PASAI Human Resources Guide

Supportive material

Chapter 4 Managing competencies

PASAI

Pacific auditors working
together

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Good Practice: Developing a competency framework

(INTOSAI Human Resources Management – Practical Tools and Checklists)

Introduction

A competency framework is a tool which SAIs can use to:

- Clarify the standard of performance it expects from each of its staff;
- Inform discussions of performance and progress with managers;
- Identify strengths and areas for improvement of staff;
- Define staff development objectives and monitor progress;
- Identify relevant development activities to address the needs of staff;
- Assess and rate performance;
- Get the best from staff; and
- Inform consideration of potential for career progression and career development plans.

How are competencies determined?

Competencies will differ from organisation to organisation depending on its values, on the field it is working in and on its stage of development. For these reasons a competency framework is usually developed by people within the organisation who know what the roles require. Development of the competencies through a focus group made up of key staff is particularly helpful as it is extremely important that the people using the competencies believe that they broadly reflect how they are expected to act. The competency framework used by the UK National Audit Office has six generic competencies which, together with the technical skills required for the role or specialism (such as accountancy, statistics or IT systems), help define the behaviours staff need to demonstrate in their day-to-day work.

An example of a list of generic competencies

1. Basic technical capability = Getting the job done

- Taking a planned approach to work
- Organising resources available to best effect
- Monitoring progress
- Producing quality work in accordance with all manuals and standards
- Displaying effective drive and resilience.

2. Analytical and methodological approach = Reaching the heart of the matter

- Using correct methodology relevant to work
- Analysing issues to an appropriate level

- Reaching sound judgements and opinions backed by sufficient evidence
- Making decisions SAIs can defend in public.

3. Working as a member of a team = Getting the best from each other

- Treating people as individuals but encouraging their participation
- Working as a fully effective team member
- Leading others to deliver best quality work
- Encouraging others to develop.

4. Training and development = Developing yourself

- Developing yourself to continuously improve your performance
- Maintaining and updating professional and technical knowledge
- Ensuring innovation and continuous improvement

5. Communications = Putting the message across

- Presenting a confident and professional image
- Possessing a good standard of written and oral communications
- Working in partnership with others
- Working with clients

6. Motivation and Contribution = Moving SAIs forward

- Understanding the context of your work
- Thinking strategically
- Leading people in challenging times

When developing and reviewing a competency framework for use within a SAI, the focus group should also consider the following questions:

- Does the competency framework provide a complete list of the competencies the SAI needs to fulfil its mission?
- Are there any competencies listed that are not required within the SAI?

Once an SAI has agreed to its competency framework, full training should be provided to staff on the framework and on its practical application within the activities of the SAI. Without such training the competency framework will quickly gather dust and be seen as irrelevant.

Guide: How to get your competency framework right

(INTOSAI Human Resources Management – Practical Tools and Checklists)

Many organisations develop a competency/behaviour framework with a view to managing performance and progression more effectively. However, many managers and individuals find it hard to use the framework to help achieve their goals and, therefore, the goals of the organisation.

The most common reasons for this are that people do not see the benefit of the framework and are not trained adequately; there are no clear links to what the business is aiming to achieve and many frameworks are a mix of different concepts which makes them unwieldy.

A competency framework should be a useful tool to help manage performance. If SAIs adopts the above framework, or something similar, here are some simple steps it can follow to see if it is fit for purpose.

1. Communicate the purpose

The first thing is to find out if employees understand what the purpose is. If they do not understand how behaviours contribute to personal and organisational success, there is little point in updating or developing the framework.

Staff need to be informed why a competency framework is being introduced – for example, to help with culture change, performance management, recruitment or development. Make sure staff understand how the framework contributes to these.

If staff are not clear about this then SAIs needs to find out what their challenges are and explain how the framework can help. If the framework does not help meet their challenges it is not fit for purpose – however perfectly constructed it is.

2. Identify key themes

Even if staff are clear about the purpose of the framework, it still needs to support the organisation's aspirations (goals, values, strategies). If people are not all working towards these aspirations then some individual efforts are likely to be diversions from organisational success.

Meet with key stakeholders (the people who have an influence on production or implementation); gather together all the documents that capture the organisation's aspirations and ask the team to identify key themes by asking them to consider questions such as: "What would people say about our organisation?", "What needs to change?" and "What are the challenges that lie ahead?". Key themes are likely to be things such as "listen to customers" and "look after staff".

Once you have the themes, check that the behaviours in the framework support them. All themes should be supported by some behaviours, and all behaviours should support some of the themes.

3. Get conditions right

The organisation's procedures need to support the framework, and the culture, resourcing and management structures must be supportive too. For example, if the performance management system focuses solely on the individual, then people are unlikely to display collaborative team-working behaviours.

Be realistic: if conditions inhibit behaviours then change the conditions or change the behaviours.

4. Tackle the root cause

As well as goals and conditions, behaviour is also influenced by underpinning characteristics (knowledge, skills and attitude). One underdeveloped characteristic, such as communication skills, can affect many different behaviours. If managers do not understand this distinction, they may focus on trying to improve the behaviour without tackling the root cause. For example, someone who is not "planning the whole task to ensure effective implementation" (an example of a behaviour) may simply lack knowledge of the task and any training to correct this may be misdirected.

5. Keep it simple

There are two key elements to ease of use – language and structure. However perfect the framework, if it is too complicated, long or detailed it will not be used. The language must be meaningful to the people who use it. This is partly why frameworks bought off the shelf do not work – because the language does not fit the culture of the organisation.

If the framework is too complex to be used effectively, it is possible that tasks (for example, "completes work records on time"), aspirations ("valuing diversity") and personal characteristics ("communication skills") become mixed in with behaviours. These are all valuable influences on performance but if they are mixed in with behaviour statements it makes the framework not only unwieldy but also confusing.

Exclude tasks (they belong in job descriptions), characteristics (these underpin behaviours) and aspirations (at organisational level these are value statements or organisational goals and at individual level they are personal goals). If you want to highlight the importance of characteristics, then keep them in a separate part of the framework from the behaviours.

