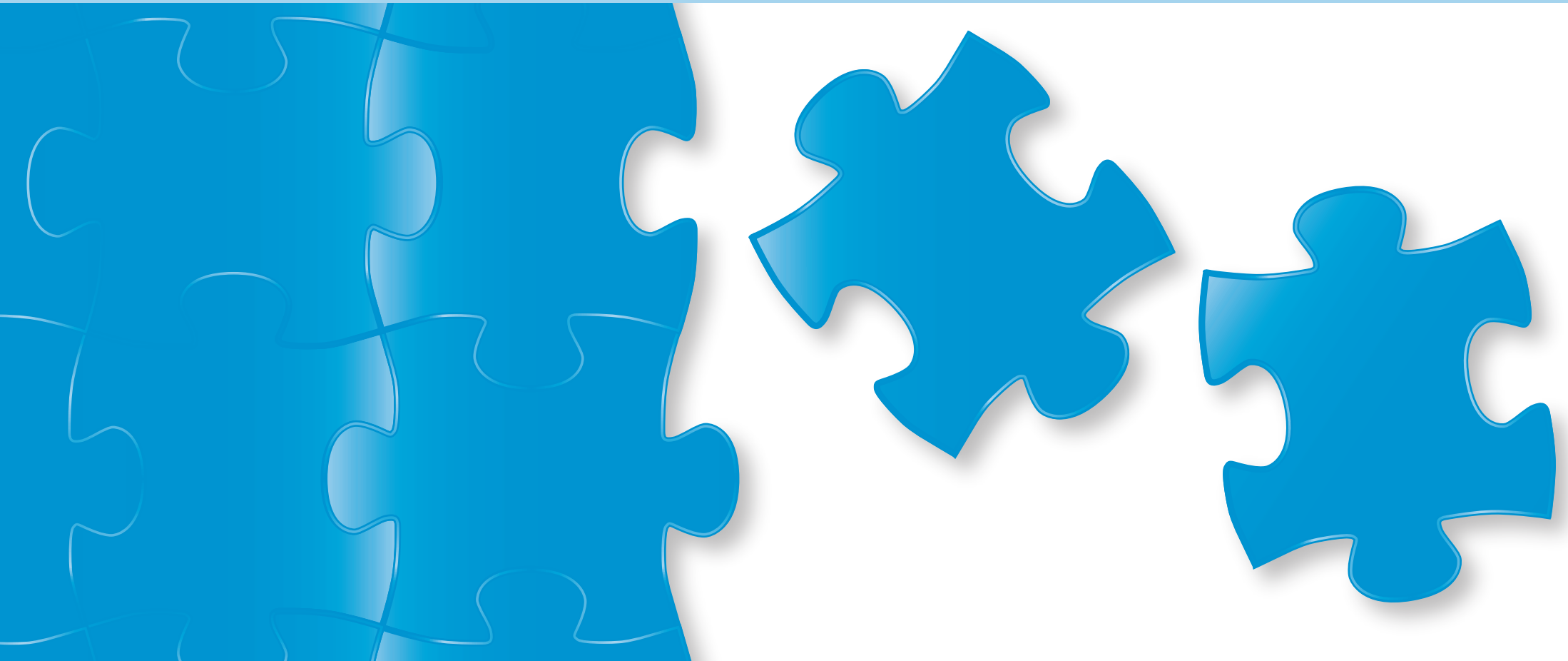


NSW Public Sector Capability Framework



NSW Government



New South Wales Government
Department of Premier and Cabinet

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Framework Introduction

The NSW Public Sector Capability Framework has been developed to provide a common and consistent basis to reflect the capabilities (skills, knowledge and abilities) which will underpin the achievement of NSW Government's Plans to deliver better results for the NSW community from Government services.

The Framework will be central to recruitment processes to ensure that individuals with the right skills and abilities are identified and selected. Equally, the framework will assist agencies to plan the workforce, manage performance and identify the most effective ways to target learning and development activities. The framework will also assist staff to progress their careers in the sector. The Framework is both results and values driven, making it different from many similar frameworks.

The NSW Public Sector is a unique enterprise. It is the largest employer in the State and staff deliver a broad set of programs and services for the people of New South Wales. New South Wales is a diverse community itself comprising a multiplicity of cultural and social communities with varying needs and priorities. The substantial Aboriginal and Torres Strait Islander community and the multicultural heritage of New South Wales require staff engaged in the public sector to respond to this diversity and to appreciate that the obligations of the Sector are unique. Staff must embrace the need for flexible responses and adaptability to ensure that the community is adequately served.

The NSW Government has identified five (5) key areas of activity over the next ten years. Goals have been established to ensure that priorities are addressed and targets achieved in each of the areas:

1. Rights, Respect and Responsibility
2. Delivering Better Services
3. Fairness and Opportunity
4. Growing Prosperity Across NSW
5. Environment for Living

The State Planning processes identified four values which need to drive the way that the NSW Public Sector works towards the State's goals, and these values have helped shape the nature and content of the Capability Framework which follows. These are fundamental drivers for the success of the Public Sector over the next decade.

- Stronger Accountability
- Structures to Drive Action
- Effective partnerships
- Decisions for the Long term

Although the State Plan has provided clarity around what is important over the next ten years, there are a number of other characteristics of work across the NSW Public Sector which have informed the development of the Capability Framework. The Codes of Conduct implemented by agencies in NSW are much more a statement of the values which drive how we work together and in the interests of our community, than they are documents which detail compliance requirements. The Capability Framework aims to take these values to the next level by defining how they translate into actions and behaviours in our day-to-day jobs.

- Responsibility to the Government of the day
- Respect for people
- Integrity and public interest
- Responsive service
- Economy and efficiency
- Fairness and equity
- Confidentiality

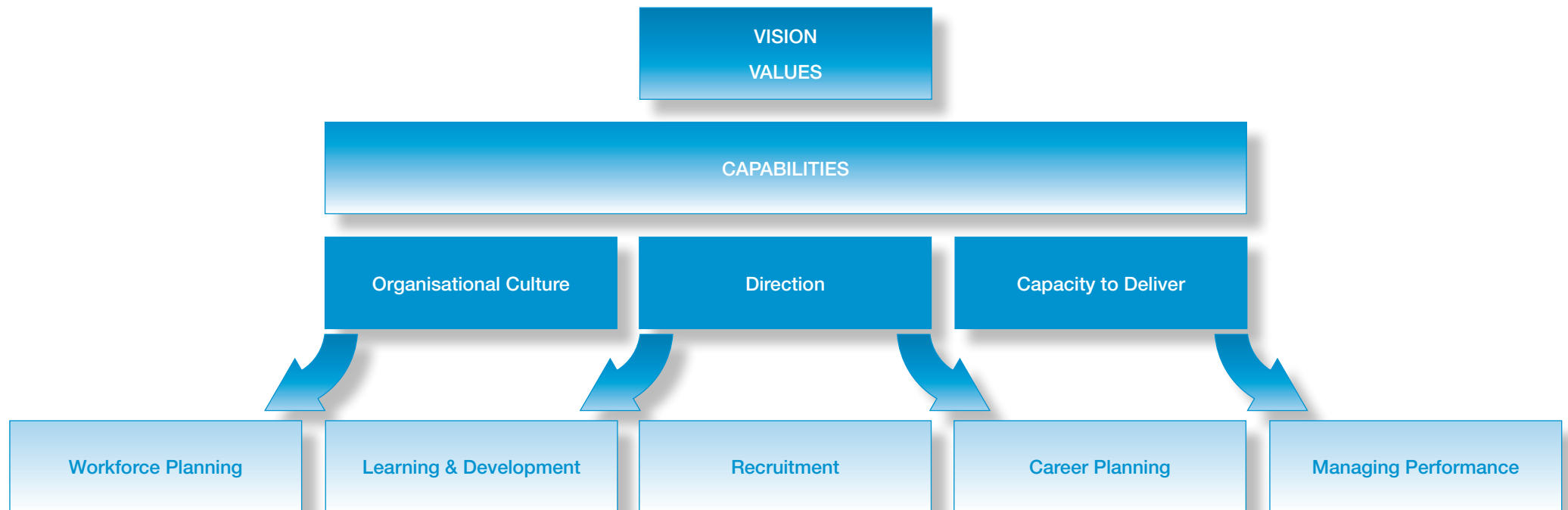
The Framework defines Capability across 3 broad streams – Organisational Culture, Direction, and Capacity to Deliver.

Organisational Culture defines those capabilities which are common to all jobs in the Public Sector. These are the things that define us as a group of people working together to deliver better outcomes for the people of NSW. They characterise the flavour of work in the Sector – how we relate together and with others.

Direction defines how we go about planning, leading, managing and evaluating all that we do, minimising the risks and ensuring that our goals and priorities are met.

Capacity to Deliver defines, as it would seem to suggest, those specific skills, knowledge and abilities which are needed in particular jobs which are common across the Sector, and which are central to delivering on Government's goals for the future. Some of us are involved, for example, in front line client service, policy development, research, or working with communities.

NSW Public Sector Capability Framework – the Model



How the Framework was developed

The Public Sector Capability Framework has been developed through a detailed examination of the various different frameworks which have been developed at an agency level. In total around 80 specific capabilities were identified across agency frameworks, although a number of clear consistencies became obvious. The consistencies which emerged have, in turn, formed the basis for the broad Public Sector Capability Framework contained in this document.

As the Framework started to take shape, the developers conducted a number of workshops with common occupational groups to explore capabilities, progression, and typical responsibilities throughout the classification continuum.

The exploration of existing frameworks used across the sector in NSW, and the interaction with employees across common occupational groups determined that, for most capabilities, the elements identified which describe the capability, can be described appropriately in up to six levels. The Elements captured in the framework are therefore characterised by what are generally six levels of behavioural descriptors. Wherever it has been possible, the framework has endeavoured to present descriptors which are largely consistent with those contained in existing agency frameworks, combined with material taken from the Mercer Global Competency Database. The result is a framework which has a high level of consistency with agency practice and at the same time aligns with globally tested and recognised standards.

It is also intended that although this Framework does not specifically cover the Senior Officer and SES Groups, it is structured in such a way to link with the existing capabilities identified for these groups through the Leadership and Management capability stream.

The Capability Framework will only be valuable to us if it is something which helps us as individuals to understand the way that capabilities are defined for jobs within the Sector, provides insight into our personal and

professional development, and guides us in how we go about delivering in our current roles within the sector. This is where it is important that there is a mechanism to link the detail of the Capability Framework back to the values which have driven its creation. The leadership model which emerges from this Framework seeks to do just that.

Leadership Model

The NSW Public Sector Capability Framework also highlights a new and different leadership model with 3 distinct but related facets of leadership:

- **the Personal level** – Taking Ownership
- **the Organisational level** – Direction through Management and Leadership
- **the Professional level** – Professional/Technical Leadership

Leadership is all about establishing and maintaining a focus of the goals and aspirations of the sector as an individual, as a manager, or in the way we provide professional and technical support to our peers and to our less experienced but developing colleagues. For each of us as individuals, the way we reflect upon our contribution and go about our daily work provides an opportunity to take leadership through a strong

sense of ownership for our actions, our decisions and in our dealings with others both within and outside the sector.

For some, there is the added responsibility of providing either management direction to small or large teams of colleagues; and, for others, the opportunity to share our expertise with newer or less experienced team members to support their development and growth.

