

DOMESTIC
VIOLENCE
N-S-W

Homelessness NSW



NSW SPECIALIST HOMELESSNESS SERVICES WORKFORCE CAPABILITY FRAMEWORK

Proudly funded by



PUBLICATION REFERENCE

Please use the following citation when referencing this document:

Homelessness NSW (2018). NSW Specialist Homelessness Services Workforce Capability Framework. Sydney, Australia.

This toolkit was commissioned by the Industry Partnership of the three NSW homelessness peaks – Domestic Violence NSW, Homelessness NSW and Y Foundations. It forms a part of the project to develop and introduce a Workforce Capability Framework into the NSW SHS sector.

CONTACT DETAILS

The Industry Partnership (Homelessness NSW Project Team)
Level 4, 99 Forbes Street
Woolloomooloo, NSW 2011

Website: <https://www.homelessnessnsw.org.au/industry-partnership>

© 2018 Homelessness NSW.

This resource is licensed under a Creative Commons Attribution 3.0 licence (creativecommons.org/licenses/by/3.0/au). It is a condition of this licence that you credit Homelessness NSW as author.

This resource is a contextualisation of the Community Sector Workforce Capability Framework.

Authorised and published 2011, republished by the State of Victoria, Department of Health and Human Services December 2017.

Compiled by Lucia Giuffré, Alison Schiena and Tully Rosen, Homelessness NSW, for the NSW SHS Industry Partnership.

Project Consultant – Rosalie Flynn, Precision Consultancy.

CONTENTS

Introduction	5
Purpose of the Capability Framework	5
How the Capability Framework Can Be Used	6
Adapting the Capability Framework to Your Organisation	7
About the Capability Framework	8
The Personal Attributes Matrix	8
Using the Personal Attributes Matrix	9
Capability Framework Streams	10
Generic streams	10
Specialist streams	11
Capability Framework Tiers	12
Capability Framework Views	12
Comparative View	12
Individual View	13
Using the Capability Framework	14
Capability Framework Cards	14
Capability Framework Assessment Tool	15
Capability Framework Learning and Development Tool	16
Capability Framework Workplace Scenarios	17
Appendix 1: Personal Attributes Matrix	23
Appendix 2: Capability Framework Comparative View	24
1. Community and Inter-Agency Relations	24
2. Professionalism	25
3. Communication	26
4. Leadership and Teamwork	27
5. Resources, Assets and Sustainability	28
6. Service Delivery	29
7. Program Management and Policy Development	30
8. Change and Responsiveness	31
9. Governance and Compliance	32

Appendix 3: Capability Framework Individual View	33
Tier 1 - Practitioner	33
Tier 2 - Advanced Practitioner	36
Tier 3 - Manager	39
Tier 4 - Executive	42
Appendix 4: Workforce Capability Cards	45
Appendix 5: Case studies	59

THE SPECIALIST HOMELESSNESS SERVICES WORKFORCE CAPABILITY FRAMEWORK

INTRODUCTION

The Specialist Homelessness Services (SHS) Sector is broad and complex, encompassing organisations with client groups including:

- Young people
- Women and children escaping family and domestic violence
- People sleeping rough

The SHS Workforce Capability Framework (Capability Framework) describes the broad capabilities required by SHS workers. The Capability Framework provides current and future employees and managers, as well as volunteers, with a common language for the knowledge and skills and the personal attributes that are critical for the organisation, or for individual roles.

The Capability Framework was developed after extensive research and consultation in the not-for-profit sector. A range of capability frameworks being used by government and non-government organisations in Australia and overseas were examined to determine what features or content may be suitable for inclusion in a Framework for the SHS Sector. People in the sector assisted by piloting this framework which was originally developed as the Victorian Community Sector Workforce Capability Framework.

PURPOSE OF THE CAPABILITY FRAMEWORK

The Capability Framework was developed for use by the SHS workforce to:

- improve the identification of knowledge, skills and values needed by organisations now and into the future
- improve client outcomes now and into the future by improving overall quality and effectiveness of service provision
- provide a greater capacity for professional development and learning
- provide better career pathways and recognition for SHS employees
- promote enhanced and more flexible professional and management practice
- improve and assist recruitment and retention.

By using the Capability Framework, SHS workers will be able to develop adaptable skills that can be used across the whole sector. This will also allow for:

- cross sectoral career pathways
- movement between types of service delivery and types of clients
- increased collaboration across different organisations.

HOW THE CAPABILITY FRAMEWORK CAN BE USED

The Capability Framework can be used by SHS sector managers to:

- align staff capability to the strategic business needs of the organisation
- assist with a range of human resource functions including job design, recruitment and selection, performance management and development, and career planning.
- support client outcomes through targeted development of staff.
- identify the capabilities required of their people
- identify the capabilities required of themselves as managers
- develop selection criteria when filling positions
- address staff development needs during staff performance discussions
- support individual career planning
- form the basis of discussions with external training providers about course outcomes to be incorporated into current and future courses

The Capability Framework can be used by workers in SHS organisations to:

- support client outcomes through targeted skill development.
- understand the capabilities required to work at their current level
- understand the capabilities required to work at a different level
- identify opportunities for development during staff performance discussions
- identify any gaps in skills, knowledge and behaviours that need addressing
- provide a guide during career planning discussions
- provide volunteers with a framework of capabilities required for a particular role
- provide evidence of Recognition of Prior Learning (RPL) when applying for entry into courses

The Capability Framework will be particularly useful to smaller organisations that do not have a dedicated human resource team.

ADAPTING THE CAPABILITY FRAMEWORK TO YOUR ORGANISATION

FLEXIBILITY

The SHS Workforce Capability Framework, which is based on generic skills and knowledge, can be adapted to reflect the scope of work in your community organisation. This may mean adapting the Capability Framework:

- to reflect your unique culture, value and mission
- to align with key documents, for example your code of conduct
- to the language or terminology used in your organisation, for example clients, services users, members or customers
- so that capabilities reflect the requirement of specialist job roles required by a particular discipline, for example an information program manager, social worker, admin worker
- to the needs of particular groups within the sector, for example paid or volunteer workers
- by changing the stream emphasis, for example if your organisation is highly service delivery focused, criteria may be changed or added to, in order to better reflect this.

EXISTING FRAMEWORKS

If your organisation has an existing capability framework, this can be aligned with this Capability Framework. If there are any gaps identified during your review, these can be added to your existing framework to meet your organisation's specific requirements.

ABOUT THE CAPABILITY FRAMEWORK

THE PERSONAL ATTRIBUTES MATRIX

The Capability Framework includes a Personal Attributes Matrix. This describes the qualities expected of people in this sector. The emphasis on particular personal attributes will vary depending on the focus of your organisation.

Some of the attributes listed are relevant to the organisation; others are more relevant to a specific job or task. The attributes and indicative behaviours are not connected to any particular level or tier.

The Capability Framework lists 8 Personal Attributes (detailed in Appendix 1 – Personal Attributes Matrix).

These personal attributes are described under the following headings:

INNOVATIVE

FOCUSED

POSITIVE

COLLABORATIVE

ANALYTICAL

CLIENT/MEMBER FOCUSED

CULTURALLY AWARE

ETHICAL

Indicative behaviours are listed for each personal attribute. For example, the indicative behaviours of the client/member focused attribute are:

- Prioritises needs of clients and members
- Aims for best outcomes for clients and members
- Is outcome focused
- Follows through with commitments

The personal attributes and indicative behaviours can be modified in order to reflect your organisation. The Personal Attributes Matrix is located at Appendix 1.

USING THE PERSONAL ATTRIBUTES MATRIX

The Personal Attributes Matrix can be used:

- as a basis for discussion about your organisation and its values
- to provide language to describe the personal attributes required when advertising a particular job
- as a language tool to describe personal attributes during performance development and performance management discussion

THE PERSONAL ATTRIBUTES MATRIX IS PROVIDED AT APPENDIX 1

CAPABILITY FRAMEWORK STREAMS

GENERIC STREAMS

The Capability Framework is structured into nine key streams described below:

TABLE 1 GENERIC STREAMS

STREAM	THIS STREAM COVERS (DESCRIPTOR)
Community and interagency relations	community engagement, sectoral awareness and working collaboratively with other SHS organisations in formal and informal partnerships
Professionalism	the skills associated with professional conduct, such as self-management, ethical behaviour, taking responsibility, problem-solving and initiative
Communication	all forms of communication, such as advocacy, negotiation, written and verbal communication, and interpersonal style
Leadership and teamwork	leadership and challenges associated with working together, such as dealing with difference, conflict, shared goals and team morale
Resources, assets and sustainability	the effective use of financial resources, assets and equipment as well as building the organisation's assets and sustainability
Service delivery	working with clients and members: including service delivery models, working with different types of clients/members, maintaining awareness of client issues and ensuring client dignity and confidentiality
Program management and policy development	the management of programs, campaigns, projects and contracts as well as policy development and implementation to guide work practices
Change and responsiveness	change management and responding to new and emerging trends through skill acquisition, the use of new technology and creative and innovative work practices
Governance and compliance	systems and processes to implement the strategic plan and the management of quality, risk, WHS and legislative compliance

SPECIALIST STREAMS

Your organisation may wish to add specialist streams to reflect organisational requirements.

Each stream has a number of descriptors. An example for the Communication stream at Tier 1 is shown below.

TABLE 2 SPECIALIST STREAMS

STREAM	DESCRIPTOR	TIER 1
Communication	Advocacy	3.1.1 Actively listens to colleagues and clients and passes on relevant information accurately and appropriately
	Written communication	3.1.2 Provides accurate written information using forms, log books and templates appropriate to the task
	Verbal communication	3.1.3 Speaks politely and explains issues and information clearly to clients/members and colleagues
	Public speaking	3.1.4 Participates actively in staff meetings and shares information to improve work environment and outcomes
	Interpersonal skills	3.1.5 Demonstrates active listening and asks appropriate questions when dealing with clients/members and colleagues

CAPABILITY FRAMEWORK TIERS

As there are many job titles and tiers of responsibilities used throughout the SHS Sector, these have been broadly categorised into four tiers for the Capability Framework. Generally, people working at the higher levels (tiers 3-4) have a greater degree of autonomy and decision making and take responsibility for the work outcomes of others.

The four tiers are described in the table below.

TABLE 3 CAPABILITY FRAMEWORK LEVELS

TIER	EXAMPLE ROLE	DESCRIPTION
Tier 1	Practitioner	People working at this tier do not supervise the work of others; they work under the direction of others and apply their skills to meet established targets or outputs.
Tier 2	Advanced practitioner	People working at this tier have well developed skills; they may take limited responsibility for the work of others.
Tier 3	Manager and lead practitioner	People working at this tier take a leadership role; they may supervise the work of others and/or provide leadership through their technical or specialist skills.
Tier 4	CEO, Leadership and Executive Team members	People at this tier will guide and steer the organisation and take responsibility for a range of programs and services.

CAPABILITY FRAMEWORK VIEWS

The Capability Framework is presented in two views:

- Comparative View
- Individual View

COMPARATIVE VIEW

The Comparative View displays one stream, with its descriptors and indicative behaviours, across all tiers e.g. Communication tiers 1-4.

The Comparative View can be used to:

- review the differences between tiers
- view your current tier and see how this develops as your career advances

FIGURE 1 EXCERPT FROM COMPARATIVE VIEW

	TIER 1	TIER 2	TIER 3	TIER 4
Networks and stakeholders	1.1.1 Utilises own community networks to achieve established outcomes	1.2.1 Researches community's needs and concerns and provides community development/ education	1.3.1 Reviews and manages services in response to changing needs of relevant groups in the community	1.4.1 Creates and sustains dynamic, strategic and productive relationships with key stakeholders

THE COMPARATIVE VIEW OF THE FRAMEWORK IS PROVIDED AT APPENDIX 2

INDIVIDUAL VIEW

The Individual View lists all the capabilities across the nine streams, required for an individual to perform at a particular tier.

The Individual View can be used to:

- view capabilities required at one tier, for example when writing selection criteria for job recruitment
- review capabilities at your tier and at a higher tier that you may aspire to.

