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Foreword

by the Permanent Secretary

I believe that success is made up not just by “what we do” but also “how we do it”. Having the skills, experience and behaviours (competence) to do our jobs well is an important part of being in the MoJ. I want us all to continue to build our confidence and competence in delivery and to be proud of what we have achieved and how we have accomplished our work. I expect us to be firmly focused on delivering our priorities whilst behaving in a way that defines us as a highly regarded deliverer of a public service.

The core competence framework is a tool to help you. It will enable you to identify the skills and behaviours you need to do your job to the highest standard and, if you are a manager, how you can support people in your teams to do this.

As an integral part of the performance management system, you and your manager will use the framework to help you do well in your current job, and also to select the right development activities to assist you in planning your career.

Based on the principles of “what you do” – using your skills and experience and “how you do it” – the core competence framework applies to you whatever general or specialist skills your job requires.

I want you to become familiar with the framework. I want you to use it to help you deliver excellence in your job and get real satisfaction from your career with the MoJ.

SUMA CHAKRABARTI
Introduction to competences

What are competences?
There are many definitions of what a competence is. Throughout this guidance and within the Ministry of Justice (MoJ), we use the following definition.

'A competence represents the skills, knowledge and behaviours required to perform effectively in a given job, role or situation'.

We use competences to help define what an individual should be doing and how they should go about doing it, to meet the needs of their role. Competences are based on how individuals carry out the tasks their job involves.

What are competences for?
Competences focus on factors that contribute to individuals’ and organisations’ success. They provide a set of statements that can be used to show achievements and identify learning needs or gaps in people resources.

Competences are a vital part of many people-management processes, helping organisations perform better in the following important areas.

• **Recruitment** – by providing fair and unbiased criteria (conditions) and for choosing who to employ, and making sure everyone is assessed against the same framework.

• **Performance management** – by providing fair and unbiased statements to help managers and their staff discuss and assess performance.

• **Learning and development** – by helping the organisation and individuals identify areas to prioritise their learning and development needs.

• **Career development** – by providing clear expectations of what skills, knowledge and behaviours are needed at each level and by showing individuals how they can develop their career by building on their current skills.
Benefits of using competences
Competences provide a useful tool for everyone.

Individuals:
• know what is expected in their role;
• are recognised for the skills, knowledge and behaviours that are vital to every role;
• have a tool for discussing how to improve in their current job, or how to improve their chances of moving to other jobs; and
• can identify and adapt their skills and behaviours when moving into a new role.

Managers:
• have clear, fair and unbiased statements to use when discussing performance, which also help in setting job objectives for their staff;
• have a common language to use when giving employees feedback on their performance;
• can identify individual learning or development needs, as well as resources, meaning they can better structure employees’ development and training; and
• have a tool to help define career paths, provide support for planning how to fill vacant jobs and help people move to different jobs.

We, the MoJ:
• can identify the organisation’s needs, which helps with targeting resources for staff learning and development;
• can be confident that we will be recruiting, developing and promoting the right people, who have the core skills and qualities we need to meet our goals;
• can contribute to and help to shape the culture of our organisation; and
• can make sure we are making the most of our staff’s abilities and contributions.
The core competence framework

An overview
The core competence framework sets out the skills, knowledge and behaviours that we base our work on. The framework contains five main competence areas and offers a guide to the needs of every role across our organisation.

<table>
<thead>
<tr>
<th>Competence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing on the customer</td>
<td>Meeting customers’ needs, and being able to continually improve the services we provide to make sure our customers and stakeholders receive an excellent service.</td>
</tr>
<tr>
<td>Developing our people</td>
<td>Behaving ethically and professionally within your role, being aware of your and other people’s strengths and weaknesses, and taking steps to develop over the course of your career and achieve high levels of performance in yourself and others.</td>
</tr>
<tr>
<td>Using evidence to make decisions</td>
<td>Identifying and using various sources of evidence, and interpreting it to understand how relevant and valid it is, to make sure your decision-making helps increase your performance and success.</td>
</tr>
<tr>
<td>Planning and managing resources</td>
<td>Making sure the organisation delivers its priorities, tasks and forecasts, managing relationships and risks and using resources appropriately to achieve success.</td>
</tr>
<tr>
<td>Working as a team</td>
<td>Working effectively with other people and using the diversity of the team to create a working environment which helps to achieve the task.</td>
</tr>
</tbody>
</table>

These five areas reflect the core skills and leadership needs of Professional Skills for Government (PSG) and our values.
Building Professional Skills for Government (PSG) into our framework

Professional Skills for Government (PSG) is a major, long-term programme agreed by the Civil Service Management Board to make sure that civil servants have the right mix of skills and expertise to allow our departments to deliver their priorities.