6. Train the users

Once the framework has been agreed, everyone who uses it should be trained in how to use it. A framework is a tool and, as with any tool, if users do not know how to use it, it will fall into disuse or fail to meet its full potential.

7. Key points

- Behaviours contribute to personal and organisational success;
- Frameworks should be designed to ensure everyone works towards the same organisational aspirations;
- Culture, organisational structure and procedures should encourage the desired behaviours rather than inhibit them; and
- Aspirations, characteristics and conditions are separate from behaviours and people should know how to manage them.

PASAI – Competency Framework

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Level 1: Core Competencies Matrix

Core Competencies	Dimension	Explanation		ISSAI
Knowledge	**Mandate of the SAI**	Audit mandate and policies • Understand the Public Audit Act, the mandate, organisational structure and all policies. • Understand ISSAI, GAGAS, ISA and related audit standards.		ISSAI 150
		Audit clients and tools • Understand the audit clients, audit manuals and audit software available at the SAI for conducting audits		ISSAI 150
	SAI Independence	• Understand the meaning and importance of independence. • Understand the 8 pillars of independence. • Understand the level of independence for the SAI		
	Internal Governance & Ethics	• Understand the vision, mission, values, code of ethics, strategic priorities. • Understand the SAIs control environment, internal communication and overall audit planning • Code of ethics and office governance		ISSAI 130
	Fundamentals of Public Sector Auditing	Understand the principles of public sector auditing, the process of auditing from planning, execution, reporting and follow-up process of an audit		ISSAI 100
	Public Finance Management systems	Public financial management systems • Understand the accountability framework and the relationship between the SAI, Executive Government and Parliament. • Understand the PFM system of the country. Government policies and regulations as they pertain to public funds.		ISSAI 150

Core Competencies	Dimension	Explanation	ISSAI
	Audit methodology	Have a general understanding of the audit methodology when conducting an audit	
Skills	**Audit skills**	Basic skills to conduct work in planning and fieldwork. This includes skills in Word and excel to complete audit work papers.	
	Digital literacy	Use ICT systems and tools efficiently and effectively to conduct audits.	
	Interpersonal communication	Teamwork, work and communicate effectively with the audit team and clients.	
	Time management	The ability to complete work within the allocated time and budget in line with instructions and direction from the team leader	
Personal Attributes	**Integrity**	• Ensure all actions and decisions are based on the principles of honesty, fairness and transparency. Ethical behaviour • Personal accountability	130 – Code of Ethics
	Commitment	• Be committed to develop audit skill by being proactive. Continue to grow and develop knowledge, skills, and abilities. Keep up to date with new developments in technology in the workplace.	

Level 2: Functional Competencies – Financial Audit Matrix

Functional Competencies	Dimension	Explanation	ISSAI
Understand the objectives, principles and pre-conditions for financial audits	**Understand how financial audit promotes accountability**	Understand the nature, purpose and objectives of financial auditing, how it adds value to the accountability chain, and linked to compliance or performance audit engagements.	200, 2200
		Understand that financial auditing by examining past events and providing forward-looking, effective and cost-beneficial recommendations to improve public financial management.	
	Demonstrate an ability to apply key concepts of financial auditing appropriately and consistently in audit practice	Apply key concepts such as risk assessment, materiality, sampling, risk response, sufficient appropriate audit evidence, levels of assurance and key audit matters in the financial audit process.	2300, 2315, 2320, 2330, 2500, 2520, 2530
		Understand the principles, objectives and preconditions for an ISSAI-compliant financial audit	2700
		Determine that sufficient audit procedures have been performed to provide reasonable assurance to the users of the financial statements.	2450, 2500, 2520
		Provide an opinion on whether the financial statements give a true and fair view of the financial state of affairs of an entity OR that the financial statements have been prepared in line with the applicable financial reporting framework.	2700, 2701, 2705, 2706
	Ensure quality in conducting a financial audit	Apply financial audit ISSAIs throughout the audit process	2220-
		Review financial audit work for QA in line with ISSAI	100

Functional Competencies	Dimension	Explanation	ISSAI
	Exercise professional judgement and scepticism	Exercise professional judgement and scepticism while applying standards.	100, 2200
		Seek advice if difficult or contentious issues are encountered when exercising professional judgement.	
Understand the context, environment and entity in financial audits	**Demonstrate an understanding of the public sector environment**	Understand the public sector environment, which leads to additional audit objectives in the auditing of financial statements in the public sector, e.g. parliamentary directives, government circulars, stakeholder expectations, entity-specific issues etc,	2315, 2240, 2250
	Knowledge of accounting principles and financial reporting frameworks	Understand Accounting Standards and Principles, as well as display the ability to interpret the financial reporting framework that applies to the preparation of the financial statements.	200
	Understand the entity operations, risks, and reporting processes	Evaluate an entity's organisational structure, culture, business processes, operations, internal control and systems.	2315
		Demonstrate an understanding of the accounting and reporting process specific to an entity.	2315
Assess and manage risk	**Determine materiality**	Understand the concepts of materiality and performance materiality. Determine materiality by size and nature. Apply materiality based on an understanding of the relationship between materiality and assessed risks	2320
	Assess audit risk in financial audits	Understand the SAI's risk-based audit methodology and the Audit Approach Framework. Understand assertions and their relationship to audit risk. Understand the concepts of inherent, control and detect risk and the response to audit risk. Assess the audit risk	2315
	Manage risk throughout the financial audit process	Prepare and implement an overall audit strategy that provides direction, timing and scope of the audit, which is responsive to overall risks of material misstatements in the financial statements.	2300
Perform and document financial audit procedures as per ISSAIs	**Evaluate an entity's internal control system**	Evaluate the design of internal control systems and test the effectiveness of internal controls Reach a conclusion as to the adequacy of controls tested to assess the risks of material misstatements in the financial statements.	140
	Apply different sampling techniques	Understand the concept of statistical sampling. Select sample sizes by applying different sampling techniques and using the materiality level.	2530
		Gather and evaluate multiple sources of evidence, identifies conflicts and determines evidence that is reliable, accurate, credible, usable and complete for the audit.	2500
	Gather and evaluate sufficient appropriate audit evidence	Understand data integrity and assure the consistency of data over its life cycle and test the validity of the information.	
		Explore opportunities to obtain the required evidence in new ways to facilitate analysis and/or testing approaches.	
		Leverage the work of third parties or specialists to determine its adequacy for the audit.	2610, 2620

