengthening of SAI Independence</p>	<ol style="list-style-type: none"> <li>1. Demonstrates sound understanding of <ul style="list-style-type: none"> <li>○ the accountability ecosystems in different contexts at the country level and the role of the SAIs</li> <li>○ SAI mandates and institutional frameworks in different regional and country contexts</li> <li>○ the key elements of political economy, overall governance structure and processes, and PFM systems in the countries in focus</li> <li>○ the key elements of legal system in the countries in focus including the legal frameworks of SAIs</li> <li>○ the different approaches to advocacy and communication in identifying and engaging with stakeholders</li> <li>○ knowledge gaps and research needs for advancing SAI Independence</li> <li>○ different components of Project Management</li> </ul> </li> <li>2. Demonstrates ability to <ul style="list-style-type: none"> <li>○ facilitate and design stakeholder needs based research</li> <li>○ dissemination of research findings and results in a reader friendly manner for advocating on SAI Independence</li> <li>○ develop communication material for different audiences in different formats</li> <li>○ facilitate multi-stakeholder processes</li> </ul> </li> </ol>
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	<ul style="list-style-type: none"> <li>○ supporting the SAIs in conducting in-depth analysis of the country legal system and the interplay with their mandates, including benchmarking and comparison of SAI legal frameworks</li> <li>○ support the SAIs in adapting the INTOSAI principles on SAI Independence in their legal frameworks</li> <li>○ communicate and work in relevant languages.</li> </ul>
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**v. Bilateral Support**

<p>Demonstrates ability to support SAIs operating in challenging context in improving their performance</p>	<ol style="list-style-type: none"> <li>1. Demonstrates sound understanding of: <ul style="list-style-type: none"> <li>○ portfolio, programme and project management</li> <li>○ Fundamental principles of public sector auditing including the ISSAIs</li> <li>○ SAI mandates, institutional frameworks, audit and control methodologies and organizational practices, especially in the developing country context</li> <li>○ the specific mandate, model, resourcing, organizational set-up and function of each of the SAIs in the bilateral portfolio</li> <li>○ the specific country level context of each SAI in the bilateral portfolio, including the political economy, overall governance structure and processes, PFM system, socio-cultural aspects and key SAI stakeholders</li> <li>○ SAI leadership, strategic, operational and change management frameworks</li> <li>○ resources and support of all IDI initiatives, and potential integration in bilateral support</li> <li>○ provision of support by peer-SAIs</li> <li>○ organization and operation of relevant INTOSAI regional secretariats</li> </ul> </li> <li>2. Demonstrates ability to: <ul style="list-style-type: none"> <li>○ design and implement holistic and long-term capacity development projects for SAIs in challenging contexts following the principles of the IDI bilateral policy</li> <li>○ communicate and engage well with SAI leadership, staff and stakeholders</li> <li>○ create synergies between different partners involved in supporting the partner SAIs</li> <li>○ support partners in complying with IDI and other relevant administrative policies</li> <li>○ communicate and work in the relevant languages for the SAIs in the bilateral support portfolio</li> </ul> </li> </ol>
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**vi. Global Foundations**

<p>Demonstrates ability to strengthen the global support for SAIs in improving their performance</p>	<ol style="list-style-type: none"> <li>1. Demonstrates sound understanding of <ul style="list-style-type: none"> <li>○ development landscape and priorities of development partners</li> <li>○ stakeholder engagement</li> <li>○ role and mandate of the INTOSAI-Donor Cooperation (IDC)</li> <li>○ INTOSAI goal areas and regions</li> <li>○ capacity development of SAIs including needs assessment and delivery mechanisms</li> <li>○ good governance, especially Public Financial Management</li> <li>○ communication strategies and use of digital communication channels</li> </ul> </li> <li>2. Demonstrates ability to <ul style="list-style-type: none"> <li>○ support IDC Leadership and the IDC through development and operation of work in line with principles, goals and strategic priorities set out in IDC’s strategic plan</li> <li>○ identify, develop and manage relationships with strategic partners</li> <li>○ conduct research and develop reader friendly analysis and summary of SAI performance and context including the Global Survey and Stocktaking report</li> <li>○ oversee and manage the development and maintenance of website and database infrastructure for IDI and IDC</li> <li>○ develop communication material, with skills in graphic design, for different digital and non-digital platforms</li> <li>○ broker support to SAIs, including enabling SAIs to seek support, facilitate dialogue and enter into agreement with financial and technical partners and advising on capacity development project design</li> <li>○ manage operational IDI and SAI performance data for facilitating knowledge management, analysis and reporting</li> <li>○ develop advocacy strategies to promote the role of SAIs</li> <li>○ communicate and work in relevant languages</li> </ul> </li> </ol>
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**vii. Strategic Support Unit**

<p>Demonstrates ability to add value to IDI's strategy, governance, stakeholder management and cross-cutting priorities</p>	<ol style="list-style-type: none"> <li>1. Demonstrates sound understanding of: <ul style="list-style-type: none"> <li>○ corporate governance</li> <li>○ development landscape and priorities, stakeholder engagement and partnering</li> <li>○ strategic management including futuring, planning, monitoring, results systems and reporting</li> <li>○ standards and principles for development evaluation</li> <li>○ capacity Development of SAls</li> <li>○ good governance, especially Public Financial Management</li> <li>○ gender and inclusiveness approaches, strategies and policies</li> <li>○ quality management frameworks</li> <li>○ advocacy strategies</li> </ul> </li> <li>2. Demonstrates ability to <ul style="list-style-type: none"> <li>○ support IDI Board and Secretariat in efficient governance and risk management through development and operation of principles, policies and approaches for delivering IDI's strategic plan</li> <li>○ strategically lead, coordinate, engage stakeholders, advise and guide internal and external stakeholders on gender and inclusiveness frameworks and leverage on synergies on gender issues across IDI</li> <li>○ facilitate strategic planning processes, operational planning, internal monitoring, designing results systems, performance reporting and evaluations</li> <li>○ identify and nurture relationships with new partners, identify and secure funding and effectively manage stakeholder relationships</li> </ul> </li> </ol>
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**viii. Administration Unit**

<p>Demonstrates ability to support IDI's administrative and HR operations.</p>	<ol style="list-style-type: none"> <li>1. Demonstrates sound understanding of: <ul style="list-style-type: none"> <li>○ corporate governance</li> <li>○ strategic management including planning, monitoring, results systems and reporting</li> <li>○ financial management including accounting, payroll, budgeting, financial forecasting and Internal Control</li> <li>○ office management including ICT infrastructure, maintenance and support</li> <li>○ contract management including outsourcing</li> <li>○ HR management including the Working Environment Act, health and safety, conflict management, professional development and crisis management</li> <li>○ legal issues including Norwegian laws, employment law and relevant international statutes</li> </ul> </li> <li>2. Demonstrates ability to <ul style="list-style-type: none"> <li>○ identify and manage relationships with service providers, identify and negotiate contract extensions, tender new contracts</li> <li>○ identify opportunities for process and systems improvement as well as improving current practices, increasing effectiveness and achieving efficiency gains</li> <li>○ solve a range of tasks and deliver internal services, in a flexible and service minded manner, with high attention to detail</li> <li>○ develop and ensure consistent application of the IDI's regulations, rules, principles and policies</li> <li>○ nurture internal working relationships</li> <li>○ create an organizational culture and a working environment conducive to employee fulfilment, result orientation, well-being, efficiency, staff growth and safety.</li> </ul> </li> </ol>
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