

**Analytics and Statistics Profession
Development and Career Framework
March 2024**

Purpose of this document

This tool has been designed to help analytics and statistics professionals understand the core competencies that are required to succeed in achieving the full potential in their role and to develop more broadly in their profession. It is intended to bring greater consistency and focus to how jobs are defined across the organisation. This Framework therefore, is aimed to capture various analytics and statistics professions, which can be broadly defined as:

Data Quality Processors – ensure raw data is processed using various tools and techniques to make it usable and enable organisations to gather insights from it. Preparing, cleaning and verifying data to ensure it is accurate. Inputting, organising and storing data securely.

Data Analysts (varying levels) – tend to have a departmental focus and enable the organisation to maximise the value of their data assets through visualisation and reporting tools. Profiling, cleaning and transforming quantitative and / or qualitative data. They may also design and build effective data models. Working with stakeholders to identify appropriate data and reporting requirements and turn raw data into meaningful insights.

Data Scientists (varying levels) – extract value from data by performing descriptive or predictive analytics. Using exploratory data analysis or applying modelling techniques such as machine learning, that can detect anomalies or patterns. Informing forecast models. Data Scientist may also perform experiments to solve complex data problems by using customised algorithms.

Data Engineers (varying levels) – enable the data platform technologies that are on premises and in the cloud. Managing and securing the flow of structured and unstructured data from multiple sources. Ensuring they integrate seamlessly across data platforms.

Working with stakeholders to identify and meet data requirements, designing and implementing solutions.

Statisticians (varying levels) – generally work for the central statistical office for Jersey (Statistics Jersey), which has professional and operational independence in producing official statistics. Their role includes the collation, interpretation and reporting of various types of data, including surveys and censuses, in areas that cover the economy and society.

How was the Framework developed?

The Framework has been developed through a process of engagement, led by Statistic Jersey. It has involved surveys and discussions with analytics and statistics professionals from across the Government of Jersey (GoJ) and Statistics Jersey to identify the core skills required to be successful in their profession.

Job descriptions, stakeholder discussions and other relevant national Frameworks were considered as part of the design. Representatives from across the profession were nominated to attend a workshop and online feedback was open to all within the “Analytics Network” (ANet) community. In April 2023, the Government-wide competencies were made available through Connect Performance, which have been incorporated into this Framework, along with feedback obtained from People and Corporate Services.

While there is potential for this Framework to evolve through continuous improvement, it is intended to keep the core skills and behaviours to a high level to allow for potential changes in technology, legislation and the political environment.

Publication Details

This Profession Development and Career Framework was launched in July 2023, and reviewed in March 2024 taking into account feedback obtained throughout the year and aligned with generic job descriptions produced for the job family. .

Professional Development and Career Framework

This Framework describes the core skills and behaviours which analytics and statistics professionals need to succeed in achieving the full potential in their role, and to develop more broadly in their profession.

Aims of the Framework:

- To provide a high-level view and examples of core competencies.
- To provide greater levels of transparency of expectations.
- To create a shared language across the organisation.
- To align with Our Values that underpin everything we do.

What can the Framework be used for:

The Framework can be used for various means:

Recruitment – in resource planning for teams to identify the optimum mix of skill levels. It can also assist managers in designing interview questions around the key skills required at different levels.

Employee Development – for employees to identify development areas with the aim of achieving their full potential within their role and promoting a learning culture within the organisation.

Career / Professional Development – for employees to consider their longer-term career pathways and how to get there, which may include horizontal as well as vertical moves, within or outside of the organisation.

Planning – can be used to identify any skill gaps to assist with focused initiatives such as training or secondment opportunities to help with employee development or succession planning.

Performance Management – to assist with more robust conversations between managers and employees. This Framework therefore enhances but does not replace annual performance reviews.



General levels within the Framework

Each analytics or statistics role generally requires varying levels of knowledge and practical application of the core skills and behaviours identified. These are represented by four broad levels to capture the varying requirements.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Demonstrates limited, basic or routine use of the skill or behaviour • Generally acts under supervision, within established procedures / practices • Possesses knowledge and awareness of the competency and an appreciation of how it is applied in the environment 	<ul style="list-style-type: none"> • Demonstrates an intermediate or functional proficiency of the skill or behaviour enabling the competency to be exercised effectively • Generally acts under management rather than supervision, within established procedures and practices • Applies knowledge and experience of the competency, adopting the most appropriate for the environment 	<ul style="list-style-type: none"> • Demonstrates in-depth proficiency of the skill or behaviour • Expected results defined by management, Guided by principles, broad occupational policies or regulations • Applies advanced knowledge and experience of the competency to determine how results are best achieved • Supports, or may supervise, others in the application of specific competencies 	<ul style="list-style-type: none"> • Demonstrates broad, in-depth proficiency of the skill or behaviour • Is recognised as a master performer or role model of the competency • Required to interpret overall organisational policy and strategy to establish goals and standards, contributing to their development • Leads others by sharing expert knowledge and experience of best practice

The general level should act as a guide only, to provide a high-level overview. The Framework is not intended to capture all possible elements that a successful analytics or statistics professional requires, as different departments will vary, and it is not an essential requirement that an employee must demonstrate expertise across all the specific examples that follow.