Functional Competencies	Dimension	Explanation	ISSAI
	Evaluate audit evidence to express an opinion	Evaluate the sufficiency of appropriate audit evidence, identifies root causes of audit matters and expresses an audit opinion on the financial statements.	2500
	Document the entire financial audit process	Document work done at every stage of the financial audit, from pre-engagement until completion and reporting, in order to demonstrate the adequacy of work performed in an audit of financial statements.	2230
	Communicate with stakeholders throughout the financial audit process	Identify key stakeholders in the financial audit process, including those charged with governance, and communicates effectively, both verbally and in writing, throughout the audit process.	2260, 2265
		Engage in two-way communication to obtain information required for assessing the risks of material misstatements and gathering audit evidence to support the audit opinion. Conveys the audit matters to the management and those charged with governance.	
		Maintain a professional relationship with the audited entity.	
Communicate and follow up on financial audit results	**Identify those charged with governance and communicate results appropriately**	Identify the management and those charged with governance for communicating audit matters.	2260, 2265, 2701
		Explain and communicate the audit opinion and key corrective actions required.	
		Identify to whom, and how, matters related to fraud should be communicated.	
	Follow up on systemic recommendations	Develop and implement a plan for following up on audit results with responsible stakeholders.	
		Monitor the implementation of financial audit observations.	

Level 2: Functional Competencies – Performance Audit Matrix

Functional Competencies	Constructs	Explanation	ISSAI
	Adhering to independence and ethical requirements.	The independence, powers and responsibilities of the public sector auditor place high ethical demands on the SAI and staff. The auditor must be free of conflicts of interest both real and perceived.	ISSAI 130:8-9
Conduct ISSAI-compliant performance audits	**Understand how performance audit promotes accountability, transparency, good governance.**	Understand the nature, purpose and objectives of performance auditing, and how it adds value to the accountability chain and is linked to compliance or financial audit engagements.	ISSAI 3000:29-31, ISSAI 300:9-12
		Understand performance audit as a direct reporting engagement with different approaches such as a result-oriented approach, problem-oriented approach, etc.	ISSAI 3000:40-44, ISSAI 300:21-23
		Appreciate that performance audit works constructively to provide forward-looking recommendations to improve governance, accountability, transparency and service delivery in public financial management,	ISSAI 3000:127-128

Functional Competencies	Constructs	Explanation	ISSAI
	Apply key concepts of performance auditing appropriately and consistently in audit practice.	Apply key concepts of economy, efficiency and effectiveness, as well as criteria conditions, cause and effect in the performance audit process, in relation to a wide variety of subject matters.	ISSAI 3000:35 ISSAI 300: 11, 25
		Actively manage the risk of inappropriate reports so that the intended user will have confidence in the reliability of audit conclusions.	ISSAI 300:21-23
		Provide a balanced report and constructive forward-looking recommendations.	ISSAI 3000:126
	Ensure quality in conducting a performance audit	Apply performance audit ISSAIs throughout the audit process in different environments to ensure quality that enhances the credibility of the audit report.	ISSAI 3000:79-82 ISSAI 300:32
		Able to review performance audit work done by others for quality assurance in line with relevant standards and SAI practices.	ISSAI 3000:79-82 ISSAI 300:32
	Exercise professional judgement and scepticism throughout the performance audit.	Exercise professional judgement and scepticism while applying standards.	ISSAI 3000:68-72 ISSAI 300:21
		Seek advice if difficult or contentious issues are encountered when exercising professional judgement.	ISSAI 3000:29-31 ISSAI 300:9-12
Understand the context, environment and entity in financial audits	**Understand the context of the public sector environment**	Display an understanding of the wider institutional framework of performance accountability and performance culture in the public sector.	ISSAI 3000:68-72 ISSAI 300:21
	Appreciate the entity's operations.	Evaluate the entity's organisational structures, culture, business processes, operations and systems and interrelationships with other entities.	ISSAI 300:30
Assess and manage risk in a performance audit	**Understand the risks and their effect on the performance.**	Auditors should actively manage risk. Dealing with audit risk is embedded in the whole process and methodology of performance audit.	ISSAI 300:28 ISSAI 3000:52-54
	Select performance audit topics based on criteria.	Select a portfolio of performance audit topics based on a set of criteria, taking care to include significant, relevant and auditable topics that will add value to the users of the report.	ISSAI 3000:89-95 ISSAI 300:27
	Manage risk throughout the performance audit process	Manage the risk of the performance audit reaching incorrect or incomplete conclusions, providing biased information or failing to add value.	ISSAI 3000:52-54 ISSAI 300:28
Perform and document performance audit procedures as per ISSAIs	**Set clear and well-defined audit objectives and choose the best audit approach.**	Set well-defined audit objectives and design questions that are thematically related, complementary, not overlapping and collectively exhaustive in addressing the audit objectives.	ISSAI 3000:35-39 ISSAI 300:25
		Choose the best audit approach from the result, problem or system-oriented approaches, or use a combination of these to address the audit objectives.	ISSAI 3000:40-44 ISSAI 300:26
	Establish suitable criteria for a performance audit	Identify different sources of audit criteria in the performance audit or develop criteria when these are not readily available.	ISSAI 3000:45-48 ISSAI 300;27
	Determine materiality at all stages	Determine materiality throughout the performance audit process, considering not only the monetary value but also what is socially or politically significant.	ISSAI 3000:83-85 ISSAI 300:33