One of the aims is to clearly set out the skills individuals need to develop to progress in the civil service, and to provide access to opportunities to further develop those skills within a structured framework.

The PSG skills framework

Plain English Campaign’s Crystal Mark does not apply to the diagram below.
As part of the PSG skills framework, senior civil servants (SCS) must show their expertise in four clear areas.

- **Leadership** – the vital qualities the civil service expects from its leaders.
- **Core skills**
  - People management
  - Financial management
  - Project and programme management
  - Analysis and use of evidence
  - Strategic thinking and communications and marketing (applies to the SCS only).
- **Professional expertise** – the individual skills specifically related to the job you do.
- **Broader experience** – working in more than one career area is a condition of working in the SCS.

Our core competence framework builds the PSG core skills into our organisation in such a way that, as you move through it, you will gradually develop all the skills you need to work at senior levels.

**Example**
The PSG core skill of ‘Analysis and use of evidence’ is built into level 1 of our **Using evidence to make decisions** competence area.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘I base my decisions on as much evidence as is realistically available.’</td>
<td>‘I identify the issue and select the types of evidence I need to support, modify or reject decisions.’</td>
<td>‘I understand the decision-making process and how to influence decisions.’</td>
<td>‘I understand how different sources of evidence can vary in their validity, relevance and limitations.’</td>
</tr>
</tbody>
</table>

For more details about PSG, please refer to the pages on the intranet or the civil service website at [www.civilservice.gov.uk](http://www.civilservice.gov.uk).

**Linking the competences with our values**

Values are the **beliefs, principles** and **behaviours** that describe what is **important** to us and our organisation. The values influence the way we do our jobs and how we go about achieving our vision and mission statement, by outlining our organisation’s expectations.
Our values are as follows. (Plain English Campaign’s Crystal Mark does not apply to these values.)

- **Customers** – we put our customers and all whose lives we touch in many different ways at the heart of everything we do.

- **Achievement** – we have a proven track record of successful delivery, contributing effectively to the delivery of the Ministry’s critical success factors.

- **Leadership and teamwork** – our leadership style creates an environment in which our people can deliver successfully and are encouraged to develop themselves and the organisation. We recognise that teamwork, within and across the Ministry and with our partners, is critical to success.

- **Personal responsibility** – we take personal responsibility for everything we do. As leaders, we have a responsibility to be role models and deliver what we promise.

- **Diversity** – we recognise that we are all different and we believe these differences benefit our organisation and our customers.

The competences provide a strong link to the values, which makes sure that, by displaying the competences, staff will also be displaying the values. As a result, the values are not measured against themselves, but through the core competences.

**Core competences and professional expertise**

If you are hoping to move into the senior civil service, or are in certain specialist roles, you will need to show that you have PSG professional expertise as well as the core competences.

The PSG professional expertise framework applies in the following ways.

<table>
<thead>
<tr>
<th>Operational delivery</th>
<th>Policy delivery</th>
<th>Corporate services</th>
</tr>
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<tbody>
<tr>
<td>This area could include the following.</td>
<td>This area could include the following.</td>
<td>This area could include the following.</td>
</tr>
<tr>
<td>• Operations</td>
<td>• Policy</td>
<td>• Human Resources</td>
</tr>
<tr>
<td>• IT</td>
<td>• Research</td>
<td>• Finance</td>
</tr>
<tr>
<td>• Programme and Project Management</td>
<td>• Statistics</td>
<td>• Procurement</td>
</tr>
<tr>
<td></td>
<td>• Economics</td>
<td>• Communications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Legal</td>
</tr>
</tbody>
</table>

We recognise that these categories are quite broad and that some professions will work across all of the career groupings. The groupings shown are based on the main areas where the activities are delivered.