FIGURE 2 EXCERPT FROM INDIVIDUAL VIEW

1. COMMUNITY AND INTER- AGENCY RELATIONS	2. PROFESSION-ALISM	3. COMMUNICA-TION	4. LEADER-SHIP AND TEAM-WORK	5. RESOURC-ES, ASSETS AND SUS-TAINABILITY	6. SERVICE DELIVERY	7. PROGRAM MANAGEMENT AND POLICY DEVELOPMENT	8. CHANGE AND RESPON-SIVENESS	9. GOVERNANCE AND COMPLI-ANCE
Networks and stakeholders 1.1.1 Utilises own community networks to achieve established outcomes	Time management 2.1.1 Demonstrates punctuality and meets agreed schedules and timelines	Advocacy 3.1.1 Actively listens to colleagues and clients and passes on relevant information accurately and appropriately	United vision 4.1.1 Maintains enthusiasm and understands own role in achieving organisational mission	Revenue raising 5.1.1 Supports fundraising work	Reflective practice 6.1.1 Applies organisational practice models, procedures and relevant legislation when working with clients/ members	Policy devel-opment and implementation 7.1.1 Maintains awareness of policies and applies procedures to daily work activities	Change management 8.1.1 Maintains a positive approach to change and adapts to new or different ways of working	Strategy 9.1.1 Achieves targets in work plans and understands links with strategic goals

THE INDIVIDUAL VIEW OF THE FRAMEWORK IS PROVIDED AT APPENDIX 3

USING THE CAPABILITY FRAMEWORK

INTRODUCTION

Some implementation tools have been developed to help you get started:

- a set of Capability Framework Cards
- a Capability Assessment Tool
- a Learning and Development Tool
- seven workplace scenarios.

CAPABILITY FRAMEWORK CARDS

As well as this Tool Kit, a set of Capability Framework Cards have been developed to assist with the use of the Capability Framework. These cards can be found at Appendix 4. They consist of two sets:

- Personal Attributes cards
- Capability cards

There is a card for each of the eight personal attributes; and a card for each capability in each of the four streams, 45 altogether.

HOW TO USE THESE CARDS

The cards can be used by individuals or groups, to assist with a range of human resource related functions described in this Tool Kit.

- Using the Personal Attributes Cards, choose the most critical personal attributes for a current or future job role. Choose the attribute listed first, and then look at the indicative behaviours.
- Using the Capability Cards, choose the most critical capabilities required for a current or future job role. Select the stream first, e.g. Community and inter-agency relations; then the descriptor, e.g. Networks and stakeholders; finally choose the most appropriate tier of capability.
- Adapt the capability to meet your organisation's unique needs, and write specialist capabilities, if required.

This process can be used for a number of purposes, for example to design position descriptions, to identify gaps in knowledge and skills, or to support individual career planning.

The workplace scenarios in this Tool Kit provide further examples of how to use the cards.

THE CAPABILITY CARDS ARE PROVIDED AT APPENDIX 4

CAPABILITY FRAMEWORK ASSESSMENT TOOL

The Capability Assessment Tool is a self-rating tool that enables you to list recent examples of demonstrated capabilities, any development that may be required and ideas for future development.

Organisations can develop their own Capability Assessment Tool templates once the Capability Framework has been developed or adapted to their specific needs.

USING THIS CAPABILITY ASSESSMENT TOOL

1. Use the Capability Framework Individual View (Appendix 3) and list each capability and descriptor for a stream in the Capability and Descriptor column below; or use the organisational specific capabilities.
2. Write a recent example of each capability in the **A recent example** column. If you do not have a recent example, complete step 3 and 4 below.
3. List areas for development for this capability.
4. List any potential development ideas for this capability.

Table 4 Example of a Tier 1 Community and Inter-agency Relations Capability Assessment Tool

CAPABILITY AND DESCRIPTOR	1.1.1 UTILISES OWN COMMUNITY NETWORKS TO ACHIEVE ESTABLISHED OUTCOMES
A recent example	Attended a community expo that was advertised in the local paper and got names of people who could help with organisation of a local event
Areas for development	Need to build links with local groups that can provide support for our work
Development ideas	<p>Locate and contact local choirs prepared to perform at our agency's open day.</p> <p>Contact the Lions and ask them to run a sausage sizzle at the open day</p>

Complete other capabilities using the above tool, as required.

CAPABILITY FRAMEWORK LEARNING AND DEVELOPMENT TOOL

The Capability Framework can assist in reviewing your learning and development needs. The Learning and Development Tool is used to:

- identify capabilities that need development. These are capabilities that you have rated as **Essential** to your position, and where you may identify your performance is **Under skilled**
- create a hierarchy for development attention; those rated as **Under skilled** take priority over those rated **Good**.

USING THIS LEARNING AND DEVELOPMENT TOOL

- Use the Capability Framework Individual View (Appendix 2) and highlight any capabilities that you wish to review.
- Rate the capability into **Essential, Useful or Unimportant** by asking yourself: In my position is this capability... Essential, Useful or Unimportant?
- For each capability that you rated **Essential**, ask yourself: At this capability am I... Under skilled, Good or Excellent?
- Write the **Essential** capabilities into a table such as table 6.

TABLE 5 GUIDE TO SKILL LEVELS

USE THIS RATING	IF YOU ARE...
Under skilled	Performing the capability at a minimum level or don't have the skill
Good	Performing the capability well and adding value
Excellent	Performing the capability at a high level and could teach others to develop this capability.

TABLE 6 LEARNING AND DEVELOPMENT TOOL EXAMPLE

IN MY POSITION THIS CAPABILITY IS ESSENTIAL	
Under skilled	Yes- 1.1.4 Maintains basic awareness of current community issues and knowledge of relevant organisations
Good	Yes- 1.2.3 Works collaboratively with other organisations in formal and informal partnerships to achieve client/member outcomes
Excellent	

CAPABILITY FRAMEWORK WORKPLACE SCENARIOS

The following seven workplace scenarios provide examples of how the Capability Framework can be used. They make reference to the following:

- Personal Attributes Matrix in Appendix 1
- Capability Framework Comparative View available in Appendix 2
- Capability Framework Individual View in Appendix 3
- Capability Cards (Personal Attributes and Capabilities) in Appendix 4
- Capability Assessment Tool
- Learning and Development Tool

TABLE 7 WORKPLACE SCENARIO EXAMPLES

SCENARIO	THIS SCENARIO COVERS	EXAMPLE
Creating selection criteria for a role	An organisation uses the Capability Framework and Personal Attributes Matrix to complete selection criteria for a role.	<p>Kylie is a team leader in a service for young people experiencing homelessness and needs to recruit a new assistant. Kylie:</p> <ul style="list-style-type: none"> • prints the Capability Framework Individual View for Tier 1 and the Personal Attributes Matrix • locates an existing duty statement related to the job • selects four personal attributes that best relate to this role, then selects indicative behaviours for each attribute • reviews the capabilities for Tier 1, in particular the Community and Inter-Agency Relations, Service Delivery and Communication streams, which she feels are most important to this role • selects capabilities that best describe the requirements of the role and asks a colleague who knows the job well to do the same • compares the selections with her colleague and chooses the most applicable • with the help of her colleague, adapts the wording of the capabilities to reflect the unique requirements of the organisation, and adds any further specialist capabilities required • completes the selection criteria for the role using the personal attributes and capabilities identified and adds any applicable qualification requirements.

SCENARIO	THIS SCENARIO COVERS	EXAMPLE
Working towards a promotion	An individual uses the Capability Assessment Tool to determine their current level and readiness to advance.	<p>Silvio is a case manager in the SHS sector. He has been working in the position for 12 months and is considering the possibility of promotion to a Team Leader. Silvio:</p> <ul style="list-style-type: none"> • completes the Capability Assessment Tool to determine his current level and readiness to advance. He notes that he has excellent skills in the Community and Inter-agency relations stream and needs to develop further in Leadership and teamwork • uses the Capability Framework Comparative View or the Capability Cards to compare his current level in the Leadership and teamwork stream with those required at a higher level. He identifies that he needs to improve his capabilities in the Diversity/different styles area as he has been focused on his individual work • makes an appointment with his supervisor to obtain guidance and support and to discuss his self- assessment and the possibility of development opportunities in the areas that he has identified • after discussion with his supervisor, commences work on a project that provides him with opportunities to develop skills in leadership and teamwork to take him to the next level.
Aligning capabilities to an organisation	A women's service adapts the Capability Framework to align with their organisation's strategic direction.	<p>A women's service adapts the Capability Framework to reflect its strategic direction. A team of people led by the manager:</p> <ul style="list-style-type: none"> • compare the Capability Framework using the Comparative View or the Capability Cards, with their organisation's policies and procedures and documents such as the Code of Conduct • changes the terms and language of the Capability Framework to suit their organisation • aligns the Community and Inter-Agency Relations and Service Delivery streams to the unique capabilities of roles such as sports coaches.

SCENARIO	THIS SCENARIO COVERS	EXAMPLE
Discussing performance development needs	A manager and a staff member use the Capability Framework to prepare for a performance development discussion.	<p>Sandro, the manager of an inner Sydney service, undertakes a performance development discussion with Tuan, a community arts assistant. Sandro:</p> <ul style="list-style-type: none"> • uses the Capability Framework Individual View Tier 1 and highlights the critical areas for discussion at Tuan's performance development meeting • observes and notes Tuan's knowledge and skills in the key areas highlighted. <p>Tuan:</p> <ul style="list-style-type: none"> • prepares examples of his knowledge and skills and • contributions in the areas that Sandro has highlighted using the Capability Assessment Tool • highlights capabilities on the Capability Framework Individual View that he believes he may need to develop • uses his current skills and future needs identified through these activities as a basis for discussion at his performance development meeting. • At the meeting Sandro and Tuan: • discuss any identified gaps and Sandro organises Tuan to rotate jobs once a week to improve his skills in the identified areas • examine the possibility of further training and other professional development activities for Tuan.

SCENARIO	THIS SCENARIO COVERS	EXAMPLE
Applying for Recognition of Prior Learning (RPL)	An individual uses the Capability Assessment Tool to gather evidence of prior learning before undertaking a qualification / course.	<p>Georgina is an outreach worker on the south coast. She wants to complete further education in a TAFE Institute to increase her career opportunities. As she has already developed a wide range of skills in this area, she may not need to undertake all of the units of her course. Georgina:</p> <ul style="list-style-type: none"> • completes the Capability Assessment Tool (see page 16) for her level, which has been adapted for her community centre and has specialist streams included. She notes examples to demonstrate where and when she has used the capabilities, both at work and outside work • speaks to the course advisor at the TAFE Institute and locates the qualification outline and relevant units of competency for the course • asks the course advisor about their Recognition of Prior Learning (RPL) process; Georgina hopes to gain recognition of the skills and knowledge gained from her current job as well as her volunteer community activities, so she may not need to complete all course requirements • considers the Institute's RPL process, using her completed form from the Capability Assessment Tool as evidence, to attain a qualification • speaks to the course advisor to see if the evidence is applicable
Identifying learning and development needs	An individual uses the Learning and Development Tool to identify strengths and areas for development to progress to a managerial role.	<p>Natalie has been a coordinator at a youth homeless service for two years and wants to gain wider experience so that she can apply for a managerial role. Natalie</p> <ul style="list-style-type: none"> • prints Tier 3 of the Capability Framework Individual View • uses the Learning and Development Tool and circles all capabilities that she believes are Essential to a managerial role • asks herself for each Essential capability: At this capability am I relatively... Under skilled, Good, or Very Good? and writes Yes into the Under skilled, Good or Excellent section of the table • with her manager, reviews her Essential and Under skilled results listed in the table, and discusses the possibility of a short course and some mentoring in the areas requiring skill development.

SCENARIO	THIS SCENARIO COVERS	EXAMPLE
Mentoring for leadership	A CEO from an Aboriginal Community Controlled Health Service mentors an aspiring community leader to build key skills identified from the Capability Framework.	<p>Will is an Aboriginal SHS worker. His aim is to move into a leadership role and ensure that Indigenous issues are better integrated into mainstream service planning. He decides he needs a mentor to build his confidence and skill development. Will:</p> <ul style="list-style-type: none"> • approaches Tony who is the Manager of an Aboriginal Community Controlled Health Service (ACCHS); Tony agrees to be a mentor to Will and they schedule regular sessions • Will works with Tony to review the Capability Framework and they select three Tier 4 capabilities for development. They decide to focus on the capabilities on (4.4.2) Strategic Focus, from the Leadership and Teamwork stream, and the capabilities on (3.4.1) Public Speaking and (3.4.4) Advocacy from the Communication stream • Will uses his mentoring sessions to discuss practical ways he could build these capabilities, including training he could undertake and ways to gain higher level experience • with assistance from Tony, Will prepares a proposal for his Manager about how the service could better integrate Indigenous health issues in its service planning and responsiveness.