Functional Competencies	Constructs	Explanation	ISSAI
	Apply sampling techniques and evaluate the results	Determine when and how to perform sampling and then document the sampling strategy during the audit.	ISSAI 300:37-38
		Execute sampling procedures and evaluated results.	ISSAI 300:37-38
	Use a variety of social science methods and diagnostic techniques	Use social science methods and diagnostics techniques and choose which to apply during a performance audit.	ISSAI 3000:101-102,38 ISSAI 300:30
		Use and select the most appropriate techniques for data gathering and data analysis during a performance audit.	ISSAI 3000:96-103 ISSAI 300:35,38
	Document the entire performance audit process	Document work done at every stage to other performance auditors to understand the process and the steps taken and reach the same results.	ISSAI 3000:86-88 ISSAI 300:34
	Communicate with stakeholders throughout the performance audit process	Identify key stakeholders in the performance audit process, including those charged with governance, and communicate effectively.	ISSAI 3000:25-28 ISSAI 300:29
		Engage in two-way communication with stakeholders to gather evidence to support conclusions and recommendations.	ISSAI 3000:55-58 ISSAI 300:29
		Identify to whom, and how, matters related to fraud should be communicated.	ISSAI 3000:73-74
Communicate and follow up on performance audit results	**Compile performance audit reports and recommendations that meet standards**	Compile an audit report that is comprehensive, convincing, timely, reader-friendly and balanced.	ISSAI 3000:116
		Formulate recommendations that are clear, well-founded, presented in a logical and reasoned way, add value and address the causes of problems and/or weaknesses.	ISSAI 3000:126-128 ISSAI 300:40
	Follow up on performance audit recommendations	Develop and implement a plan for following up on audit results with responsible stakeholders.	ISSAI 3000:136-141 ISSAI 300:42
		Monitor the implementation of performance audit observations	ISSAI 3000:130 ISSAI 300:42

Level 2: Functional Competencies – Compliance Audit Matrix

Functional Competencies	Dimension	Explanation	ISSAI
Conduct ISSAI-compliant	**Understand how compliance audit promotes**	Understand the nature, purpose and objectives of compliance auditing how it adds value to the accountability chain and linked to financial or performance engagements.	100 [22], 150 [12] 400 [15-19] 4000[20-22, 26]

Functional Competencies	Dimension	Explanation	ISSAI
compliance audits	accountability and transparency	Understand both compliance audit as an attest engagement and direct reporting engagement.	400[15] 4000[37-42]
		Understand both the regularity focus and propriety focus of compliance audits.	400[13] 4000[24]
	Apply key concepts of compliance auditing appropriately and consistently	Apply key concepts such as subject matter, subject matter information and users in the context of both regularity and propriety compliance engagements.	400[33-34] 400[51] 4000[43-51]
		Apply concepts of authorities, rules and criteria, risk, limited assurance and reasonable assurance engagements	400[28-32] 4000[30-36; 121-124]
	Ensure quality in conducting a compliance audit	Apply compliance audit ISSAIs throughout the audit process	400[51] 000 [54-56]
		Able to review compliance audit work done to ensure quality assurance in line with relevant standards	400[44] 4000[80-88]
	Demonstrate basic leadership skills	Exercise professional judgement and scepticism while applying standards.	400[43] 4000[71-79]
		Seek advice if difficult or contentious issues are encountered when exercising professional judgement.	400[43] 4000[71-79]
Understand the context, environment and entity/entities in compliance audits	Understand the context of the public sector and compliance frameworks	Understand the wider institutional frameworks of rules and regulations and the compliance culture within which the entity operates.	400[52] 4000[133-133]
	Understand entity operations and compliance risks	Evaluate an entity's organisational structure, culture, business processes, system of internal control, activities, operations and systems.	400[53] 4000[134-136]
Assess and manage risk in a compliance audit	Assess audit risk in a compliance audit.	Determine materiality and assess the audit risk of not reporting material non-compliance, including instances indicative of unlawful acts, fraud, abuse, or wastage.	400[47] 4000[52-63; 125-130]
	Manage risk throughout the audit process	Develop and implement strategies to reduce audit risk to an acceptable level.	400[46] 4000[52-63; 137-143]
Perform and document compliance audit procedures as per ISSAIs.	Evaluate authorities and criteria to plan the compliance audit	Evaluate relevant authorities and criteria applicable to the audit. Determine the scope of the audit in terms of both regional and thematic coverage.	ISSAI 400[50] ISSAI 4000[52-63]
	Conduct a preliminary assessment of an entity's internal control system	Evaluate the design of internal control systems and whether these are operational and, if so, test the operating effectiveness of internal controls in light of compliance requirements and conclude on the adequacy of the controls tested.	ISSAI 400[53] ISSAI 4000[52-63; 131-136]