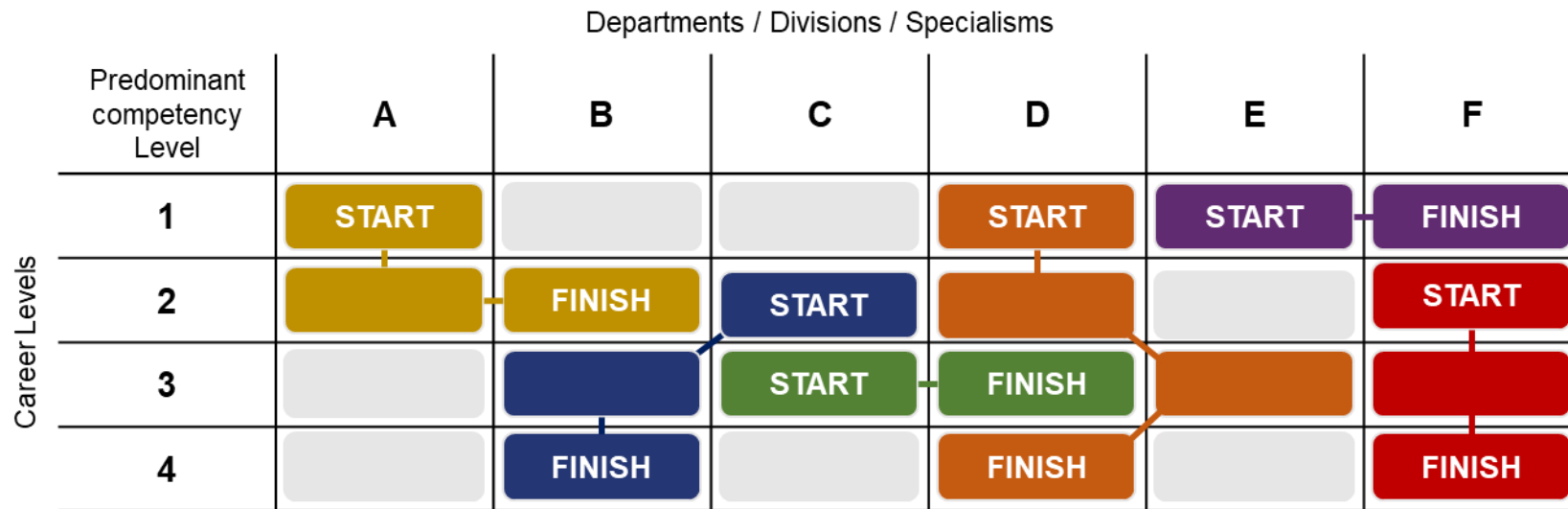
Common Analytics and Statistics Professionals' Jobs

This Framework is intended to bring greater consistency and focus across a number of analytics and statistics jobs across the organisation. This includes greater consistency with job title and job information where appropriate. The following sets out the expectations of a number of the most commonly occurring analytics and statistics jobs across the different departments, divisions or specialist areas. This high-level view is also intended to provide perspective of how the job expectations sit relative to one another, based on national frameworks as well as local nuances.

	Technical Capability			Professional Capability				Partnering Capability		
	Quality Assurance	Data Technology	Data Analysis / Interpretation	Subject Matter Expertise	Data Promotion	Continuous Improvement (We are always improving)	Managing self and others (We deliver)	Communications (We are customer focussed)	Collaboration (We are better together)	Respect (We are Respectful)
<i>The term 'Data analyst' in the job title can be replaced by; 'Statistician' 'Data Scientist' or 'Data Engineer'</i>										
Data Analyst Apprentice	1->2	1->2	1->2	1->2	1->2	1->2	1->2	1->2	1->2	1->2
Data quality officer / Assistant to Data Analyst	1	1	1	1	1	1	1	1	1	1
Data analyst Level 1	2	2	2	2	2	2	2	2	2	2
Data analyst Level 2	3	3	3	3	3	3	2	2	3	2
Specialist Data analyst	4	4	4	4	3	3	3	3	3	3
Analytics / Statistician Team Manager	4	4	4	4	3	3	4	3	3	3
Head of / Principal Data Analyst	4	4	4	4	4	4	4	4	4	4

The Career 'Lattice'

The Framework provides examples of how the core skills and behaviours differ between roles to enable employees to understand how they can develop their career within the profession. It is important to note however, that career development is not only represented by a 'ladder' but lattices of vertical, horizontal and/or diagonal opportunities, shaped by personal and professional aspirations, in addition to the organisations' needs. The following illustrates six such examples:



N.B. those joining at higher levels will have developed appropriate competencies outside of the organisation

The Framework therefore, is not only intended to support linear career pathways (e.g., from Apprentice through to Manager), but also lateral career movements to encourage employees to develop their knowledge, skills and behaviours across different areas within the organisation and enable them to achieve their full potential.

This matrix-type approach to career development is designed to support positive talent management by providing individuals options within their profession that align with their strengths. Enabling conversations to take place around different career pathways, for example, exploring the requirements for the succession into a management role versus those for an individual contributor or technical expert.

Your role in using the Framework

Employees

Familiarise yourself with the key areas and start to reflect on how these apply to you (using the template at the end of this document / or in Excel as a guide).

Each area will require a different focus depending on your experience as an individual, your role and the context you are working in.

It is not the expectation, therefore that you will have all skills and behaviours in any one level. The weighting or frequency of each of these may vary depending on the requirements and context of your role.

You are encouraged to identify areas that you thrive in (i.e. are 'fully meeting'), those you can continue to build momentum on (i.e. partially meeting'), and areas where additional focus and support is required (i.e. 'not yet meeting')

You should proactively engage with your manager on career goals and development. Once you have self-identified development areas these should be discussed with your line manager.

It is important to note that this is not to be used as a checklist for promotion. you do not need to have demonstrated each example to be fully meeting a particular skill or behaviour, other examples may be provided in your comments to support your perceived rating.

Managers

Managers are accountable for actively supporting your employees to continue to develop to help them achieve their full potential.

Managers should ensure strengths and development areas are discussed to identify and plan for learning opportunities. These should be documented to ensure action plans are reviewed regularly. Development should be a mixture of formal learning, on the job experiences and informal learning.

As the Framework is to support development it is not to be used as a promotion checklist, the Framework demonstrates examples only.

Managers can use this tool to understand employee's strengths and use these skills required for varying roles. The Framework can also target areas for team reflection and development too.

Managers themselves should use the Framework personally to ensure their own development areas are reviewed regularly.

What are the Framework components?

Technical Capability

Quality Assurance knowledge and application of data collection, research and quality assurance methods to boost the usability and reliability of data, systems and processes

Data technology knowledge and application of technology and software relevant to the role or service area to create data architecture and / or enable data processing and analysis

Data analysis / interpretation knowledge and application of various analytical and statistical techniques, with the ability to translate data into valuable insights that inform decisions.