APPENDIX 1: PERSONAL ATTRIBUTES MATRIX

Table 8 Personal Attributes Matrix

PERSONAL ATTRIBUTE	DESCRIPTOR
Innovative	<ul style="list-style-type: none"> Generates options and ideas for improvements Is open to change and alternatives Takes advantage of new and emerging opportunities
Focused	<ul style="list-style-type: none"> Researches options and sets a clear path Has clear goals, deals with obstacles and impediments Manages own time to achieve key outcomes
Positive	<ul style="list-style-type: none"> Has faith in own abilities and remains optimistic Maintains composure and focus when faced with difficulty Recovers from setbacks
Collaborative	<ul style="list-style-type: none"> Works with others to achieve common goals Engenders a spirit of teamwork Encourages others to achieve
Analytical	<ul style="list-style-type: none"> Reviews arguments and opinions before making judgement Presents clear and logical arguments Takes a systematic approach when building toward improvements
Client/member focused	<ul style="list-style-type: none"> Prioritises needs of clients and members Aims for best outcomes for clients and members Is outcome focused Follows through with commitments
Culturally aware	<ul style="list-style-type: none"> Respects difference in all its forms Adapts language to aid communication Values diversity as a strength and positively utilises diversity
Ethical	<ul style="list-style-type: none"> Is credible and truthful Has integrity and principles Reflects expected standards of behaviour and/or Code of Conduct

APPENDIX 2: CAPABILITY FRAMEWORK COMPARATIVE VIEW

1. COMMUNITY AND INTER-AGENCY RELATIONS

Necessary skills in community engagement, sectoral awareness and working collaboratively with other SHS organisations in formal and informal partnerships capabilities.

	TIER 1	TIER 2	TIER 3	TIER 4
Networks and stakeholders	1.1.1 Utilises own community networks to achieve established outcomes	1.2.1 Researches community's needs and concerns and provides community development/ education	1.3.1 Reviews and manages services in response to changing needs of relevant groups in the community	1.4.1 Creates and sustains dynamic, strategic and productive relationships with key stakeholders
Community	1.1.2 Contributes to staff forums and meetings about key community issues	1.2.2 Participates effectively in networks and community meetings to advance organisational objectives	1.3.2 Represents the organisation and promotes awareness of key issues in community networks	1.4.2 Advances organisational objectives and champions important issues with key stakeholders
Partnerships and collaboration	1.1.3 Works collaboratively with other organisations in formal and informal partnerships to achieve client/member outcomes	1.2.3 Works collaboratively with other organisations in formal and informal partnerships to achieve client/member outcomes	1.3.3 Develops models and protocols for working in formal and informal partnerships with other CSOs to achieve client/member outcomes	1.4.3 Negotiates and builds fruitful formal and informal partnerships to achieve strategic objectives and improve client and member outcomes
Knowledge of community	1.1.4 Maintains basic awareness of current community issues and knowledge of relevant organisations	1.2.4 Maintains detailed understanding of current community issues and knowledge of relevant organisations	1.3.4 Demonstrates high-level understanding of the sector and the work of other relevant organisations	1.4.4 Maintains high level awareness of sector and current issues that affect clients and members
Social justice	1.1.5 Demonstrates commitment to social justice and social inclusion	1.2.5 Demonstrates commitment to social justice and social inclusion	1.3.5 Demonstrates commitment to social justice and social inclusion	1.4.5 Demonstrates commitment to social justice and social inclusion and the development of a strong Homeless Services Sector

2. PROFESSIONALISM

Necessary skills associated with professional conduct, such as self-management, ethical behaviour, taking responsibility, problem-solving and initiative.

	TIER 1	TIER 2	TIER 3	TIER 4
Time management	2.1.1 Demonstrates punctuality and meets agreed schedules and timelines	2.2.1 Manages time and uses tools effectively to assist with planning and organising	2.3.1 Prioritises work; delegates appropriately demonstrating an understanding of organisational, team and individual priorities and capacities; and ensures that key requirements are met	2.4.1 Designs own approaches for excellent performance and structures time and tasks to achieve prioritised outcomes
Ethics	2.1.2 Observes Code of Conduct, seeks assistance with ethical dilemmas, and manages professional boundaries	2.2.2 Observes professional boundaries and standards and assists others with ethical dilemmas	2.3.2 Sees that reward system is aligned with organisational values and that behavioural expectations/Code of Conduct are communicated	2.4.2 Models organisational values and preferred behaviours and promotes Code of Conduct
Taking responsibility	2.1.3 Takes responsibility for work outcomes and enacts authority as defined in role statement	2.2.3 Takes responsibility for work outcomes and assists others to understand role and responsibilities	2.3.3 Delegates to develop staff and accepts responsibility for actions of staff and teams under authority	2.4.3 Accepts responsibility for organisation's positive and negative outcomes
Problem solving	2.1.4 Demonstrates common sense, and uses established strategies to solve routine problems	2.2.4 Assists with resolution of clients'/members' and colleagues' problems	2.3.4 Implements systems to address adverse events and problems and assists teams to take proactive approaches to problem solving	2.4.4 Sees emerging problems for the organisation and takes proactive steps to ensure that risks are managed
Initiative and enterprise	2.1.5 Contributes to ideas for improved ways of working	2.2.5 Demonstrates initiative and enterprise and supports others to work more effectively	2.3.5 Encourages teams to show initiative and looks for ways to work more dynamically	2.4.5 Envisions new and innovative possibilities and actions those with significant organisational benefit

3. COMMUNICATION

Necessary skills in all forms of communication, such as advocacy, negotiation, written and verbal communication, and interpersonal style.

	TIER 1	TIER 2	TIER 3	TIER 4
Advocacy	3.1.1 Actively listens to colleagues and clients and passes on relevant information accurately and appropriately	3.2.1 Advocates for clients/members to advance their interests	3.3.1 Articulates clear and persuasive messages about key issues when advocating or negotiating for clients/members and on behalf of the organisation	3.4.1 Expresses confident and cogent public messages when advocating and negotiating for clients/members and organisational issues
Written communication	3.1.2 Provides accurate written information using forms, lo books and templates appropriate to the task	3.2.2 Writes accurate, clear and informative reports and communications that meet the needs of their intended audience	3.3.2 Writes winning tenders, and accurate reports and documents that meet audience need	3.4.2 Writes succinct and lucid reports and documents for Board, funding bodies and key stakeholders
Verbal communication	3.1.3 Speaks politely and explains issues and information clearly to clients/members and colleagues	3.2.3 Articulates clear and respectful messages and information to clients/members and colleagues	3.3.3 Provides informed, meaningful and relevant messages when communicating with staff and clients/members	3.4.3 Provides considered responses and clear messages to inspire trust and confidence of others
Public speaking	3.1.4 Participates actively in staff meetings and shares information to improve work environment and outcomes	3.2.4 Uses relevant facts to express clear and logical arguments and opinions in meetings and other forums	3.3.4 Makes convincing presentations, using a range of media, to communicate key issues	3.4.4 Adapts presentations to engage different audiences and obtain their support
Interpersonal skills	3.1.5 Demonstrates active listening and asks appropriate questions when dealing with clients/members and colleagues	3.2.5 Demonstrates appropriate interpersonal skills, active listening, empathy, social awareness and emotional intelligence in verbal communications	3.3.5 Models self-awareness, self-management and social awareness in communications, problem solving and conflict resolution	3.4.5 Motivates others through personal interactions and mentors development of emerging leaders

4. LEADERSHIP AND TEAMWORK

Necessary skills in leadership and issues associated with working together, such as dealing with difference, conflict, shared goals and team morale.

	TIER 1	TIER 2	TIER 3	TIER 4
United vision	4.1.1 Maintains enthusiasm and understands own role in achieving organisational mission	4.2.1 Generates ideas for innovation and enhanced working practices to achieve organisational mission	4.3.1 Celebrates and rewards the achievement of outcomes that contribute to organisation's mission	4.4.1 Champions vision and mission and maintains a focus on the big picture
Strategic focus	4.1.2 Follows work plan and priorities key tasks	4.2.2 Contributes to team plans and relates teamwork to strategic objectives	4.3.2 Develops team plans with clear targets and goals linked to strategic plan	4.4.2 Establishes systems to support and evaluate strategic plan
Team dynamics	4.1.3 Openly shares information, participates and contributes to team discussions	4.2.3 Offers constructive feedback and provides balanced and informed perspectives at team meetings	4.3.3 Manages team dynamics, supports productive working relationships and work-life balance	4.4.3 Engenders organisational synergy and a spirit of collaboration
Conflict management	4.1.4 Considers the views of others and aims for group cohesion	4.2.4 Recognises differences of opinion and works toward the resolution of team conflict	4.3.4 Develops systems and protocols for management of conflict and disputes and is actively involved in problem solving and conflict resolution	4.4.4 Operates in political environments and key networks and negotiates for win-win outcomes
Diversity/ different styles	4.1.5 Values diversity in team and supports colleagues	4.2.5 Builds team spirit and supports team members' development	4.3.5 Selects diverse team members with strong and appropriate skill bases suited to task and supports team building	4.4.5 Develops and models own leadership style

5. RESOURCES, ASSETS AND SUSTAINABILITY

Necessary skills in the effective use of financial resources, assets and equipment as well as building the organisation's assets and sustainability.

	TIER 1	TIER 2	TIER 3	TIER 4
Revenue Raising	5.1.1 Supports fundraising work	5.2.1 Undertakes public relations and fundraising activities	5.3.1 Prepares funding applications and writes winning tenders	5.4.1 Negotiates for resources with government, philanthropic agencies or other sources of revenue and invests responsibly
Financial management	5.1.2 Assists with maintenance of financial records and works efficiently to meet established budgets	5.2.2 Assists with budget reviews and works to established budgets	5.3.2 Prepares program and complex project budgets, and reviews financial performance	5.4.2 Oversees organisational budget and key program budgets, reviews financial performance and ensures availability of adequate resources
Procurement	5.1.3 Makes low cost purchases and achieves value for money	5.2.3 Researches market and attains value for money when making purchases or contracting work	5.3.3 Establishes purchasing and probity protocols	5.4.3 Reviews major purchases and ensures value for money is achieved
Equipment and assets	5.1.4 Takes care when using and maintaining equipment and aids	5.2.4 Researches and recommends purchase of equipment and aids to provide efficient and effective service delivery	5.3.4 Manages assets, allocates resources and purchases high cost equipment to support service delivery	5.4.4 Builds organisation's asset base to support service delivery
Sustainability	5.1.5 Uses resources appropriately and supports organisation's sustainability protocols	5.2.5 Aims for sustainability in purchasing decisions	5.3.5 Identifies and manages financial risks and develops protocols for sustainable purchasing	5.4.5 Ensures financial and organisational sustainability through a range of strategies including competitive and collaborative approaches

6. SERVICE DELIVERY

Necessary skills in working with clients and members: it includes service delivery models, working with different types of clients/members, maintaining awareness of client issues and ensuring client dignity and confidentiality.

	TIER 1	TIER 2	TIER 3	TIER 4
Reflective practice	6.1.1 Applies organisational practice models, procedures and relevant legislation when working with clients/members	6.2.1 Demonstrates reflective and evidence-based practice	6.3.1 Disseminates, promotes and develops reflective and evidenced based practice models	6.4.1 Supports managers to establish innovative and effective models for service delivery
Knowledge of client/member issues	6.1.2 Maintains awareness of client/member needs	6.2.2 Builds knowledge of client/member issues and requirements to improve practice	6.3.2 Demonstrates detailed knowledge of client/member issues and builds research links	6.4.2 Maintains high level awareness of client/member issues as impacted by political, economic, social and technological change
Client/member outcomes	6.1.3 Supports clients/members to achieve their goals or aspirations through provision of quality service	6.2.3 Provides clients/members with high quality service and appropriate referrals	6.3.3 Provides clinical leadership and focuses team on client/member outcomes	6.4.3 Fosters a culture of excellence in service delivery
Diversity	6.1.4 Demonstrates sensitivity and respect for diversity and differences in clients/members	6.2.4 Demonstrates cultural sensitivity and adjusts personal style in response to client/member differences	6.3.4 Supports teams to value and work effectively with client/member diversity	6.4.4 Champions respect for diversity and importance of culturally appropriate behaviours
Client confidentiality and dignity	6.1.5 Respects client/member confidentiality	6.2.5 Respects client/member confidentiality	6.3.5 Creates systems and policies for protection of client/member confidentiality	6.4.5 Fosters a culture of respect for clients'/members' dignity

7. PROGRAM MANAGEMENT AND POLICY DEVELOPMENT

Necessary skills in the management of programs, campaigns, projects and contracts as well as policy development and implementation to guide work practices.