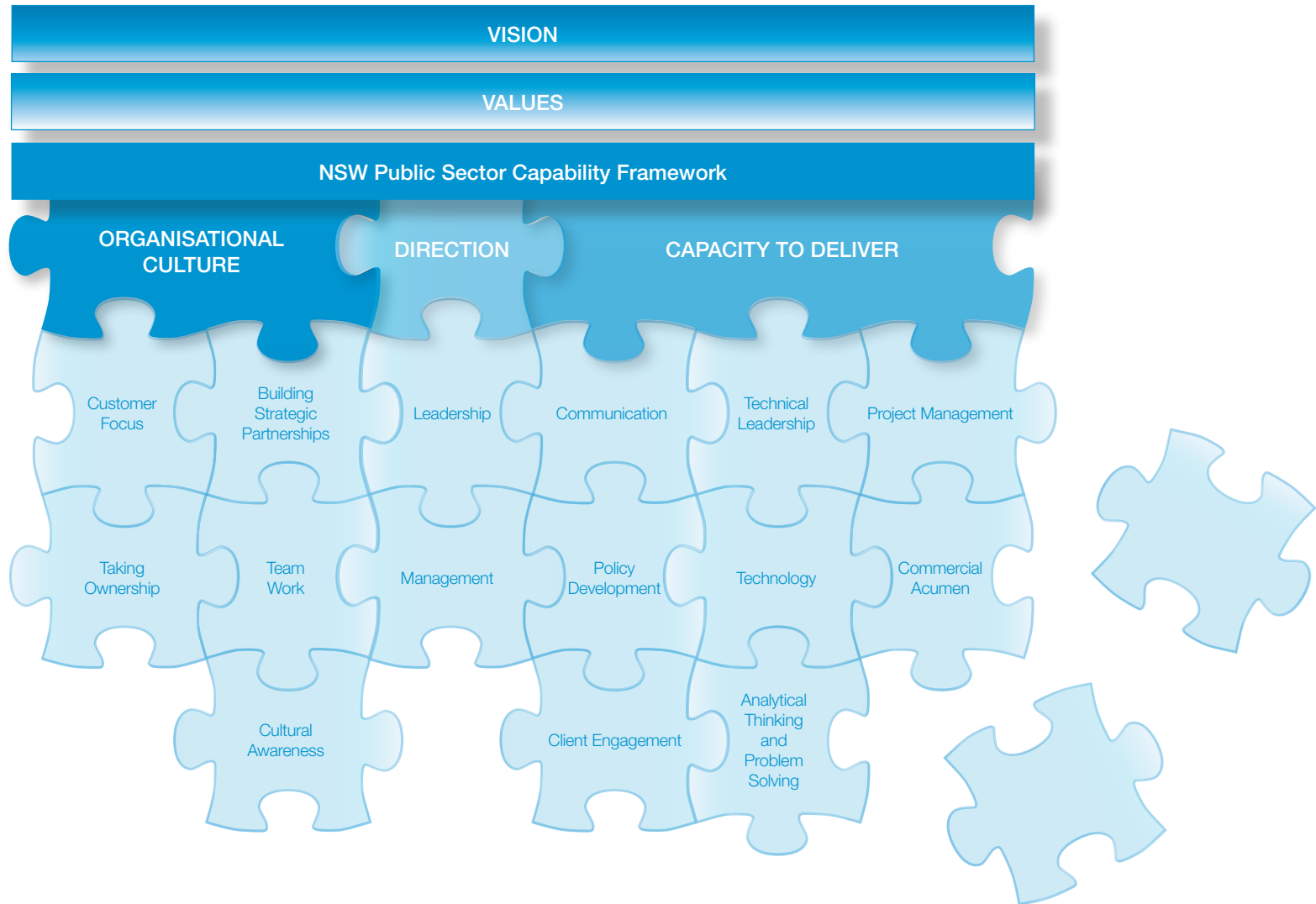
In a process similar to the workshops conducted with common occupational groups, the developers facilitated a further workshop which focused on leadership and management. This workshop demonstrated that perceptions of what comprised leadership and management varied greatly by agency, and context. It was also identified that leadership and management skill, knowledge and ability requirements had much to do with the primary focus of the managing activity, and that this primary focus largely fell within one of four contextual levels. Within an organisational context and under the concept of the DIRECTION capability stream, as distinct from personal or professional leadership, we have defined four levels of Leadership and Management as follows:

- **the Strategic level** – Translating the intent of the State Plan by establishing and implementing strategies with a longer-term focus (typically 3 to 5 years) based on the Agency and Sector vision
- **the Tactical level** – Aligning actions to strategies by establishing new services, processes and standards based on the Agency's strategy
- **the Operational level** – Shaping excellent outcomes by establishing short to mid-term operational plans to meet the Agency's Strategy
- **the Transactional level** – Delivering effective and efficient outcomes and outputs against operational plans

It is the case, however, that the personal leadership which is described within the Taking Ownership capability is an important contributor to the development of the culture across the Sector.

Similarly, in order to ensure the sustainability of the Sector's technical capability and strength, the contribution of our leading professionals must be recognised. Technical Leadership is the capability which aims to define these important behaviours.

The Capabilities



The Detailed List of Capabilities

Organisational Culture

CUSTOMER FOCUS:

- Demonstrates Service Orientation
- Demonstrates Responsiveness

CULTURAL AWARENESS:

- Is Culturally Aware

TEAMWORK:

- Demonstrates Commitment to the Team
- Treats Others Equitably
- Resolves Conflict

TAKING OWNERSHIP:

- Plans and Organises
- Initiates Change
- Understands Operational Environment
- Acts Proactively
- Acts with Integrity

BUILDING STRATEGIC PARTNERSHIPS:

- Understands Government Structure and Key Stakeholders
- Builds Relationships and Networks

Direction

LEADERSHIP:

- Develops and Communicates Vision
- Inspires and Motivates
- Creates and Develops Culture
- Manages Change (overlaps with Initiates Change)

MANAGEMENT:

- Manages People
- Plans for Outcomes
- Financial Management and Governance
- Manages Strategically (overlaps with Thinks Strategically)

Capacity to Deliver

PROJECT MANAGEMENT:

- Initiates and Plans
- Builds a Team
- Controls Projects
- Monitors Projects
- Evaluates Projects

COMMUNICATION

- Utilises Written Communication Effectively
- Communicates Verbally
- Presents and Facilitates
- Influences and Negotiates

ANALYTICAL THINKING AND PROBLEM SOLVING

- Undertakes Analysis
- Solves Problems
- Demonstrates a Systems Perspective
- Uses Initiative and Innovation
- Thinks Strategically

TECHNOLOGY:

- Uses Computer Systems
- Uses Electronic Systems

TECHNICAL LEADERSHIP

- Knows Role and Organisation
- Technical/Occupational/Professional Knowledge
- Develops and Maintains Capabilities
- Applies Technical/Professional Expertise

POLICY DEVELOPMENT:

- Undertakes Research
- Develops Policy
- Reviews Policy

COMMERCIAL ACUMEN:

- Understands Business Basics
- Applies Commercial and General Economic Knowledge

CLIENT ENGAGEMENT:

- Understands Customer Needs
- Ensures Quality Service Delivery
- Resolves Issues
- Strives for Continuous Improvement
- Demonstrates Professional Empathy

How to use the framework

Capabilities describe the skills, knowledge and abilities expected from all NSW public sector staff to ensure we have a workforce, now and in the future, to deliver government priorities and high quality and responsive services to the community.

Each capability in the framework is made up of the following components:

- **Capability:** the name of the capability
- **Description:** this describes the capability in terms of the overall outcome for that capability
- **Elements:** Each capability is divided into a number of elements. Each element describes a more specific outcome for that capability
- **Behavioural Criteria levels:** Generally, each Capability has 6 levels which describe the varying ranges of behaviour which are demonstrated across the levels. These levels are cumulative. The Leadership and Management capabilities have only 4 levels reflecting the broad Leadership model which is being adopted for the Sector

The framework has been designed to assist with the following processes:

- Selection, e-Recruitment and Recruitment
- Managing Performance
- Learning and Development and Training
- Career Planning
- Workforce Planning

NSW Public Sector Capability Framework

– the Capabilities: Organisational Culture

CUSTOMER FOCUS

- Demonstrates Service Orientation
- Demonstrates Responsiveness

CULTURAL AWARENESS

- Is Culturally Aware

TEAMWORK

- Demonstrates Commitment to the Team
- Treats Others Equitably
- Resolves Conflict

TAKING OWNERSHIP

- Plans and Organises
- Initiates Change
- Understands Operational Environment
- Acts Proactively
- Acts with Integrity

BUILDING STRATEGIC PARTNERSHIPS

- Understands Government Structure and Key Stakeholders
- Builds Relationships and Networks

Customer Focus

Description: Keeps the customer (internal and/or external) as the focal point of all activity; strives to address customer needs and concerns. Helps customers (and business partners) achieve their goals through the application of own skills, behaviours and knowledge.

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 Demonstrates Service Orientation	<ul style="list-style-type: none"> • Demonstrates an awareness of who the internal and external customers are, and the type and level of service required • Approaches work with enthusiasm and commitment 	<ul style="list-style-type: none"> • Interprets customer needs in providing quality customer service • Focuses on customer satisfaction • Actively listens and asks questions to understand customer expectations and priorities • Builds trust with customers by being honest 	<ul style="list-style-type: none"> • Guides others in the provision of quality customer service and service excellence methods • Considers situations from the customer's perspective and tailors messages to address their concerns and expectations • Creates a focus on customer benefit and service excellence • Deals with customer issues in a sincere, non-threatening and friendly way 	<ul style="list-style-type: none"> • Fosters a collaborative team spirit focused on service delivery • Prioritises and provides guidance on service delivery targets for staff • Interprets the implications of changing internal and external customer requirements • Takes personal responsibility for resolving customer problems 	<ul style="list-style-type: none"> • Supports others to stretch themselves in delivering services • Makes self fully available during critical periods for the customer, and takes actions beyond normal expectations to provide high quality service • Takes personal responsibility for building longer term relationships with customers • Acts as a trusted advisor to customers in the provision of service 	<ul style="list-style-type: none"> • Ensures quality customer focus throughout a department or agency, including setting policy for meeting customer requirements • Acknowledges and celebrates successes as a means to embed the service excellence ethos • Demonstrates a "passion for the customer" • Ensures confidence in the Department/Agency's services to the broader community
2 Demonstrates Responsiveness	<ul style="list-style-type: none"> • Strives to meet agreed timelines • Delivers on promises 	<ul style="list-style-type: none"> • Keeps clients informed of progress and developments • Maintains quality of service despite time constraints 	<ul style="list-style-type: none"> • Seeks to understand and address service delivery issues promptly and implement effective solutions 	<ul style="list-style-type: none"> • Ensures service delivery issues are resolved in accordance with program and timeframe objectives • Recommends resource allocation to meet service delivery imperatives 	<ul style="list-style-type: none"> • Anticipates service delivery issues and works to mitigate them • Ensures the proper allocation of resources to meet service delivery expectations 	<ul style="list-style-type: none"> • Anticipates systemic service delivery issues and minimises disruption

Cultural Awareness

Description: Demonstrates an understanding and appreciation of cultural differences and diversity in the workplace, works to include all team members, and delivers successful outcomes by developing teams with a diversity of skills, experience and background.

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 Is Culturally Aware	<ul style="list-style-type: none"> Treats people with respect and courtesy Acknowledges Aboriginal and Torres Strait Islander spirituality and connection to the land, waters and natural resources of NSW Shares information on Aboriginal and Torres Strait Islander culture and heritage Acknowledges a range of cultures in a diverse team and in others 	<ul style="list-style-type: none"> Values workplace and customer diversity and the perspective of individuals, such as those of different cultural background, gender and and/or skill level Encourages the inclusion of different perspectives in the workplace and with others Maintains current knowledge of key legislation, policies and practices relating to the Department/Agency's business involving Aboriginal and Torres Strait Islander culture and heritage issues 	<ul style="list-style-type: none"> Responds positively to differences, changes own behaviour to get the best results Demonstrates commitment, sensitivity and responsiveness to the needs of individuals Manages differences in an effective, equitable and consistent way Proactively engages with Aboriginal and Torres Strait Islander communities and other diverse groups Identifies Aboriginal and Torres Strait Islander culture and heritage issues and concerns Works within Aboriginal and Torres Strait Islander cultural protocols and heritage guidelines 	<ul style="list-style-type: none"> Identifies and builds on the strengths of individuals and builds complementary teams Uses an understanding of personal and/or cultural differences to guide own behaviour Encourages others to be open-minded, to appreciate different perspectives and to be inclusive Adopts communications and business processes and practices appropriate to the needs and capacities of Aboriginal and Torres Strait Islander communities to foster engagement Makes practical links between Aboriginal and Torres Strait Islander culture and heritage issues and day-to-day roles and responsibilities 	<ul style="list-style-type: none"> Works effectively across cultures and actively engages people from diverse backgrounds in the workplace and community Tailors strategies, initiatives, and personal approach to suit different individuals and situations Enthusiastically promotes diversity in the workplace and rewards others who demonstrate a non-judgemental attitude or approach Negotiates with Aboriginal and Torres Strait Islander communities on matters relating to highly sensitive issues Identifies opportunities for community engagement and the support of Aboriginal and Torres Strait Islander values in their specific role and team 	<ul style="list-style-type: none"> Motivates and leads diverse groups to improve departmental/ agency performance Develops and promotes flexible workforce strategies which balance individual and organisational needs Acts as a role model to promote a fair, equitable and inclusive workplace Identifies opportunities for community engagement and the support of Aboriginal and Torres Strait Islander values in the work of the Department/Agency Identifies opportunities for community engagement and support of a variety of different cultural values in the work of the Department/ Agency