Professional Capability

Subject matter expertise knowledge relating to the service area, data ethics and governance requirements and implications, as well as the political context we operate in

Data promotion advocate of the importance of joined up data and measurements, able to build a compelling message of the data services they deliver to create trust and authenticity

Continuous improvement (GoJ value: “We are always improving”) knowledge of advances in more efficient and effective ways of deriving value from data and continuously improving processes and services

Managing self and others (GoJ value: “We deliver”) ability to manage self and others, including the ability to prioritise work, manage performance and projects to ensure work is delivered on time to high standards

Partnering Capability

Collaboration (GoJ: value: “We are better together”) partners with various stakeholders and builds efficient working relationships to jointly solve problems and contribute to driving the data agenda forward

Communication (GoJ value: “We are customer focussed”) communicates effectively through the most suitable methods that are clear and concise. Ability to build understanding of customers’ data requirements and share information and / or insights

Respect (GoJ: value: “We are respectful”) respectful of others’ views and rights. Values diversity and inclusion within their team, within the data environment and their working practices



Quality Assurance knowledge and application of data collection and quality assurance methods to boost the usability and reliability of data, systems and processes

Level 1 Examples	Level 2 Examples	Level 3 Examples	Level 4 Examples
<ul style="list-style-type: none"> ✓ Able to explain the importance of accuracy in data collection and recording. ✓ Granular level of curiosity (e.g., identify missing records, mismatching fields). Understands the concept of data being fit for purpose. ✓ Understands basic data issues and able to check that the data looks right (e.g., recognising patterns, outliers). ✓ Understands the context, source and method of data collection to identify the right data to use. ✓ Able to prepare, code / classify, cleanse and validate data with guidance. Understanding the different fields or variables. ✓ Able to add sufficient information to data documentation, change control and testing procedures to enable reuse (e.g., when organising / analysing raw data) 	<ul style="list-style-type: none"> ✓ Able to explain how relevant data is processed, collected and validated and identify appropriate methods. ✓ Applies levels of curiosity in preparing and cleansing data with limited guidance. Systematically checks aggregated data, patterns and trends to locate and investigate quality issues. Understanding how the granular data contributes to it. Determines whether data is accurate and fit for purpose. ✓ Able to investigate and interrogate datasets. Helping to resolve data quality issues by working with others. ✓ Able to provide descriptive information to data documentation, change control and testing procedures to enable reuse (e.g., when organising / analysing raw data, building data systems and pipelines) 	<ul style="list-style-type: none"> ✓ Able to design data collection and quality assurance methods, and to explain the limitations of data across multiple sources. ✓ A highly curious mindset. Investigates and interrogates complex datasets, ensuring data meets quality standards and is interoperable. ✓ Able to lead discussions on data quality with internal and external data suppliers. Set up systems to prepare data for use / specifying how data should be cleansed/prepared. ✓ Reviews colleagues' outputs to ensure quality. Identifies, and agrees solutions to resolve data quality issues. ✓ Contributes / develops data documentation, change control and testing to enable reuse. (e.g., building data systems, pipelines, and documentation for analysis / predictive modelling) 	<ul style="list-style-type: none"> ✓ Deep understanding of data sources, methods of collection and interrogation, to ensure their team(s) have the support / training to administer the most appropriate quality assurance methods. ✓ Lead or contribute to discussions with senior stakeholders to influence data approaches. ✓ Coaches their team(s) to be able to apply expert levels of curiosity and negotiate and implement resolutions to data quality issues. ✓ Develops key performance measures for data integration and quality ✓ Ensures documentation, change control and testing systems and processes are in place to ensure data is identifiable, understandable, and usable in the future.

Data Technology knowledge and application of technology and software relevant to the role or service area to create data architecture and / or enable data processing and analysis

Level 1 Examples	Level 2 Examples	Level 3 Examples	Level 4 Examples
<ul style="list-style-type: none"> ✓ Awareness of how technology is used to create the data architecture that determines how data is used, managed, and meets the organisations' needs. ✓ Awareness of different data tools, understanding where they could be used. ✓ Able to use basic technology / software relevant to their role to a competent level (e.g., to input and cleanse data) accurately and appropriately to deliver quality outputs. 	<ul style="list-style-type: none"> ✓ Understands how technology is used to create the data architecture, that determines how data is used, managed, and meets the organisations' needs. ✓ Able to use technology / software to create simple databases / data models. Understanding where to use different types of data models. ✓ Able to use the technology / software relevant to their role (e.g., programming or statistical tool) to an intermediate level (e.g., retrieve, interrogate, analyse information) accurately and appropriately. 	<ul style="list-style-type: none"> ✓ Able to share and apply in-depth knowledge and experience of using technology to design the data architecture, determining the most appropriate for the environment. ✓ Able to use technology / software to design and build databases / data models from multiple sources. ✓ Able to provide oversight and advice to others who are designing and producing data products. ✓ Able to use technology / software relevant to their role (e.g., programming or statistical tool) to an advanced level (e.g., to interrogate, analyse and link information) accurately and appropriately. 	<ul style="list-style-type: none"> ✓ Broad and in-depth knowledge and experience in the application of technology to create efficient / effective data architecture. ✓ Works with others to integrate systems as a recognised specialist and advisor relating to user needs, generation of ideas, methods tools and leading others in best practice. ✓ Understand different ways to model data to maximise its usefulness and value. ✓ Able to use technology / software relevant to their role (e.g., programming or statistical tool) to an advanced level. Supporting others learning and capability through training initiatives.

Data analysis / interpretation knowledge and application of various analytical and statistical techniques, with the ability to translate data into valuable insights that inform decisions.

