

Competency Framework (CF) with performance statements

Definition

The classification of positions together with the original CF was approved by Cabinet on the 29/11/2019, CD number 1343. These are additions to that short portrait template approved by the Cabinet.

This CF identifies the skills needed to perform a job within an organisation. The main goal of this CF is to clearly identify and communicate the skills, which an employee needs to thrive on his or her public servant role. In addition, the CF is defined in accordance to how employees are being evaluated based on how they meet their respective competency requirements. The CF components will differ for each position and emanates the COP competency profiles (1-4). It contains communication & language, planning, organising, controlling, leading and other technical competencies, which are further defined and deemed as “special qualification” purports as professional technical list.

This type of framework is similar to a competency profile as stated above, except it identifies only the skillset necessary for performing a role according to one’s job description (JD) and does not identify individual employee competencies within a profile. A competency profile will identify employee competency levels (1-4) in addition to the stated competencies are the technical list of professions.

The CF is an important element of the JD formulation and it is adopted in the current [performance management system](#) (PMS). The PMS is usually handled by the Performance Development Division (PDD) of the Public Service Commission and the human resource (HR) division of line ministries. The Remuneration team believes that the inter-link between the CF-JD-PMS is very critical and must be acknowledged, and appreciated by JD developers (**supervisors**) and managers. (CF-JD-PMS) are all inter-connected and the synergy (**linkages**) must be upheld and applied at all times to successfully manage the overall competency of an organisation. They contain similar information to that found in a typical JD.

Skills listed within a CF are often relative to the employee's past performance to encourage on-the-job improvement for the employee. Competencies that require the employee to constantly improve include taking initiative and learning. The framework is used to evaluate job competencies, it is important to balance specific job-related skills with general skills that lead to success in any job in relation to the performance management system.

The examples below of competency groups can be used in various staff management functions like:

- **Communication & Language performance expectations;**
- **Planning performance expectations;**
- **Organising performance expectations;**
- **Controlling performance expectations;**
- **Leading performance expectations; and,**
- **Specific core competencies such as the technical professions.**

These competencies are grouped together under the stated categories below. Each competency includes a title, a general definition, and several measurable or observable performance statements.

The list below is useful as a reference, but is not all-inclusive. The performance statements listed are to be used to generate thought about how the competency is displayed- when a role is performed well. The competency descriptions are intended to be tailored to individual positions.

Position-specific competencies are best determined through a job analysis process. Supervisors should talk with their HR division to receive specific direction around competency identification. Further, supervisors may also liaise with PSC Remuneration for direction and clarification on the competency groups.

Competency Group – Communication & Language – having the required level of literacy to fully comprehend and understand both written & oral in Tongan and English suitable to a job skills of communication		
Competency Indicator	Description	Performance statements
1 Band C-H	<ul style="list-style-type: none"> • Authoritative communication skills to address a diverse range of people where the issues can be discussed • Speaking persuasively to influence others • Communicating – speaking and in writing – effectively on topics that are technical/ strategic/ specialist or controversial 	Examples 2 Examples 4 Examples 6
2 Band I-M	<ul style="list-style-type: none"> • Discussing work issues with individuals or groups with confidence • Preparing clear and concise papers or documents for discussion by others who are often more senior • Reading, writing and understanding work material or instructions that may be complex or require analysis 	
3 Band N-P	<ul style="list-style-type: none"> • Engaging verbally and in writing on work issues with others • Communicating effectively with a range of people about work tasks • Following more complex work processes and requirements 	
4 Band Q-S	<ul style="list-style-type: none"> • Following straightforward written and spoken instructions and work processes • Completing forms and straightforward reports • Communicating effectively with work colleagues and supervisors 	
Competency Group – Planning - developing or contributing to the development or design of a service, process or product		
Competency Indicator	Description	Performance statements
1 Band C-H	<ul style="list-style-type: none"> • Initiating or leading a planning process or programme where the output is strategic, longer term, logistically complex or has a broad scope 	Examples 1 Examples 2 Examples 3 Examples 7 Examples 9
2 Band I-M	<ul style="list-style-type: none"> • Contributing to planning processes or design for an organisational output • Planning own and/or other longer-term work programme within set guidelines 	
3 Band N-P	<ul style="list-style-type: none"> • Planning own short-term work programme or schedule but will generally follow instructions or operating procedures • Contributing to planning the work programme of the team 	
4 Band Q-S	<ul style="list-style-type: none"> • Following the instructions of others who will plan the work • Providing suggestions when requested 	
Competency Group – Organizing - implementing or assisting with the implementation or production of a service, process or product		
Competency Indicator	Description	Performance statements
1 Band C-H	<ul style="list-style-type: none"> • Initiating, organising or leading the implementation programme for a product or service that has a board scope or impact • Taking responsibility for the achievement of significant outputs. 	Examples 3 Examples 7 Examples 9
2 Band I-M	<ul style="list-style-type: none"> • Contributing to the implementation and achievement of a planned output, product or service 	