Teamwork

Description: Works within a team environment, cooperates with others, considers the needs of others, and helps others within the team to achieve team objectives

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 Demonstrates Commitment to the Team	<ul style="list-style-type: none"> • Demonstrates an understanding of the need for teamwork, and how individual work impacts on that of others • Participates as a team member to combine efforts with other team members to attain expected work outcomes 	<ul style="list-style-type: none"> • Works cooperatively within a team where dissimilar functions need to be integrated to achieve goals • Shows an understanding of the needs of other team members and exchanges the required information to contribute to the coordination of work between areas 	<ul style="list-style-type: none"> • Contributes to achieving work objectives by guiding and coaching team members • Communicates with other teams and areas to coordinate broader work outcomes • Promotes teamwork and achievement of common purpose by encouraging staff to share information and ideas with others 	<ul style="list-style-type: none"> • Communicates work requirements, delegates responsibility, seeks ideas and feedback to contribute to team goals • Assesses teamwork processes and team development needs to input into policy development 	<ul style="list-style-type: none"> • Monitors and directs multiple teams performing different functions and coordinates the work between these teams • Empowers and supports others to perform their responsibilities and achieve organisational goals • Acknowledges diversity and uses team strengths to identify and implement solutions 	<ul style="list-style-type: none"> • Promotes teamwork across the Department/ Agency, integrates functions and ensures the attainment of Departmental/Agency goals • Develops and coordinates Departmental/Agency strategies for the development of effective teamwork
2 Treats others fairly and equitably	<ul style="list-style-type: none"> • Demonstrates a general understanding of fairness and equity issues and performs work activities consistent with equity related processes and procedures 	<ul style="list-style-type: none"> • Demonstrates an understanding of the fairness and equity related requirements of the work performed • Interprets fairness and equity related processes and procedures and applies them to work activities to ensure compliance 	<ul style="list-style-type: none"> • Contributes to fairness and equity by identifying problems and suggesting solutions 	<ul style="list-style-type: none"> • Manages the application of fairness and equity related policy to maximise consideration of equity issues • Demonstrates an understanding of the interaction of their work area with other areas across the Department/ Agency to input into the fairness and equity policy development process 	<ul style="list-style-type: none"> • Researches and analyses fairness and equity related information • Contributes as part of a team to develop fairness and equity policies, procedures and standards for application at an operational level • Ensures that fairness and equity policy and practice is consistent with legislative requirements 	<ul style="list-style-type: none"> • Ensures the implementation and monitoring of fairness and equity policy and procedures • Ensures the department's/ agency's strategic direction and commitment to fairness and equity issues

Elements		Behavioural Criteria					
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
3	Resolves Conflict	<ul style="list-style-type: none"> • Gains knowledge of techniques to address conflict and follows documented procedures • Maintains a calm professional approach in conflict situations and refers to a supervisor where appropriate • Knows when to withdraw from a conflict situation 	<ul style="list-style-type: none"> • Understands and applies tactics to manage conflict in work situations • Explains policies, processes and reasons for specific actions in easily understood terms • Focuses on understanding the motivations of others • Acknowledges emotions expressed by others in a calm, caring manner • Takes a problem solving approach to conflict situations • Actively listens and uses this information to clarify problems and focus client attention on facts and solutions rather than feelings and grievances 	<ul style="list-style-type: none"> • Listens to and acknowledges that concerns of others have been heard • Reads situations quickly and modifies approach, based on knowledge and experience, in order to communicate most effectively • Guides stakeholders, using logic and empathy, to follow suggested courses of action • Develops and selects from a number of options to address conflict, based on understanding of operational requirements • Identifies more sensitive issues and demonstrates an understanding of situations in which guidance from more experienced individuals would be valuable • Seeks and uses common ground to build rapport as a basis for moving forward with issues • Negotiates agreed actions to deal with conflict • Outlines the likely outcome of not following advice to stakeholders 	<ul style="list-style-type: none"> • Understands that conflict sometimes presents an opportunity to address unproductive situations or advance business objectives • Looks for interrelationships between different stakeholders in conflicts to probe for any underlying or indirect causes • Mentors others in conflict management approaches • Seeks to build rapport with stakeholders quickly and acts with a fair and neutral approach to issues • Maintains a focus on program objectives when resolving conflict • Assesses a range of options and selects and guides stakeholders towards solutions that are underpinned by business objectives • Makes clear judgements around matters which can be handled effectively without escalation • Ensures systems are developed and in place to allow open communication channels to minimise conflicts arising 	<ul style="list-style-type: none"> • Focuses on interests rather than positions • Demonstrates firmness in ensuring that conflicts are settled in accordance with organisational values and objectives • Makes short term concessions to advance towards medium to long term goals • Develops innovative solutions to conflict that inform further developments in the area • Supports and coaches less experienced staff in methods and approaches which resolve conflicts in an effective and timely manner • Develops long term relationships with stakeholders so that conflicts arising are addressed swiftly and calmly by all parties 	<ul style="list-style-type: none"> • Anticipates issues and positions activities to avoid conflicts arising • Is prepared, if necessary, to argue strongly and hold ground in the face of strong opposition • Addresses conflict with senior stakeholders as it arises and negotiates pragmatic resolutions on the spot that meet overall organisational aims

Taking Ownership

Description: Believes in one's own capability to accomplish a task, and selects effective approaches to tasks or problems. Is proactive in managing one's own time, initiates change, and builds an understanding of the internal and external environment in order to deliver work in a highly effective and professional manner.

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 Plans and Organises	<ul style="list-style-type: none"> • Performs work under established guidelines and procedures • Takes an organised and methodical approach to work • Discusses and agrees work program accuracy and timeliness with supervisor • Addresses priority tasks first • Regularly plans and tracks progress on work tasks • Acts to improve planning and organisational work skills applied to own work 	<ul style="list-style-type: none"> • Plans and prioritises own work program to achieve defined targets • Organises own work activities by determining the most appropriate ordering of tasks and considering impact on others to achieve results • Seeks clarification of priorities as required • Uses past experience to implement changes in own work program in order to improve efficiency and reduce the likelihood of particular problems recurring 	<ul style="list-style-type: none"> • Takes a flexible approach to planning in order to meet unforeseen circumstances • Determines priorities and schedules for others to achieve work objectives by considering the impact of work across other areas • Develops and implements systems and procedures to plan and organise own and/or team performance • Organises the allocation of resources to contribute to the longer term planning process 	<ul style="list-style-type: none"> • Understands and applies planning methodologies to work program • Able to multitask effectively • Gathers and assesses information to develop recommendations as part of the longer term planning process • Anticipates and addresses barriers to work • Implements approved plans, communicates objectives and monitors and reports on progress relative to plan 	<ul style="list-style-type: none"> • Demonstrates an advanced knowledge of planning and organisational methodologies applied to projects and broad management areas • Develops operational and business plans for a division • Ensures the availability of resources and adapts plans and/or resource allocations in response to changing organisational priorities • Works to mitigate anticipated and actual barriers to achievement of goals and delegates tasks effectively 	<ul style="list-style-type: none"> • Possesses superior planning and organisation skills, which are typically applied to strategic planning, business planning, major projects and service delivery initiatives • Coordinates and develops long term strategic plans to contribute to the achievement of the department's/ agency's goals • Collects and analyses information from stakeholders in formulating plans • Communicates with senior stakeholders in overseeing the implementation of plans

Elements		Behavioural Criteria					
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
2	Initiates Change	<ul style="list-style-type: none"> • Demonstrates an openness to variations in the range of work performed • Actively seeks to broaden skills, recognises opportunities for improvement, and suggests ideas for improvement • Looks for ways to make changes within own area of work 	<ul style="list-style-type: none"> • Adapts skills and knowledge to new situations • Shows initiative in suggesting changes and improvements to own work and the broader work area • Demonstrates an understanding of the need for change and encourages others to do the same 	<ul style="list-style-type: none"> • Actively seeks to understand the need for change, explains this to others, engenders their support and motivates others to consider and suggest new ideas • Encourages others to learn and broaden their skills and knowledge • Utilises an understanding of external trends to provide suggestions for improvements in Department/Agency processes and procedures 	<ul style="list-style-type: none"> • Analyses broader systems and procedures to identify opportunities for improvement • Recommends and implements change and develops strategies to overcome resistance to change • Evaluates current procedures and practices and recommends improvements • Monitors the change process and ensures others are clear about the change • Anticipates change and plans for it • Openly supports change • Demonstrates an awareness of the affect of change on others • Responds positively & effectively to unexpected change • Assists others to adapt to change effectively dealing with resistance and insecurity • Encourages new ideas 	<ul style="list-style-type: none"> • Actively seeks out improvements to existing products or services in a structured way • Initiates change where required • Actively consults with others affected by the change • Develops and communicates a clear view of the desired outcome • Allocates appropriate resources to the change process • Assists teams to develop a clear understanding of impending changes • Measures the progress of change • Proactively manages potential conflict 	<ul style="list-style-type: none"> • Evaluates internal and external trends and recommends changes to products or services • Plans and successfully manages significant change • Translates the change agenda into strategic and operational plans

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
3 Understands Operational Environment	<ul style="list-style-type: none"> Seeks information and instructions to carry out own tasks from supervisors and colleagues Uses and gathers available resources to obtain relevant information and knowledge Ensures that information and knowledge used is up to date Gains an understanding of departmental/ agency processes and local work area objectives Shows an understanding of the occupational health & safety hazards and requirements of the work performed Demonstrates a general awareness of OH&S issues, programs and procedures, and performs work activities in a manner consistent with safe procedures 	<ul style="list-style-type: none"> Understands departmental/ agency processes as they relate to the work of the division, and area goals and objectives Maintains knowledge and information necessary to undertake own work Liaises with others to understand how they operate and how this affects own tasks Applies understanding of operating environment to work effectively in a variety of situations Provides advice to others in the area on operational environment to assist their work Interprets occupational health and safety processes and procedures, and applies these individually and for the team in undertaking work 	<ul style="list-style-type: none"> Uses understanding of the operating environment to organise the work of others effectively Identifies, builds rapport and networks with other work areas and colleagues in order to support the achievement of divisional plans and objectives Seeks to understand workings of other areas and how these impact on own work area within the division Responds to change in the operating environment by implementing new systems and processes based on understanding and analysis of divisional plan Uses knowledge of own area to contribute to thinking on future direction Assesses occupational health and safety needs to meet job requirements Identifies and documents problems and refers possible solutions to ensure the safety of the work environment 	<ul style="list-style-type: none"> Appreciates the responsibilities, legal obligations and limits that apply to the Department/Agency Understands and translates strategic documents into project scopes and business activities that support the overall vision of the Department/Agency Actively seeks to understand the priorities and interests of various areas and individuals in order to leverage projects Contacts colleagues in other areas to gain their perspective and expertise Consults experts to gain a broader and deeper understanding of particular issues Seeks underlying reasons for a presenting issue, based on knowledge and experience Correctly defines resourcing requirements for a specific task based on understanding of operating environment 	<ul style="list-style-type: none"> Understands the limits and opportunities presented by the Department/Agency, and aims to remove or reduce obstacles to service delivery Gathers knowledge from networks, assesses activities in other areas and looks for linkages to support own work area Acts in accordance with departmental/ agency principles, even where there are no definitive precedents Accurately assesses the evolving organisational climate and develops business plans and activities to support this Assesses new approaches or issues as they relate to the organisational framework and provides sound strategic advice Uses formal and informal channels to identify trends and developments and gain multiple perspectives on approaches to be used 	<ul style="list-style-type: none"> Builds a culture of constructive collaboration between divisions and across different Departments/Agencies Builds on past developments and identifies, develops and gains commitment to future direction for the Department/Agency Understands strategic consequences for emergent trends and developments and applies this to create an effective departmental/ agency response Sees long term opportunities for development and enhancement, and develops robust responses to position the Department/Agency to take advantage of these Sets and approves occupational health and safety policy and ensures the organisation's strategic direction and commitment to occupational health and safety

