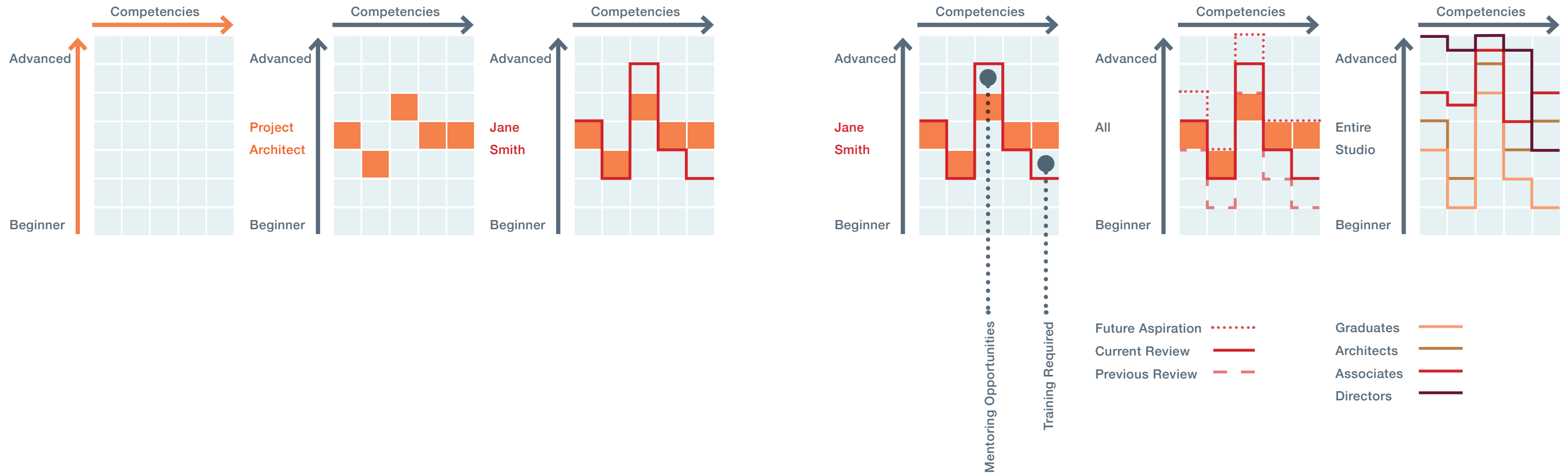


Competency Map Principles

The Competency Map is grounded in the understanding the clear and defined roles are an essential part of supporting career progression within practices. A graphic representation of these roles allows for a clear map of an individual's competencies and a pathway for progression.



X and Y Axis

- The base map shows competencies on one axis and an assessment range on the other.
- **The competencies can expand or contract to suit the size and culture of the practice.**

Baseline

- Coloured boxes create a visual map of the baseline for each role. They indicate an expected range of skills and the level at which a staff member should be performing for a given role.
- This is not necessarily a direct line, the shape and banding is more informative.

Individual Assessment

- An individual staff member's performance is document via a line overlaid on the baseline, showing relative performance against the baseline.
- The shape of the line in relation to the baseline is most telling, and should be looked at carefully, rather than focusing on the individual assessment.

Visual Map

- The visual comparison offers a clear map of an individual's performance as plotted against the baseline.
- This may reveal areas where training is required. It can help identify suitable mentors in key areas and opportunities for promotion.

Comparison

- Comparing a current assessment with mapping from earlier reviews can show how an individual has developed.
- Plotting an agreed future line as part of a performance review process can help forecast future progression, and identify areas of growth and ambition.

Overlay

- Overlaying several maps may be a useful tool for resourcing, proposing teams and job sharing potentials. It might also reveal training required or mentoring opportunities
- Overlaying the entire practice will reveal the practice profile and highlight any future needs for skills, which may be met through additional hiring or specific training beneficial the practice.