

## **GLOSSARY OF BEHAVIOURAL FACTORS WITHIN THE 7 LEVELS OF RESPONSIBILITY**

Complementing SFIA's professional skills framework, this section highlights the behavioural factors within the 7 Levels of Responsibility across the 5 key attributes of Autonomy, Influence, Complexity, Business skills and Knowledge.

The breakdown of each level of responsibility with a behavioural factor provides an essential tool in support of the complete skills management lifecycle and associated activities. It can provide building blocks for creating, or integrating with, an organisation's own behavioural competency framework.

In accordance with the design principles of SFIA, the behavioural factor descriptions are generic in content to ensure they can be universally applied to an organisations' structure, capability framework and ways of working.

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## Generic Attributes and Behavioural Factors

The Generic Attributes are made up of individual statements which contain references to behaviour. While statements are grouped by their Generic Attribute it is also possible to identify themes which provide a greater level of granularity supporting increased visibility and utility as well as a mechanism for tracking progression of like statements across levels.

There are three types of Generic Attribute statement. The vast majority describe behaviour and are known as **Behavioural Factors**, second are **Attributes** which focus on the individual and lastly the **Context** which focus on the role.

### Behavioural Factors

Describe a behaviour in the context of responsibility. They have two components, the first being a behavioural skill and the second describing the organisation scope, context and/or impact. There are 11 Behavioural Factors across the Generic Attributes. For organisations that don't have their own behavioural competency framework they provide a starting point and an additional integration point for those organisations that do.

Behavioural Factors can be used in a variety of ways, for example they support:

- **Organisational design** which may require a focus on specific Behavioural Factors in a role.
- **Assessment activities** providing transparency required to easily track the progression of a single Behavioural Factor across levels of responsibility.
- **Individual development planning** when targeting of specific Behavioural Factors is required.

### Attributes

Describe the attributes of the individual focusing on knowledge and understanding required at levels of responsibility. They do not contain a behaviour, instead include statements that start with "Has a ..." and "Understands ...". They are found in the Generic Attributes of Complexity and Knowledge. They support understanding or specifying the individual's profile and the requirements to perform at a level of responsibility and may be used in the context of professional development, selection and assessment.

### Context

Describe the context in which people work. They do not contain a behaviour and instead include statements that start with "Works under ...". They are found in the Generic Attribute of autonomy and are helpful in job sizing and defining an individual's area of responsibility.

The table below describes the location of the Attributes, Context in the Level of Responsibility and names the individual Behavioural Factors.

Generic Attributes	1	2	3	4	5	6	7
<b>Autonomy</b>							
Context							
Delegation							
Decision making							
Planning							
<b>Influence</b>							
Influence							
Decision making							
Delegation							
Collaboration							
<b>Complexity</b>							
Leadership							
Execution performance							
Problem solving							
Creativity							
Attribute							
<b>Business Skills</b>							
Communication							
Leadership							
Execution performance							
Creativity							
Planning							
Learning and professional development							
Security, privacy and ethics							
<b>Knowledge</b>							
Learning and professional development							
Attribute							

## Collaboration

Collaboration is represented across the generic attribute of **Influence**.

Generic Attributes	SFIA Level	Statement
Influence	1	May work alone or interact with immediate colleagues.
	2	May have some external contact with customers, suppliers and partners. Aware of need to collaborate with team and represent users/customer needs.
	3	Has working level contact with customers, suppliers and partners. Understands and collaborates on the analysis of user/customer needs and represents this in their work. Contributes fully to the work of teams by appreciating how own role relates to other roles.
	4	Engages with and contributes to the work of cross-functional teams to ensure that customer and user needs are being met throughout the deliverable/scope of work. Facilitates collaboration between stakeholders who share common objectives. Participates in external activities related to own specialism.
	5	Leads on user/customer and group collaboration throughout all stages of work. Ensures users' needs are met consistently through each work stage. Builds appropriate and effective business relationships across the organisation and with customers, suppliers and partners. Creates and supports collaborative ways of working across group/area of responsibility. Facilitates collaboration between stakeholders who have diverse objectives.
	6	Initiates influential relationships with internal and external customers, suppliers and partners at senior management level, including industry leaders. Leads on collaboration with a diverse range of stakeholders across competing objectives within the organisation.
	7	Develops long-term strategic relationships with customers, partners, industry leaders and government. Collaborates with leadership stakeholders ensuring alignment to corporate vision and strategy.