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
3 Understands Operational Environment (continued)				<ul style="list-style-type: none"> Guides the application of occupational health and safety policy to maximise the consideration of safety issues in the work environment Demonstrates an understanding of the interaction of own work area with other areas across the Department/Agency to input into the safety policy development process 	<ul style="list-style-type: none"> Assimilates and researches safety related information to develop safety policies, procedures, standards and to promote safety policy 	<ul style="list-style-type: none"> Ensures the implementation and maintenance of the occupational health and safety policy
4 Acts Proactively	<ul style="list-style-type: none"> Recognises and acts upon current opportunities Actively seeks out information and advice for personal development and to solve problems Demonstrates a willingness to learn new methods, procedures and systems 	<ul style="list-style-type: none"> Takes action to overcome current issues, problems, obstacles and barriers to success Demonstrates persistence in overcoming barriers Demonstrates a high level of curiosity and enjoyment of novel assignments and learning experiences 	<ul style="list-style-type: none"> Acts on gaps and opportunities identified Demonstrates decisiveness in situations where the norm is to 'wait for further information' Responds quickly in a crisis Takes action to avoid escalation 	<ul style="list-style-type: none"> Pre-empt potential problems and takes action to avoid them or minimise their impact on the Department/Agency Proactively approaches others in different work areas or divisions to build rapport, seek or provide help, and enhance business relationships Modifies approach to different situations based on analysis of what worked and did not work in past situations 	<ul style="list-style-type: none"> Positions the Department/ Agency to capitalise on medium-term opportunities; plans and prioritises actions accordingly Challenges established thinking, processes or systems with the long term success of the Department/Agency in mind Creates opportunities and minimises potential problems by anticipating and preparing in advance 	<ul style="list-style-type: none"> Takes action to re-position the Department/Agency; capitalises on future opportunities to deliver positive outcomes or avoid long-term problems Identifies and evaluates alternative solutions to problems with respect to internal and external conditions, and acts with conviction to lead implementation of the solution

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
5 Acts with Integrity	<ul style="list-style-type: none"> • Demonstrates openness and honesty in dealing with others • Refuses to be party to unethical behaviour • Conveys interest in what others have to say by acknowledging their perspectives and ideas • Speaks out in instances where it is 'the right thing to do', even if others disagree 	<ul style="list-style-type: none"> • Acts in the best interests of the Department/Agency • Treats all stakeholders, customers and colleagues positively, without bias or preference • Accepts the consequences of own behaviour and words at all times 	<ul style="list-style-type: none"> • Understands professional and ethical responsibilities • Aware of the need to balance responsibilities to the Department/Agency, customers and a wider stakeholder network • Responds positively and persuasively to negative issues voiced by others • Admits to past mistakes and accepts responsibility for the consequences 	<ul style="list-style-type: none"> • Leads by example • Encourages others in the team to approach work with professionalism and integrity • Confronts behaviours or actions of others which are at odds with integrity and other values, holds people accountable, and initiates and supports corrective actions • Sees things from others' viewpoints and understands the reasons for their behaviours and attitudes 	<ul style="list-style-type: none"> • Ensures that actions are consistent with Departmental/Agency values, irrespective of personal values • Acts as a role model in demonstrating professionalism and integrity at all times • Consistently emphasises integrity, concern for people and alignment with the organisation's values and policies • Cooperatively negotiates with broader teams to gain buy in and build consensus • Identifies and gains the support of key stakeholders across the Department/Agency by understanding and addressing their goals, needs and concerns 	<ul style="list-style-type: none"> • Acts as a role model and a champion at the highest level for the demonstration of professionalism and integrity at all times • Challenges behaviours and actions of others where they are not aligned to departmental/ agency values and beliefs • Reports illegal and unethical behaviour to appropriate authorities and/or management • Promotes a culture of integrity and professionalism in which people feel comfortable to express their needs and opinions

Building Strategic Partnerships

Description: Networks with both internal and external parties in order to build an in-depth understanding of government structure and key stakeholders, and to foster effective professional networks and relationships to support the achievement of organisational goals.

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 Understands Government Structure and Key Stakeholders	<ul style="list-style-type: none"> Demonstrates a basic knowledge and understanding of the formal Department's/ Agency's and government structure, and the wider community 	<ul style="list-style-type: none"> Demonstrates a knowledge and understanding of the formal Department's/ Agency's and government structure, and the wider community Recognises key stakeholders and decision influencers 	<ul style="list-style-type: none"> Demonstrates a knowledge and understanding of the formal and informal Department's/Agency's and government structure, and the wider community Demonstrates a solid understanding of the different roles comprising various tiers of government 	<ul style="list-style-type: none"> Demonstrates a knowledge and understanding of organisational systems and processes, and promotes an understanding of the Department's/Agency's and government structure, and the wider community Demonstrates an in-depth understanding of the different roles comprising various tiers of government Researches and assesses community and industry needs Researches other Departments/Agencies initiatives 	<ul style="list-style-type: none"> Demonstrates a knowledge and understanding of the Department's/ Agency's objectives and its interactions with the external environment Demonstrates an extensive understanding of the different roles comprising various tiers of government Analyses trends and issues within the industry and wider community to adjust plans and directions accordingly Ensures the team is responsive to the needs, concerns and perspectives of key stakeholder groups 	<ul style="list-style-type: none"> Monitors and communicates internal and external directions which affect the Department's/ Agency's performance Plans strategies to influence stakeholders that are critical to the Department's/Agency's success Creates connections between stakeholder groups to build understanding and community of interest for the Department's/Agency's work

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
2 Builds Relationships and Networks	<ul style="list-style-type: none"> Routinely uses own network of contacts to aid the pursuit of work goals Builds relationships and maintains rapport with colleagues 	<ul style="list-style-type: none"> Makes informal contact with a variety of internal and external stakeholders, with the intention of developing relationships Initiates and participates in activities or outings designed to improve rapport and relationships 	<ul style="list-style-type: none"> Listens to and appreciates the views and needs of partners and builds harmony and consensus through the diplomatic handling of disagreements Regularly looks for ways to keep in touch and collaborate with key players 	<ul style="list-style-type: none"> Uses relationships to seek information of strategic importance Uses a range of references and professional networks to provide input and assist in research and analysis Uses external networks to position the division and Department/Agency favourably 	<ul style="list-style-type: none"> Actively maintains a network of influential stakeholders and cross-Agency/Departmental contacts Builds strategic networks and forms partnerships for the long term benefit of the Department/Agency Manages risk, benefits and priorities of the Department/Agency to deliver effective results 	<ul style="list-style-type: none"> Identifies emerging stakeholders that will have a significant impact on the Department/Agency, and develops mutually beneficial relationships Actively promotes a cross-Agency/Departmental view in developing solutions Strategically positions multiple contacts in partner departments and agencies, to build relationships for the long term benefit of all affiliated Departments/Agencies

NSW Public Sector Capability Framework

– the Capabilities: Direction

LEADERSHIP

- Develops and Communicates Vision
- Inspires and Motivates
- Creates and Develops Culture
- Manages Change (overlaps with Initiates Change)

MANAGEMENT

- Manages People
- Plans for Outcomes
- Financial Management and Governance
- Manages Strategically (overlaps with Thinks Strategically)

Leadership and Management

Description: Creates a sense of need to achieve organisational goals in line with a clear overall vision through planning, managing performance, motivating people and role modelling desired behaviours.

Elements	Behavioural Criteria			
	Transactional Level	Operational Level	Tactical Level	Strategic Level
1 Develops and Communicates Vision	<ul style="list-style-type: none"> Communicates the vision to the team Actively supports the vision 	<ul style="list-style-type: none"> Encourages constructive feedback on the emerging vision 	<ul style="list-style-type: none"> Develops plans and strategies to address anticipated demand and the external environment Contributes to the development of the vision through consultation, with stakeholders and research 	<ul style="list-style-type: none"> Create a vision/picture of the Department/ Agency and its future that directs and inspires the workforce Communicates the vision and gains support for the vision from relevant stakeholders through consultation and negotiation Regularly reviews the vision in light of trends, opportunities and the strategic direction of the public sector and Government
2 Inspires and Motivates	<ul style="list-style-type: none"> Invests time to mentor individuals to keep them motivated and energised Encourages staff to seek challenges and strive to reach their full potential 	<ul style="list-style-type: none"> Creates opportunities for individuals and teams and appropriately empowers them to achieve Adapts leadership style to staff's confidence and capability levels. 	<ul style="list-style-type: none"> Undertakes planned and structured initiatives to develop team members Acts as a role model to team members in demonstrating enthusiasm, passion and dedication 	<ul style="list-style-type: none"> Develops a detailed understanding of other's motives and uses this to encourage commitment to the organisation's goals Demonstrates personal ownership and commitment to the vision and goals
3 Creates and Develops Culture	<ul style="list-style-type: none"> Values and fosters workforce diversity Encourages open and honest feedback Encourages individuals to be accountable for actions and decisions Readily provides support to others in and external to the team Sets an example for others 	<ul style="list-style-type: none"> Positions the work group/team to seize opportunities and minimise threats Encourages appropriate risk taking Takes personal accountability for actions and decisions Provides constructive feedback where appropriate 	<ul style="list-style-type: none"> Uses knowledge of the Department/Agency to tailor approaches to different issues Encourages debate and ideas from across hierarchy, skill sets and stakeholders Demonstrates commitment to the organisations vision and goals Maintains appropriate and effective communication with external stakeholders 	<ul style="list-style-type: none"> Promotes the development of an adaptive and responsive work culture across the area Builds a performance oriented culture within the organisation by aligning systems to performance Takes tough decisions when required to send out the right messages about performance

Elements	Behavioural Criteria			
	Transactional Level	Operational Level	Tactical Level	Strategic Level
3 Creates and Develops Culture (continued)	<ul style="list-style-type: none"> • Demonstrates a concern for personal credibility • Emphasises integrity, concern for others and NSW Public Service values • Holds self accountable for achieving results • Applies appropriate discretion, maintains confidentiality • Demonstrated emotional maturity, cultural awareness and flexibility when dealing with individuals and situations 	<ul style="list-style-type: none"> • Recognises when situations directly or indirectly conflict with professional ethics • Models and promotes behaviour and values consistent with the organisations expectations and Public Service standards • Encourages and support work-life balance and well-being of others • Fosters dialogue on organisational values and ethics 	<ul style="list-style-type: none"> • Applies appropriate discretion, maintains confidentiality and political sensitivity when representing the organisation 	<ul style="list-style-type: none"> • Creates an open, positive environment to stimulate open discussion • Encourages creative tension and diversity of opinion. Recognises when directives directly or indirectly conflict with professional ethics • Demonstrates commitment to the organisations vision and goals • Develops and sustains a positive image and profile of the organisation
4 Manages Change	<ul style="list-style-type: none"> • Evaluates current procedures and practices and recommends improvements • Monitors the change process and ensures others are clear about the change • Anticipates change and plans for it • Openly supports change • Demonstrates an awareness of the affect of change on others • Responds positively & effectively to unexpected change • Assists other to adapt to change effectively dealing with resistance • Encourages new ideas 	<ul style="list-style-type: none"> • Actively seeks out improvements to existing products or services in a structured way • Initiates change where required • Actively consults with others affected by the change • Develops and communicates a clear view of the desired outcome • Allocates appropriate resources to the change process • Assists teams to develop a clear understanding of impending changes • Measures the progress of change • Proactively manages potential conflict 	<ul style="list-style-type: none"> • Evaluates internal and external trends and recommends changes to products or services • Plans and successfully manages significant change • Translates the change agenda into strategic and operational plans 	<ul style="list-style-type: none"> • Looks externally for opportunities for change/improvements • Is prepared to champion radical change • Is sensitive to developments in the political and external environment and plans change for the Department/Agency to position well in relation to those changes