	TIER 1	TIER 2	TIER 3	TIER 4
Policy development and implementation	7.1.1 Maintains awareness of policies and applies procedures to daily work activities	7.2.1 Participates in the review and development of policy and utilises policies and procedures to guide work practices	7.3.1 Researches options and consults with stakeholders to develop clear and workable policies and procedures that align with organisational mission	7.4.1 Establishes policy framework to support Board strategy and decision-making, and fosters staff support for policy implementation
Program development	7.1.2 Performs own role and responsibilities efficiently to contribute to program and project outcomes	7.2.2 Contributes to program objectives, develops and implements simple project plans	7.3.2 Manages programs and complex projects to work to timelines and budget and achieve goals and objectives; and envisions and designs new programs	7.4.2 Establishes targets for program areas and encourages strong results; and supports the development of new programs
Achieving results	7.1.3 Supports program and project team members to achieve defined outcomes	7.2.3 Ensures clarity of understanding of required work, fulfils program and project responsibilities, and achieves performance targets	7.3.3 Clarifies roles and responsibilities of program staff and project teams and achieves necessary support from stakeholders	7.4.3 Supports program managers and conducts campaigns to assist program activities
Contract management	7.1.4 Records relevant data for contract administration	7.2.4 Maintains awareness of contracts relating to own position and ensures that work fulfils contractual obligations	7.3.4 Monitors contracts and checks that contractual obligations of both parties are met	7.4.4 Negotiates and establishes contracts, and maintains relationships with key stakeholders
Complaints handling and continuous improvements	7.1.5 Records complaints and assists with reviewing feedback on program outcomes	7.2.5 Utilises feedback from complaints to improve programs and reviews own performance	7.3.5 Establishes complaints handling procedures and methods for responding to critical incidents	7.4.5 Encourages continuous improvement and establishment of systems for feedback and review

8. CHANGE AND RESPONSIVENESS

Necessary skills in change management and responding to new and emerging trends through skill acquisition, the use of new technology and creative and innovative work practices.

	TIER 1	TIER 2	TIER 3	TIER 4
Change management	8.1.1 Maintains a positive approach to change and adapts to new or different ways of working	8.2.1 Supports change management and assists others to adapt and adjust to change	8.3.1 Implements change management processes and monitors progress	8.4.1 Keeps informed of changing political, economic, social and technological context and designs responsive change management strategies
Multi-skilling	8.1.2 Takes advantage of opportunities for learning and growing skills	8.2.2 Works collaboratively with people from different disciplines and shares skills and knowledge	8.3.2 Designs jobs and teams with an emphasis on multi-skilling and opportunities for shared learning	8.4.2 Encourages multi-skilling, flexibility and learning from others
Creativity and innovation	8.1.3 Identifies opportunities to do things better, develops ideas with others and assists with the implementation of routine changes	8.2.3 Generates and shares ideas and encourages others to reflect on activities and develop ideas for innovation and improvement	8.3.3 Establishes ways to capture, communicate and share innovative ideas and practices	8.4.3 Encourages creativity and innovation in the workplace
Technology	8.1.4 Uses technology and software applications effectively in accordance with task requirements	8.2.4 Supports the use of new technology and develops skills to master new technologies	8.3.4 Researches and implements new technologies to strengthen the organisation and improve business practices	8.4.4 Promotes the use of new technologies to enhance business practices
Learning and development	8.1.5 Prepares own development plan in consultation with supervisors	8.2.5 Maintains awareness of own skills and skill needs, actively works to address skills gaps and assists others to identify training needs	8.3.5 Establishes systems and processes for reviewing skills and professional development	8.4.5 Fosters a culture of life- long learning

9. GOVERNANCE AND COMPLIANCE

Necessary skills in systems and processes to implement the strategic plan and the management of quality, risk, WHS and legislative compliance.

	TIER 1	TIER 2	TIER 3	TIER 4
Strategy	9.1.1 Achieves targets in work plans and understands links with strategic goals	9.2.1 Contributes to team work plans and ensures that own work outcomes are achieved	9.3.1 Develops and implements work plans and targets to support implementation of strategic plan	9.4.1 Establishes and reviews systems to support Board's strategic plan and achieve organisational goals
Quality	9.1.2 Ensures that own work meets the organisations' quality requirements	9.2.2 Contributes to enhancement of quality practices and ensures that own work meets quality requirements	9.3.2 Manages implementation of quality systems and ensures that quality outcomes are achieved	9.4.2 Establishes and reviews quality systems and organisational standards
Risk management	9.1.3 Ensures that risks are identified and reported in own work context	9.2.3 Contributes to identification and control of risks and hazards and takes advantages of emerging opportunities	9.3.3 Manages risk and encourages staff to take advantage of opportunities	9.4.3 Establishes and reviews risk management framework
WHS	9.1.4 Ensures safety of self and others in work environment	9.2.4 Contributes to identification of WHS risks and hazards, and ensures safety in own work context	9.3.4 Manages work practices for health and wellbeing of staff and compliance with WHS legislation	9.4.4 Establishes and reviews WHS systems to address organisational requirements
Legislation and compliance	9.1.5 Is aware of relevant legislation and licensing requirements and ensures compliance in work practices	9.2.5 Is aware of relevant legislation and licensing requirements and ensures compliance in work practices	9.3.5 Manages work practices to comply with relevant legislation and licensing requirements	9.4.5 Establishes systems to ensure legislative and licensing compliance

APPENDIX 3: CAPABILITY FRAMEWORK INDIVIDUAL VIEW

TIER 1

EXAMPLE ROLE - PRACTITIONER

People working at this level do not supervise the work of others; they work under the direction of others and apply their skills to meet established targets or outputs.

1. COMMUNITY AND INTER-AGENCY RELATIONS	2. PROFESSIONALISM	3. COMMUNICATION	4. LEADERSHIP AND TEAMWORK	5. RESOURCES, ASSETS AND SUSTAINABILITY	6. SERVICE DELIVERY	7. PROGRAM MANAGEMENT AND POLICY DEVELOPMENT	8. CHANGE AND RESPONSIVENESS	9. GOVERNANCE AND COMPLIANCE
Networks and stakeholders 1.1.1 Utilises own community networks to achieve established outcomes	Time management 2.1.1 Demonstrates punctuality and meets agreed schedules and timelines	Advocacy 3.1.1 Actively listens to colleagues and clients and passes on relevant information accurately and appropriately	United vision 4.1.1 Maintains enthusiasm and understands own role in achieving organisational mission	Revenue raising 5.1.1 Supports fundraising work	Reflective practice 6.1.1 Applies organisational practice models, procedures and relevant legislation when working with clients/members	Policy development and implementation 7.1.1 Maintains awareness of policies and applies procedures to daily work activities	Change management 8.1.1 Maintains a positive approach to change and adapts to new or different ways of working	Strategy 9.1.1 Achieves targets in work plans and understands links with strategic goals
Community 1.1.2 Contributes to staff forums and meetings about key community issues	Ethics 2.1.2 Observes Code of Conduct seeks assistance with ethical dilemmas, and manages professional boundaries	Written communication 3.1.2 Provides accurate written information using forms, log books and templates appropriate to the task	Strategic focus 4.1.2 Follows work plan and prioritises key tasks	Financial management 5.1.2 Assists with maintenance of financial records and works efficiently to meet established budgets	Knowledge of client/member issues 6.1.2 Maintains awareness of client/member needs	Program development 7.1.2 Performs own role and responsibilities efficiently to contribute to program and project outcomes	Multi-skilling 8.1.2 Takes advantage of opportunities for learning and growing skills	Quality 9.1.2 Ensures that own work meets the organisations' quality requirements

1. COMMUNITY AND INTER-AGENCY RELATIONS	2. PROFESSIONALISM	3. COMMUNICATION	4. LEADERSHIP AND TEAMWORK	5. RESOURCES, ASSETS AND SUSTAINABILITY	6. SERVICE DELIVERY	7. PROGRAM MANAGEMENT AND POLICY DEVELOPMENT	8. CHANGE AND RESPONSIVENESS	9. GOVERNANCE AND COMPLIANCE
Partnerships and collaboration 1.1.3 Works collaboratively with other organisations in formal and informal partnerships to achieve client/member outcomes	Taking responsibility 2.1.3 Takes responsibility for work outcomes and enacts authority as defined in role statement	Verbal communication 3.1.3 Speaks politely and explains issues and information clearly to clients/ members and colleagues	Team dynamics 4.1.3 Openly shares information, participates and contributes to team discussions	Procurement 5.1.3 Makes low cost purchases and achieves value for money	Client/member outcomes 6.1.3 Supports clients/members to achieve their goals or aspirations through provision of quality service	Achieving results 7.1.3 Supports program and project team members to achieve defined outcomes	Creativity and innovation 8.1.3 Identifies opportunities to do things better, develops ideas with others and assists with the implementation of routine changes	Risk management 9.1.3 Ensures that risks are identified and reported in own work context
Knowledge of community 1.1.4 Maintains basic awareness of current community issues and knowledge of relevant organisations	Problem solving 2.1.4 Demonstrates common sense, and uses established strategies to solve routine problems	Public speaking 3.1.4 Participates actively in staff meetings and shares information to improve work environment and outcomes	Conflict management 4.1.4 Considers the views of others and aims for group cohesion	Equipment and assets 5.1.4 Takes care when using and maintaining equipment and aids	Diversity 6.1.4 Demonstrates sensitivity and respect for diversity and differences in clients/members	Contract management 7.1.4 Records relevant data for contract administration	Technology 8.1.4 Uses technology and software applications effectively in accordance with task requirements	WHS 9.1.4 Ensures safety of self and others in work environment

1. COMMUNITY AND INTER-AGENCY RELATIONS	2. PROFESSIONALISM	3. COMMUNICATION	4. LEADERSHIP AND TEAMWORK	5. RESOURCES, ASSETS AND SUSTAINABILITY	6. SERVICE DELIVERY	7. PROGRAM MANAGEMENT AND POLICY DEVELOPMENT	8. CHANGE AND RESPONSIVENESS	9. GOVERNANCE AND COMPLIANCE
Social justice 1.1.5 Demonstrates commitment to social justice and social inclusion	Initiative and enterprise 2.1.5 Contributes to ideas for improved ways of working	Interpersonal skills 3.1.5 Demonstrates active listening and asks appropriate questions when dealing with clients/members and colleagues	Diversity/different styles 4.1.5 Values diversity in team and supports colleagues	Sustainability 5.1.5 Uses resources appropriately and supports organisation's sustainability protocols	Client confidentiality and dignity 6.1.5 Respects client/member confidentiality	Complaints handling and continuous improvement 7.1.5 Records complaints and assists with reviewing feedback on program outcomes	Learning and development 8.1.5 Prepares own development plan in consultation with supervisors	Legislation and compliance 9.1.5 Is aware of relevant legislation and licensing requirements and ensures compliance in work practices

TIER 2

EXAMPLE ROLE - ADVANCED PRACTITIONER

People working at this level have well developed skills; they may take limited responsibility for the work of other