	<ul style="list-style-type: none"> • Having responsibility for the achievement of a specific output or service 	
3 Band N-P	<ul style="list-style-type: none"> • Delivering specific services or processes which may vary in nature • Cooperating with others to achieve the goals 	
4 Band Q-S	<ul style="list-style-type: none"> • Being responsible for getting the job done and delivering a service or product usually in a short time frame • The tasks are generally repetitive and predictable 	

Competency Group – Controlling - having responsibility for processes that ensure the quality of a product or service

Competency Indicator	Description	Performance statements
1 Band C-H	<ul style="list-style-type: none"> • Taking responsibility for the quality of the final product or service • Understanding, designing and/or implementing processes to ensure quality 	
2 Band I-M	<ul style="list-style-type: none"> • Monitoring, evaluating and reporting on the quality of outputs, generally to more senior staff • Utilizing appropriate processes to ensure quality of output and delivery. 	Examples 2 Examples 3 Examples 7
3 Band N-P	<ul style="list-style-type: none"> • Meeting the requirements for quality standards in the work they do • Using team/peer review to ensure quality of product or service delivery 	Examples 9
4 Band Q-S	<ul style="list-style-type: none"> • Taking care to ensure that the product or service they deliver is effective and safe 	

Competency Group – Leading - having responsibility for the work, supervision or management of other staff

Competency Indicator	Description	Performance statements
1 Band C-H	<ul style="list-style-type: none"> • Having responsibility for the overall management of other staff including performance management • Leading and inspiring other staff to achieve TPS goals • Mentoring supporting other staff in their careers. 	
2 Band I-M	<ul style="list-style-type: none"> • Providing working supervision or assistance to other staff and may allocate work or tasks • Providing input into the performance management of other staff if required 	Examples 7 Examples 8 Examples 9
3 Band N-P	<ul style="list-style-type: none"> • Working effectively in a team and supporting other team members 	Examples 10
4 Band Q-S	<ul style="list-style-type: none"> • Taking responsibility for own work and taking instructions from manager or supervisor 	

Competency Group – Other technical profession – deemed as special qualification are specific roles and jobs such as lawyers, doctors, engineers, teachers, accountant, financier etc. as per [list of technical profession](#)

Competency Indicator	Description	Performance statements
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1. Change and Innovation

Definition – develops fresh ideas that provide solutions to all types of workplace challenges

Performance statement examples

1. Stays informed and looks for ways to demonstrate as well as actively contributes to change initiatives and innovation in work area
2. Anticipates emerging issues and looks for ways to improve work practices. Adapts to changing organisational needs, conditions, and work responsibilities
3. Takes a big-picture view of change and models a positive constructive approach
4. Connects seemingly unrelated ideas, events, and circumstances to find global solutions to individual problems
5. Focuses on benefits and ways of overcoming obstacles. Responds positively to change, embracing and using new practices or values to accomplish goals and solve problems
6. See old problems in new ways and has novel approaches to solving those problems
7. Contributes original and resourceful ideas in brainstorming sessions
8. Sees opportunities for creative problem solving while staying within the parameters of good practice. Generates unique but workable and useful solutions to difficult problems
9. Thinks in terms of desired outcomes, not just reactive, quick solutions. Finds ways to turn the ideal into reality. Experiments with new ideas, methodologies, and procedures
10. Visualises potential problems and solutions without needing tangible, “real-life” examples. He or she can discuss and project the aspects and impacts of issues and decisions.

2. Interpersonal Skills/Teamwork/Collaboration

Definition – ability to apply ones’ skills diligently and always have in mind that one is working in a team environment that needs collaboration with others to achieve the best performance results

Performance statement examples

1. Actively shares information with appropriate people and checks for understanding where necessary
2. Presents clear courteous and concise oral and written communications
3. Engages positively and persuasively with the program stakeholders
4. Develops rapport with people at all levels inside and outside the organisation to further the goals of the organisation and is open with other team members about his/her concerns. Addresses issues in an open, constructive, professional manner, and persuades others to approach issues in the same manner
5. Takes the initiative to make things better and seeks out/accepts new or additional responsibilities readily
6. Diligently attends to details and pursues quality in accomplishing tasks. Perform tasks with care in a very thorough manner limiting errors and mistakes
7. Checks work to ensure accuracy and completeness. Compares observations or finished work to what is expected to find inconsistencies. Shows dedication in completing the work that must be done
8. Remains aware and takes care of details that are easy to overlook or dismiss as insignificant.
9. Gets others excited about and committed to furthering the organisation’s objectives. Inspires and persuades others to voluntarily follow direction, pursue and achieve goals, and adopt new positions or opinions
10. Promote the creation of shared mission, vision, and values, and uses those principles to guide actions. Displays a positive attitude about the work to be done, co-workers, customers, management, and employer’ policies