Elements	Behavioural Criteria			
	Transactional Level	Operational Level	Tactical Level	Strategic Level
5 Manages People	<ul style="list-style-type: none"> • Manages in a fair, consistent and unbiased way • Proactively gives feedback • Promptly addresses poor performance • Appraises staff regularly • Encourages and motivates the team to do their best • Encourages learning and development • Leads by example • Recognises mistakes as a learning opportunity • Openly acknowledges peoples contributions and achievements • Coaches and mentors team • Takes action to maintain the effectiveness and productivity of workplace relationships • Facilitates cooperation in the workplace • Appropriately delegates work to individuals and assists them to find styles of work that are consistent with organisational values • Willing to commit resources to other areas to support broader objectives • Creates and aligns work structures, systems and resources to better achieve objectives • Revises goals and plans to reflect changing priorities or conditions 	<ul style="list-style-type: none"> • Ensures fairness and openness across the area • Launches new training and development initiatives • Identifies skills and performance gaps and takes action to address them • Promotes workforce participation • Effectively delegates and empowers employees • Recognises and uses diversity to enhance organisational effectiveness • Utilises development strategies and processes to continually improve the performance of staff the enable them to perform effectively in their current role • Demonstrates the ability to manage and leverage the talents of a diverse team or staff when driving results • Looks for opportunities to work collaboratively 	<ul style="list-style-type: none"> • Creates a learning culture • Undertakes succession planning • Analyses human capital matrices to identify trends or issues and recommends improvements • Identifies and prioritises future skills development needs. • Develops initiatives to encourage and promote participation • Tailors strategies and approaches to suit different situations • Plans for future work group/team needs and ensures staff are appropriately skilled and developed to meet those needs • Explores innovative organisational structures, systems and resourcing to deliver the best result • Seeks out and integrates professional expertise into the Department/Agency to improve overall performance and delivery of business unit outcomes • Nurtures talent and engages in succession planning 	<ul style="list-style-type: none"> • Empowers managers and others • Develops and clearly communicates performance standards and expectations • Articulates a compelling vision for the area that aligns and motivates effort. Builds and leads a positive, diverse and productive organisation • Seeks to promote broader organisational benefit from approaches that have worked in own area • Seeks opportunities to work collaboratively across government

Elements	Behavioural Criteria			
	Transactional Level	Operational Level	Tactical Level	Strategic Level
6 Plans for Outcomes	<ul style="list-style-type: none"> Plans and allocates resources Plans for contingencies when allocating resources Assists team to actively plan and prioritise work assignments, ranking them in order of importance, complexity and time requirement Sets challenging goals & standards for self and others to achieve Achieves results through others Sets clear objectives and targets Promotes accuracy and efficiency Frequently monitors progress and takes corrective action Holds people accountable in a respectful way for ensuring quality of their work and minimising errors Encourages team members to develop an appreciation and commitment for the goal 	<ul style="list-style-type: none"> Develops realistic plans for achieving goals, including scope, activities, resources, timing and contingencies and monitors progress effectively Identifies solutions to problems Develops and communicates specific objectives and tasks from broader strategic goals Delivers results, tasks and closure of projects on time, to or under budget and meeting or exceeding expected standards Looks for and identifies inefficient or ineffective methods or procedures and takes steps to eliminate or improve them 	<ul style="list-style-type: none"> Translates broad organisational goals into operational plans Scopes projects in consultation with stakeholders Determines reporting and evaluation methodologies. Makes tough decisions and tradeoffs to maximise the desired outcomes of the Department/Agency and sets clear priorities among major initiatives Focuses on the end output rather than the tasks towards it 	<ul style="list-style-type: none"> Ensures alignment of all functional and operational department business plans to the overall State strategic plan Produces a comprehensive implementation strategy including execution plans, budget, follow up plans, assessment and process accountabilities. Champions the continuous improvement of work methods, policies and practices by providing needed resources and by emphasising the importance of such initiatives at the right forums Engages in flexible resource management and looks beyond the organisation's boundaries to achieve the optimum resourcing combination Is accountable for organisational finance, resource and asset management and/or revenue generating work Oversees procurement and manages contracts sensitively and appropriately
7 Financial Management & Governance	<ul style="list-style-type: none"> Demonstrates basic proficiency in analysing financial reports and strong skills in drawing inferences. Demonstrates a knowledge of contractual issues and how they relate to individual performance Understands the risk and liability factors associated with their role and the team 	<ul style="list-style-type: none"> Exhibits strong skills in financial analysis and reporting to identify and critically analyse trends for the area Applies a strong knowledge of quality and risk management techniques 	<ul style="list-style-type: none"> Demonstrates an in-depth knowledge of budgeting, financial planning and performance tracking to provide tactical direction to achieve financial goals in the Department. Understands the requirements of contract negotiation and the associated constraints and provides inputs to facilitate the negotiation process 	<ul style="list-style-type: none"> Demonstrates expert knowledge of financial analysis in order to provide strategic direction to achieve financial goals. Exhibits a strong understanding of various risks and liabilities and appropriate strategic mitigation practices

Elements	Behavioural Criteria			
	Transactional Level	Operational Level	Tactical Level	Strategic Level
7 Financial Management & Governance (continued)	<ul style="list-style-type: none"> • Implements quality and risk management processes 	<ul style="list-style-type: none"> • Demonstrates a working knowledge of contractual commitments pertaining to agreed operational or client performance standards for the area • Applies a good working knowledge of the risks and liabilities associated with the work area • Demonstrates an understanding and application of relevant legislation 	<ul style="list-style-type: none"> • Understands the operational risks and liabilities for the area and is able to recommend pre-emptive or corrective action • Ensure internal and external politics are factored into all decisions and actions • Develops and promotes frameworks for ethical decision making and policy setting • Demonstrates a broad understanding and application of relevant legislation 	<ul style="list-style-type: none"> • Demonstrates and applies the governance framework • Considers the impact for both the organisation and Government are considered in decision making • Demonstrates an in-depth and significant understanding and application of relevant legislation, and provides advice and guidance to others about its application and interpretation
8 Manages Strategically	<ul style="list-style-type: none"> • Recognises patterns and trends and draws out key information from complex data • Translates own area of responsibility's strategy in a meaningful way for team • Builds a shared understanding of the goals and targets necessary for successful achievement of strategy for own area 	<ul style="list-style-type: none"> • Condenses complex issues in to clear and understandable goals and targets • Considers big picture, long term strategic objectives of the Department/Agency, when translating strategy for own area of responsibility into meaningful objectives and targets 	<ul style="list-style-type: none"> • Conceptualises and aligns functional strategy with overall organisational strategy • Uses information from multiple sources to make critical strategic decisions • Provides clear direction and priorities and clarifies roles and responsibilities 	<ul style="list-style-type: none"> • Takes the lead in creating a vision for the future of the Department/Agency • Adopts a long-term view of the Department's strengths and weaknesses • Develops and uses effective strategies to guide others towards the accomplishment of strategic objectives • Decisive in evaluating data while taking decisions with significant impact on the overall organisation • Analyses the wider business environment to identify issues and opportunities • Understands the Department/Agency's connection with whole-of-government and the wider business community

NSW Public Sector Capability Framework

– the Capabilities: Capacity to Deliver

PROJECT MANAGEMENT

- Initiates and Plans
- Builds a Team
- Controls Projects
- Monitors Projects
- Evaluates Projects

COMMUNICATION

- Utilises Written Communication Effectively
- Communicates Verbally
- Presents and Facilitates
- Influences and Negotiates

ANALYTICAL THINKING AND PROBLEM SOLVING

- Undertakes Analysis
- Solves Problems
- Demonstrates a Systems Perspective
- Uses Initiative and Innovation
- Thinks Strategically

TECHNOLOGY

- Uses Computer Systems
- Uses Electronic Systems

TECHNICAL LEADERSHIP

- Knows Role and Organisation
- Technical/Occupational/Professional knowledge
- Develops and Maintains Capabilities
- Applies Technical/Professional Expertise

POLICY DEVELOPMENT

- Undertakes Research
- Undertakes Analysis
- Develops Policy
- Reviews Policy

COMMERCIAL ACUMEN

- Understands Business Basics
- Applies Commercial and General Economic Knowledge

CLIENT ENGAGEMENT

- Understands Customer Needs
- Ensures Quality Service Delivery
- Resolves Issues
- Strives for Continuous Improvement
- Demonstrates Professional Empathy

Project Management

Description: Participates in and/or leads successful projects, using strong communication and organisational skills to balance conflicting priorities and manage resources.

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 Initiates and Plans	<ul style="list-style-type: none"> Support project planning through understanding and adherence to project management methodologies, processes and procedures 	<ul style="list-style-type: none"> Checks project and deliverable details before commencing work to ensure clarity of purpose 	<ul style="list-style-type: none"> Contributes to the identification of project deliverables Contributes to the development of project schedules and plans Contributes to the implementation of project schedules and plans 	<ul style="list-style-type: none"> Lists project deliverables, constraints and outcomes Clearly defines tasks and resource allocation Develops project plans and schedules Develops project budgets Undertakes project quality planning Assists with risk analysis and planning 	<ul style="list-style-type: none"> Contributes to the development of a strategic planning process Is able to integrate knowledge from across the business to provide a more complete client service 	<ul style="list-style-type: none"> Able to recognise the need for a project, and subsequently initiates it and sees it through to conclusion Guides the development of project scope and definition activities Directs project scope Defines the project context Develops project budget/s Determines project risk Coordinates internal and external environments Displays exceptional organisational, creative, motivational and interpersonal skills required by complex projects

Elements		Behavioural Criteria					
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
2	Builds a Team	<ul style="list-style-type: none"> Actively contributes to the project 	<ul style="list-style-type: none"> Supports a project team Adjusts priorities in response to changing circumstances and to minimise last minute emergencies 	<ul style="list-style-type: none"> Contributes as a member of a project team Is clear about own role and responsibilities within the project Reacts positively to changes in project scope Self-sufficiently organises and manages own workflow and priorities Works towards achieving agreed deadlines, seeking support from colleagues in advance where necessary Takes responsibility for own part of the project and sees the project tasks through to completion 	<ul style="list-style-type: none"> Assists with determining human resource requirements Actively seeks the views and opinions of team members Contributes to team building Contributes to developing communication plans Provides clear communication to key stakeholders on project accountabilities, goals, progress and measurable business impact 	<ul style="list-style-type: none"> Builds a project management culture bringing together, motivating and successfully managing multi-functional project teams Assesses teams skills and takes steps to address gaps Leads a project team Motivates team members for excellent performance Encourages innovation and creativity Cultivates a cohesive team. Conducts information management activities Assertively communicates with stakeholders Maintains engagement and motivation 	<ul style="list-style-type: none"> Directs human resources and responsibility assignment Leads project teams Manages teams' performance Plans project communications Directs project communications Assesses communication management outcomes Manages and negotiate conflict to achieve project outcomes

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
3 Controls Projects	<ul style="list-style-type: none"> Is aware of time and budget constraints within projects 	<ul style="list-style-type: none"> Alerts immediately upon discovery of potential problems 	<ul style="list-style-type: none"> Is responsible for meeting time, budget and quality on parts of the project 	<ul style="list-style-type: none"> Controls human and financial resources 	<ul style="list-style-type: none"> Conducts quality planning activities Conducts risk management activities Applies project scope controls Manages contracts Manages project delivery 	<ul style="list-style-type: none"> Directs scope change activities Ensures project is integrated and consistent with other projects; does not work in isolation Implements scope controls Integrates all project functions Implements project governance systems Negotiates/manages contracts
4 Monitors Projects	<ul style="list-style-type: none"> Understands the need to measure and monitor level of performance 	<ul style="list-style-type: none"> Responds positively and participates in seeking out areas requiring corrections 	<ul style="list-style-type: none"> Implements project quality assurance processes Assists other in measuring progress by communicating clearly on performance/progress indicators 	<ul style="list-style-type: none"> Measures progress and produces progress reports Monitors project budget and contributes to the budget reconciliation process Contributes to the continuous improvement process 	<ul style="list-style-type: none"> Picks up the pieces of projects which are going wrong and corrects them Implements project monitoring frameworks 	<ul style="list-style-type: none"> Oversees project monitoring frameworks Manages project reporting Recognises when a project is flawed and should not proceed further and argues the case convincingly
5 Evaluates Projects	<ul style="list-style-type: none"> Provides basic feedback after project close 	<ul style="list-style-type: none"> Provides feedback (what went well, what could have been done differently) after project close 	<ul style="list-style-type: none"> Encourages others to provide feedback after project close Participates in the evaluation of outcomes. 	<ul style="list-style-type: none"> Organises and records feedback Drafts recommendations for process change 	<ul style="list-style-type: none"> Implements project evaluation frameworks Ensures feedback is recorded and processes are modified 	<ul style="list-style-type: none"> Oversees project evaluation frameworks Evaluates project outcomes Draws lessons from project for continuous improvement

Communication

Description: Listens, interprets and conveys information in a clear and accurate manner, provides timely delivery of information and selects the most appropriate method of communication.