Functional Competencies	Dimension	Explanation	ISSAI
	Develop and conduct procedures to manage audit risk	Apply knowledge of relevant authorities in performing analytical procedures, control testing and substantive testing to develop audit procedures. Consider audit risks and determine the types and extent of testing.	ISSAI 400[52] ISSAI 4000[52-63; 158-167]
	Apply sampling techniques	Use a risk-based methodology to address significant risks in determining when and how to perform sampling and document sampling strategy	ISSAI 400[54-55] ISSAI 4000[52-63; 144-169]
		Execute sampling procedures and evaluated results.	ISSAI 400[54-55] ISSAI 4000[52-63; 172-178]
	Gather sufficient and appropriate audit evidence	Corroborate multiple sources of evidence, identify conflicts and determine evidence that is reliable, accurate, credible, usable and complete for the audit. Understand data integrity and reliability concepts to assure the consistency of data.	ISSAI 400[48], [57] ISSAI 4000[144-169]
		Use innovative methods to obtain the required evidence to facilitate analysis and/or testing approaches.	ISSAI 400[57] ISSAI 4000[144-167]
		Leverage the work of third parties and perform procedures on the work of others to determine its adequacy for the audit.	ISSAI 400[57] ISSAI 144-167]
	Evaluate the results of all audit procedures and determine conclusions and recommendations.	Analyse and synthesise evidence gathered through audit procedures to arrive at audit conclusions (or opinions). Identify to whom, and how, matters related to fraud, wastage and abuse should be communicated.	ISSAI 400[58] ISSAI 4000[144-167; 179-190]
	Document the compliance audit	Document the audit in line with ISSAI requirements.	ISSAI 400[21, 48] ISSAI 4000[89-95; 137-158]
		Understand the subject matter and use appropriate terminology in documentation and communication.	ISSAI 400[33-34] ISSAI 4000[107-120]
	Communicate with stakeholders throughout the compliance audit.	Identify key stakeholders in the compliance audit, including those charged with governance, and communicates effectively, both verbally and in writing, throughout the audit process as described in	ISSAI 100[25] ISSAI 400[35-38], [49] ISSAI 4000[96-106]
Communicate and follow up on compliance audit results	Prepare audit reports using the prescribed formats	Formulate audit results considering audit objectives, and in keeping with prescribed formats, eg. reports, opinions, forms and communications.	ISSAI 400[59] ISSAI 4000[191-217]
		Report findings of fraud in accordance with ISSAI requirements	ISSAI 400[59] ISSAI 4000[221-231]
	Follow up on compliance audit results	Develop and implement a plan for following up on audit results with responsible stakeholders.	ISSAI 400[60] ISSAI 4000[232-236]
		Monitor the implementation of compliance audit observations.	ISSAI 400[60] ISSAI 4000[232-236]

Level 3: Professional Competencies Matrix

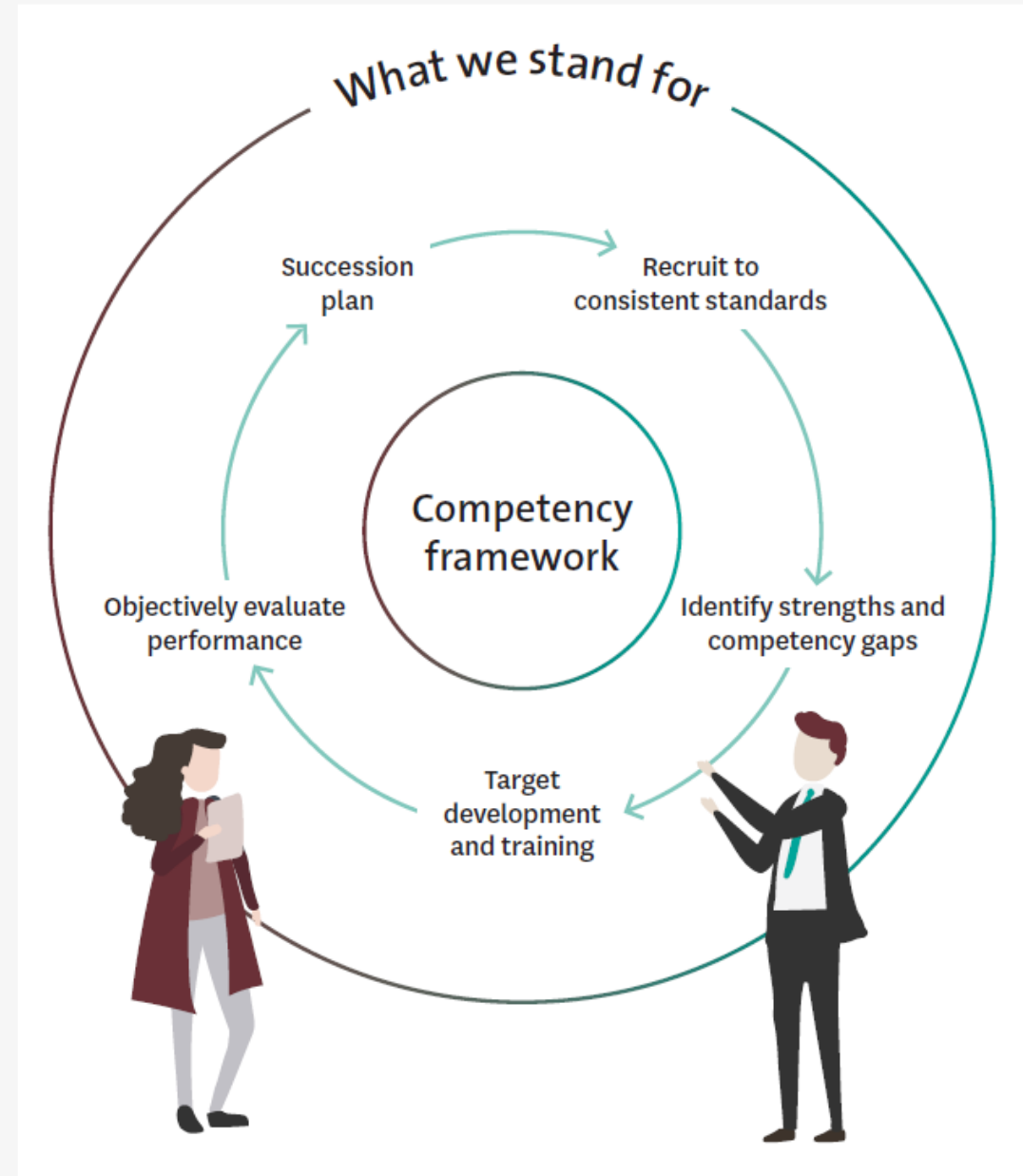| Professional Competencies	Dimension	Explanation
Financial audit	**Knowledge, skills and attributes**	- Excellent understanding of ISSAIs/GAGAS - Excellent understanding and experience in leading audits. - Good management skills to complete timely audits - People and team-building skills
Performance audit	**Knowledge and Skills**	- Excellent understanding of ISSAIs/GAGAS - Excellent understanding and experience in leading audits. - Good management skills to complete timely audits - People and team-building skills
Compliance audit	**Knowledge and Skills**	- Excellent understanding of ISSAIs/GAGAS - Excellent understanding and experience in leading audits. - Good management skills to complete timely audits - People and team-building skills
Continuing professional education	**Knowledge, skills and attributes**	- Continuous training in auditing and accounting standard - Training in IT audit and audit software
Leadership	**Knowledge, skills and attributes**	- Management skills - Relationship building skills. - People skills to manage staff and deal with clients - Public speaking skills
Human resource, financial and office management	**Knowledge, skills and attributes**	- Excellent knowledge of the business of SAIs - Strategic planning skills - Implementation and delivery skills - HRM skills - Financial management skills - Quality control management skills
Communications with stakeholders	**Knowledge, skills and attributes**	- Presentation and public speaking skills - Excellent writing skills - Excellent communications skills

Competency Framework

Presentation August 2023 – Office of the Auditor General New Zealand

What is a competency framework?