Professional expertise and core competences together provide a greater understanding of the wide range of skills, knowledge and behaviours needed to work successfully within our organisation.
• **Core competences** identify the general skills and behaviours that can apply across our organisation, and which are independent of specific roles and can be transferred across teams, offices or levels.

• **Professional expertise** depends on the particular set of skills and behaviours needed to carry out specific jobs, within specific teams or offices.

For example, people who work in our organisation as lawyers need to have the skills of a legal professional, and those who work in IT may specialise in managing databases. These are the specialist skills and knowledge (set out in the professional expertise framework) which are needed to carry out the specific role.

However, roles may also involve working effectively in teams and making sure customers and stakeholders receive an excellent service. These skills, knowledge and behaviours are highlighted within the core competence framework.

Each PSG area of professional expertise is supported and sponsored by a Head of Profession, who is a senior manager within the Ministry. Their role is to set out the professional expertise elements and agree with their teams how they apply to individual roles within their area.

These individual skills complement the core competences and are delivered through its own competence area called **Professional/Specialist Skills**, which sits alongside the core framework.

You can get more details about professional expertise and the Heads of Profession from the Professional Skills for Government (PSG) pages on the intranet.
The structure of our core competence framework

Main features
The framework itself is five pages long, with each competence fitting on an A4 page. A lot of information is contained within the framework and the following diagram shows the main features.

Each competence contains four levels.

Meeting customers’ needs and being able to continually improve the services we provide to make sure our customers and stakeholders receive an excellent service.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I listen to and respect all customers and ask questions about their needs.</td>
<td>1 I act as a role model by setting clear standards of customer service.</td>
<td>1 I communicate and set the appropriate standards of behaviour for customer service.</td>
<td>1 I promote and value the different needs and expectations of customers.</td>
</tr>
<tr>
<td>2 I respond to customers’ requests quickly and politely.</td>
<td>2 I monitor the levels of customer service.</td>
<td>2 I communicate clear, achievable standards for excellent customer service.</td>
<td>2 I create strategies and set achievable targets for excellent customer service.</td>
</tr>
<tr>
<td>3 I can identify both my internal and external customers.</td>
<td>3 I manage systems so customers can give feedback and use their comments to improve the service.</td>
<td>3 I create opportunities for the team to become involved in schemes which are designed to improve our knowledge and service.</td>
<td>3 I make the most of opportunities when it comes to changes in customers’ expectations.</td>
</tr>
<tr>
<td>4 I know when to get help with customers’ concerns.</td>
<td>4 I handle complaints quickly and fairly, explaining the outcome to the customer.</td>
<td>4 I explain and value the needs and expectations of customers.</td>
<td>4 I build relationships with stakeholders to help deliver an excellent service.</td>
</tr>
<tr>
<td>5 I work with my team to help deal with customers’ questions.</td>
<td>5 I work with customers to find other solutions to their questions when necessary.</td>
<td>5 I maintain effective partnerships with stakeholders.</td>
<td>5 I consider and manage stakeholders’ expectations, keeping them up to date with progress.</td>
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</table>

Focusing on the customer

Someone who needs developing in this area might do the following.

<p>| | | | |</p>
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<tbody>
<tr>
<td>Fail to understand the customer’s needs or not give accurate information to the customer.</td>
<td>Not respond to customer feedback about poor service, and look for reasons why something can’t be done rather than find solutions.</td>
<td>Not set clear standards of customer service, or see customer service as a priority.</td>
<td>Overlook the importance and role of the customer when developing long-term business plans.</td>
</tr>
</tbody>
</table>

Examples of sources of evidence

<p>| | | | |</p>
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</thead>
<tbody>
<tr>
<td>Customer complaints, evidence, written correspondence.</td>
<td>Customer surveys, personal feedback from customers, quality of service, how quickly and accurately the issue was dealt with.</td>
<td>Customer service standards, customer feedback, customer service trends.</td>
<td>Customer service awards for standards, external benchmarking, customer surveys, annual business plans.</td>
</tr>
</tbody>
</table>

Each level contains specific statements about the type of behaviour that needs to be shown to be classed as a competence.

Examples of types of evidence that might be collected are listed. This is not a full list.

Each level also has examples of types of behaviour that could be developed. This is not a full list.