Level 1 Examples	Level 2 Examples	Level 3 Examples	Level 4 Examples
<ul style="list-style-type: none"> ✓ Awareness of theoretical basis for applied practices. ✓ Able to apply a small range of descriptive statistics (e.g., sum, average, percent). ✓ Able to present simple data effectively using routine visuals (e.g., tables, charts and graphs). ✓ Otherwise seeks advice / direction to apply the most appropriate medium to visualise data to tell a story. ✓ Able to analyse and summarise the limitations of the data. 	<ul style="list-style-type: none"> ✓ Understands how and when to practically apply existing best practice solutions. ✓ Able to perform a range of analytical and / or statistical techniques to transform data into insights. ✓ Able to present data effectively and produce interactive, dynamic visuals (e.g., charts, graphs, infographics). ✓ Able to determine the most appropriate medium to visualise data to tell compelling stories that are relevant to organisational goals and are meaningful. ✓ Able to identify and interpret key messages from findings. ✓ Disseminates analysis to a variety of audiences, developing influencing skills. 	<ul style="list-style-type: none"> ✓ Applies logic, creativity and emerging theory to practical situations. May have deeper expertise in a specialism. ✓ Able to perform a range of analytical and / or statistical techniques to data from multiple sources, either at a micro or macro data level. May lead the development of data products / releases. ✓ Demonstrates skill in various data visualisation tools and techniques. Developing innovative visualisations that present complex analysis in a way that is meaningful. ✓ Reviews other team members' work and advises. Establishes processes, standards and templates to improve the efficiency / quality of visuals. ✓ Applies standards / best practices to present and disseminate data with influence. 	<ul style="list-style-type: none"> ✓ Applies logic, creativity and emerging theory to practical situations. Understands and teaches a wide range of best practice solutions or may have deep expertise in a narrower range of specialisms. ✓ Oversees a range of analytical / statistical techniques of the team. Leads the development of data products / releases that may be complex / sensitive. ✓ Develops, implements and ensures adherence to organisation-wide standards and guidelines. ✓ Initiative to explore new methodologies / approaches to data extraction, analysis or provision. Develops and implements organisational wide standards / best practice.

Subject matter expertise knowledge relating to the specific service area, data ethics and governance requirements and implications as well as that relating to the political context we operate in

Level 1 Examples	Level 2 Examples	Level 3 Examples	Level 4 Examples
<ul style="list-style-type: none"> ✓ In depth knowledge of acronyms and terminology used in their area of work. ✓ Able to provide general advice and guidance on data and data quality matters. ✓ Awareness of basic data ethics and governance requirements and implications, including legal and best practice frameworks. Follows local and organisational guidelines. ✓ Awareness of the sensitivities around certain data and information releases. These sensitivities might be due to the subject matter itself or because the results are sensitive or of high political interest. 	<ul style="list-style-type: none"> ✓ Understands the services within their area and any technical terminology or acronyms used in their area of work. ✓ Able to provide general advice and guidance on data and analytical matters. ✓ Intermediate understanding of data ethics and governance requirements and implications, including legal and best practice frameworks. Follows local and organisational guidelines. ✓ Understand the sensitivities around certain data and information releases. Know what action is appropriate to deal with this and be able to take that action. 	<ul style="list-style-type: none"> ✓ A subject matter expert of their service area. Able to provide comprehensive background information and context to their data analysis and findings. ✓ Shares knowledge and understanding with others (including technical terminology) ✓ Advanced understanding of data ethics and governance requirements. Promotes best practice and compliance of legal frameworks within their team's products and services. Supports other team members to comply with local and organisational guidelines. ✓ Understand the sensitivities around types of data and information releases. Able to explain these issues to others within the team. 	<ul style="list-style-type: none"> ✓ An experienced subject matter expert in their service area, along with a broader understanding of the Island's challenges, the Council of Ministers' priorities, Government Plan and their Business Plan and how changes in these can affect the demand for data. ✓ Shares advanced levels of knowledge by coaching / training others in their team(s). Guides decision-makers by providing intelligence. ✓ Contributes to the development and implementation of organisation wide data ethics / governance policies and practices. Ensures they are adhered to, and in place for the products and services of their team(s), including legal / best practice frameworks. ✓ Provides guidance and oversight to their team(s) on how to deal with politically sensitive data / information releases.

Data promotion advocate of the importance of joined up data and measurements, able to build a compelling message of the data services they deliver to create trust and authenticity

Level 1 Examples	Level 2 Examples	Level 3 Examples	Level 4 Examples
<ul style="list-style-type: none"> ✓ Awareness of why data and measurement are important to the organisation and its objectives (e.g., improving the quality-of-service delivery) and how this relates to their role. ✓ Able to support data-users to access appropriate and relevant insights. ✓ Able to communicate importance of data integrity and the implications of poor data quality during working relationships with data providers. 	<ul style="list-style-type: none"> ✓ Able to explain the role of data intelligence to others, and its ability to provide an evidence-base for decision making and service improvement. ✓ Able to advise data-users on how to access appropriate and relevant data insights to support evidence-base for decision making / service improvement. ✓ Works closely with their business counterparts to promote understanding and contribute to driving a data-driven culture together. 	<ul style="list-style-type: none"> ✓ Advocates the use of data insights as evidence base for effective and efficient service delivery, service redesign, development of policy, strategy and the prioritisation of actions across the organisation. ✓ Maintains a good awareness of centralised data systems to ensure departments are integrated wherever possible. ✓ Educates others across the organisation to promote a data-driven culture. Enabling them to use and interpret data accurately. Recognising differences in data literacy. 	<ul style="list-style-type: none"> ✓ Contributes to the strategic direction of the profession across the organisation by promoting a data-driven culture. ✓ Ensures the value of data is understood by senior leaders and that they are able to effectively leverage insights to identify opportunities and drive improvements. ✓ Promotes and enables the use of centralised systems or standard reporting parameters to provide a shared version of the truth across the organisation. Ensuring analytics are embedded into business applications to improve its value to end-users, especially non-technical users. ✓ Contributes to organisation-wide understanding / learning and development initiatives to improve data literacy across the organisation.