What we stand for

Competency framework

Succession plan

Recruit to consistent standards

Identify strengths and competency gaps

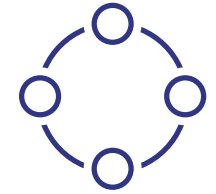Target development and training

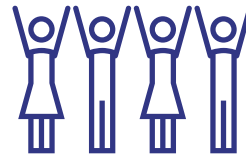Objectively evaluate performance

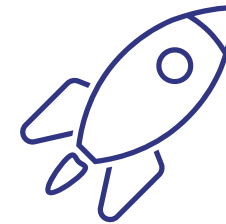# Principles of the framework

Clear

Simple & Easy to Use

Integrated

Inclusive

Future Focused

Robust

Designing the framework

2. Success Profiling
Desk review of available data, conduct semi-structured strategy interviews to understand future requirements & focus groups to understand behaviours required for success and employee voice.

4. Presentation
Present the framework and behavioural anchors to key stakeholders. Make final amendments and present framework ready for design.

1. Project kick Off
Meet with key stakeholders to understand needs, context and best approach. Agree project timeframes and deliverables.

3. Design
Analyse key drivers of success and design competencies and behavioural anchors tiered by role level.

Project Management & Communication

Implementing the framework

6. Development of toolbox
For recruitment, development and performance management

8. Close the loop
Get feedback, ensure elements are embedded and being used correctly across the board

5. Card sort design and mappings
Design cards and mapping sessions for managers to map roles to framework. Roll out mapping sessions

7. Training and implementation
Design and delivery of training resources and webinars for 'how to' use toolbox.

Project Management & Communiciation

Structure of the framework
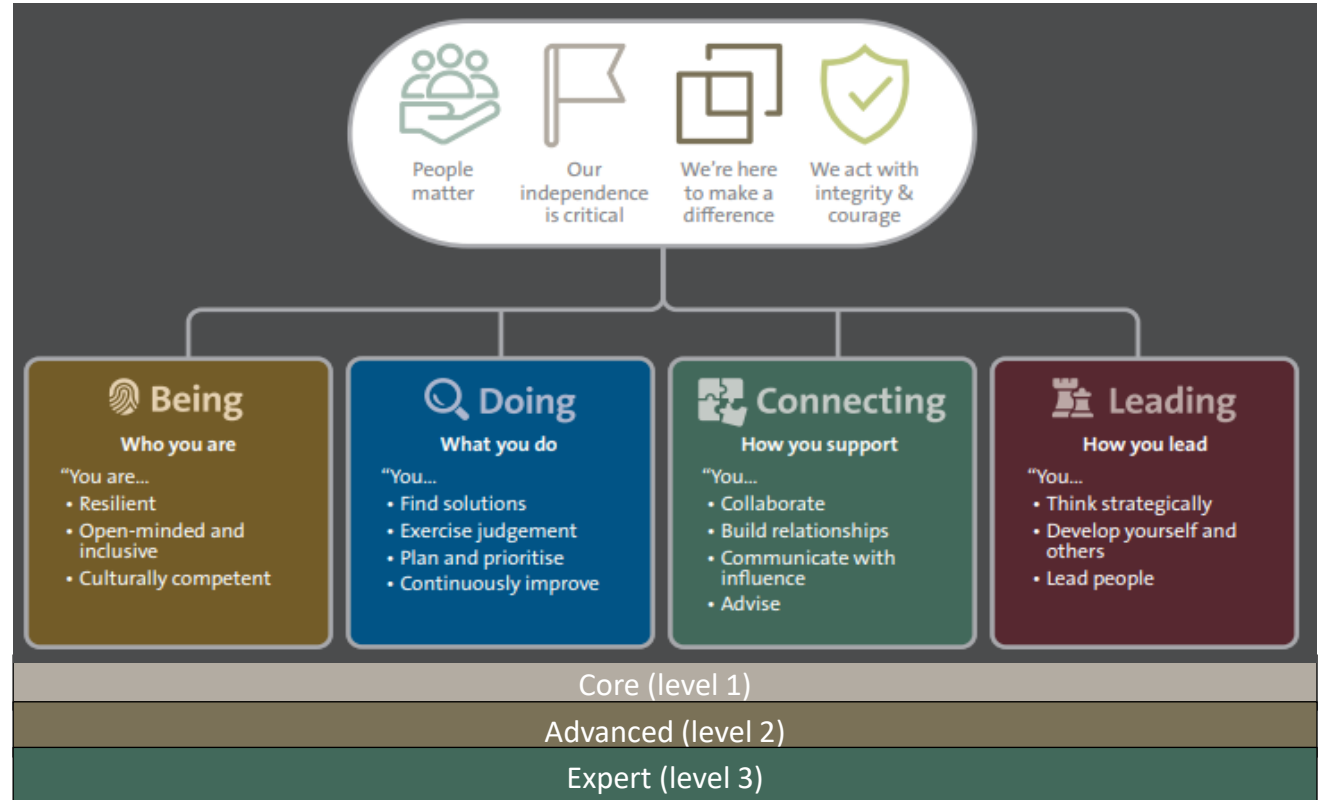
Competency cards

Connecting

How you connect...