The full core competence framework is included at annex A.

Remember:
The framework does not give the specific details about what is needed – that is for managers and their individual members of staff to agree between themselves.
The levels
Each competence has four levels containing statements describing the skills, knowledge and behaviours needed to perform effectively at each level.

The framework should be used flexibly to suit the needs of different roles. The needs of the job should help set the expected level of competence needed to perform effectively.

Below are some examples of how the framework can be used flexibly to suit the needs of the role.

**Example 1:** When an employee is expected to perform at **level 3** in 'Focusing on the customer', but at level 1 in 'Developing our people' because the role does not include a line manager’s responsibilities.

**Example 2:** When an employee needs most areas of competence at **level 2** but **level 3** for 'Planning and managing resources' due to the needs of that particular role.

**Example 3:** When three of the statements in **level 4** ('Using evidence to make decisions') are relevant to the role, and two do not apply.

The table below offers a guideline to competence levels. However, the levels should always be used flexibly to suit the needs of the role.

| Level 1 | Should be shown by all employees.  
|         | Applies to those employees who do not have a line manager’s responsibilities.  
|         | Examples of roles at this level could include court ushers or administration officer or assistants. |
| Level 2 | Should be shown by those employees who are responsible for how other employees perform.  
|         | Not everyone at this level will be responsible for managing people – some might have professional or specialist roles.  
|         | Examples of roles could include team or section leaders or supervisors. |
| Level 3 | Should be shown by those employees who work in roles that need more plan and longer-term focus.  
|         | Can describe roles that are responsible for managing managers.  
|         | Can also describe roles which need a high degree of professional or specialist expertise, such as lawyers.  
|         | Not everyone at this level will be responsible for managing people, although it includes those employees who are involved in project and programme management. |
| Level 4 | Should be shown by those employees who have wide leadership responsibilities, or professional or specialist roles which involve some leadership, and those employees who work in a strategic role.  
|         | Examples of roles include those employees who are responsible for managing people, projects and budgets. |

The competence levels are **cumulative** so, for example, those employees on level 2 are expected to be able to show competence at level 1 as well as level 2, so long as they meet the needs of the role.
Showing competence

How to measure competence
The following steps will make sure that the framework is used effectively to measure competence.

Step 1: The line manager defines the needs of the role.

Step 2: The manager then identifies the competence level that most accurately reflects the needs of the role for each competence. (Remember, the level may vary between competences.)

Step 3: They then review the statements within the level and choose the statements that are relevant to the role. (Remember, some of the statements within each level may not apply to every role.)

Step 4: The manager discusses and agrees with the panel members how the statements, which have been recorded in the job description, can be specifically shown.

Step 5: The member of staff provides relevant evidence on the application form and during the interview, to show competence against the chosen statements.

Providing evidence, or how often skills or behaviours are shown, is vital in measuring competence, and should be agreed between individual members of staff and their manager. It is the individual’s responsibility to provide enough evidence to show competence against the chosen statements at the relevant level.

How can an individual show their ability?
Managers will need to measure an individual’s ability for a variety of reasons, including the following.
• During performance management discussions.
• When recruiting new members of staff and moving existing staff to other roles within the Ministry.

While individuals need to be showing all of the competences, at a level relevant to their role, they should be encouraged to put the competences they need to develop in order of priority, either for their current position or to support their career development.

Members of staff should agree with their managers what type of evidence would best show competence and reflect the needs of their role. It is important that opportunities to collect evidence are continually reviewed.
Managers must be aware of an individual’s performance against the competence to make sure that the evidence they present accurately reflects the employee’s ability in that area.

What is evidence?
There are two types of evidence that can be collected – product evidence and process evidence. Some pieces of work may show both.

1 **Product evidence** – examples of what an individual did, or something that was produced.
   For example:
   • a piece of written work, such as a report;
   • a completed project; or
   • a completed questionnaire.

2 **Process evidence** – examples that show how an individual went about doing something.
   For example:
   • a statement from someone who witnessed the behaviour being shown (a testimonial); or
   • feedback from a customer, manager, colleague and so on.

Each competence includes some examples on what could be considered as suitable evidence to show the employee’s ability in that area. This is not a full list, and individuals should identify more specific sources of evidence to show competence.