Continuous improvement (GoJ Value: We are always improving) knowledge of advances in more efficient and effective ways of deriving value from data and continuously improving processes and services

Level 1 Examples	Level 2 Examples	Level 3 Examples	Level 4 Examples
<ul style="list-style-type: none"> ✓ Identifies ways to improve processes / systems relevant to their role through engaging with others and seeking feedback. ✓ Seeks opportunities to learn about new developments relevant to the processes and systems they use. ✓ Contributes their ideas to improve services and make efficiencies in their own area. Challenges ideas constructively. ✓ Supports continuous improvement initiatives. 	<ul style="list-style-type: none"> ✓ Understands the importance of seeking opportunities for continuous improvements relating to the services in which they operate. ✓ Engages with users to seek feedback to make improvements. ✓ Identifies ways to improve processes / systems / use of technology relevant to their service area. Challenges ideas constructively. ✓ Keeps up to date with developments in technology, tools and analytical techniques relevant to their service area. Sharing and promoting this knowledge to contribute to delivering an effective service. ✓ Awareness of continuous improvement methodologies. Able to apply knowledge and follow best practice principles. 	<ul style="list-style-type: none"> ✓ Advocates continuous improvement and innovation within their team, supporting others. ✓ Uses various sources of feedback and evidence to inform improvements in the products and services they provide. ✓ Identifies and implements ways to improve processes / systems / use of technology relevant to their service area. Challenges ideas constructively. ✓ Proactively horizon scans / maintains their knowledge of developments in technology, tools and analytical techniques. May apply emerging theory to practical situations. ✓ Intermediate knowledge and experience of continuous improvement methodologies, Able to lead pieces of work, applying best practice principles. Defines those most appropriate. 	<ul style="list-style-type: none"> ✓ Promotes a culture of continuous improvement and innovation. Working across the organisation and contributing to development and implementation of innovative processes, technology, methods. ✓ Leads the evaluation of their team(s) products and services through consultation and user engagement. Uses findings to mitigate risks and make improvements. ✓ Proactively horizon scans for evolving technologies, tools and analytical techniques that could help to deliver results more effectively or reduce risks for stakeholders. Implements innovative ways to deliver services. ✓ Advanced knowledge and experience of continuous improvement methodologies. Applies and coaches others to enhance the capability of the team.

Managing self and others (GoJ value: We deliver) ability to manage self and others, including the ability to prioritise work, manage performance and projects to ensure work is delivered on time to high standards

Level 1 Examples	Level 2 Examples	Level 3 Examples	Level 4 Examples
<ul style="list-style-type: none"> ✓ Able to manage more than one work request at a time. Uses systems to plan and manage their work to ensure it is delivered on time. ✓ Demonstrates a high level of attention to detail. Ensures that information has been subject to quality / checking procedures prior to releasing to customers. ✓ Takes accountability for the delivery of agreed results. Aware of how their work contributes to the organisations' purpose and priorities. ✓ Awareness of own strengths and areas for development. Able to apply learning from own and others' experiences ✓ Identifies ways to improve their own performance, supported by their line manager, and through constructive feedback. ✓ Supports team projects. 	<ul style="list-style-type: none"> ✓ Able to manage with a range of different tasks as well as unexpected interruptions. Managing others' expectations. ✓ Able to prioritise effectively and adjust work accordingly. ✓ A high level of attention to detail. Applies quality and checking procedures. ✓ Takes accountability for the delivery of agreed results. Understands how their work contributes to the organisations' purpose and priorities. ✓ Identifies ways to improve their own performance (e.g., taking responsibility for learning to use any tools, systems or processes relevant to their role). ✓ Awareness of project management methodologies. Able to apply knowledge and follow project management principles. 	<ul style="list-style-type: none"> ✓ Able to manage multiple competing priorities and frequent interruptions. May also coordinate some of the teams' activities, delegating effectively to manage the workload and timescales. ✓ Able to prioritise effectively. Informs senior colleagues of any issues that may impact service delivery. ✓ Takes accountability for the delivery of agreed results. Assists colleagues to understand how their work contributes to the organisations' purpose and priorities. ✓ Identifies ways to improve their own performance, and of those they may supervise. ✓ Intermediate knowledge and experience of project management methodologies, Able to lead pieces of work, apply project management principles and define those most appropriate. 	<ul style="list-style-type: none"> ✓ Manages multiple competing priorities and frequent interruptions. Pro-actively manages the demands and resources of the team. Ensuring delivery on time, to budget and of a high quality. ✓ Liaises with stakeholders to manage conflicting priorities. Accounts for changes and creates contingency plans. ✓ Accountable for the outcomes of the team. Ensures they understand how their work contributes to the strategic plan, how to work effectively and their accountabilities. ✓ Ensures their team(s) have development opportunities ✓ Gives and expects frequent constructive feedback. Coaches individuals to identify / address any performance issues or wellbeing concerns. ✓ Advanced knowledge and experience of project management methodologies. Applies and coaches others.

Collaboration (GoJ value: We are better together) partners with various stakeholders and builds efficient working relationships to jointly solve problems and contribute to driving the data agenda forward