1. COMMUNITY AND INTER-AGENCY RELATIONS	2. PROFESSIONALISM	3. COMMUNICATION	4. LEADERSHIP AND TEAMWORK	5. RESOURCES, ASSETS AND SUSTAINABILITY	6. SERVICE DELIVERY	7. PROGRAM MANAGEMENT AND POLICY DEVELOPMENT	8. CHANGE AND RESPONSIVENESS	9. GOVERNANCE AND COMPLIANCE
Networks and stakeholders 1.2.1 Researches community's needs and concerns and provides community development/ education	Time management 2.2.1 Manages time and uses tools effectively to assist with planning and organising	Advocacy 3.2.1 Advocates for clients/members to advance their interests	United vision 4.2.1 Generates ideas for innovation and enhanced working practices to achieve organisational mission	Revenue raising 5.2.1 Undertakes public relations and fundraising activities	Reflective practice 6.2.1 Demonstrates reflective and evidence-based practice	Policy development and implementation 7.2.1 Participates in the review and development of policy and utilises policies and procedures to guide work practices	Change management 8.2.1 Supports change management and assists others to adapt and adjust to change	Strategy 9.2.1 Contributes to team work plans and ensures that own work outcomes are achieved
Community 1.2.2 Participates effectively in networks and community meetings to advance	Ethics 2.2.2 Observes professional boundaries and standards and assists others with ethical dilemmas	Written communication 3.2.2 Writes accurate, clear and informative reports and communications that meet the needs of their intended audience	Strategic focus 4.2.2 Contributes to team plans and relates teamwork to strategic objectives	Financial management 5.2.2 Assists with budget reviews and works to established budgets	Knowledge of client/ member issues 6.2.2 Builds knowledge of client/member issues and requirements to improve practice	Program development 7.2.2 Contributes to program objectives, develops and implements simple project plans	Multi-skilling 8.2.2 Works collaboratively with people from different disciplines and shares skills and knowledge	Quality 9.2.2 Contributes to enhancement of quality practices and ensures that own work meets quality requirements

1. COMMUNITY AND INTER-AGENCY RELATIONS	2. PROFESSIONALISM	3. COMMUNICATION	4. LEADERSHIP AND TEAMWORK	5. RESOURCES, ASSETS AND SUSTAINABILITY	6. SERVICE DELIVERY	7. PROGRAM MANAGEMENT AND POLICY DEVELOPMENT	8. CHANGE AND RESPONSIVENESS	9. GOVERNANCE AND COMPLIANCE
Partnerships and collaboration 1.2.3 Works collaboratively with other organisations in formal and informal partnerships to achieve client/member outcomes	Taking responsibility 2.2.3 Takes responsibility for work outcomes and assists others to understand role and responsibilities	Verbal communication 3.2.3 Articulates clear and respectful messages and information to clients/members and colleagues	Team dynamics 4.2.3 Offers constructive feedback and provides balanced and informed perspectives at team meetings	Procurement 5.2.3 Researches market and attains value for money when making purchases or contracting work	Client/member outcomes 6.2.3 Provides clients/members with high quality service and appropriate referrals	Achieving results 7.2.3 Ensures clarity of understanding of required work, fulfils program and project responsibilities, and achieves performance targets	Creativity and innovation 8.2.3 Generates and shares ideas and encourages others to reflect on activities and develop ideas for innovation and improvement	Risk management 9.2.3 Contributes to identification and control of risks and hazards and takes advantages of emerging opportunities
Knowledge of community 1.2.4 Maintains detailed understanding of current community issues and knowledge of relevant organisations	Problem solving 2.2.4 Assists with resolution of clients'/members' and colleagues' problems	Public speaking 3.2.4 Uses relevant facts to express clear and logical arguments and opinions in meetings and other forums	Conflict management 4.2.4 Recognises differences of opinion and works toward the resolution of team conflict	Equipment and asset 5.2.4 Researches and recommends purchase of equipment and aids to provide efficient and effective service delivery	Diversity 6.2.4 Demonstrates cultural sensitivity and adjusts personal style in response to client/member differences	Contract management 7.2.4 Maintains awareness of contracts relating to own position and ensures that work fulfils contractual obligations	Technology 8.2.4 Supports the use of new technology and develops skills to master new technologies	WHS 9.2.4 Contributes to identification of WHS risks and hazards, and ensures safety in own work context

1. COMMUNITY AND INTER-AGENCY RELATIONS	2. PROFESSIONAL-ISM	3. COMMUNICA-TION	4. LEADERSHIP AND TEAMWORK	5. RESOURCES, ASSETS AND SUSTAINABIL-ITY	6. SERVICE DELIVERY	7. PROGRAM MANAGEMENT AND POLICY DEVELOPMENT	8. CHANGE AND RESPON-SIVENESS	9. GOVERNANCE AND COMPLIANCE
Social justice 1.2.5 Demonstrates commitment to social justice and social inclusion	Initiative and enterprise 2.2.5 Demonstrates initiative and enterprise and supports others to work more effectively	Interpersonal skills 3.2.5 Demonstrates appropriate interpersonal skills, active listening, empathy, social awareness and emotional intelligence in verbal communications	Diversity/ different styles 4.2.5 Builds team spirit and supports team members' development	Sustainability 5.2.5 Aims for sustainability in purchasing decisions	Client confidentiality and dignity 6.2.5 Respects client/ member	Complaints handling and continuous improvement 7.2.5 Utilises feedback from complaints to improve programs and reviews own performance	Learning and development 8.2.5 Maintains awareness of own skills and skill needs, actively works to address skills gaps and assists others to identify training needs	Legislation and compliance 9.2.5 Is aware of relevant legislation and licensing requirements and ensures compliance in work practices

TIER 3

EXAMPLE ROLE - MANAGER AND LEAD PRACTITIONER

People working at this level take a leadership role; they may supervise the work of others and/or provide leadership through their technical or specialist skills.

1. COMMUNITY AND INTER-AGENCY RELATIONS	2. PROFESSIONAL-ISM	3. COMMUNICA-TION	4. LEADERSHIP AND TEAMWORK	5. RESOURCES, ASSETS AND SUSTAINABIL-ITY	6. SERVICE DELIVERY	7. PROGRAM MANAGEMENT AND POLICY DEVELOPMENT	8. CHANGE AND RESPON-SIVENESS	9. GOVERNANCE AND COMPLIANCE
Networks and stakeholders 1.3.1 Reviews and manages services in response to changing needs of relevant groups in the community	Time management 2.3.1 Prioritises work; delegates appropriately demonstrating an understanding of organisational, team and individual priorities and capacities; and ensures that key requirements are met	Advocacy 3.3.1 Articulates clear and persuasive messages about key issues when advocating or negotiating for clients/members and on behalf of the organisation	United vision 4.3.1 Celebrates and rewards the achievement of outcomes that contribute to organisation's mission	Revenue raising 5.3.1 Prepares funding applications and writes winning tenders	Reflective practice 6.3.1 Disseminates, promotes and develops reflective and evidenced based practice models	Policy development and implementation 7.3.1 Researches options and consults with stakeholders to develop clear and workable policies and procedures that align with organisational mission	Change management 8.3.1 Implements change management processes and monitors progress	Strategy 9.3.1 Develops and implements work plans and targets to support implementation of strategic plan

1. COMMUNITY AND INTER-AGENCY RELATIONS	2. PROFESSIONALISM	3. COMMUNICATION	4. LEADERSHIP AND TEAMWORK	5. RESOURCES, ASSETS AND SUSTAINABILITY	6. SERVICE DELIVERY	7. PROGRAM MANAGEMENT AND POLICY DEVELOPMENT	8. CHANGE AND RESPONSIVENESS	9. GOVERNANCE AND COMPLIANCE
Community 1.3.2 Represents the organisation and promotes awareness of key issues in community networks	Ethics 2.3.2 Sees that reward system is aligned with organisational values and that behavioural expectations/ Code of Conduct are communicated	Written communication 3.3.2 Writes winning tenders, and accurate reports and documents that meet audience needs	Strategic focus 4.3.2 Develops team plans with clear targets and goals linked to strategic plan	Financial management 5.3.2 Prepares program and complex project budgets, and reviews financial performance	Knowledge of client/member issues 6.3.2 Demonstrates detailed knowledge of client/member issues and builds research links	Program development 7.3.2 Manages programs and complex projects to work to timelines and budget and achieve goals and objectives; and envisions and designs new programs	Multi-skilling 8.3.2 Designs jobs and teams with an emphasis on multi-skilling and opportunities for shared learning	Quality 9.3.2 Manages implementation of quality systems and ensures that quality outcomes are achieved
Partnerships and collaboration 1.3.3 Develops models and protocols for working in formal and informal partnerships with other CSOs to achieve client/member outcomes	Taking responsibility 2.3.3 Delegates to develop staff and accepts responsibility for actions of staff and teams under authority	Verbal communication 3.3.3 Provides informed, meaningful and relevant messages when communicating with staff and clients/members	Team dynamics 4.3.3 Manages team dynamics, supports productive working relationships and work-life balance	Procurement 5.3.3 Establishes purchasing and probity protocols	Client/member outcomes 6.3.3 Provides clinical leadership and focuses team on client/member outcomes	Achieving results 7.3.3 Clarifies roles and responsibilities of program staff and project teams and achieves necessary support from stakeholders	Creativity and innovation 8.3.3 Establishes ways to capture, communicate and share innovative ideas and practices	Risk management 9.3.3 Manages risk and encourages staff to take advantage of opportunities

1. COMMUNITY AND INTER-AGENCY RELATIONS	2. PROFESSIONAL-ISM	3. COMMUNICATION	4. LEADERSHIP AND TEAMWORK	5. RESOURCES, ASSETS AND SUSTAINABILITY	6. SERVICE DELIVERY	7. PROGRAM MANAGEMENT AND POLICY DEVELOPMENT	8. CHANGE AND RESPONSIVENESS	9. GOVERNANCE AND COMPLIANCE
Knowledge of community 1.3.4 Demonstrates high-level understanding of the sector and the work of other relevant organisations	Problem solving 2.3.4 Implements systems to address adverse events and assists teams to take proactive approaches to problem solving	Public speaking 3.3.4 Makes convincing presentations, using a range of media, to communicate key issues	Conflict management 4.3.4 Develops systems and protocols for management of conflict and disputes and is actively involved in problem solving and conflict resolution	Equipment and assets 5.3.4 Manages assets, allocates resources and purchases high cost equipment to support service delivery	Diversity 6.3.4 Supports teams to value and work effectively with client/member diversity	Contract management 7.3.4 Monitors contracts and checks that contractual obligations of both parties are met	Technology 8.3.4 Researches and implements new technologies to strengthen the organisation and improve business practices	WHS 9.3.4 Manages work practices for health and wellbeing of staff and compliance with WHS legislation
Social justice 1.3.5 Demonstrates commitment to social justice and social inclusion	Initiative and enterprise 2.4.5 Encourages teams to show initiative and looks for ways to work more dynamically	Interpersonal skills 3.3.5 Models self-awareness, self-management and social awareness in communications, problem solving and conflict resolution	Diversity/ different styles 4.3.5 Selects diverse team members with strong and appropriate skill bases suited to task and supports team building	Sustainability 5.3.5 Identifies and manages financial risks and develops protocols for sustainable purchasing	Client confidentiality and dignity 6.3.5 Creates systems and policies for protection of client/member confidentiality	Complaints handling and continuous improvement 7.3.5 Establishes complaints handling procedures and methods for responding to critical incidents	Learning and development 8.3.5 Establishes systems and processes for reviewing skills and professional development	Legislation and compliance 9.3.5 Manages work practices to comply with relevant legislation and licensing requirements

TIER 4

EXAMPLE ROLE - CEO, LEADERSHIP AND EXECUTIVE TEAM MEMBERS

People at this level will guide and steer the organisation and take responsibility for a range of programs and services.