## Communication

Communication skills are represented across the generic attribute of **Business skills**.

Generic Attributes	SFIA Level	Statement
Business skills	1	Has sufficient oral and written communication skills for effective engagement with immediate colleagues.
	2	Has sufficient oral and written communication skills for effective engagement with colleagues and internal users/customers.
	3	Demonstrates effective oral and written communication skills when engaging on issues with colleagues, users/customers, suppliers and partners.
	4	Communicates fluently, orally and in writing, and can present complex information to both technical and nontechnical audiences when engaging with colleagues, users/customers, suppliers and partners.
	5	Clearly demonstrates impactful communication skills (oral, written and presentation) in both formal and informal settings, articulating complex ideas to broad audiences.
	6	Communicates authoritatively at all levels across the organisation to both technical and nontechnical audiences articulating business objectives.
	7	Communicates persuasively and convincingly across own organisation, industry and government to audiences at all levels.

## Creativity

Creativity is represented across the generic attributes of **Complexity** and **Business skills**.

Generic Attributes	SFIA Level	Statement
Complexity	1	Participates in the generation of new ideas.
	2	May apply creative thinking or suggest new ways to approach a task.
	3	Applies and contributes to creative thinking or finds new ways to complete tasks.
	4	Applies, facilitates and develops creative thinking concepts or finds innovative ways to approach a deliverable.
Business skills	5	Creatively applies innovative thinking and design practices in identifying solutions that will deliver value for the benefit of the customer/stakeholder.
	6	Creatively applies a wide range of innovative and/or management principles to realise business benefits aligned to the organisational strategy.
	7	Champions creativity and innovation in driving strategy development to enable business opportunities.

## Decision making

Decision making is represented across the generic attributes of **Autonomy** and **Influence**

Generic Attributes	SFIA Level	Statement
Autonomy	1	Uses little discretion in attending to enquiries. Is expected to seek guidance in unexpected situations.
	2	Uses limited discretion in resolving issues or enquiries. Determines when to seek guidance in unexpected situations.
	3	Uses discretion in identifying and responding to complex issues related to own assignments. Determines when issues should be escalated to a higher level.
	4	Uses substantial discretion in identifying and responding to complex issues and assignments as they relate to the deliverable/scope of work. Escalates when issues fall outside their framework of accountability.
Influence	4	Makes decisions which influence the success of projects and team objectives.
	5	Makes decisions which impact the success of assigned work, i.e. results, deadlines and budget.
	6	Makes decisions which impact the achievement of organisational objectives and financial performance.
	7	Makes decisions critical to organisational success.

## Delegation

Delegation is represented across the generic attributes of **Autonomy** and **Influence**.

Generic Attributes	SFIA Level	Statement
Autonomy	3	Receives specific direction, accepts guidance and has work reviewed at agreed milestones.
	4	Exercises substantial personal responsibility and autonomy.
	5	Work is often self-initiated. Is fully responsible for meeting allocated technical and/or group objectives.
	6	Has defined authority and accountability for actions and decisions within a significant area of work, including technical, financial and quality aspects.
	7	Is fully accountable for actions taken and decisions made, both by self and others to whom responsibilities have been assigned.
Influence	3	May oversee others or make decisions which impact routine work assigned to individuals or stages of projects.
	4	May have some responsibility for the work of others and for the allocation of resources.
	5	Has significant influence over the allocation and management of resources appropriate to given assignments.

## Execution performance

Execution performance is represented across the generic attributes of **Complexity** and **Business skills**.