**Tips when collecting evidence**
- Start by looking for pieces of work that you are particularly proud of or where your manager gave you good feedback. Then look to see what behaviours and skills you need to complete the work.
- Remember to look for evidence that shows how you completed a task as well as what you completed.
- If possible, use facts and information (such as staff opinion survey results, customer complaints and so on).
- You may have examples from outside of work that show your ability, especially if you are new to the job. Discuss with your manager whether these are relevant to your role.
- Remember, simple or routine things can often show competence as well – so don’t overlook them.

**Recording evidence**
It is each individual member of staff’s responsibility to collect and record enough evidence to prove competence. Employees can record and present evidence in any format, including spoken statements describing what was done (however, you must agree this with your manager beforehand).

There are a number of tools available on the intranet, such as the achievement and learning log, to help staff collect and record evidence. However an individual agrees to present their evidence, it will need to be structured in the following way.
How the core competence framework is used

The core competence framework is used in the following ways.

<table>
<thead>
<tr>
<th>Recruitment</th>
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</thead>
<tbody>
<tr>
<td>• You will need to agree the core competence levels needed to successfully carry out the role.</td>
</tr>
<tr>
<td>• Job descriptions need to reflect the level of competence needed for the role and outline the specific statements, along with any professional or specialist skills which are needed.</td>
</tr>
<tr>
<td>• Candidates need to provide evidence of core competence at the relevant level.</td>
</tr>
<tr>
<td>• Each competence area needs to be tested during the recruitment process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance management</th>
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<tbody>
<tr>
<td>• Competences provide a starting point for performance management interviews.</td>
</tr>
<tr>
<td>• You should agree the specific things that need to be shown when setting performance objectives or completing annual staff performance records.</td>
</tr>
<tr>
<td>• The aim is not only to look at what is done but also how it is done.</td>
</tr>
<tr>
<td>• Competences are used throughout the year to track progress, identify learning and development needs and assess performance at the end of the year.</td>
</tr>
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<table>
<thead>
<tr>
<th>Learning and development</th>
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<tbody>
<tr>
<td>• Learning opportunities within our organisation are designed around the core competences This makes sure that learning is relevant and linked to career development, and that it applies to work.</td>
</tr>
<tr>
<td>• Helps to identify individuals’ and teams’ strengths and areas which need developing.</td>
</tr>
<tr>
<td>• Helps you discuss and agree learning opportunities with individuals.</td>
</tr>
<tr>
<td>• You can plan and prioritise learning to meet needs both now and in the future.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career development</th>
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<tbody>
<tr>
<td>• Core competences and professional or specialist skills set out what is needed to progress into another role by making it clear what behaviours and skills are needed at each level.</td>
</tr>
<tr>
<td>• You can support individuals’ career and personal development by agreeing objectives based on higher competence levels.</td>
</tr>
</tbody>
</table>

For more detailed information, please refer to the specific recruitment, learning and development and performance management areas on the intranet.
Other support available

There is a range of extra support available. This includes the following.

- Intranet pages with:
  - tools to help staff collect evidence, such as the achievement and learning log; and
  - frequently asked questions about the framework.
- Learning and development solutions for managers who are new to competence frameworks - these are available from the regional learning and development representative.
- A range of updated skills courses, such as recruitment, performance management, and so on.

Glossary

The following words are used either in this guidance or within the core competence framework itself.

**Bands** is our term for what were previously spans, grades, pay ranges or spine points. All roles within our organisation have a MoJ deal band.

**Behaviour** is showing some capability, skill or characteristic. The behavioural statements outline a set of actions that can be taught, learned and measured.

**Competence** is a statement describing the behaviour needed to perform a task to a set standard. It describes the skills, knowledge and behaviours involved in performing the task.

**Core skills** are the general skills and behaviours that apply across our organisation. They are independent for specific roles and can be transferred across teams, offices and levels.

**Customers** are the individuals or groups that receive and use, or are directly affected by, our products and services.

**Deliverables** are what you need to achieve or produce as the outcome to a project or piece of work.

**Diversity** is about recognising the different skills, knowledge, experience and views that each person brings to the organisation and valuing those differences.