Build relationships

Develops strong relationships internally and externally and builds strategic connections to achieve results for the Office.

Card 2 of 4

v1.0

Connecting ...Build relationships

Core

- Relates well to others and develops strong relationships with internal and external stakeholders.
- Takes opportunities to connect and build relationships with others.
- Proactively builds a network of key contacts internally and externally to support achieving results.
- Engages with others to meet objectives.

Advanced

- Builds and maintains strong relationships across the Office and beyond.
- Prioritises connecting with a diverse range of stakeholders, including industry contacts, professional groups, and colleagues.
- Encourages working relationships among others and proactively connects others with common goals or interests.
- Recognises the most appropriate forms of stakeholder relationships needed to further the Office's objectives.

Expert

- Builds strategic relationships and maintains a network of key external contacts to achieve results.
- Identifies the needs, interests, and influence of internal and external stakeholders and builds appropriate and effective relationships.
- Facilitates and leads networking opportunities with a diverse range of internal and external stakeholders.
- Role models purposeful relationship building to enhance trust and build the profile of the Office.
- Gives sound consideration to building the right level and type of relationship in diverse circumstances.

Section 5: What we stand for (10 minutes)

'What we stand for' Discussion

This is your opportunity to discuss our 'What we stand for' statements to understand values fit. Before asking your question here, take a minute to provide an overview of 'what we stand for' and share what you think makes the Office unique and why you enjoy working here.

Question

[insert values based questions here]

Notes:

Things to look out for

What we stand for behavioural indicators to go here

Section 6: Competency Based Questions (20 minutes in total)

Competency 1: <Name of Competency 1> (5 minutes)

Competency definition to go here

Question

[Insert question here]

Situation / Task:

Action:

Result:

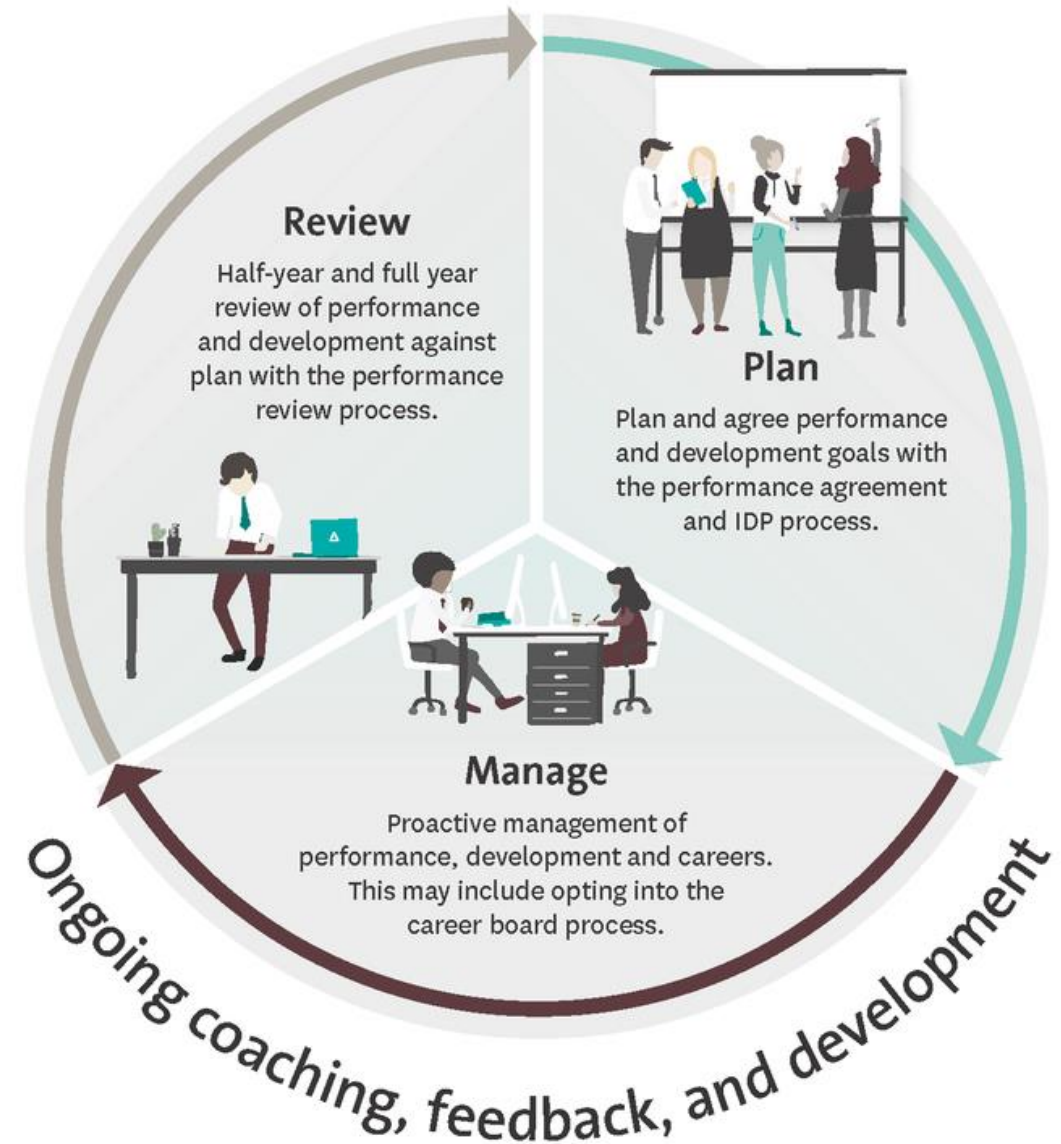**Things to look out for**

Competency behavioural indicators to go here

How to apply it: Recruitment

Position descriptions

Doing	Connecting	Being	Leading
Find solutions	**Collaborate**	**Open-minded and inclusive**	**Think strategically**
[insert relevant text for core, advanced or expert]	[insert relevant text for core, advanced or expert]	[insert relevant text for core, advanced or expert]	[insert relevant text for core, advanced or expert]
Exercise judgement	**Build relationships**	**Resilient**	**Develop yourself and others**
[insert relevant text for core, advanced or expert]	[insert relevant text for core, advanced or expert]	[insert relevant text for core, advanced or expert]	[insert relevant text for core, advanced or expert]
Plan and prioritise	**Communicate with influence**		**Lead people**
[insert relevant text for core, advanced or expert]	[insert relevant text for core, advanced or expert]		[insert relevant text for core, advanced or expert]
Continuously improve	**Advise**		
[insert relevant text for core, advanced or expert]	[insert relevant text for core, advanced or expert]		

How to apply it: Performance & Development

Review
Half-year and full year review of performance and development against plan with the performance review process.