3. Integrity/Accountability/Results orientation

Definition – earns others’ trust and respect through consistent honesty and professionalism in all interactions. Be accountable for the results that one is striving to achieve and be result oriented at all times

Performance statement examples

1. Seeks to achieve high-quality results which are in the best interest of the organisation
2. Uses honesty and appropriate disclosure with customers employees and management
3. Accepts responsibility and acknowledges problems or mistakes and commits to necessary corrective action to deliver results
4. Taking personal accountability for all aspects of their work and self-managing to improve their own and team performance
5. Thinks outside of the box to achieve the best results for an internal/external customer
6. Follows fiscal guidelines, regulations, principles, and standards when committing fiscal resources or processing financial transactions
7. Handles currency carefully and attentively. Verifies the authenticity of money, recognises when it is suspect, and takes action to confirm its value before completing any transactions
8. Safeguards fiscal resources, and adheres to all internal control procedures designed to prevent and detect theft or misuse of funds. Remains alert to security breaches and reports problems. Seeks ways to improve internal controls
9. Keeps current on fiscal procedures, principles, standards, rates, etc. Ensures all financial data is properly calculated and reported
10. Responsibly allocates and accounts for the use of fiscal resources, weighting alternatives and their benefits. Monitors budget usage and ensures critical costs are covered. Seeks ways to reduce costs

4. Customer Focus – internal and external

Definition – builds and maintains customer satisfaction with the products and services offered by the organisation

Performance statement examples

1. Takes personal responsibility for ensuring any issues raised by customers are responded to promptly
2. Accepts responsibility for mistakes apologises and makes suitable and timely amends
3. Treats all clients with respect and cultural awareness
4. Builds and maintains customer satisfaction with the products and services offered by the organisation
5. Can describe customer's business and expectations. Shows interest in, anticipates, and responds timely to customer needs
6. Focusses on the customer's organisations' results, rather than own. Goes beyond basic service expectations to help customers implement complete solutions
7. Delivers services when and where the customer needs them. Explores options when unable to deliver a requested service, and pursues solutions until the customer is satisfied
8. Provides to customers status reports and progress updates. Seeks customer feedback and ensures needs have been fully met
9. Seeks ways to improve service delivery. Assesses the organisation and its services from the customer's point of view. Emphasises a team approach to providing great customer service
10. Recognise adverse customer reactions and develops better alternatives

5. Judgement

Definition – makes timely, informed decisions that take into account the facts, goals, constraints, and risks

Performance statement examples

1. Approaches a task/problem in a sensible way, which gives sound advice and seek assistance, if required
2. Addresses issues early before they escalate and gets them resolved efficiently with minimum fuss

3. Gathers data and others' input when making decisions. Considers lessons learned from experience, differing needs, and the impact of the decision on others
4. Balances analysis, wisdom, experience, and perspective when making decisions. Asks questions in ways that enhance the clarity, quality, and reliability of information
5. Finds solutions that are acceptable to diverse groups with conflicting interests and needs
6. Can explain the rationale for a decision and tests proposed solutions against the reality of likely effects before going forward
7. Makes necessary decisions even when information is limited or unclear. Probes all fruitful sources for answers, and thinks "outside the box" to find options. Uses the good ideas of others to help develop solutions. Seeks advice from those who've solved similar problems
8. Learns from the consequences of decisions. Shows insight into the root-causes of problems. Generates a range of solutions and courses of action with benefits, costs, and risks associated with each
9. Resolves difficult or complicated challenges and looks beyond the obvious and does not stop at the first answers
10. Frames problems before trying to solve them. Breaks down problems and identifies all of their facets, including hidden or tricky aspects

6. Self-Confidence and Assertiveness

Definition – resort to a deeper sense of knowing his/her own strengths and weaknesses and at the same time portray benefits and performance success for the organisation

Performance statement examples

1. Displays confidence in interacting with people at all levels of responsibility, and in all parts of the organisation
2. Deals constructively with failures and mistakes and addresses conflict directly to resolve issues in a timely fashion
3. Influences others to act in support of ideas, programs, or causes
4. Actively promotes and solicits support for a program, or cause. Builds credibility as a representative by demonstrating personal commitment
5. Using knowledge of audience views and interests, chooses and employs diverse methods, tools, and resources to educate and build enthusiasm in potential partners
6. Ensures others grasp the purpose and benefits of the program or cause. Tailor messages to specific audiences to develop interest and endorsement
7. Displays passion for the cause, and sparks that same passion in others
8. Examine data to grasp issues, draw conclusions, and solve problems
9. Confidently display and grasp sufficient satisfactory presentational skills
10. Confidently present clear set of policy instructions in front of a large crowd

7. Supports the Organisation' Theme, Outputs and Outcomes

Definition – supports policies and regulations, and initiates action-plans in a way that the public perceives as fair, equitable, objective, and reasonable

Performance statement examples

1. Inspires dedication to the organisation's shared outputs and values through his/her own visible actions, and applies to issues a knowledge of the mission, values, resources, culture, systems, and business strategies to find solutions that best serve the organisation and its customers.