**Evidence** is collecting relevant testimonials, records, documents, objects or other proof to help show competence.

**External customers** are people or organisations who receive our products or services direct.

**Goals** are broad aims, generally more wide-ranging than objectives. They apply to the whole organisation and direct our work for the future.

**Internal customers** use services or products produced by other parts of our organisation.

**Objectives** are tasks which can clearly be measured and which are set within a specific timescale that relate to your role at work.
| **Professional Skills for Government (PSG)** | *is a civil service programme to make sure that there is the right mix of skills and expertise to allow all government departments to deliver their priorities.* |
| **Stakeholders** | *are people or organisations that have an interest, or 'stake', in our organisation. These include ministers, employees, managers, the community and the Government.* |
| **Targets** | *are used to describe the specific outputs or outcomes for a work team. They will be adapted over time depending on our organisation’s needs.* |
| **Testimonials** | *are written or spoken statements, from a colleague or customer, confirming the competence of an individual in a specific task or activity.* |
| **Transferable skills** | *are the abilities, knowledge and skills that can be used in a variety of work situations or roles (such as communication skills).* |
Meeting customers’ needs and being able to continually improve the services we provide to make sure our customers and stakeholders receive an excellent service.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td>1</td>
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</tr>
<tr>
<td>I listen to and respect all customers and ask questions about their needs.</td>
<td>I act as a role model by setting clear standards of customer service.</td>
<td>I communicate and set the appropriate standards of behaviour for excellent customer service.</td>
<td>I promote and value the different needs and expectations of customers.</td>
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<td>2</td>
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<td>2</td>
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<tr>
<td>I respond to customers’ requests quickly and politely.</td>
<td>I monitor the levels of customer service.</td>
<td>I communicate clear, achievable standards for excellent customer service.</td>
<td>I create strategies and set achievable targets for excellent customer service.</td>
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<td>I can identify both my internal and external customers.</td>
<td>I manage systems so customers can give feedback and use their comments to improve the service.</td>
<td>I create opportunities for the team to become involved in schemes which are designed to improve our knowledge and service.</td>
<td>I make the most of opportunities when it comes to changes in customers’ expectations.</td>
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<tr>
<td>I know when to get help with customers’ concerns.</td>
<td>I handle complaints quickly and fairly, explaining the outcome to the customer.</td>
<td>I work with customers to find other solutions to their questions when necessary.</td>
<td>I build relationships with stakeholders to help deliver an excellent service.</td>
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<tr>
<td>I work with my team to help deal with customers’ questions.</td>
<td>I explain processes and timescale to the customers.</td>
<td>I consider and manage stakeholders’ expectations, keeping them up to date with progress.</td>
<td>I maintain effective partnerships with stakeholders.</td>
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</tbody>
</table>

Examples of sources of evidence:

- Customer complaints, written correspondence.
- Customer surveys, personal feedback from customers.
- Customer service awards for standards.
- Customer service standards, customer feedback, customer service trends.
- Customer service awards for standards, external benchmarking, customer surveys, annual business plans.
- Customer service trends, customer surveys, customer feedback.

Focusing on the customer.
Developing our people

Behaving ethically and professionally within your role, being aware of your and other people’s strengths and weaknesses, and taking steps to learn and develop over the course of your career and achieve high levels of performance in yourself and others.

Level 1
1. I keep my area of expertise up to date.
2. I behave in line with the civil service code of conduct and the MoJ expectations.
3. I ask for and respond to feedback in a helpful way.
4. I contribute to defining and agreeing my job objectives and ask questions when I don’t understand expectations.
5. I am aware of my individual strengths and weaknesses and take responsibility for my continuous personal development.
6. I balance my responsibilities in work and the rest of my life.

Level 2
1. I lead by example by keeping my own area of expertise up to date.
2. I give and receive feedback in a helpful way.
3. I set clear standards of performance through short-term objectives that are in line with the organisation’s long-term goals.
4. I coach teams to improve their performance and development.
5. I make sure I learn from my own and other people’s successes and mistakes by recognising good performance and tackling poor performance.

Level 3
1. I take responsibility for my own professional development.
2. I coach and mentor individuals.
3. I communicate expectations and make sure people’s objectives are in line with the organisation’s priorities.
4. I take responsibility for what happens within my business area and for my contribution to the business objectives.
5. I use a range of appropriate techniques to promote equal opportunities and diversity (valuing people’s differences).