1. COMMUNITY AND INTER-AGENCY RELATIONS	2. PROFESSIONAL-ISM	3. COMMUNICA-TION	4. LEADERSHIP AND TEAMWORK	5. RESOURCES, ASSETS AND SUSTAINABIL-ITY	6. SERVICE DELIVERY	7. PROGRAM MANAGEMENT AND POLICY DEVELOPMENT	8. CHANGE AND RESPON-SIVENESS	9. GOVERNANCE AND COMPLIANCE
Networks and stakeholders 1.4.1 Creates and sustains dynamic, strategic and productive relationships with key stakeholders	Time management 2.4.1 Designs own approaches for excellent performance and structures time and tasks to achieve prioritised outcomes	Advocacy 3.4.1 Expresses confident and cogent public messages when advocating and negotiating for clients/members and organisational issues	United vision 4.4.1 Champions vision and mission and maintains a focus on the big picture	Revenue raising 5.4.1 Negotiates for resources with government, philanthropic agencies or other sources of revenue and invests responsibly	Reflective practice 6.4.1 Supports managers to establish innovative and effective models for service delivery	Policy development and implementation 7.4.1 Establishes policy framework to support Board strategy and decision- making, and fosters staff support for policy implementation	Change management 8.4.1 Keeps informed of changing political, economic, social and technological context and designs responsive change management strategies	Strategy 9.4.1 Establishes and reviews systems to support Board's strategic plan and achieve organisational goals

1. COMMUNITY AND INTER- AGENCY RELATIONS	2. PROFESSION-ALISM	3. COMMUNICATION	4. LEADERSHIP AND TEAMWORK	5. RESOURCES, ASSETS AND SUSTAINABIL-ITY	6. SERVICE DELIVERY	7. PROGRAM MANAGEMENT AND POLICY DEVELOPMENT	8. CHANGE AND RESPON-SIVENESS	9. GOVERNANCE AND COMPLIANCE
Community 1.4.2 Advances organisational objectives and champions important issues with key stakeholders	Ethics 2.4.2 Models organisational values and preferred behaviours and promotes Code of Conduct	Written communication 3.4.2 Writes succinct and lucid reports and documents for Board, funding bodies and key stakeholders	Strategic focus 4.4.2 Establishes systems to support and evaluate strategic plan	Financial management 5.4.2 Oversees organisational budget and key program budgets, reviews financial performance and ensures availability of adequate resources	Knowledge of client/member issues 6.4.2 Maintains high level awareness of client/ member issues as impacted by political, economic, social and technological change	Program development 7.4.2 Establishes targets for program areas and encourages strong results; and supports the development of new programs	Multi-skilling 8.4.2 Encourages multi-skilling, flexibility and learning from others	Quality 9.4.2 Establishes and reviews quality systems and organisational standards
Partnerships and collaboration 1.4.3 Negotiates and builds fruitful formal and informal partnerships to achieve strategic objectives and improve client and member outcomes	Taking responsibility 2.4.3 Accepts responsibility for organisation's positive and negative outcomes	Verbal communication 3.4.3 Provides considered responses and clear messages to inspire trust and confidence of others	Team dynamics 4.4.3 Engenders organisational synergy and a spirit of collaboration	Procurement 5.4.3 Reviews major purchases and ensures value for money is achieved	Client/member outcomes 6.4.3 Fosters a culture of excellence in service delivery	Achieving results 7.4.3 Supports program managers and conducts campaigns to assist program activities	Creativity and innovation 8.4.3 Encourages creativity and innovation in the workplace	Risk management 9.4.3 Establishes and reviews risk management framework

1. COMMUNITY AND INTER-AGENCY RELATIONS	2. PROFESSIONAL-ISM	3. COMMUNICATION	4. LEADERSHIP AND TEAMWORK	5. RESOURCES, ASSETS AND SUSTAINABILITY	6. SERVICE DELIVERY	7. PROGRAM MANAGEMENT AND POLICY DEVELOPMENT	8. CHANGE AND RESPON-SIVENESS	9. GOVERNANCE AND COMPLIANCE
Knowledge of community 1.4.4 Maintains high level awareness of sector and current issues that affect clients and members	Problem solving 2.4.4 Sees emerging problems for the organisation and takes proactive steps to ensure that risks are managed	Public speaking 3.4.4 Adapts presentations to engage different audiences and obtain their support	Conflict management 4.4.4 Operates in political environments and key networks and negotiates for win-win outcomes	Equipment and assets 5.4.4 Builds organisation's asset base to support service delivery	Diversity 6.4.4 Champions respect for diversity and importance of culturally appropriate behaviours	Contract management 7.4.4 Negotiates and establishes contracts, and maintains relationships with key stakeholders	Technology 8.4.4 Promotes the use of new technologies to enhance business practices	WHS 9.4.4 Establishes and reviews WHS systems to address organisational requirements
Social justice 1.4.5 Demonstrates commitment to social justice and social inclusion and the development of a strong Homeless Services Sector	Initiative and enterprise 2.4.5 Envisions new and innovative possibilities and actions those with significant organisational benefits	Interpersonal skills 3.4.5 Motivates others through personal interactions and mentors development of emerging leaders	Diversity/ different styles 4.4.5 Develops and models own leadership style	Sustainability 5.4.5 Ensures financial and organisational sustainability through a range of strategies including competitive and collaborative approaches	Client confidentiality and dignity 6.4.5 Fosters a culture of respect for clients'/ members' dignity	Complaints handling and continuous improvement 7.4.5 Encourages continuous improvement and establishment of systems for feedback and review	Learning and development 8.4.5 Fosters a culture of life-long learning	Legislation and compliance 9.4.5 Establishes systems to ensure legislative and licensing compliance

APPENDIX 4: CAPABILITY FRAMEWORK CARDS

CARD SET 1: PERSONAL ATTRIBUTES

Personal Attributes

Innovative

Generates options and ideas for improvements

Is open to change and alternatives

Takes advantage of new and emerging opportunities

Card 1



Personal Attributes

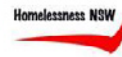
Focused

Researches options and sets a clear path

Has clear goals, deals with obstacles and impediments

Manages own time to achieve key outcomes

Card 2



Personal Attributes

Positive

Has faith in own abilities and remains optimistic

Maintains composure and focus when faced with difficulty

Recovers from setbacks

Card 3



Personal Attributes

Collaborative

Works with others to achieve common goals

Engenders a spirit of teamwork

Encourages others to achieve

Card 4



Personal Attributes

Analytical

Reviews arguments and opinions before making judgement

Presents clear and logical arguments

Takes a systematic approach when building toward improvements

Card 5



Personal Attributes

Client/member focused

Prioritises needs of clients and members

Aims for best outcomes for clients and members

Is outcome focused

Follows through with commitments

Card 6



Personal Attributes

Culturally aware

Respects difference in all its forms

Adapts language to aid communication

Values diversity as a strength and positively utilises diversity

Card 7



Personal Attributes

Ethical

Is credible and truthful

Has integrity and principles

Reflects expected standards of behaviour and/or Code of Conduct

Card 8



CARD SET 2: CAPABILITIES

Community & Interagency Relations

Networks & Stakeholders

Tier 1: Utilises own community networks to achieve established outcomes

Tier 2: Researches community's needs and concerns and provides community development/education

Tier 3: Reviews and manages services in response to changing needs of relevant groups in the community

Tier 4: Creates and sustains dynamic, strategic and productive relationships with key stakeholders

Card 9



Community & Interagency Relations

Community

Tier 1: Contributes to staff forums and meetings about key community issues

Tier 2: Participates effectively in networks and community meetings to advance organisational objectives

Tier 3: Represents the organisation and promotes awareness of key issues in community networks

Tier 4: Advances organisational objectives and champions important issues with key stakeholders

Card 10



Community & Interagency Relations

Partnerships & collaboration

Tier 1: Works collaboratively with other organisations in formal and informal partnerships to achieve client/member outcomes

Tier 2: Works collaboratively with other organisations in formal and informal partnerships to achieve client/member outcomes

Tier 3: Develops models and protocols for working in formal and informal partnerships with other CSOs to achieve client/member outcomes

Tier 4: Negotiates and builds fruitful formal and informal partnerships to achieve strategic objectives and improve client and member outcomes

Card 11



Community & Interagency Relations

Knowledge of community

Tier 1: Maintains basic awareness of current community issues and knowledge of relevant organisations

Tier 2: Maintains detailed understanding of current community issues and knowledge of relevant organisations

Tier 3: Demonstrates high-level understanding of the sector and the work of other relevant organisations

Tier 4: Maintains high level awareness of sector and current issues that affect clients and members

Card 12



Community & Interagency Relations

Social justice

Tier 1: Demonstrates commitment to social justice and social inclusion

Tier 2: Demonstrates commitment to social justice and social inclusion

Tier 3: Demonstrates commitment to social justice and social inclusion

Tier 4: Demonstrates commitment to social justice and social inclusion and the development of a strong community sector

Card 13



Professionalism

Time management

Tier 1: Demonstrates punctuality and meets agreed schedules and timelines

Tier 2: Manages time and uses tools effectively to assist with planning and organising

Tier 3: Prioritises work; delegates appropriately demonstrating an understanding of organisational, team and individual priorities and capacities; and ensures that key requirements are met

Tier 4: Designs own approaches for excellent performance and structures time and tasks to achieve prioritised outcomes

Card 14



Professionalism

Ethics

Tier 1: Observes Code of Conduct, seeks assistance with ethical dilemmas, and manages professional boundaries

Tier 2: Observes professional boundaries and standards and assists others with ethical dilemmas

Tier 3: Sees that reward system is aligned with organisational values and that behavioral expectations/Code of Conduct are communicated

Tier 4: Models organisational values and preferred behaviours and promotes Code of Conduct

Card 15



Professionalism

Taking responsibility

Tier 1: Takes responsibility for work outcomes and enacts authority as defined in role statement

Tier 2: Takes responsibility for work outcomes and assists others to understand role and responsibilities

Tier 3: Delegates to develop staff and accepts responsibility for actions of staff and teams under authority

Tier 4: Accepts responsibility for organisation's positive and negative outcomes

Card 16



Professionalism

Problem solving

Tier 1: Demonstrates common sense, and uses established strategies to solve routine problems

Tier 2: Assists with resolution of clients'/ members' and colleagues' problems

Tier 3: Implements systems to address adverse events and problems and assists teams to take proactive approaches to problem solving

Tier 4: Sees emerging problems for the organisation and takes proactive steps to ensure that risks are managed

Card 17



Professionalism

Initiative and enterprise

Tier 1: Contributes to ideas for improved ways of working

Tier 2: Demonstrates initiative and enterprise and supports others to work more effectively

Tier 3: Encourages teams to show initiative and looks for ways to work more dynamically

Tier 4: Envisions new and innovative possibilities and actions those with significant organisational benefits

Card 18



Communication

Advocacy

Tier 1: Actively listens to colleagues and clients and passes on relevant information accurately and appropriately

Tier 2: Advocates for clients/members to advance their interests

Tier 3: Articulates clear and persuasive messages about key issues when advocating or negotiating for clients/members and on behalf of the organisation

Tier 4: Expresses confident and cogent public messages when advocating and negotiating for clients/members and organisational issues

Card 19



Communication

Written communication

Tier 1: Provides accurate written information using forms, log books and templates appropriate to the task

Tier 2: Writes accurate, clear and informative reports and communications that meet the needs of their intended audience

Tier 3: Writes winning tenders, and accurate reports and documents that meet audience needs

Tier 4: Writes succinct and lucid reports and documents for Board, funding bodies and key stakeholders

Card 20



Communication

Verbal communication

Tier 1: Speaks politely and explains issues and information clearly to clients/members and colleagues

Tier 2: Articulates clear and respectful messages and information to clients/members and colleagues

Tier 3: Provides informed, meaningful and relevant messages when communicating with staff and clients/members

Tier 4: Provides considered responses and clear messages to inspire trust and confidence of others

Card 21



Communication

Public speaking

Tier 1: Participates actively in staff meetings and shares information to improve work environment and outcomes

Tier 2: Uses relevant facts to express clear and logical arguments and opinions in meetings and other forums

Tier 3: Makes convincing presentations, using a range of media, to communicate key issues

Tier 4: Adapts presentations to engage different audiences and obtain their support

Card 22



Communication

Interpersonal skills

Tier 1: Demonstrates active listening and asks appropriate questions when dealing with clients/members and colleagues

Tier 2: Demonstrates appropriate interpersonal skills, active listening, empathy, social awareness and emotional intelligence in verbal communications

Tier 3: Models self awareness, self management and social awareness in communications, problem solving and conflict resolution

Tier 4: Motivates others through personal interactions and mentors development of emerging leaders
Card 23



Leadership & Teamwork

United vision

Tier 1: Maintains enthusiasm and understands own role in achieving organisational mission

Tier 2: Generates ideas for innovation and enhanced working practices to achieve organisational mission

Tier 3: Celebrates and rewards the achievement of outcomes that contribute to organisation's mission

Tier 4: Champions vision and mission and maintains a focus on the big picture

Card 24



Leadership & Teamwork

Strategic focus

Tier 1: Follows work plan and prioritises key tasks

Tier 2: Contributes to team plans and relates teamwork to strategic objectives

Tier 3: Develops team plans with clear targets and goals linked to strategic plan

