| | SFIA Level 1 | SFIA Level 2 | SFIA Level 3 |
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| Setting expectations for employees. | You'll be working closely with guidance and supervision to help you along the way. | You'll be working with a routine set of directions, but you're gradually gaining more independence. | You'll be working under a more general direction, taking on more ownership of your tasks. |
| Providing them with a roadmap for employee growth and development within the | We'll provide you with clear and specific instructions to follow. Expect regular reviews of your work so we can ensure you're on the right track and help if needed. | While you'll still receive guidance and instructions, your work will be reviewed periodically. This will allow us to see your progress and help where needed. | We'll give you specific directions, but we trust you to work independently. Just remember, we'll review your work at certain milestones to ensure you're on track and to offer support when needed. |
| organisation. | For any inquiries, you won't need to make many decisions on your own. If you ever find yourself in unfamiliar territory, it's completely okay — and expected — that you ask for guidance. | You'll have a bit more freedom in addressing certain issues or inquiries. Remember, if you're ever unsure, it's always wise to seek guidance. It's part of the learning process. | You have the discretion to identify and handle complex issues related to your assignments. If something feels beyond your scope, don't hesitate to escalate it to someone with more experience. |
| | When it comes to planning, just focus on organising your individual tasks. We're here to help guide you on the bigger picture. When it comes to influence at work, it means how your actions affect | You'll be responsible for planning your work in the short term. As you grow in this role, you'll get to exercise more of your planning skills. | You're in charge of organising and tracking your work, ensuring that you meet the given deadlines. If you're overseeing others, this applies to their tasks as well. |
| | others. At this level, your influence is mainly on your immediate colleagues and your tasks. Focus on completing tasks efficiently and seeking guidance when needed. | You will start contributing to team discussions and decisions. Influence at work involves affecting team outcomes. You'll interact more with team members and sometimes with people outside your team, helping shape how things get done. | You will play a bigger role in team decisions and interact with colleagues outside your team. Influence at work includes making an impact on decisions and processes, helping to guide how the team moves forward. |



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| As a supervisor/line manager, your goal is to encourage growth, build confidence, and gradually increase the autonomy of your team members, adapting your support and guidance to their evolving skills and needs. | As a supervisor, your role is to provide a nurturing and instructive environment for newcomers or less experienced team members. | Your focus should shift towards encouraging more independence while maintaining a supportive oversight. | At this stage, your role is to empower employees to take full ownership of their tasks and to function more independently. |
| | Give clear, specific instructions and check in frequently. Provide constructive feedback during regular reviews, ensuring they understand the tasks and the quality expected. | Offer guidance and instructions but allow for more self-initiative. Schedule periodic reviews to monitor progress and provide feedback, encouraging self-assessment. | Provide general direction and trust them to execute tasks. Be open to discussing their approaches and offer guidance when asked. Regularly review their work at key milestones to offer support and ensure alignment with objectives. |
| | Encourage them to ask questions. Be available to offer guidance and make decisions on their behalf when needed, gradually encouraging them to participate in simpler decision-making processes. | Boost their confidence in making decisions by allowing them to handle routine issues. Be available for consultation, and guide them in learning from their decisions, whether successful or not. | Encourage them to identify and address complex issues, stepping in only when necessary. Promote critical thinking and problem-solving skills. |
| | Assist them in organising their individual tasks. Explain how their work fits into the larger goals of the team and the organisation. Help new employees understand their role in the team. Explain that influence means having an impact | Support them in short-term planning, offering insights on prioritising and managing their workload. Encourage them to start looking ahead and understanding the broader implications of their work. | Allow them to take full charge of organising and tracking their work. If they are overseeing others, guide them in effective team management and delegation. Discuss longer-term planning, involving them in higher-level decision-making. |
| | through their work. Provide regular feedback and support. | Encourage participation in team discussions. Explain that influence involves affecting decisions. Provide opportunities to interact with colleagues outside the team. | Support employees in influencing team decisions. Provide feedback on their interactions and help them understand their role in the organisation. |