Level 4
1. I actively promote continuous professional development.
2. I create a supportive environment where people feel safe to take responsibility.
3. I understand and communicate the organisation’s priorities.
4. I promote continuous coaching and flexible learning within the organisation.
6. I celebrate individuals’ and teams’ success when their contribution has improved how the organisation delivers its services.

Examples of sources of evidence:
- Training events, annual staff feedback reviews, learning logs and applying new skills.
- Use of non-financial rewards, evidence of staff development, surveys and feedback.
- Better levels of keeping high performers in the organisation, staff surveys and feedback.
- Failed to develop talent, set clear measures of performance and success (valuing people’s differences).
- Failed to recognize the value of an organisation which learns and performs well.

Someone who needs developing in this area might do the following:
- Ignore feedback from other people, and not take the opportunities to learn and improve.
- Prevent other people developing their potential, and have a fixed management style.
- Fail to develop measures of performance and success (valuing people’s differences).
- Fail to recognize the value of an organisation which learns and performs well.
- Celebrating successes, regularly communicating goals and strategies.
Identifying and using various sources of evidence, interpreting it to understand how relevant and valid it is, to make sure your decision-making helps increase your performance and success.

**Level 4**
1. I am prepared to make tough decisions when necessary.
2. I understand how different sources of evidence vary in validity, relevance and limitations.
3. I can interpret the types of evidence needed to support, alter or reject decisions.
4. I make decisions using relevant information and methods, and promptly tell other people what the outcome is.
5. I communicate the risks and limitations associated with using and rejecting evidence when making decisions.
6. I act decisively and practically in the interest of the whole business unit.

**Level 3**
1. I tell the relevant people about decisions on policies and strategies.
2. I understand the decision-making process and how to influence it.
3. I communicate the risks and limitations associated with using and rejecting evidence when making decisions.
4. I communicate the risks and limitations associated with using and rejecting evidence when making decisions.
5. I work confidently with financial information when making decisions.

**Level 2**
1. I identify the issue and choose the types of evidence I need to support, alter or reject decisions.
2. I make decisions using relevant methods, and promptly tell other people what the outcome is.
3. I anticipate problems, use evidence to identify the causes and then present a workable solution.
4. I look at issues in detail to decide whether the evidence is relevant.

**Level 1**
1. I tell the relevant people about decisions on policies and strategies.
2. I understand the decision-making process and how to influence it.
3. I communicate the risks and limitations associated with using and rejecting evidence when making decisions.
4. I act decisively and practically in the interest of the whole business unit.

**Someone who needs developing in this area might do the following.**
- Miss vital information and make poor decisions as a result, and fail to gather all the relevant facts.
- Make poor decisions based upon limited evidence, and not question whether the issues are valid before acting on them.
- Rely on others to make difficult decisions, and fail to understand and interpret information, leading to poor decision-making.
- Fail to understand the environment of the organisation, and to recognise the potential risks when making decisions.
- Rely on others to make difficult decisions, and fail to understand and interpret information, leading to poor decision-making.
- Organising evidence from sources within the organisation.

**Examples of sources of evidence**
- Using a variety of sources to get information.
- Knowing the types of information needed in different circumstances, defining risks that may arise from using evidence.

**Level 1**
1. I work confidently with information when making decisions.
2. I base my decisions on as much evidence as is realistically available.
3. I use various sources of evidence to get information.
4. I understand where to go and who to involve when making decisions to achieve my goals.

**Level 2**
1. I work confidently with information when making decisions.
2. I base my decisions on as much evidence as is realistically available.
3. I use various sources of evidence to get information.
4. I understand where to go and who to involve when making decisions to achieve my goals.

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### Planning and managing resources

Making sure the organisation delivers its priorities, tasks and forecasts, managing relationships and risks and using resources appropriately to achieve success.