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 Utilises Written Communication Effectively	<ul style="list-style-type: none"> Writes basic letters and emails which provide information on routine matters Uses appropriate templates, forms and formats for job role Uses clear, concise and grammatically correct language Treats sensitive information appropriately when drafting documents 	<ul style="list-style-type: none"> Writes standard correspondence, including emails, meeting minutes and simple or routine reports Structures written communication in a logical manner Utilises content which is appropriate to the purpose and audience Produces easily understood documents which meet the needs of their intended purpose Ensures quality by thorough checking of documents before distribution 	<ul style="list-style-type: none"> Prepares business correspondence, including emails, public communication documents, and reports based on work-related knowledge Produces documents containing information necessary to achieve their purpose Constructs logical and fact based arguments, decisions and recommendations based on understanding, research and analysis Utilises a good understanding of Freedom of Information and Privacy obligations when drafting correspondence and reports 	<ul style="list-style-type: none"> Develops operational guidelines, complex technical reports, briefs and correspondence on program or organisational issues, and project scopes for the immediate work area Produces reports and recommendations which are evidence-based, clearly argued and concise, and provide a sound basis for decision making Clearly explains and illustrates concepts in an appropriate style and manner Reviews written work of others and provides comments and advice to ensure documents contain necessary information and meet audience needs 	<ul style="list-style-type: none"> Prepares project briefs consistent with the business plan, advanced technical reports, policy options and advice on complex issues, and service plans and delivery standards for area of responsibility Develops concepts logically and concisely, and constructs clear arguments to support preferred position or outcome 	<ul style="list-style-type: none"> Develops high level policy frameworks, program development documents, local business plans and service delivery models Briefs on highly complex issues, provides authoritative technical reports, and advice to senior levels of the Department/Agency, wider government, and senior external stakeholders Develops briefs and recommendations which carefully balance competing ideas and argue soundly for a preferred course of action, based on advanced expertise, breadth and depth of knowledge of the issues, and broader organisational context

		Behavioural Criteria					
Elements	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
2 Communicates Verbally	<ul style="list-style-type: none"> Speaks clearly and concisely when explaining information, and actively listens to responses Gains required skills and knowledge of own work to give and receive basic information Uses a polite and considerate manner when dealing with others Reviews own verbal communication efforts Clearly conveys decisions affecting clients and team members and demonstrates empathy 	<ul style="list-style-type: none"> Confidently explains rules, procedures and operational policies to team members, individual clients, and small groups Takes onboard feedback and summarises comments to check for understanding Accurately shares work-related information with team members to contribute to achieving work goals and seeks clarification where necessary Firmly, but politely addresses people during difficult or stressful events Uses questioning to uncover facts and understand other's point of view Constructs and delivers logical chains of facts, opinions and arguments 	<ul style="list-style-type: none"> Confidently conveys ideas and information in a clear and interesting manner Actively develops persuasion and bargaining tactics in a variety of situations to achieve an end Modifies verbal delivery depending on the audience and the setting Constructs and delivers persuasive, fact based arguments in a variety of forums, listens to counter arguments, and provides effective responses Questions and listens in order to understand underlying motivations and construct effective arguments Conveys difficult or sensitive information in a tactful, respectful yet firm manner 	<ul style="list-style-type: none"> Able to explain complex concepts in such a way as to be understood by the target audience Skilfully develops scripts and presentations to a range of audiences on specific projects and initiatives Models good verbal communication techniques to the team Builds appropriate rapport through verbal interaction Provides clear instructions to team members and seeks honest feedback Diffuses tense situations comfortably 	<ul style="list-style-type: none"> Uses diplomacy and tact to negotiate in difficult decisions and situations Able to effectively discuss complex concepts with other expert stakeholders Creates long lasting relationships built on effective communication and trust, with internal and external stakeholders and clients Has a clear understanding about the appropriate stakeholders to communicate sensitive information to 	<ul style="list-style-type: none"> Constructs conclusive arguments in a dynamic and unplanned environment Negotiates firmly and tactically in sensitive or difficult situations with senior internal and external stakeholders Facilitates and encourages collaboration across different levels of the organisation and sector 	

		Behavioural Criteria					
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
3	Presents and Facilitates		<ul style="list-style-type: none"> Understands the basic principles of effective presentations Prepares and delivers short presentations to small groups using clear language and aids such as PowerPoint and handouts Uses graphics and other visual aids to clarify information Promotes consultative discussion on subject matter and gathers feedback Accepts feedback on subject matter and takes action to address this, or refers to supervisor 	<ul style="list-style-type: none"> Develops presentations suitable for a range of audiences and settings Logically explains complex process information to audience and checks for understanding Constructs information to promote a particular viewpoint Gathers and accurately summarises audience views during the presentation 	<ul style="list-style-type: none"> Innovatively creates presentations using a variety of delivery methods Constructs arguments to lead audience to a shared conclusion Anticipates problem areas in presentation and prepares responses ahead of time Adjusts presentation style to suit the audience and mood 	<ul style="list-style-type: none"> Effectively manages consultative processes in a group or forum Deals well with difficult and sensitive topics Provides space and encouragement to enable participants to voice views Methodically prepares a range of responses to anticipated problem areas Makes a positive impression on others and comes across with credibility Presents in a persuasive way and holds audience attention Confidently deals with criticism or dissent and provides effective rebuttals to objections 	<ul style="list-style-type: none"> Delivers influential presentations to a senior audience (such as a tribunal) Confidently changes tactics mid-presentation based on perceived audience reception Facilitates audience dialogue and gathers and synthesises audience views to provoke further discussion Moves audience towards a shared conclusion Confidently presents strongly reasoned arguments to a senior stakeholder audience holding competing priorities and views

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
4 Influences and Negotiates	<ul style="list-style-type: none"> • Uses skills to reach agreement on own work schedules and priorities with clients, stakeholders and supervisor • Outlines benefits and drawbacks of particular courses of action, based on rules and guidelines • Relies on facts to support recommendations 	<ul style="list-style-type: none"> • Uses direct, logical persuasion in a discussion or presentation by appealing to reason and by using concrete examples, facts and figures • Undertakes straightforward negotiations around timelines for delivery of service, for both internal and external stakeholders • Convinces others of the appropriate course of action based on knowledge and experience 	<ul style="list-style-type: none"> • Establishes trust with stakeholders and works to understand their needs • Gathers and considers information from others and develops persuasive arguments to address issues raised • Appeals to precedents and commonly held views and beliefs to advocate own viewpoint • Concedes points gracefully while maintaining focus on the overall goal • Is able to win concessions without damaging relationships • Anticipates and prepares for others' reactions based on an understanding of their perspectives and concerns 	<ul style="list-style-type: none"> • Uses expertise in the area to gain respect from peers and stakeholders • Plans, negotiates and implements a course of action to achieve a specific outcome • Assesses situations and knows when to be direct, forceful or diplomatic • Motivates stakeholders by appealing to their needs • Conveys complex concepts to stakeholders in an accessible way to promote underlying trust • Understands informal networks and the broader hierarchical context, and uses this understanding to get things done 	<ul style="list-style-type: none"> • Applies leadership and management expertise to influence the work of others and negotiate performance levels • Understands stakeholder issues and develops arguments to effectively address these • Uses relationships at peer and senior levels to gain support for ideas behind the scenes • Exerts direct influence to achieve outcomes • Partners stakeholders to identify opportunities for improvement and broker solutions • Enlists assistance from experts and other third parties to strengthen a case 	<ul style="list-style-type: none"> • Uses influence to build support and move stakeholders in new directions • Influences and negotiates with very senior stakeholders, such as Ministers • Negotiates from a position of strength in highly complex and contentious situations • Settles differences with minimum disruption • Carefully plans and implements complex influencing strategies to get key internal and external stakeholders on board • Strategically involves third parties or experts to strengthen a case • Negotiates in high risk and ad hoc situations to resolve differences and achieve program outcomes

Analytical Thinking and Problem Solving

Description: Identifies and analyses situations and/or issues, considers options, develops solutions, and decides on, implements and monitors appropriate solutions.

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 Undertakes Analysis	<ul style="list-style-type: none"> Breaks problems into simple lists of tasks or activities 	<ul style="list-style-type: none"> Employs a methodical, logical approach when analysing all data and pays attention to detail Builds knowledge and awareness of information sources to aid research and analysis Identifies the cause and effect relationship between two aspects of a situation Separates situations into two distinct parts and is able to outline pros and cons Prioritises tasks and activities 	<ul style="list-style-type: none"> Interprets data and legislation Applies specific technical knowledge or expertise to research analysis Presents research findings in an honest, clear and comprehensive manner Breaks down tasks into manageable parts in a systematic way 	<ul style="list-style-type: none"> Applies sophisticated information and data analysis techniques Considers data from numerous sources to make informed conclusions and recommendations Evaluates the significance of data and uses it as the basis of recommendations Identifies likely causes and consequences 	<ul style="list-style-type: none"> Applies complex analysis Makes multiple causal links and considers several potential causes of events Considers several consequences of actions Analyses relationships among several parts of a problem or situation Anticipates obstacles and exercises forward thinking to next steps 	<ul style="list-style-type: none"> Adds value to the analytical process through the compilation, evaluation and analysis of information and professional input Develops a preferred option based on context and strategy Identifies multiple elements of a problem and breaks down each of those elements in detail, showing causal relationships between them Uses several analytical techniques to break complex problems into component parts Uses several analytical techniques to identify several possible solutions, and evaluates the value and benefits of each

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
2 Solves Problems	<ul style="list-style-type: none"> Resolves problems where the solutions are clear-cut and are selected from a defined set of closely specified options. Seeks guidance if solution is not obtained Applies basic understanding of processes and practices to simple problems arising in own work and applies these to finding solutions Knows when to make decisions independently, and when to gain the input of others before making decisions 	<ul style="list-style-type: none"> Uses experience and knowledge of work area to assist in the development of solutions for day-to-day problems Identifies work problems, uses problem solving techniques to resolve day-to-day problems Considers the background and cause of problems when seeking solutions Seeks guidance and advice if further information is required Refers problems that remain unresolved, and makes recommendations Implements and adjusts solutions when endorsed by manager 	<ul style="list-style-type: none"> Seeks all relevant information on problem to assist in development of solutions Checks assumptions and investigates problems and facts Considers problems from the perspective of others to ensure solutions are robust Monitors activities, identifies, analyses and resolves problems by considering a range of options within a particular area of technical/professional/specialist expertise Instructs and guides others in the process of resolving problems 	<ul style="list-style-type: none"> Monitors the work area, identifies potential problem areas and considers multiple options and expert advice in the process of resolving work problems Undertakes advanced problem solving based on specialist knowledge and expertise Delegates responsibilities, reviews outcomes and follows-up with recommendations relating to new procedures, the allocation of resources, and/or expert advice Liases with stakeholders to gather relevant information Develops a range of solutions and tests likely outcomes 	<ul style="list-style-type: none"> Monitors programs, identifies potential problems at a divisional level and collates internal and external information to develop appropriate response(s) Implements solutions through delegation, including schedule changes, adaptations in resource allocation, budgeting and recommendations for procedural or structural changes that have an organisational impact Defines the methodology to be used in addressing problems Evaluates solutions pre and post implementation based on likely business impact and advises on alternate actions accordingly Considers contingency plans to problem solving initiatives 	<ul style="list-style-type: none"> Reviews, identifies and recommends solutions to problems which have Department/Agency wide impact Recommends policies, plans, and strategies and implements these throughout the Department/Agency Creates policy frameworks and strategic initiatives that impact on programs or major functional areas Consults widely and encourages joint ownership in solutions developed Takes multiple and sometimes unquantified or intangible variables into consideration in developing solutions