Generic Attributes	SFIA Level	Statement
Complexity	1	Performs routine activities in a structured environment.
	2	Performs a range of work activities in varied environments.
	3	Performs a range of work, sometimes complex and non-routine, in a variety of environments.
	4	Work includes a broad range of complex technical or professional activities, in a variety of contexts.
	5	Performs an extensive range and variety of complex technical and/or professional work activities. Undertakes work which requires the application of fundamental principles in a wide and often unpredictable range of contexts.
	6	Performs highly complex work activities covering technical, financial and quality aspects.
	7	Performs extensive strategic leadership in delivering business value through vision, governance and executive management.
Business skills	1	Uses basic systems and tools, applications and processes. Has basic digital skills to learn and use applications and tools for their role. Security, privacy and ethics – understands and complies with organisational standards.
	2	Understands and uses appropriate methods, tools, applications and processes. Has sufficient digital skills for their role. Security, privacy and ethics – is fully aware of organisational standards and uses appropriate working practices in own work.
	3	Understands and effectively applies appropriate methods, tools, applications and processes. Effectively applies digital skills and explores these capabilities for their role. Security, privacy and ethics – demonstrates appropriate working practices and knowledge in non-routine work. Appreciates how own role and others support appropriate working practices.
	4	Selects appropriately from, and assesses the impact of change

		<p>to applicable standards, methods, tools, applications and processes relevant to own specialism.</p> <p>Maximises the capabilities of applications for their role and evaluates and supports the use of new technologies and digital tools.</p> <p>Security, privacy and ethics – fully understands the importance and application to own work and the operation of the organisation. Engages or works with specialists as necessary.</p>
	5	<p>Advises on the available standards, methods, tools, applications and processes relevant to group specialism(s) and can make appropriate choices from alternatives.</p> <p>Understands and evaluates the organisational impact of new technologies and digital services.</p>
	6	<p>Leads on compliance with relevant legislation and the need for services, products and working practices to provide equal access and equal opportunity to people with diverse abilities.</p> <p>Identifies and endorses opportunities to adopt new technologies and digital services.</p>
	7	<p>Assesses the impact of legislation and actively promotes compliance and inclusivity.</p> <p>Advances the knowledge and/or exploitation of technology within one or more organisations.</p>

## Influence

Influence is represented across the generic attribute of **Influence**.

Generic Attributes	SFIA Level	Statement
Influence	1	Minimal influence.
	2	Interacts with and may influence immediate colleagues.
	3	Interacts with and influences colleagues.
	4	Influences customers, suppliers and partners at account level.
	5	Influences organisation, customers, suppliers, partners and peers on the contribution of own specialism.
	6	Influences policy and strategy formation.
	7	Inspires the organisation, and influences developments within the industry at the highest levels.

## Leadership

Leadership is represented across the generic attributes of **Complexity** and **Business skills**.

Generic Attributes	SFIA Level	Statement
Complexity	5	Implements and executes policies aligned to strategic plans.
	6	Contributes to the development and implementation of policy and strategy.
	7	Applies the highest level of leadership to the formulation and implementation of strategy.
Business skills	4	Contributes specialist expertise to requirements definition in support of proposals. Shares knowledge and experience in own specialism to help others.
	5	Demonstrates leadership in operational management. Analyses requirements and advises on scope and options for continuous operational improvement. Assesses and evaluates risk. Takes all requirements into account when making proposals. Shares own knowledge and experience and encourages learning and growth. Security, privacy and ethics – proactively contributes to the implementation of appropriate working practices and culture.
	6	Demonstrates leadership in organisational management. Understands and communicates industry developments, and the role and impact of technology. Manages and mitigates organisational risk. Balances the requirements of proposals with the broader needs of the organisation. Promotes a learning and growth culture in their area of accountability. Security, privacy and ethics – takes a leading role in promoting and ensuring appropriate working practices and culture throughout own area of accountability and collectively in the organisation.
	7	Has a full range of strategic management and leadership skills. Communicates the potential impact of emerging practices and technologies on organisations and individuals and assesses the risks of using or not using such practices and technologies. Establishes governance to address business risk. Ensures proposals align with the strategic direction of the

		<p>organisation. Fosters a learning and growth culture across the organisation. Security, privacy and ethics – provides clear direction and strategic leadership for the implementation of working practices and culture throughout the organisation.</p>
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## Learning and professional development

Learning and professional development is represented across the generic attributes of **Business skills** and **Knowledge**.