Plan
Plan and agree performance and development goals with the performance agreement and IDP process.

Manage
Proactive management of performance, development and careers. This may include opting into the career board process.

Ongoing coaching, feedback, and development

Performance agreement

Performance Agreement				Individual Development Plan	
Performance goal:	**Activities and deliverables (with timelines):**	**Measures and outcomes (with timelines)**	**Competencies required:**	**Aligned development objective:**	**Development actions:**
List up to five major performance objectives that you will focus on during the next 12 months. These should be relevant and linked to your role and/or work you plan to complete.	What activities or deliverables specifically are required to achieve your performance objective and what are the expected timeframes?	How and when will you know you have achieved your performance objective?	What competencies (and/or '*What we stand for* statements) are required to achieve this performance goal?	What do you want to develop to achieve this performance objective	What activities will you complete to work on each development objective to help you achieve this*

Do you have any additional development objectives that don't align to your performance goals that you would like to add? Write them here:					
Development objective	**Purpose**	**Activities and deliverables**		**Measures and outcomes**	**Competencies required**
List any additional development objectives that you will focus on during the next 12 months.	What will be the benefit or purpose of achieving this development objective?	What activities or deliverables specifically are required to achieve your development objective and what are the expected timeframes?		How and when will you know you have achieved your development objective?	What competencies (and/or '*What we stand for* statements) are required to achieve this development objective?

Career map tool

Role Competency View

Business Unit	Group	Team	Role	Role Type
CST	All	Finance	All	All

Competencies	Assistant Accountant/Payroll Officer	Finance Administrator	Finance Processing Manager	Financial and Systems Accountant	Manager Corporate Administration	Receptionist
⊟ Being						
Open-minded and Inclusive	☆ Core		☆ Core		☆ Core	☆ Core
Resilient	☆ Core	☆ Core	☆ Advanced	☆ Advanced	☆ Advanced	☆ Core
⊟ Connecting						
Advise					☆ Core	
Build Relationships		☆ Core	☆ Core			☆ Core
Collaborate	☆ Core	☆ Core	☆ Advanced	☆ Advanced	☆ Advanced	☆ Core
Communicate with Influence				☆ Advanced		
⊟ Doing						
Continuously Improve	☆ Core	☆ Core	☆ Advanced	☆ Advanced	☆ Advanced	☆ Core
Find Solutions	☆ Core			☆ Advanced		
Plan and Prioritise	☆ Core	☆ Advanced	☆ Advanced	☆ Advanced	☆ Advanced	☆ Core
⊟ Leading						
Develop Yourself and Others	☆ Core	☆ Core		☆ Advanced		☆ Core
Lead People			☆ Advanced		☆ Advanced	

Audit New Zealand

Overview

The Audit New Zealand Leadership Framework is a reference document which sets out the knowledge, skills, and behaviours (i.e. competencies) that Audit New Zealand's operational (i.e. non-specialist) auditing staff are expected to be able to demonstrate.

The Framework is structured around four groups of competencies:
- Accomplish
- Guide
- Connect
- Audit.

Each of these groups of competencies are, in turn, broken down into three competency sets.

Accomplish:

Accomplish is about "getting things done" so that people can succeed within Audit New Zealand. This means that our people need to:
- **Know our organisation** i.e. understand the role and mandate of the Auditor-General, and the expectations we have for Audit New Zealand staff.
- **Manage yourself** i.e. know how to use Office systems and tools efficiently and effectively. Our people also need to plan and organise themselves, and use their time well.
- **Develop yourself** i.e. take opportunities to learn and grow, so that they can develop and progress within Audit New Zealand.

Guide:

Guide is about "working effectively with other people internally to deliver results", whether it be a quality audit, or an Audit New Zealand business improvement initiative. To do this, our people need to:
- **Guide others** i.e. work effectively with others on a one-to-one basis, providing coaching and support.
- **Guide team** i.e. work effectively with others on a group basis, whether out on an audit or in the office.
- **Guide our organisation** i.e. shape and lead Audit New Zealand, so that it is a high performing organisation.

Connect:

Connect is about "understanding the entities and sectors we audit, and working effectively with other people to achieve results, including to improve the performance of the public sector". To do this, our people need to:
- **Communicate effectively** i.e. have the skills needed to engage with and influence other people, internally and at the entities we audit.
- **Entity knowledge** i.e. have a sound understanding of the entities we audit, their risks and issues, and the key people who work in those entities.
- **Sector knowledge** i.e. have a sound understanding of the different sectors we audit within, how they operate, and common risks and issues that impact our work.

Audit:

Audit is about "the technical knowledge, skills and experiences" needed to ensure that we issue the right audit and assurance opinions. They include knowledge of:
- **Quality control and independence** matters i.e. the things we have to do to ensure that our work is of an appropriate standard, including applying ethical principles and professional scepticism.
- **Accounting** matters i.e. the accounting and auditing standards that apply to the entities we audit.
- **Auditing** matters i.e. the auditing and assurance standards, and the standard ways that we work, so that we can consistently deliver quality audits and assurance work efficiently.

The Audit competency area is built on a staircase model, which means that people need to be able to demonstrate the competencies for their position, as well as those for more junior positions (for example, a 4SA needs to be able to demonstrate all of the competencies described for 1AAs, 2IAs and 3AUs).