Level 1 Examples	Level 2 Examples	Level 3 Examples	Level 4 Examples
<ul style="list-style-type: none"> ✓ Establishes and maintains relationships with peers and contacts with access to data (i.e., the teams who use and own the data with which they work) and to key business partners. ✓ Shares basic information and advice on data, how to get things done and who to involve. ✓ Takes part in regular team meetings and updates. Able express opinions, ideas and to contribute to discussions as well as actively listen to others. ✓ Participates willingly by supporting team decisions, assisting other team members, and doing their share of the work to meet goals and deadlines. Contributing to driving the data agenda forward. 	<ul style="list-style-type: none"> ✓ Establishes and maintains relationships and alliances. Takes initiative to share appropriate data / information, and readily determines whom to go to if is the answer to a query is unknown. ✓ May seek assistance and feedback in the problem-solving process. ✓ Takes part in regular meetings and updates with the team. Actively contributes to the discussions, and constructively expresses their own point of view or concerns. ✓ Partners with others to achieve expected results. Ensures their participation in collaborative working adds to customer value and organisational outcomes to contribute to driving the data agenda forward. 	<ul style="list-style-type: none"> ✓ Seeks opportunities to collaborate with others to provide data and information. Sharing knowledge, understanding and outcomes. ✓ Builds positive working relationships with different levels of seniority to promote mutual trust and empathy. Ensures collaborative environments are managed effectively. ✓ A role model team member. Enables information to be exchanged and the views of others to be shared. Handles conflict empathetically. ✓ Uses influencing and negotiation skills to find mutually acceptable compromises and solutions. ✓ Develops data networks outside their own immediate team through relevant formal and informal professional groups and organisations to drive the data agenda forward 	<ul style="list-style-type: none"> ✓ Maintains and forms alliances with recognised data and service area experts including authoritative decision makers within and outside the organisation. Facilitates introductions with wide circle of contacts to generate mutually beneficial long-term opportunities and outcomes. ✓ Leads regular meetings and updates with the team. Creates an environment to foster positive working relationships and conditions where team members are empowered/ have a voice. ✓ Manages different perspectives and / or conflict openly and empathetically to find a way forward. Openly shares credit for team accomplishments. ✓ Leads collaborative data forums. Enabling information to be exchanged and the views of others to be heard. Influencing and negotiating outcomes to drive the data agenda forward.

Communication (GoJ value: We are customer focussed) Communicates effectively through the most suitable methods that are clear and concise. Ability to build understanding of customers' data requirements and share information and / or insights

Level 1 Examples	Level 2 Examples	Level 3 Examples	Level 4 Examples
<ul style="list-style-type: none"> ✓ Communicates effectively by conversing with, and writing to peers in ways that support data and information sharing activities. Determining the best method for the situation or seeking advice if unsure. ✓ Develops and applies active listening skills to understand the data requirements of colleagues and customers. Confident in asking questions to clarify their understanding. ✓ Uses plain language in their communications (i.e., avoiding using acronyms, technical terms or jargon). ✓ Explains basic information (e.g., the immediate context) in language that is clear and concise. ✓ Ensures that the information or analysis undertaken is fit for purpose / meets their requirements. 	<ul style="list-style-type: none"> ✓ Communicates confidently and knowledgeably by conversing with, and writing to peers in ways that supports data and information sharing activities. Determining the best method or style of communication for the situation. ✓ Applies active listening skills to understand the data requirements of colleagues and customers. Proactively engaging with them to provide information in plain language (e.g., discussing the analysis, options data limitations and explores findings) ✓ Explains intermediate levels of outputs of analysis / information (e.g., the context of interrelated situations) clearly and concisely. 	<ul style="list-style-type: none"> ✓ Converses with, writes reports for, and creates / delivers presentation to all levels of colleagues and peer groups in ways that support data and information sharing, as well as problem solving and planning using an evidence base. Advanced ability to adapt their style of presentation / communication to suit the needs of different audiences. ✓ Applies active listening skills to understand the data requirements of colleagues and customers. Facilitates discussion by debating opinions, testing understanding and clarifying judgement. ✓ Leads advanced / complex discussions and supports others to develop these skills. Explains complex data / information (e.g., multiple interrelated situations), clearly and concisely. 	<ul style="list-style-type: none"> ✓ Converses with, writes strategic documents for, and creates / delivers presentations to key stakeholders using data as an evidence-base. Expert ability to read cues to adapt their communication according to meet the needs of their audience. ✓ Acts as a role model communicator by being a visible and approachable leader. Uses a range of channels to cascade information. ✓ Able to actively listen and assimilate information quickly to help resolve immediate issues with colleagues or customers. ✓ Delivers difficult messages with clarity / sensitivity, being persuasive when required. ✓ Leads on the delivery of expert data / information. (e.g., methods, analytical findings, statistical releases.

Respect (GoJ value: *We are respectful*) respectful of others views and rights. Values diversity and inclusion within their team, within the data environment and their working practices

Level 1 Examples	Level 2 Examples	Level 3 Examples	Level 4 Examples
<ul style="list-style-type: none"> ✓ Represents the service area and profession well by being positive and professional with colleagues and customers. Acknowledges differences in levels of data understanding. ✓ Awareness of the value of diversity and inclusion. Applicable to both their team as well as their working practices (e.g., methods of data collection / representation). ✓ Respectful of others' rights. Understands how their actions and behaviours may impact others. Recognises and challenges inappropriate behaviours where appropriate or knows where to find support. 	<ul style="list-style-type: none"> ✓ Represents the service area and profession well by being positive and professional with colleagues and customers. Understands differences in levels of data understanding. ✓ Values diversity and inclusion. Applicable to both their team as well as their working practices (e.g., data collection / analysis). ✓ Builds an understanding of different perspectives within the team. Appreciates the contributions of others. Express opinions and ideas in a constructive way. ✓ Respectful of others' rights Understands how their actions and behaviours may impact others. Recognises and challenges inappropriate behaviours where appropriate or knows where to find support. 	<ul style="list-style-type: none"> ✓ Represents the profession, service area or organisation well by being positive and professional with colleagues and customers. Understands how data can enable fairness, transparency, effectiveness. ✓ Promotes diversity and inclusion by encouraging different points of view. Understands the range of different views / opinions within the team. Also applies to their working practices (i.e., data collection, analysis, presentation) ✓ Takes a proactive approach to dealing with difficult or sensitive situations, influencing others to reach an acceptable solution. Remains objective and professional when required to challenge. ✓ Demonstrates respectful behaviour of others' rights Maintains a good awareness of the impact their actions and behaviours can have on others around them. 	<ul style="list-style-type: none"> ✓ Represents the organisation and profession well. Accountable for making progress in equality and diversity. Uses data to enable fairness, transparency, effectiveness of decisions. ✓ Models respectful behaviour of others' rights. Maintains high levels of self-awareness. Monitors the impact of their decisions. Understands the complex and underlying needs, motivations, emotions or concerns of others Willing to adapt their behaviours. ✓ Promotes awareness of different perspectives within the team(s). Coaches others to adapt their behaviours where necessary. Holds individuals to account of inappropriate behaviours. ✓ Leads on diversity and inclusion both within their working practices and their team(s). Develops organisation wide data methods that promote diversity and inclusion.