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
3 Demonstrates a Systems Perspective	<ul style="list-style-type: none"> Focuses on understanding the immediate system of work and sees how processes fit together 	<ul style="list-style-type: none"> Understands the processes in the work area and how they interact Understands the specific short term implications of a particular course of action Makes changes to improve effectiveness of own work program based on this understanding Seeks information about relevant systems necessary to fix work problems Contributes ideas to improve the overall effectiveness of the team Undertakes research and analysis on systems of work under direction, and prepares simple reports 	<ul style="list-style-type: none"> Knowledgeable about the systems of work in the Department/Agency Understands how various processes within the organisation integrate Recognises components of a system and their interactions Uses understanding of the functions of the work unit and other contributing units to achieve outcome of local objectives Makes changes to systems of work to improve efficiency and linkages with other areas and functions Researches work based issues and prepares reports for others 	<ul style="list-style-type: none"> Identifies and understands the long term impact of particular courses of action on the department's business objectives Leads teams to analyse systems of work and develop solutions effectively Designs innovative practices, processes and procedures which implement systems effectively and minimise negative flow-throughs 	<ul style="list-style-type: none"> Understands the organisational environments, internal and external linkages and how these support overall objectives Understands systems thinking methodologies and applies these in the workplace Designs and delivers effective systems for the business unit Diagnoses trends, obstacles and opportunities in the internal and external environment Identifies opportunities to link disparate systems and improve functionality Considers systems of work from a variety of viewpoints to develop options 	<ul style="list-style-type: none"> Conceptualises and defines the systems operating within the functional areas Champions organisational frameworks for developing and measuring systems
4 Uses Initiative and Innovation	<ul style="list-style-type: none"> Recognises and reacts to present opportunities Considers problems and situations from different angles 	<ul style="list-style-type: none"> Identifies what needs to be done and takes action before being asked or required to do so Prepares in advance 	<ul style="list-style-type: none"> Takes independent action to change the direction of events Acts with a sense of urgency in situations in which the norm is to wait for the problem to resolve itself Develops back up and contingency plans 	<ul style="list-style-type: none"> Anticipates and takes action to create opportunities or avoid future crises, within the medium term Voluntarily participates in activities aimed at contributing to the Department/Agency's success 	<ul style="list-style-type: none"> Anticipates and takes action to create opportunities or avoid future crises, within the long term Thinks 'outside the boundaries' or apparent limitations of the situation to develop solutions or more effective ways of operating 	<ul style="list-style-type: none"> Uses judgement and complex analysis on organisational issues to create new concepts and approaches not obvious to others Establishes a creative environment as an essential component of business development

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
4 Uses Initiative and Innovation (continued)		<ul style="list-style-type: none"> Acts quickly and decisively in a crisis or other time sensitive situation Welcomes ideas from other team members 	<ul style="list-style-type: none"> Anticipates and takes action to create opportunities or avoid future crises, within the short term Seeks detailed plans for all new actions proposed by the team, and carefully monitors progress with a view to avoiding mistakes and limiting risk 	<ul style="list-style-type: none"> Encourages imaginative and novel solutions to problems Encourages others to develop different problem solving approaches and works with them on implementation 	<ul style="list-style-type: none"> Proactively encourages others to strengthen their creative energies and skills by providing training and other development opportunities Gives others space and time to test out new ways of doing things 	<ul style="list-style-type: none"> Transmits enthusiasm and trust in others, creates an open environment where others feel able to experiment Takes intelligent risks and commits resources for pursuing innovative ideas
5 Thinks Strategically	<ul style="list-style-type: none"> Uses simple rules and common sense to identify issues Contributes ideas and perspectives Possesses knowledge of the business unit objectives 	<ul style="list-style-type: none"> Understands the Department's/Agency's strategic vision and objectives, and how own work and team contributes to this Modifies own work to ensure it aligns with work unit objectives Makes contributions to changes in local work practices that align with objectives 	<ul style="list-style-type: none"> Identifies team goals linked to work area objectives and develops, agrees, and guides team priorities and strategies required to meet these goals Contributes to strategic responses and considers the implementation strategies 	<ul style="list-style-type: none"> Recognises patterns and trends and draws out key information from complex data Translates own area of responsibility's strategy in a meaningful way for team Builds a shared understanding of the goals and targets necessary for successful achievement of strategy for own area Utilises a knowledge of strategic planning approaches and techniques relating to the work area Uses knowledge and expertise to contribute to strategic development in the field 	<ul style="list-style-type: none"> Condenses complex issues in to clear and understandable goals and targets Considers big picture, long term strategic objectives of the Department/ Agency, when translating strategy for own area of responsibility into meaningful objectives and targets Clearly explains linkages between activities and business objectives to staff and gains their support Develops measures to track progress against strategic business objectives and assess outcomes 	<ul style="list-style-type: none"> Conceptualises and aligns functional strategy with overall organisational strategy Uses information from multiple sources to make critical strategic decisions Provides clear direction and priorities and clarifies roles and responsibilities Contributes to strategic planning at an Departmental/Agency level and is responsible for business plan development and implementation Creates and drives breakthrough strategies and plans to deliver on strategic priorities

Technology

Description: Operates computer hardware and software, departmental systems and electronic systems effectively.

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 Uses Computer Systems	<ul style="list-style-type: none"> • Uses computer systems at a basic level • Understands and accepts policies and procedures related to the use of computer systems. 	<ul style="list-style-type: none"> • Uses computer systems at an intermediate level • Understands and accepts policies and procedure related to the use of computer systems and is able to explain the requirements to others. 	<ul style="list-style-type: none"> • Uses computer systems at an advanced level. 	<ul style="list-style-type: none"> • Demonstrates a detailed knowledge of applications relevant to the work processes in the area. 	<ul style="list-style-type: none"> • Demonstrates an in-depth understanding of technology applications to identify and recommend the most efficient manner of performing the processes. 	<ul style="list-style-type: none"> • Exhibits a detailed understanding of the relevance of technology and applications sufficient to present options for using technology to increase productivity or efficiency.
2 Uses Electronic Systems	<ul style="list-style-type: none"> • Uses electronic systems at a basic level (i.e. photocopier, printer, telephone system, fax, binding machine, shredding machines, laminators, PDAs, mobile telephones). 	<ul style="list-style-type: none"> • Uses electronic systems at an intermediate level • Understands and accepts policies and procedure related to the use of electronic systems and is able to explain the requirements to others. 	<ul style="list-style-type: none"> • Uses electronic systems at an advanced level. 	<ul style="list-style-type: none"> • Uses electronic systems to increase the speed of tasks and reduce errors in work processes 	<ul style="list-style-type: none"> • Demonstrates an in-depth understanding of electronic systems to improve efficiency and productivity of work processes and methods 	<ul style="list-style-type: none"> • Exhibits a detailed understanding of the relevance of electronic systems to present strategic options for using the technology Departmental/Agency wide to improve service delivery

Technical Leadership

Description: Applies and improves specialised technical knowledge, skills and judgment to achieve outcomes.

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 Knows Role and Organisation	<ul style="list-style-type: none"> • Demonstrates an understanding of own work area • Demonstrates an understanding of what is expected of them and how their work affects other team members • Understands technical/procedural aspects of one's job 	<ul style="list-style-type: none"> • Demonstrates an understanding of one's role in the context of their area and department • Demonstrates an understanding of the team's roles 	<ul style="list-style-type: none"> • Demonstrates an understanding of other departments/agencies in the context of their area • Demonstrates an understanding of the policies and procedures required to ensure efficient delivery 	<ul style="list-style-type: none"> • Demonstrates a good understanding of the whole-of-government • Understands and consistently applies professional standards and organisational policy and procedures 	<ul style="list-style-type: none"> • Demonstrates a good understanding of whole-of-government operations and seeks links with own job 	<ul style="list-style-type: none"> • Has a detailed understanding of the whole of government and updates self on industry initiatives
2 Technical/ Occupational/ Professional Knowledge	<ul style="list-style-type: none"> • Understands and utilises work instructions, procedures and documentation in own area to meet expected standards 	<ul style="list-style-type: none"> • Displays sound knowledge of information technology applications relevant to the role sufficient to meet performance standards 	<ul style="list-style-type: none"> • Displays in-depth knowledge of applications relevant to the role sufficient to meet performance standards • Knowledge and acceptance of standards, legislation, policies and procedures relevant to the role 	<ul style="list-style-type: none"> • Demonstrates a good knowledge and acceptance of standards, legislation, policies and procedures relevant to the role • Ensures staff are informed of legislation, standards, regulations and policies and procedures that apply to their work 	<ul style="list-style-type: none"> • Demonstrates an excellent knowledge of standards, legislation, policies and procedures relevant to the role 	<ul style="list-style-type: none"> • Demonstrates expert knowledge of standards, legislation, policies and procedures relevant to the role • Interprets organisational programs, procedures and policies to operational requirements • Makes a significant contribution to their area of expertise • Acknowledged as subject matter expert

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
3 Develops and Maintains Capabilities	<ul style="list-style-type: none"> Willing to learn and take up new learning opportunities Keeps up to date with changes in technology and processes 	<ul style="list-style-type: none"> Keeps up to date with policy and procedural changes Acknowledges when they don't know something 	<ul style="list-style-type: none"> Continuously builds knowledge, keeping up-to-date on the professional/technical or procedural aspects of the job 	<ul style="list-style-type: none"> Keeps up-to-date on current research and technology in the industry and one's own professional field 	<ul style="list-style-type: none"> Encourages staff to interact with fellow professionals and professional associations Provides staff with professional development opportunities 	<ul style="list-style-type: none"> Actively seeks to broaden skills and knowledge Advocates technical excellence Supports technical and professional learning
4 Applies Technical and Professional Expertise	<ul style="list-style-type: none"> Uses technical knowledge to produce results Follows detailed procedures Understands and interprets instructions 	<ul style="list-style-type: none"> Adapts core techniques to the organisational environment 	<ul style="list-style-type: none"> Applies professional and occupational knowledge to immediate work tasks Willingly shares knowledge with others Documents information and shares knowledge Conveys timely work-related instructions and guidance Thinks of ways to apply new developments to improve organisational performance or customer service 	<ul style="list-style-type: none"> Expresses concepts with precision and clarity Demonstrates strong technical skills and knowledge and is able to disseminate and/or train the team Draws on skills and experience and applies it to the work environment 	<ul style="list-style-type: none"> Communicates technical concepts to non-technical audiences Resolves/contributes to resolving technical problems Provides authoritative advice 	<ul style="list-style-type: none"> Coaches and mentors others Makes self available to others to help solve professional/technical or procedural problems or issues Provides highly accurate influential technical advice Translates technical issues into business terms which are relevant and easily understood

Policy Development

Description: Leads or participates in policy development through consultation, stakeholder engagement, scoping needs, development, implementation and review.
(Please note that there is an "Undertakes Analysis" capability in the "Analytical Thinking and Problem Solving" section).

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 Undertakes Research	<ul style="list-style-type: none"> Assists with basic data collection 	<ul style="list-style-type: none"> Collects data, undertakes basic research Understands what the information will be used for 	<ul style="list-style-type: none"> Actively develops a wide range of contacts for conducting research Simplifies data so that others can rapidly assimilate it 	<ul style="list-style-type: none"> Knows when and how to seek external expertise. Directs others in their research 	<ul style="list-style-type: none"> Actively consults with other agencies Convenes and facilitates steering committees for the development of policy Compiles and synthesises research completed by others 	<ul style="list-style-type: none"> Exhibits strong proficiency in developing and maintaining networks at the highest levels in government and industry forums in order to seek opportunities to participate and influence the policy formulation process of the government Identifies issues requiring a policy response
2 Develops Policy	<ul style="list-style-type: none"> Creates basic documents using appropriate templates 	<ul style="list-style-type: none"> Organises written work in a manner that is clear and easy to follow Uses vocabulary that is appropriate to the audience 	<ul style="list-style-type: none"> Contributes to the development of policy in a team environment Liaises with external clients & stakeholders Effectively delivers message to own area of responsibility as well as to cross-functional audiences, formally and informally, by providing both the big picture understanding and illustrating important linkages 	<ul style="list-style-type: none"> Independently drafts policy Demonstrates a broad appreciation of the whole-of-government impact Demonstrates an awareness of political implications of policy being developed Provides supervision and support to other individuals Effectively conveys difficult or complex material in an easy to understand style and manner 	<ul style="list-style-type: none"> Leads a team in the development of policy Actively contributes as part of team to the development of whole-of-government policy Identifies performance measures, timelines and key deliverables Clarifies responsibilities for implementation 	<ul style="list-style-type: none"> Leads one or more teams in the development of policy Adequately resources policy development teams Delivers persuasive, high-impact messages internally and externally through an in-depth understanding of the audience, purpose and intended outcome of message and best method for convincing delivery

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
2 Develops Policy (continued)			<ul style="list-style-type: none"> • Articulates thoughts with clarity and conviction • Responds positively to editorial feedback and can modify outputs to reflect this feedback • Separates opinion from fact in recommendations 	<ul style="list-style-type: none"> • Integrates client/ stakeholder feedback into policies as appropriate 		<ul style="list-style-type: none"> • Ensures government policy principles and standards are communicated and adhered to
3 Reviews Policy				<ul style="list-style-type: none"> • Monitors policy implementation and highlight areas requiring review • Seeks feedback from clients/stakeholders 	<ul style="list-style-type: none"> • Actively communicates and engages with senior stakeholders • Defines and agrees policy performance measures and monitoring arrangements • Ensures ongoing review and refinement of policy in response to changing circumstances 	<ul style="list-style-type: none"> • Provides guidance and expert advice to others in the development of policy • Provides expert advice in a specialist area

Commercial Acumen

Description: Builds and maintains a wide knowledge and understanding of the business environment and applies commercial expertise including concepts, processes and strategies to achieve business objectives.