Tier 4: Establishes systems to support and evaluate strategic plan

Card 25



Leadership & Teamwork

Team dynamics

Tier 1: Openly shares information, participates and contributes to team discussions

Tier 2: Offers constructive feedback and provides balanced and informed perspectives at team meetings

Tier 3: Manages team dynamics, supports productive working relationships and work-life balance

Tier 4: Engenders organisational synergy and a spirit of collaboration

Card 26



Leadership & Teamwork

Conflict management

Tier 1: Considers the views of others and aims for group cohesion

Tier 2: Recognises differences of opinion and works toward the resolution of team conflict

Tier 3: Develops systems and protocols for management of conflict and disputes and is actively involved in problem solving and conflict resolution

Tier 4: Operates in political environments and key networks and negotiates for win-win outcomes

Card 27



Leadership & Teamwork

Diversity/different styles

Tier 1: Values diversity in team and supports colleagues

Tier 2: Builds team spirit and supports team members' development

Tier 3: Selects diverse team members with strong and appropriate skill bases suited to task and supports team building

Tier 4: Develops and models own leadership style

Card 28



Resources, Assets & Sustainability

Revenue raising

Tier 1: Supports fundraising work

Tier 2: Undertakes public relations and fundraising activities

Tier 3: Prepares funding applications and writes winning tenders

Tier 4: Negotiates for resources with government, philanthropic agencies or other sources of revenue and invests responsibly

Card 29



Resources, Assets & Sustainability

Financial management

Tier 1: Assists with maintenance of financial records and works efficiently to meet established budgets

Tier 2: Assists with budget reviews and works to established budgets

Tier 3: Prepares program and complex project budgets, and reviews financial performance

Tier 4: Oversees organisational budget and key program budgets, reviews financial performance and ensures availability of adequate resources

Card 30



Resources, Assets & Sustainability

Procurement

Tier 1: Makes low cost purchases and achieves value for money

Tier 2: Researches market and attains value for money when making purchases or contracting work

Tier 3: Establishes purchasing and probity protocols

Tier 4: Reviews major purchases and ensures value for money is achieved

Card 31



Resources, Assets & Sustainability

Equipment and assets

Tier 1: Takes care when using and maintaining equipment and aids

Tier 2: Researches and recommends purchase of equipment and aids to provide efficient and effective service delivery

Tier 3: Manages assets, allocates resources and purchases high cost equipment to support service delivery

Tier 4: Builds organisation's asset base to support service delivery

Card 32



Resources, Assets & Sustainability

Sustainability

Tier 1: Uses resources appropriately and supports the organisation's sustainability protocols

Tier 2: Aims for sustainability in purchasing decisions

Tier 3: Identifies and manages financial risks and develops protocols for sustainable purchasing

Tier 4: Ensures financial and organisational sustainability through a range of strategies including competitive and collaborative approaches

Card 33



Service Delivery

Reflective practice

Tier 1: Applies organisational practice models, procedures and relevant legislation when working with clients/members

Tier 2: Demonstrates reflective and evidence based practice

Tier 3: Disseminates, promotes and develops reflective and evidenced based practice models

Tier 4: Supports managers to establish innovative and effective models for service delivery

Card 34



Service Delivery

Knowledge of client/member issues

Tier 1: Maintains awareness of client/member needs

Tier 2: Builds knowledge of client/member issues and requirements to improve practice

Tier 3: Demonstrates detailed knowledge of client/member issues and builds research links

Tier 4: Maintains high level awareness of client/member issues as impacted by political, economic, social and technological change

Card 35



Service Delivery

Client/member outcomes

Tier 1: Supports clients/members to achieve their goals or aspirations through provision of quality service

Tier 2: Provides clients/members with high quality service and appropriate referrals

Tier 3: Provides clinical leadership and focuses team on client/member outcomes

Tier 4: Fosters a culture of excellence in service delivery

Card 36



Service Delivery

Diversity

Tier 1: Demonstrates sensitivity and respect for diversity and differences in clients/members

Tier 2: Demonstrates cultural sensitivity and adjusts personal style in response to client/member differences

Tier 3: Supports teams to value and work effectively with client/member diversity

Tier 4: Champions respect for diversity and importance of culturally appropriate behaviours

Card 37



Service Delivery

Client confidentiality and dignity

Tier 1: Respects client/member confidentiality

Tier 2: Respects client/member confidentiality

Tier 3: Creates systems and policies for protection of client/member confidentiality

Tier 4: Fosters a culture of respect for client/members' dignity

Card 38



Program Management & Policy Development

Policy development and implementation

Tier 1: Maintains awareness of policies and applies procedures to daily work activities

Tier 2: Participates in the review and development of policy and utilises policies and procedures to guide work practices

Tier 3: Researches options and consults with stakeholders to develop clear and workable policies and procedures that align with organisational mission

Tier 4: Establishes policy framework to support Board strategy and decision-making, and fosters staff support for policy implementation

Card 39



Program Management & Policy Development

Program development

Tier 1: Performs own role and responsibilities efficiently to contribute to program and project outcomes

Tier 2: Contributes to program objectives, develops and implements simple project plans

Tier 3: Manages programs and complex projects to work to timelines and budget and achieve goals and objectives; and envisions and designs new programs

Tier 4: Establishes targets for program areas and encourages strong results; and supports the development of new programs

Card 40



Program Management & Policy Development

Achieving results

Tier 1: Supports program and project team members to achieve defined outcomes

Tier 2: Ensures clarity of understanding of required work, fulfils program and project responsibilities, and achieves performance targets

Tier 3: Clarifies roles and responsibilities of program staff and project teams and achieves necessary support from stakeholders

Tier 4: Supports program managers and conducts campaigns to assist program activities

Card 41



Program Management & Policy Development

Contract management

Tier 1: Records relevant data for contract administration

Tier 2: Maintains awareness of contracts relating to own position and ensures that work fulfils contractual obligations

Tier 3: Monitors contracts and checks that contractual obligations of both parties are met

Tier 4: Negotiates and establishes contracts, and maintains relationships with key stakeholders

Card 42



Program Management & Policy Development

Complaints handling and continuous improvement

Tier 1: Records complaints and assists with reviewing feedback on program outcomes

Tier 2: Utilises feedback from complaints to improve programs and reviews own performance

Tier 3: Establishes complaints handling procedures and methods for responding to critical incidents

Tier 4: Encourages continuous improvement and establishment of systems for feedback and review

Card 43



Change & Responsiveness

Change management

Tier 1: Maintains a positive approach to change and adapts to new or different ways of working

Tier 2: Supports change management and assists others to adapt and adjust to change

Tier 3: Implements change management processes and monitors progress

Tier 4: Keeps informed of changing political, economic, social and technological context and designs responsive change management strategies

Card 44



Change & Responsiveness

Multi-skilling

Tier 1: Takes advantage of opportunities for learning and growing skills

Tier 2: Works collaboratively with people from different disciplines and shares skills and knowledge

Tier 3: Designs jobs and teams with an emphasis on multi-skilling and opportunities for shared learning

Tier 4: Encourages multi-skilling, flexibility and learning from others

Card 45



Change & Responsiveness

Creativity and innovation

Tier 1: Identifies opportunities to do things better, develops ideas with others and assists with the implementation of routine changes

Tier 2: Generates and shares ideas and encourages others to reflect on activities and develop ideas for innovation and improvement

Tier 3: Establishes ways to capture, communicate and share innovative ideas and practices

Tier 4: Encourages creativity and innovation in the workplace

Card 46



Change & Responsiveness

Technology

Tier 1: Uses technology and software applications effectively in accordance with task requirements

Tier 2: Supports the use of new technology and develops skills to master new technologies

Tier 3: Researches and implements new technologies to strengthen the organisation and improve business practices

Tier 4: Promotes the use of new technologies to enhance business practices

Card 47



Change & Responsiveness

Learning and development

Tier 1: Prepares own development plan in consultation with supervisors

Tier 2: Maintains awareness of own skills and skill needs, actively works to address skills gaps and assists others to identify training needs

Tier 3: Establishes systems and processes for reviewing skills and professional development

Tier 4: Fosters a culture of life-long learning

Card 48



Governance & Compliance

Strategy

Tier 1: Achieves targets in work plans and understands links with strategic goals

Tier 2: Contributes to team work plans and ensures that own work outcomes are achieved

Tier 3: Develops and implements work plans and targets to support implementation of strategic plan

Tier 4: Establishes and reviews systems to support Board's strategic plan and achieve organisational goals

Card 49



Governance & Compliance

Quality

Tier 1: Ensures that own work meets the organisation's quality requirements

Tier 2: Contributes to enhancement of quality practices and ensures that own work meets quality requirements

Tier 3: Manages implementation of quality systems and ensures that quality outcomes are achieved

Tier 4: Establishes and reviews quality systems and organisational standards

Card 50



Governance & Compliance

Risk management

Tier 1: Ensures that risks are identified and reported in own work context

Tier 2: Contributes to identification and control of risks and hazards and takes advantages of emerging opportunities

Tier 3: Manages risk and encourages staff to take advantage of opportunities

Tier 4: Establishes and reviews risk management framework

Card 51



Governance & Compliance

WHS

Tier 1: Ensures safety of self and others in work environment

Tier 2: Contributes to identification of WHS risks and hazards, and ensures safety in own work context

Tier 3: Manages work practices for health and wellbeing of staff and compliance with WHS legislation

Tier 4: Establishes and reviews WHS systems to address organisational requirements

Card 52



Governance & Compliance

Legislation and compliance

Tier 1: Is aware of relevant legislation and licensing requirements and ensures compliance in work practices

Tier 2: Is aware of relevant legislation and licensing requirements and ensures compliance in work practices

Tier 3: Manages work practices to comply with relevant legislation and licensing requirements

Tier 4: Establishes systems to ensure legislative and licensing compliance

Card 53



APPENDIX 5: CASE STUDIES

CASE Study

Byamee Proclaimed Place Inc.

Moree Area Homelessness Service

Winner of the 2017 Moree Reconciliation Award for Funded Community Group.

Moree Area Homelessness Service (MAHS) has been created as a result of a consortium and Joint Working Agreement between Byamee Proclaimed Place, Moree Family Support and Ngala House. It provides services to people who are homeless or at risk of homelessness in the Moree Plains Shire. Byamee

provides transitional housing and a range of supports to foster living and budgeting skills. Moree is a closely connected community, so the reputation of the service, and the integrity of the staff, are very important. Approximately 90% of Byamee's clients are Aboriginal.



Implementing the Workforce Capability Framework: Recruiting people with the right attitudes and values

The small but close-knit team at Byamee had worked well together for several years, but another staff member was required. Recruiting the right person for the position was critical. The talent pool to recruit from is naturally smaller than in the city, and a large number of qualified applications weren't expected. Previous

experience had shown that recruiting for attitudes and values, and then providing training for skills, worked well for this service. Byamee had standard interview questions but the manager wanted a better selection process with more insight into the candidate's understanding of the job, and their attitudes and values.



Recruitment and Selection

The Capability Framework's Personal Attributes

The Personal Attributes describe the qualities needed to work in this sector. They apply to people working at all levels and reinforce what is key to working in homelessness, domestic violence and with youth.

Joanne Williams, Byamee's Manager, revised the standard interview questions, to draw out more about the candidate's perceptions and behaviours. She also asked candidates to select the Personal Attributes (from a list of 12) that they thought were most important to the job and to explain why. The process led them to offer the position to

Julie, a qualified nurse but without experience of working with people experiencing homelessness. Julie has a great attitude, and a commitment to undertaking study and developing her knowledge and skills for working with the client group. Joanne felt that the capability framework aided her to improve recruitment.



Julie, the new employee

A project of the Industry Partnership of the three homelessness peaks – Domestic Violence NSW, Homelessness NSW and Y Foundations

The Specialist Homeless Service Industry Partnership

Level 4, 99 Forbes Street Woolloomooloo, NSW 2011

homelessnessnsw.org.au/industry-partnership

DOMESTIC
VIOLENCE
NSW

Homelessness NSW



CASE Study

Coast Shelter

Coast Shelter is a not-for-profit charity based on the NSW Central Coast which provides accommodation and support programs for people who are homeless or at risk of homelessness.