Applying this tool

Enhancing employee development transparency is a key aim of this Framework to ensure employees can reach their full potential and be great analytics and statistics professionals.

Some questions employees may wish to reflect on when reading the document are:

- Where do I believe my strengths lie?
- What level do I aspire to be in the future?
- Looking at all the areas, what are my main 2 to 3 development areas?
- Do my views on my skills match the perceived strengths and development areas identified by my manager?
- Thinking to the future in 3 years' time, where do I want to be and what skills do I need to develop?
- Thinking about the Framework what best opportunities are available for me to develop?
- What areas can I commit to and what would success look like for me?
- Who in my network can help me develop in the specific areas I would like to focus in?
- How can my manager best support me?
- How often should I connect with my manager and review action plans?

Learning & Development

There are a variety of methods of learning and development, which primarily includes learning on-the-job, learning through others as well as learning through formal training. It is therefore important for you to explore these opportunities with your line manager, along with the tools available to support these methods of learning and development. For example:

HOW CAN I DEVELOP GENERALLY?			
Method	Predominant Level	Example of resources / opportunities	Links to further information on MyStates or Gov.je
On the job	1 -> 2	Internships and other work experiences	Internships Free open edu course
	2, 3, 4	Secondments (e.g., time limited project same grade)	GoJ Secondment Policy
	2, 3, 4	Acting-up (e.g., time limited project or cover at higher grade)	GoJ acting up guidance
	4	Board Apprentice Scheme	Board Apprentice Scheme
Through Others	1, 2, 3, 4	Development conversations with line managers	Connected Performance
	3, 4	Informal or formal mentoring or coaching	Mentoring Scheme IWILL Mentoring Scheme
	1, 2, 3, 4	Exploring career mentoring and coaching	Free open edu course
Formal	1 -> 2	Professional Apprenticeships	Apprenticeships Skills Jersey Traineeship LearnTech Data Analyst (Level 4)
	3, 4	Management and Leadership Qualifications	Aspiring / World Class
	1, 2, 3, 4	Online Materials	See below

Development of Core Skills and Behaviours [Live table exists on Analytics Network Teams area with up to date resources]

There are a variety resources available to help support your development of core skills and behaviours applicable to analytics and statistics professionals. Please see the following examples:

Core Technical Skills / Behaviours	Predominant Level	Example of resources to support the development of Technical Skills / Behaviours	Links to further information
Quality Assurance	1 -> 2	Explore core data concepts	Free e-learning Microsoft
	1 -> 2	Data collection fundamentals	Free e-learning UK Gov
	1, 2	How to clean your data	Free e-learning data europa
	3, 4	Aqua Book (guidance on producing quality analysis for government)	Free guidance UK Gov
	3, 4	Introduction to reproducible analytical pipelines	UK Gov (LearningHub Account)
	3, 4	Reproducible analytical pipelines strategy	Free guidance UK Gov
Data Technology	1 -> 2	Learn to code for data analysis	Free open edu e-learning
	2, 3	Alteryx: training course	Digital Jersey - Skills Jersey
	2, 3	Alteryx: videos (various)	Free Alteryx videos
	2, 3	Alteryx: certifications (various)	Free alteryx certification
	1 -> 2	BI: Introduction to modern analytics using Excel and Power BI	Free e-learning Microsoft
	1, 2	BI: Clean, transform, and load data in Power BI	Free e-learning Microsoft
	2, 3	BI: Data analysis in Power BI	Free e-learning Microsoft
	2, 3	BI: Work with Power BI visuals	Free e-learning Microsoft
	1 -> 2	Excel: the essentials	Gov.je Digital skills (My States)
	1 -> 2	Excel: data analysis	Gov.je Digital skills (My States)
	1 -> 2	Excel: formulas and functions II	Gov.je Digital Skills (My States)
	2 -> 3	Excel: advanced	Gov.je Digital skills (My States)
	2, 3	Python: Introduction to Python	Free e-learning Microsoft
	2, 3	Python: for beginners	Free e-learning Microsoft
	3, 4	Python: Explore and analyze data with Python	Free e-learning Microsoft
	2, 3	R: Introduction to R	UK Gov (LearningHub Account)
	2, 3	R: Explore and analyze data with R	Free e-learning Microsoft
	2, 3	R: Machine Learning in R	UK Gov (LearningHub Account)
	2, 3	R: Statistics in R	UK Gov (LearningHub Account)
	2, 3	R and Python: Data visualisation in R and Python	UK Gov (LearningHub Account)
2, 3	SQL: Introduction to Transact-SQL	Free e-learning Microsoft	
2, 3	SQL: Foundations of Structured Query Language (SQL)	UK Gov (LearningHub Account)	

Core Technical Skills / Behaviours	Predominant Level	Example of resources to support the development of Technical Skills / Behaviours	Links to further information
Data analysis / interpretation	1 -> 2	Discover data analysis	Free e-learning Microsoft
	2, 3	Explore fundamentals of data visualization	Free e-learning Microsoft
	3, 4	Visualize data combined from multiple data sources using Azure	Free e-learning Microsoft
	3, 4	Understand advanced data visualization concepts	Free e-learning Microsoft
	2, 3, 4	Data visualisation e-learning	Free e-learning UK Gov
	2, 3, 4	Awareness in data linkage	UK Gov (LearningHub Account)