2. Shows enthusiasm for organisational initiatives policies and procedures and helps others accept any changes and remain effective
3. Embraces and adapts to changing work environment, and knows the reasoning behind key policies, practices, and procedures, and seeks exceptions when needed to achieve
4. Clearly explains laws, rules, and regulations, as well as what constitutes a violation
5. Objectively applies “the rule of law” during all interactions, yet clearly understands “the spirit of the law” when deciding, if enforcement action is needed. Exhausts other options, such as seeking voluntary compliance, before resorting to policy actions
6. Recognises situations that warrant assertive action and moves forward without hesitation
7. Balances enforcing all laws, rules, and regulations against the need to respond to the worst (or most harmful) violations first
8. Remains calm during the course of enforcement activities to lessen the chance of hostility
9. Uses knowledge of the organisation and political climate to solve problems and accomplish goals. Forms alliances with key players to get things done and understands internal, and external politics and their impacts on the organisation
10. Understands how the roles, products, and services of own work unit relate to and impact those of other work units.

8. Promotion of Equity and Equality

Definition – treat others the same as you treat yourself, be humble to one another with great humility and respect

Performance statement examples

1. Actively promotes equity (relating to distribution) and equality (relating to non-discrimination) in relation to gender, culture, disability and other differences

9. Management and Supervision Qualities

Definition – promotes organisational mission, outcomes and objective goals. Enable high level of caretaking and supervisory roles

Performance statement examples

1. Manages resources effectively
2. Shows enthusiasm for organisational initiatives policies and procedures and helps others accept any changes and remain effective
3. Embraces and adapts to changing work environment, and makes reasonable estimates of resources needs to achieve goal or complete high volumes of work, keeping a rapid pace without sacrificing accuracy
4. Identifies the sequence of tasks and the resources needed to achieve a goal, and priorities key action steps. Anticipates the impacts and risks of decisions and actions
5. Seeks and uses others’ input about critical actions, timelines, sequencing, scope, methodology, expected outcomes, and priorities. Sees potential challenges and opportunities, and adjusts plans based on input
6. Creates realistic schedules for projects and follows them. Evaluates progress against schedule and goal. Meets and exceeds deadlines through efficient
7. Monitors and evaluates social, fiscal, and political trends that affect the plan. Prepares strategies to deal with problems or drastic changes
8. Evaluates proposed actions and timelines against organisational mission and values. Integrates the current plan with other plans as needed to achieve the overall mission

9. Manages own time, priorities, and resources to achieve goals. Focusses time and effort on key tasks. Groups related tasks to be more efficient. Easily transitions between tasks and picks up where left off when interrupted
10. Prioritise tasks by importance and deadline. Discerns what is crucial from what is just urgent. Adjusts priorities as situations change

10. Leadership Qualities

Definition – lead and promote ALL the stated key competency groups to the best of one’s ability

Performance statement examples

1. Develops and communicates vision and translates these into clear objectives
2. Builds and sustains a motivated team - suggests and tasks for others’ ideas to improve quality, efficiency, and effectiveness
3. Leads by example and take calculated risks to improve performance, try a fresh approach, or reach a challenging goal. Allow the speaker undivided attention and appears interested in the message. Leads by example and sets standards for professional behaviour. Helps those in need of assistance, regardless of rank
4. Inspires a shared commitment and sets clear, meaningful, challenging, and attainable group goals and expectations that are aligned with those of the organisation
5. Empowers others to take responsibility through a deep sense of commitment and ownership. Attends to verbal and non-verbal cues that create a deeper understanding of the message
6. Promotes organisational mission and goals, and shows the way to achieve them with the ability to listen to what others are saying. Allows others to speak without unnecessarily interrupting them
7. Creates a positive work environment where all staff motivated to do their best
8. Conveys confidence in a group’s ability to prevail over challenges to reach its goal. Asks clarifying questions that elicit clearer or more detailed information
9. Links mission, vision, values, goals, and strategies to everyday work. Sees the potential in others and takes opportunities to apply and develop that potential
10. Confirms understanding by paraphrasing or summarising what others have to say and acknowledge that their ideas are plausible solutions – there is no “1” solution for every course of actions – there is always a solution for everything