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<th>Level 1</th>
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| 1 I prioritise tasks to achieve my goals.  
2 I manage my time through effective planning.  
3 I consistently complete my tasks on time.  
4 I use resources appropriately and am aware of how these affect the organisation’s costs.  
5 I understand the business plan and how my tasks contribute towards it.  
6 I follow the correct financial procedures. | 1 I take responsibility for achieving results using available resources (people, budgets and assets).  
2 I understand how my team contributes to achieving the organisation’s financial goals.  
3 I anticipate how changes and trends might affect the team’s ability to deliver business projects and programmes.  
4 I actively manage risks through effective contingency planning.  
5 I manage my team’s tasks to make sure they achieve the business plan. | 1 I take responsibility for making sure my area has the appropriate skills and resources.  
2 I contribute to developing and achieving the business plan and its financial objectives.  
3 I make sure public money and assets are secured and used appropriately.  
4 I identify and manage deliverables using Programme and Project Management (PPM) techniques.  
5 I contribute to the definition and delivery of programme benefits and developing the business case.  
6 I manage how we consult and communicate with stakeholders and understand the risks of not doing so. | 1 I set and influence stretching targets for improving the value of resources.  
2 I take personal responsibility for delivering services against the business plan and accurately forecast our work.  
3 I lead by example when incurring expenditure and managing business relationships and risks.  
4 I understand the purpose of and participate in peer and OGC Gateway Reviews (‘Gateway’).  
5 I make sure business cases are developed (when needed) and that I give my final approval before they are put forward.  
6 I plan and deliver strong relationships with stakeholders, making sure that the organisation is a respected customer and provider. |

**Someone who needs developing in this area might do the following.**

- Make regular mistakes and miss deadlines, and fail to recognise the effects of their tasks on other people.
- Fail to effectively manage the available resources, and to adjust them in line with necessary changes.
- Fail to organise enough resources for the business area, and not keep stakeholders up to date.
- Fail to secure enough resources, and provides poor leadership when managing relationships.

**Examples of sources of evidence**

- Delivering tasks, following financial procedures accurately, and contributing to a business programme or project.
- Getting the correct resources to achieve objectives, regularly updating financial plans, contributing to developing business cases.
- Managing budgets actively, maintaining appropriate controls, making sure the organisation communicates effectively with stakeholders.
- Providing leadership in developing and communicating plans, producing accurate forecasts, taking part in Gateway and peer reviews.
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<tr>
<td><strong>1.</strong> I value diversity and support different ways of working.</td>
<td><strong>1.</strong> I listen to and build on the team's contributions and respect other people's opinions.</td>
<td><strong>1.</strong> I set and communicate clear values for maintaining an effective team.</td>
<td><strong>1.</strong> I inspire the team through setting and communicating a clear vision for them to follow.</td>
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<td><strong>2.</strong> I welcome new ideas and value different opinions and value other people's contribution to achieving results.</td>
<td><strong>2.</strong> I share credit and recognition with the whole team where appropriate.</td>
<td><strong>2.</strong> I meet regularly with people from other departments to share information and best practice.</td>
<td><strong>2.</strong> I provide leadership to deliver results, even if this means I am not popular.</td>
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<td><strong>3.</strong> I give individuals helpful feedback and treat people with courtesy and respect at all times.</td>
<td><strong>3.</strong> I take time getting to know people so they can approach me about any matter.</td>
<td><strong>3.</strong> I build trust through sharing information, knowledge and experience.</td>
<td><strong>3.</strong> I promote the team and its abilities when discussing them with stakeholders.</td>
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<td><strong>4.</strong> I deal with negative or hostile views in a helpful way and always acknowledge the other person's view.</td>
<td><strong>4.</strong> I hold regular meetings to make sure information is shared.</td>
<td><strong>4.</strong> I use a variety of methods to gain support for my ideas.</td>
<td><strong>4.</strong> I create opportunities to make sure the team reaches its potential and to get the best from everyone.</td>
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<td><strong>5.</strong> I take responsibility for my own actions and deliver my commitments to the team.</td>
<td><strong>5.</strong> I adapt how I communicate depending on the audience.</td>
<td><strong>5.</strong> I share information, knowledge and ideas on best practice with my team and others.</td>
<td><strong>5.</strong> I communicate an inspiring vision for the team.</td>
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**Examples of sources of evidence:**
- Peer feedback, staff surveys.
- Feedback across departments.
- Staff meetings, team feedback, and performance appraisals.
- Organisational feedback, staff surveys.
If you would like the information in this booklet in an alternative format, please e-mail HRPolicy.Development@justice.gsi.gov.uk