Core Professional Skills / Behaviours	Predominant Level	Example of resources to support the development of Professional Skills / Behaviours	Links to further information
Subject matter expertise	1, 2, 3, 4	Essentials of data protection & security awareness	Gov.je training (mandatory)
	1, 2, 3, 4	Jersey Office of the Information Commission resource room (re. data protection)	Free JOIC Resources
	1, 2, 3, 4	Introduction to Freedom of Information	Gov.je training
	1, 2	Acronyms and glossary of Government of Jersey terminology	MyStates Guide
	1, 2	Awareness in data ethics	UK Gov (LearningHub Account)
	1, 2	Ethics	Free e-learning from UK Gov
	1, 2	ODI: An introduction to data ethics	Purchasable Blended Learning
	1, 2, 3	Statistical disclosure control	Module under development
	2, 3, 4	Code of Practice for Official Statistics	Gov.je guide
	2, 3, 4	Code of Practice for Statistics	Gov.je guide
Data promotion	1, 2, 3, 4	Making the case for data	Free LGA e-learning
	1, 2, 3, 4	Making an impact with data	Free LGA e-learning
	1, 2, 3, 4	10 Steps to creating a data-driven culture	Harvard Business Review
	4	ODI: Strategic data skills	Purchasable online learning
Continuous improvement (GoJ Value: We are always improving)	1, 2, 3, 4	Jersey Lean system improvement framework	Gov.je Lean (My States)
	1, 2, 3, 4	The Theory of Change Process – guidance	UK Gov Toolkit
	3, 4	Theory of Change (TOC) support workshops	UK Gov Analysis Function
	3, 4	Awareness of new coding tools	UK Gov (LearningHub Account)
	4	Change Management (APMG International)	Purchasable through Highlands

Core Professional Skills / Behaviours	Predominant Level	Example of resources to support the development of Professional Skills / Behaviours	Links to further information
Managing self and others (GoJ value: We deliver)	1, 2, 3, 4	Microsoft 365	Gov.je Digital skills (My States)
	1, 2, 3, 4	Corporate health & safety	Gov.je mandatory (My States)
	3, 4	Manager resources	Gov.je Managers (My States)
	3, 4	Management & leadership	Gov.je learning (My States)
	3	CMI: Level 3 Principles of management and leadership	Purchasable through Highlands
	4	CMI: Level 5 Management and leadership	Purchasable through Highlands
	3, 4	Leadership and followership	Free Open Edu Course
	4	Organisational financial management: an introduction	Free e-learning Corndel
	2, 3, 4	CPMO Hub: GoJ project management training	Gov.je training & resources
	3, 4	Project management reporting & Perform	Gov.je online resources
	2, 3	Project management fundamentals	Purchasable through Marbral
	2, 3	Praxis – Project Management	Purchasable through Highlands
	3, 4	APM project management qualification (PMQ)	Purchasable through Highlands

Core Partnering Skills / Behaviours	Predominant Level	Example of resources to support the development of Partnering Skills / Behaviours	Links to further information
Collaboration (GoJ value: We are better together)	1, 2, 3, 4	Team Jersey toolkit	Gov.je Team Jersey Toolkit
	1, 2, 3, 4	Working in diverse teams	Free open edu course
	1, 2, 3, 4	Introduction to collaborating with Microsoft Teams	Free e-learning Microsoft
	1, 2, 3, 4	User engagement top tips	Free guidance from UK Gov
Communication (GoJ value: We are customer focussed)	1, 2	Effective communication in the workplace	Free open edu course
	3, 4	Writing for government websites training	Gov.je training
	3, 4	Making analytical publication accessible	Free guidance UK Gov
	3, 4	Finding stories in data	Free e-learning from ODI
	2, 3, 4	Communications for statisticians	Free e-learning from UK Gov
Respect (GoJ value: We are respectful)	4	Communicate with others strategically through mirroring and coaching	Free e-learning Microsoft
	1, 2, 3, 4	Design with inclusivity in mind	Free e-learning Microsoft
	1, 2, 3, 4	Accessibility and inclusivity	Free e-learning from UK Gov
	1, 2, 3, 4	Discrimination, bullying and harassment	Free JACS online guides

Additional Resources

[Collective Core Values and Behaviours \(My States\)](#)

[Learning and Development \(MyStates\)](#)

[Training Courses \(My States\)](#)

[My Development \(Login Page\)](#)

[People Strategy \(MyStates\)](#)

[Understanding your blind spot - Johari window](#)

[Personal SWOT analysis](#)

Professional Development Assessment

Reflect on your current or your potential future desired role and identify your main development areas and what you think you could do to develop. See page 6 of this document for further guidance. Once complete discuss this with your line manager. An excel spreadsheet has also been developed which you may find useful to review your current competencies and identify development areas.

How can I develop my Technical Capability?	Suggested Framework Level	My perceived Level	My Comments
Quality Assurance knowledge and application of data collection and quality assurance methods to boost the usability and reliability of data, systems and processes			
Data Technology knowledge and application of technology and software relevant to the role or service area to create data architecture and / or enable data processing and analysis			
Data analysis / interpretation knowledge and application of various analytical and statistical techniques, with the ability to translate data into valuable insights that inform decisions.			

How can I develop my Professional Capability?	Suggested Framework Level	My perceived Level	My Comments
Subject matter expertise knowledge relating to the specific service area, data ethics and governance requirements and implications as well as that relating to the political context we operate in			

Data promotion advocate of the importance of joined up data and measurements, able to build a compelling message of the data services they deliver to create trust and authenticity.			
Continuous improvement (GoJ Value: We are always improving) knowledge of advances in more efficient and effective ways of deriving value from data and continuously improving processes and services			
Managing self and others (GoJ value: We deliver) ability to manage self and others, including the ability to prioritise work, manage performance and projects to ensure work is delivered on time to high standards			

How can I develop my Partnering Capability?	Suggested Framework Level	My perceived Level	My Comments
Collaboration (GoJ value: We are better together) partners with various stakeholders and builds efficient working relationships to jointly solve problems and contribute to driving the data agenda forward			
Communication (GoJ value: We are customer focussed) Communicates effectively through the most suitable methods that are clear and concise. Ability to build understanding of customers' data requirements and share information and / or insights			
Respect (GoJ value: We are respectful) respectful of others' views and rights. Values diversity and inclusion within their team, within the data environment and their working practices			