Generic Attributes	SFIA Level	Statement
Business skills	1	Contributes to identifying own development opportunities.
	2	Identifies and negotiates own development opportunities.
	3	Takes the initiative to develop own knowledge by identifying and negotiating appropriate development opportunities.
	4	Maintains an awareness of developing practices and their application and takes responsibility for driving own development. Takes the initiative in identifying and negotiating their own and supporting team members' appropriate development opportunities. Contributes to the development of others.
	5	Takes initiative to advance own skills and identify and manage development opportunities in area of responsibility.
	6	Takes the initiative to advance own skills and leads the development of skills required in their area of accountability.
	7	Ensures that the organisation develops and mobilises the full range of required skills and capabilities.
Knowledge	1	Applies newly acquired knowledge to develop new skills.
	2	Demonstrates application of essential generic knowledge typically found in industry bodies of knowledge. Absorbs new information when it is presented systematically and applies it effectively.
	3	Demonstrates effective application and the ability to impart knowledge found in industry bodies of knowledge. Absorbs new information and applies it effectively.
	4	Is able to apply the knowledge effectively in unfamiliar situations and actively maintains own knowledge and shares with others. Rapidly absorbs and critically assesses new information and applies it effectively.
	5	Develops a wider breadth of knowledge across the industry or business. Applies knowledge to help to define the standards which

		others will apply.
	6	Promotes the application of generic and specific bodies of knowledge in own organisation. Develops executive leadership skills and broadens and deepens their industry or business knowledge.
	7	Fosters a culture to encourage the strategic application of generic and specific bodies of knowledge within their own area of influence.

## Planning

Planning is represented across the generic attributes of **Autonomy** and **Business skills**.

Generic Attributes	SFIA Level	Statement
Autonomy	2	Plans own work within short time horizons.
	3	Plans and monitors own work (and that of others where applicable) competently within limited deadlines.
	4	Plans, schedules and monitors work to meet given objectives and processes to time and quality targets.
	5	Analyses, designs, plans, executes and evaluates work to time, cost and quality targets. Establishes milestones and has a significant role in the assignment of tasks and/or responsibilities.
	6	Establishes organisational objectives and assigns responsibilities.
	7	At the highest organisational level, has authority over all aspects of a significant area of work, including policy formation and application.
Business skills	1	Demonstrates an organised approach to work.
	2	Demonstrates a rational and organised approach to work.
	3	Demonstrates judgement and a systematic approach to work.
	4	Demonstrates an awareness of risk and takes an analytical approach to work.

## Problem solving

Problem solving is represented across the generic attribute of **Complexity**.

Generic Attributes	SFIA Level	Statement
Complexity	1	Requires assistance in resolving unexpected problems.
	2	May contribute to routine issue resolution.
	3	Applies a methodical approach to routine and moderately complex issue definition and resolution.
	4	Investigates, defines and resolves complex issues.
	5	Engages and coordinates with subject matter experts to resolve complex issues as they relate to customer/organisational requirements.

## Generic Attributes and Contextual Descriptions

### Autonomy

Context	SFIA Level	Statement
	1	Works under close direction.
	2	Works under routine direction.
	3	Works under general direction.
	4	Works under general direction within a clear framework of accountability.
	5	Works under broad direction.

### Complexity

Attribute	SFIA Level	Statement
	5	Understands the relationship between own specialism and customer/organisational requirements.
	6	Has deep expertise in own specialism(s) and an understanding of its impact on the broader business and wider customer/organisation.
	7	Has a deep understanding of the industry and the implications of emerging technologies for the wider business environment.

### Knowledge

Attribute	SFIA Level	Statement
	1	Has a basic generic knowledge appropriate to area of work.
	2	Has gained a basic domain knowledge.
	3	Has a sound generic, domain and specialist knowledge necessary to perform effectively in the organisation typically gained from recognised bodies of knowledge and organisational information. Has an appreciation of the wider business context.
	4	Has a thorough understanding of recognised generic industry bodies of knowledge and specialist bodies of knowledge as necessary. Has gained a thorough knowledge of the domain of the

		organisation.
	5	Is fully familiar with recognised industry bodies of knowledge both generic and specific, and knowledge of the business, suppliers, partners, competitors and clients.
	6	Has developed business knowledge of the activities and practices of own organisation and those of suppliers, partners, competitors and clients.
	7	Has established a broad and deep business knowledge including the activities and practices of own organisation and a broad knowledge of those of suppliers, partners, competitors and clients.