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 Understands Business Basics	<ul style="list-style-type: none"> Displays an understanding of basic business functions, terminology and processes 	<ul style="list-style-type: none"> Displays a sound understanding of the product or service offered by their work area Displays a basic understanding of financial, legal, or economic practices Understands business terminology 	<ul style="list-style-type: none"> Displays good understanding of own Department/Agencies' purpose and objectives Understands and applies basic legal, financial & economic concepts to day to day work 	<ul style="list-style-type: none"> Keeps up-to-date with Government business issues and initiatives Maintains an awareness of business & economic trends 	<ul style="list-style-type: none"> Keeps up to date with legal, regulatory, market and technological developments, anticipates impact on the business area and plans accordingly 	<ul style="list-style-type: none"> Identifies key business/commercial success drivers Is aware of the potential impact of the external environment and regulations which may impact on the organisation
2 Applies Commercial and General Financial and Economic Knowledge			<ul style="list-style-type: none"> Considers costs and efficiency when using resources 	<ul style="list-style-type: none"> Considers costs and efficiency when allocating and using resources Identifies and finds productive uses for under utilised resources Actively seeks efficient and less expensive ways to do things Assesses, reviews and modifies work practices, procedures, structures and resource allocations to enhance efficiencies Understands the relevance of business information to own job and area 	<ul style="list-style-type: none"> Develops well constructed and justified business plans within the context of the strategic objectives Organises and prioritises schedules to best utilise resources Creates efficiency savings whilst maintaining levels of superior service Undertakes cost benefit and risk analysis to identify short to medium term risks to projects Applies a commercial awareness of market forces, cost management, profitability and broader industry issues to everyday work activities 	<ul style="list-style-type: none"> Considers multiple business factors (e.g. medium term and short term impacts; organisational and financial consequences) when weighing up the merits of alternative strategies Undertakes in-depth cost benefit and risk analysis to identify long term commercial viability Creates measurable business goals for self/others; develops processes for monitoring progress against bottom-line results Understands and applies strategies and techniques to differentiate and/or promote the Department's/Agency's services

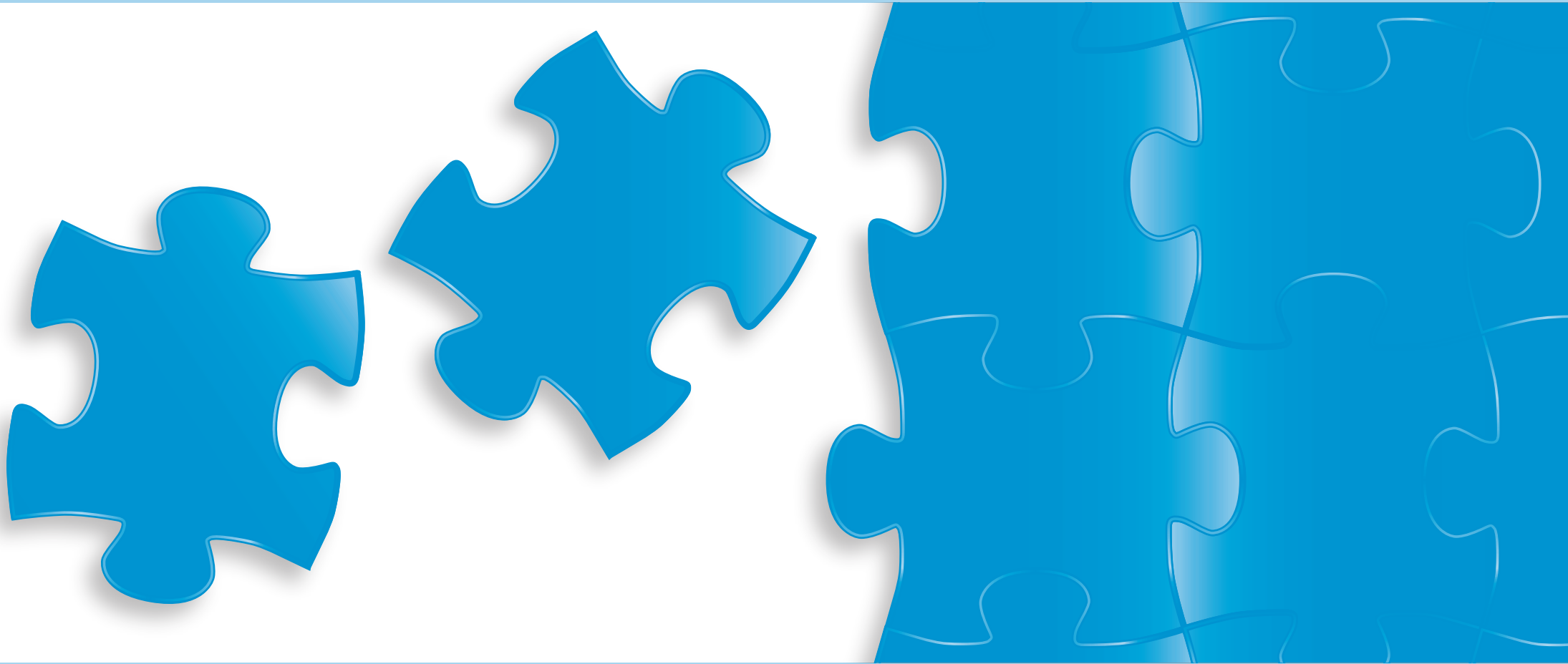
Client Engagement

Description: Identifies and anticipates the needs of clients, delivers services that meet and exceed client expectations and commits to continuous improvement in planning, process and services.

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 Understands Customer Needs	<ul style="list-style-type: none"> • Demonstrates an awareness of who the customers are both internally and/or externally • Actively listens to customers to identify their needs • Checks that customer needs have been met 	<ul style="list-style-type: none"> • Interprets customer needs • Demonstrates sensitivity to the differences in the needs of individual customers 	<ul style="list-style-type: none"> • Proactively engages with customers to understand their needs • Tailors approaches to specific customer needs 	<ul style="list-style-type: none"> • Identifies short term customer service requirements and plans effectively for their delivery • Interprets changes in internal and external customer needs 	<ul style="list-style-type: none"> • Consults and works with customers to improve their outcomes 	<ul style="list-style-type: none"> • Identifies the longer term customer needs and recommends strategic options for service delivery • Seeks out visionary, value added services to exceed customer expectations • Identifies and develops opportunities for mutually beneficial partnerships
2 Ensures Quality Service Delivery	<ul style="list-style-type: none"> • Understands the level of service required of their role • Follows established procedures and guidelines for customer service • Is committed to meeting customer needs • Keeps customer needs as primary focus and responds to client queries in a polite manner even under situations of high pressure 	<ul style="list-style-type: none"> • Understands the level of service required of their area • Ensures that quality procedures are followed in providing services 	<ul style="list-style-type: none"> • Monitors the quality of customer service and takes corrective action where required • Evaluates the effectiveness of customer service techniques and makes recommendations for changes where appropriate. • Coordinates activities of others to enhance service delivery 	<ul style="list-style-type: none"> • Researches and assesses customer needs to anticipate their requirements • Builds strong customer relationships resulting from advanced service provision • Coordinates service steps involving multiple providers and ensures stakeholder satisfaction 	<ul style="list-style-type: none"> • Recommends the type and level of service required to deliver to the customer • Allocates appropriate resources to allow the efficient and effective delivery of customer service. • Monitors and directs the delivery of customer service within a division • Makes recommendations as input into the development of customer service policy and strategies 	<ul style="list-style-type: none"> • Ensures the quality of customer service throughout the area including the setting of customer service policy, procedures and standards for the area to support broader strategic customer service objectives • Contributes to the negotiation of customer service agreements/ contracts • Monitors the delivery of customer service across the area

Elements	Behavioural Criteria						
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
2 Ensures Quality Service Delivery (continued)	<ul style="list-style-type: none"> Learns and understands service delivery standards and aims 					<ul style="list-style-type: none"> Uses understanding of stakeholders organisational context to tailor services appropriately Coordinates a range of services and develops and encourages seamless transitions between different service types Negotiates with internal and external stakeholders on service delivery issues in line with Department/Agency aims and objectives 	<ul style="list-style-type: none"> Balances service quality and costs to ensure a consistent service delivery Develops and coordinates departmental and organisational strategies for the provision of quality customer service
3 Resolves Issues	<ul style="list-style-type: none"> Models appropriate and effective behaviour when in conflict situations 	<ul style="list-style-type: none"> Views concerns and disagreements as problems to be solved, and follows issues through to resolution 	<ul style="list-style-type: none"> Can identify conflicts and bring them to the open Sets goals for resolving issues, and communicates with all parties throughout the process of resolving the conflict 	<ul style="list-style-type: none"> Determines minimal or ideal conditions of the other party during negotiations Personally briefs/assures customers at senior levels that their problems are receiving full attention 	<ul style="list-style-type: none"> Steps in to influence specifically if the situation begins to get out of hand Encourages parties to take a “shared solutions” perspective 	<ul style="list-style-type: none"> Steps in to influence specifically if the situation begins to get out of hand Encourages parties to take a “shared solutions” perspective 	
4 Strives for Continuous Improvement	<ul style="list-style-type: none"> Aims to provide the best service possible in own work Reviews own performance, looks at ways to improve service, and discusses suggestions with supervisor 	<ul style="list-style-type: none"> Always looks for at least one alternative which could improve service delivery for the customer Agrees service targets for self and seeks to meet them 	<ul style="list-style-type: none"> Strives to continually improve the level of service provided to customers Understands the reasons behind service improvement initiatives and works to implement these smoothly 	<ul style="list-style-type: none"> Carries out service performance planning and implements innovative service development approaches based on expert knowledge of the area 	<ul style="list-style-type: none"> Evaluates the effectiveness of services provided and makes recommendations for improvements Looks for connections between different service initiatives and seeks to leverage these to improve overall service delivery 	<ul style="list-style-type: none"> Develops and initiates services, including approaches and tools to facilitate service excellence 	

Elements	Behavioural Criteria					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
4 Strives for Continuous Improvement (continued)	<ul style="list-style-type: none"> • Readily accepts feedback on own performance and seeks to improve service activities 	<ul style="list-style-type: none"> • Agrees service targets for self and seeks to meet them • Contributes ideas to service improvement projects 	<ul style="list-style-type: none"> • Consults with team members to establish a shared idea of service and encourage them to look for service improvement opportunities • Monitors and gathers customer and stakeholder satisfaction information • Conducts service monitoring, analysis and review, and implements service innovation 	<ul style="list-style-type: none"> • Monitors and documents service quality and recommends innovative ways of meeting customer expectations 	<ul style="list-style-type: none"> • Assesses service delivery outcomes and implements improvements in the Department/Agency 	
5 Demonstrates Professional Empathy	<ul style="list-style-type: none"> • Demonstrates an awareness of the needs of both colleagues and clients • Applies an awareness of these needs in undertaking job role 	<ul style="list-style-type: none"> • Applies appropriate sensitivity and interpersonal skill to manage interactions and effectively advocate for client outcomes • Demonstrates an understanding of both emotion, and what the client is communicating about a business or service issue 	<ul style="list-style-type: none"> • Demonstrates ability to manage own emotional responses when relating to others and maintain suitable role boundaries • Interacts and responds to others in a personable and professional manner, which is non-judgemental and balances individual with organisational needs • Understands unexpressed or complex thoughts, concerns and feelings 	<ul style="list-style-type: none"> • Engages key stakeholders and customers to resolve complex service delivery issues • Makes balanced decisions, taking into account the social, ethical, and people dimensions inherent in customer service practice and policy • Makes inferences that go beyond explicit content and emotion 	<ul style="list-style-type: none"> • Models respectful and effective approaches in dealing with customers • Identifies opportunities to strengthen and support teams for ongoing delivery of services, particularly in situations involving complex customer needs • Displays an in-depth understanding of the ongoing reasons for a person's behaviour or response • Understands longer term reasons for behaviour 	<ul style="list-style-type: none"> • Demonstrates and promotes an understanding of the underlying human dimensions, issues and trends in customer service delivery, in order to shape appropriate customer service delivery responses across the Department/ Agency • Provides a powerful role model for the Department/ Agency on how to build and maintain a culture of empathy and respect for others



NSW Government



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