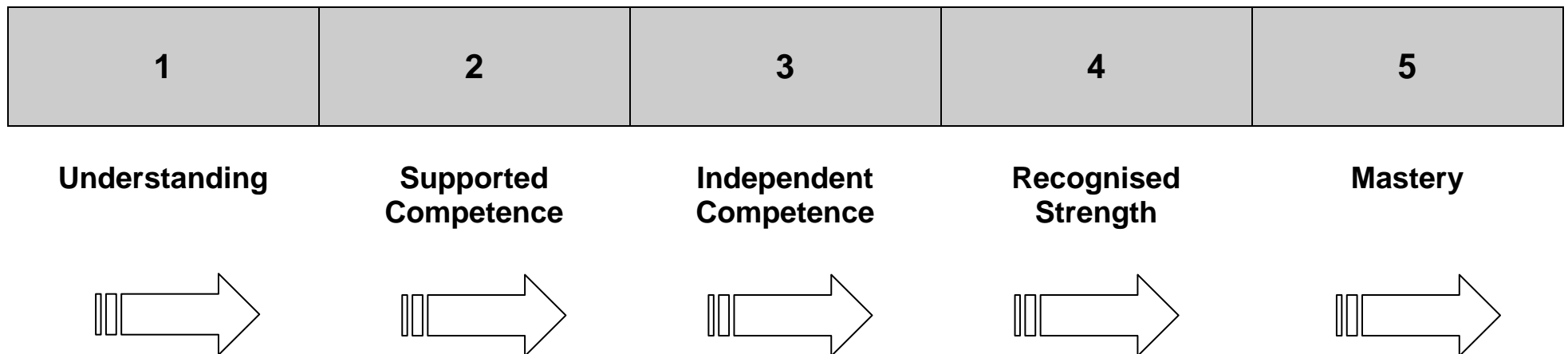


COMPETENCY FRAMEWORK - 5 LEVEL EXAMPLE

COMPETENCY PROFICIENCY LEVELS



COMPETENCY PROFICIENCY LEVELS

Example observable behaviours associated with each proficiency level

1	2	3	4	5
<p>Understanding</p> <ul style="list-style-type: none"> • Acquiring knowledge and insight in the competency • Has sufficient understanding to answer general questions or enquiries with confidence • Has not yet fully demonstrated competence in practice • Ready for closely supervised delegation • Recognises own limitations and is ready and willing to learn 	<p>Supported Competence</p> <ul style="list-style-type: none"> • Succeeds in applying the competency • Requires regular supervision of performance in this particular competency • Still requires direction and coaching to translate theory into practice • Not yet fully confident in their ability to work independently in this area • Seeks out opportunities to apply their developing competence in more challenging situations • Seeks to demonstrate that they can work more independently 	<p>Independent Competence</p> <ul style="list-style-type: none"> • Usually succeeds in applying the competency • Confident in own ability in this competency • Generates trust in others in their ability in this competency • Guides and coaches others • Can be delegated to with confidence 	<p>Recognised Strength</p> <ul style="list-style-type: none"> • Succeeds in applying the competency even in challenging situations • Responds intuitively to challenges utilising their breadth of experience in this competency • Strength in this area is clearly recognised by the organisation and its customers • Uses strength in this area to compensate for relative personal weakness in other competencies when necessary • Is actively involved in the transference of knowledge and expertise to others with respect to this competency 	<p>Mastery</p> <ul style="list-style-type: none"> • Succeeds in applying the competency in challenging, unusual or highly sensitive situations • Achieves a degree of capability most would aspire to but rarely achieve, distinctive within and recognised by their peer group • Generates the absolute trust of others inside or outside the organisation in this area • Used as a point of reference within the organisation, people going out of their way to seek their advice or counsel • Able to use mastery in this area to compensate for relative personal weakness in other competencies when necessary

COMPETENCY EXAMPLE: PLANNING & ORGANISING

Overall Definition

Identifying what needs to be achieved, prioritising work and deciding how this can best be done, taking into account the effective use of time and resources (i.e. budget, equipment, premises, technology and people)

Behavioural Indicators by Level

1	2	3	4	5
<p>Understanding</p> <ul style="list-style-type: none"> Identifying clear work priorities with others, e.g. manager, customer Taking time to plan how own work targets can best be achieved Identifying what needs to be achieved and by when Setting clear and realistic action plans Taking account of resources and resource constraints in planning work Advising others of resource needs ahead of time 	<p>Supported Competence</p> <ul style="list-style-type: none"> Monitoring outputs and taking appropriate follow-up action Using time effectively: recognising own capability in handling work Saying “no” and asking others for help to ensure a deadline is met Taking action to ensure documentation and work materials are logically organised and stored, enabling easy retrieval and timely provision of information to others 	<p>Independent Competence</p> <ul style="list-style-type: none"> Scheduling time into the working day to plan how work targets can best be achieved Having forward plans identifying how more complex work can be broken into smaller units Using planning tools and methods; understanding and reflecting dependencies in planning and scheduling work Ensuring clear priorities are established and understood by self and others and allocating effort accordingly Identifying and using available resources effectively to meet business targets Monitoring work and outputs; adapting plans in light of new information 	<p>Recognised Strength</p> <ul style="list-style-type: none"> Using time effectively and accurately predicting what can be achieved with available resources Delegating work to others where applicable taking account of capabilities and priorities Regularly reviewing and improving systems for organising and storing documentation and work materials etc. Applying advanced planning tools to manage complex projects; developing others’ ability to use these approaches themselves Building a commitment to business priorities and ensuring others’ efforts are aligned with these Ensuring plans are adapted in light of new information 	<p>Mastery</p> <ul style="list-style-type: none"> Building a work climate where there is sufficient time and importance attached to planning Continuously reviewing and adapting work priorities in line with changes in strategy Optimally using resources to meet business targets; reallocating and levelling out resources Using business data and advanced forecasting models to predict future resource requirements and constraints Developing frameworks for monitoring work of self and others Providing direction and guidance on how to allocate effort effectively Designing & implementing documentation storage and retrieval systems etc.