Coast Shelter run five refuges for adults: a men's refuge, three for women and children and a domestic violence response refuge. They also have five youth refuges, and a community centre which provides meals and hampers to people in need. The 86 staff members have a range of backgrounds and

work in various locations. Coast Shelter has always ensured that people have all mandatory training for their work (e.g. child protection, responding to domestic violence and trauma informed practice), but they wanted better systems for identifying the development of needs individual staff members.



Implementing the Workforce Capability Framework: Developing an online performance appraisal system

An integrated HR system had been implemented for payroll and employee records, and it had a module for performance appraisal but this had not been utilised. Jason Brown, Human Resources Manager, was considering how to identify competencies or capabilities to populate the online system, when he looked at the Workforce Capability Framework. The

online system had the capacity to weight capabilities so Coast Shelter could prioritise skills that it felt mattered most for particular roles. It was also a straightforward process for end users to review their skills and performance. Yet Jason felt that the engagement with staff was one of the most critical aspects to implementing the new system.



Engaging Staff

Getting Buy In

The Framework has four tiers that align well with job roles at Coast Shelter. Staff could see the relevance of the capabilities to what they did and recognise the skills that underpin their work.

Staff forums to review the framework assisted with familiarity with the capabilities. The forums led staff to select 6 personal attributes that were organisational priorities. Some small changes were made to capabilities; for example, more focus on managing professional boundaries for Tier 1 staff. Once capabilities were prioritised and weighted, the system was ready for

implementation. Staff and managers completed the online tool separately. Following this the system generated a summary report that was emailed to both parties. Then the face-to-face meeting allowed staff and managers to have a discussion about their ratings and to establish development objectives for the coming year. Additionally, Jason felt that the Framework would assist

Coast Shelter to meet Standard 8 of the SHS Quality Standards. This standard requires regular staff performance appraisals are conducted, and that there are systems for identifying staff skill needs.



A project of the Industry Partnership of the three homelessness peaks – Domestic Violence NSW, Homelessness NSW and Y Foundations

The Specialist Homeless Service Industry Partnership

Level 4, 99 Forbes Street Woolloomooloo, NSW 2011

homelessnessnsw.org.au/industry-partnership

DOMESTIC
VIOLENCE
NSW

Homelessness NSW



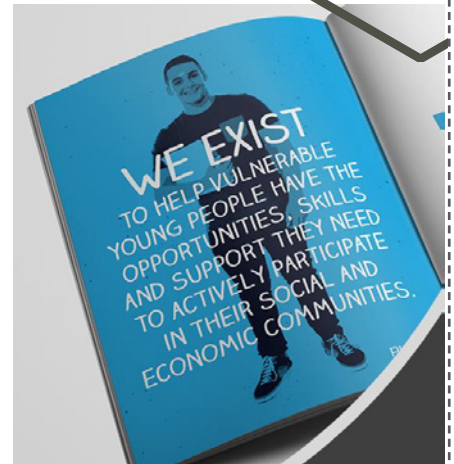
CASE Study

Platform Youth Services

Supporting young people aged 12-25 in the Blue Mountains, Penrith and the Hawkesbury.

Platform is a specialist youth service providing crisis accommodation, transitional housing and early intervention and prevention programs across three local government areas. Platform has well developed partnerships with local community service providers – these partnerships assist them to provide a wide range of

supports for their clients. With a total staff of 60, the team working in corporate services, are busy ensuring that all employees are given opportunities to develop their expertise. CEO Stephanie Oatley has extensive experience in the sector and has created a positive culture where the needs of young people are the focus of all Platform's work.



Implementing the Workforce Capability Framework: Supporting Managers and Team Leaders to grow and develop in their roles

Recently appointed HR Manager, Aaron Jones-Valledor came to the organisation after a period of significant growth for Platform – 16 new positions had been funded in a 6-month period. Platform had always developed great youth workers, but the leadership team decided that with a larger

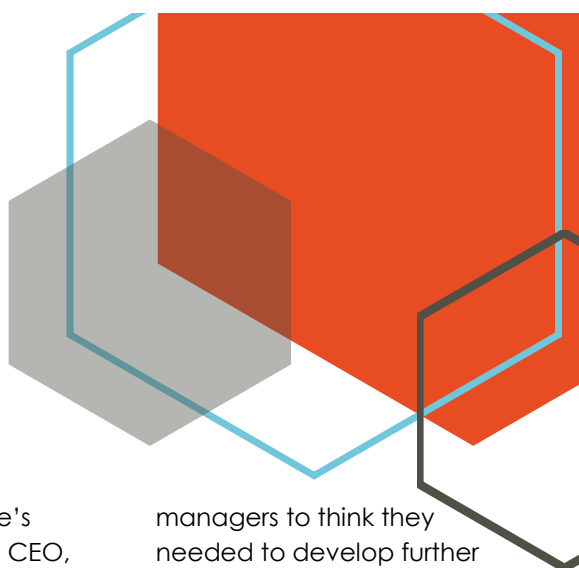
staff pool, it was time to focus on the roles of team leaders and managers, and to strengthen leadership at all levels. Aaron felt that Platform's appraisal system was due for an overhaul it was too subjective and did not necessarily assist staff to develop insights into how they might work differently, or where they needed development.



Leading Change

Starting from the top

The Workforce Capability Framework seemed to align neatly with the organisation's levels. Platform decided to start from the top and the CEO began by testing it for herself.



By putting the capabilities into an excel spreadsheet Platform had a simple tool that could easily be used by staff to score their performance – the approach also gave the HR team some useful metrics. In addition to having an effective system for reviewing performance, Platform wanted to make sure that the capabilities were relevant and

meaningful to people's roles. Stephanie, the CEO, began by using it for herself; the Tier 4 capabilities enabled her to reflect on how she exercised her leadership. The process encouraged Stephanie and Aaron to trial the framework next with the managers, and the findings proved useful. There were many areas that staff excelled in, particularly around service delivery, but the process led some

managers to think they needed to develop further skills around marketing, strategy and tender writing. The framework also helped to clarify the difference between the manager and the team leader roles, and that was the most valuable insight. The new appraisal system is currently being rolled out with team leaders, and next with frontline staff.

A project of the Industry Partnership of the three homelessness peaks – Domestic Violence NSW, Homelessness NSW and Y Foundations

The Specialist Homeless Service Industry Partnership

Level 4, 99 Forbes Street Woolloomooloo, NSW 2011

homelessnessnsw.org.au/industry-partnership

DOMESTIC
VIOLENCE
NSW

Homelessness NSW



CASE Study

The Samaritans, Broadmeadow

We seek to provide unconditional support to people in their needs and to promote social and economic policies.

Samaritans is the welfare arm of the Anglican Church Diocese of Newcastle. The general purpose and direction of the agency is responsible to the Diocese of Newcastle. The role of the organisation is to *"assist in the expansion of the social and community service work within the Diocese"*. The Samaritans operate over 100 support services throughout

the Central Coast, Newcastle, Hunter Valley and Mid-North Coast regions. In 2012 their work spread to Mudgee in the Central Western NSW. Throughout these regions they provide services to young people and families, those experiencing domestic violence, people with a disability or mental health challenges, and the wider community.



Strengthening families

Implementing the Workforce Capability Framework: Reviewing skills in supervision

Samaritans has over 700 staff and more than 450 volunteers across the regions in which they work. The Samaritans team that trialed the capability framework is based in Broadmeadow. They work in young people experiencing homelessness, to provide outreach services and refuge accommodation. Jillian Heard is a Team Leader and Wayne Field is the

Practice Development Facilitator: there are fifteen permanent staff in the team and a number of casuals. All team members are Case Workers. Jillian and Wayne decided they would trial the capability framework with a focus on team development through supervision. Supervision was seen to provide a reflective space to review skills and development needs.

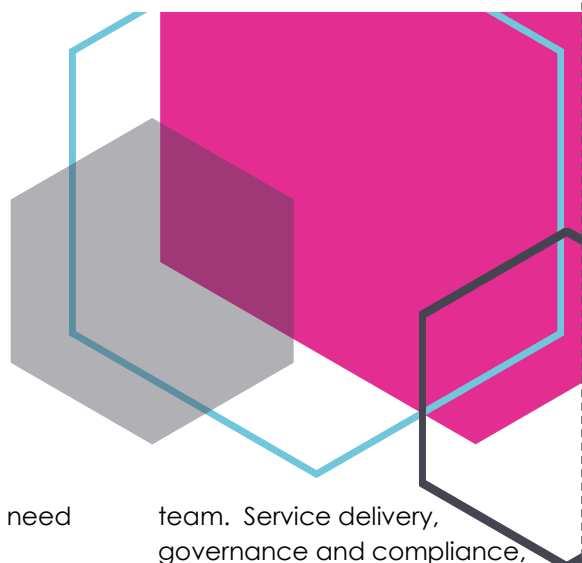


A piece of Samaritan's history

Supervision

Reviewing skills and skill needs

Introducing the capability framework to the team was the first step – making sure that people understood it and could recognise that it was relevant to their role.



Wayne commenced the implementation of the framework with a session for the team: he made sure that staff could ask questions and familiarise themselves with the content. Case managers then reviewed Tiers 1 and 2 of the framework through self-assessment. They highlighted those capabilities they felt confident in, and those

where they feel they need development. The self-ratings were discussed in one-to-one supervision with Jillian. This opened up discussion about career planning and job aspirations. Wayne and Jillian then summarised the results of staff self-assessment; they were pleased that the tool confirmed their impressions of the strong skills in the

team. Service delivery, governance and compliance, communication and leadership and teamwork were strong skill suits across the team. Areas where staff would like further development included policy and program management, and community and inter-agency relations. The framework enabled staff to see their strong skill suits and talk meaningfully about their aspirations.

A project of the Industry Partnership of the three homelessness peaks – Domestic Violence NSW, Homelessness NSW and Y Foundations

The Specialist Homeless Service Industry Partnership

Level 4, 99 Forbes Street Woolloomooloo, NSW 2011

homelessnessnsw.org.au/industry-partnership

DOMESTIC
VIOLENCE
NSW

Homelessness NSW



CASE Study

The Family Centre

Ensuring the safety and wellbeing of children, young people and families in our community.

The Family Centre (TFC) was formed in 1988 by a group of people who wanted to help families needing support, in and around Tweed Heads. As part of the SHS reforms, TFC merged with St Joseph's Youth Services, Byron Bay Youth House, and the Ballina Byron Family Centre. This created a united organisation that

provides a range of services, across the Tweed, Byron and Ballina Shires in Northern NSW. The merging of these organisations was an intense period of change for staff. New values, and a new vision, role, and strategic direction have been set to create what is essentially a bigger and more responsive organisation.



Implementing the Workforce Capability Framework: Creating a common understanding of performance expectations

Nicole Julien has the role of Director Child, Youth and Family Services at TFC. She worked with the team to create new Practice Principles and a new Practice Framework that will work for all staff across the different program areas and work sites. The organisational values that Nicole and the executive

team are reinforcing are: **social justice, respect, integrity, learning, collaboration and creativity.** Nicole felt that the capability framework aligned well with these values – and that the way that it described required skills, behaviours and knowledge reflected and reinforced these organisational values.



Nicole Julien, Director Child, Youth and Family Service

Implementation

Redesigning position descriptions

New position descriptions will enable staff to see their role and the priorities for this new and dynamic organisation.

One of the first steps TFC took to implement the framework was to begin redesigning position descriptions – the four tiers provided a scaffold to consider the roles. Specialist roles, such as the communication/design coordinator, and the volunteer coordinator, led them to develop some new capabilities, but most of the

other TFC roles were well covered by the framework. Some of the language was also adapted so that it suited the TFC context. In the future performance appraisals will also be based on the selected capabilities for given positions. TFC's advice to people interested in implementing the framework includes:

- Ensure that you have board, executive and management buy-in
- Involve internal stakeholders early in the process
- Contextualise the language to suit your organisation



A project of the Industry Partnership of the three homelessness peaks – Domestic Violence NSW, Homelessness NSW and Y Foundations

The Specialist Homeless Service Industry Partnership

Level 4, 99 Forbes Street Woolloomooloo, NSW 2011

homelessnessnsw.org.au/industry-partnership

DOMESTIC
VIOLENCE
NSW

Homelessness NSW

