



Australian Government

Department of Agriculture, Fisheries and Forestry

Capability Framework

Building the capability of our employees to develop and implement policies and programs that deliver the Australian Government's portfolio objectives.

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Foreword from the Secretary

The department's Capability Framework will underpin our human resource work and will guide performance management, attraction, selection, retention and workforce planning.

This framework will help us shape learning and development strategies to ensure our people have the necessary skills to develop and implement policies and programs for our portfolio industries.

This framework is based on five broad capability themes:

1. Shapes strategic thinking
2. Achieves results
3. Cultivates productive working relationships
4. Exemplifies personal drive and integrity
5. Communicates with influence.

These five themes are based on the Integrated Leadership System (ILS). The ILS was developed by the Australian Public Service (APS) Commission to provide a common language for leadership development in the APS and to outline the capabilities required of all APS employees.

Conall O'Connell
Secretary



The Capability Framework

The framework describes the behaviours and skills expected of our staff. It supports career development, performance, retention and culture and it is related to the roles that we perform. The work value of a position is determined using the DAFF Work Level Standards.

AT A GLANCE:

CAPABILITY THEME	CAPABILITIES
<p><i>Shapes Strategic Thinking</i></p> <p><u>APS Classification Structure</u></p> <p>APS 1-4 APS 5-6 EL1 - EL2 SES</p> <p><u>DAFF Classification Structure</u></p> <p>Policy and Technical Stream</p> <p>Band 1 Band 2 Band 3 SES</p> <p>On Plant Veterinarian and Veterinarian Stream</p> <p>Band 1 Band 2 Band 3 SES</p> <p>Science Stream</p> <p>Band 1 Band 2 Band 3 SES</p>	<p><i>Inspires a sense of purpose and direction</i></p> <p><i>Focuses strategically</i></p> <p><i>Harnesses information and opportunities</i></p> <p><i>Shows judgement, intelligence and commonsense</i></p>

[Comparative View of the Career Pathway](#)

[AQIS Capability Framework](#)

[DAFF Work Level Standards](#)

CAPABILITY THEME	CAPABILITIES
<p><i>Achieves Results</i></p> <p><u>APS Classification Structure</u> APS 1-4 APS 5-6 EL1 - EL2 SES</p> <p><u>DAFF Classification Structure</u> Policy and Technical Stream Band 1 Band 2 Band 3 SES</p> <p>On Plant Veterinarian and Veterinarian Stream Band 1 Band 2 Band 3 SES</p> <p>Science Stream Band 1 Band 2 Band 3 SES</p>	<p><i>Builds organisational capability and responsiveness</i></p> <p><i>Marshals professional expertise</i></p> <p><i>Steers and implements change and deals with uncertainty</i></p> <p><i>Ensures closure and delivers on intended results</i></p>

[Comparative View of the Career Pathway](#)

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CAPABILITY THEME	CAPABILITIES
<p><i>Cultivates Productive Working Relationships</i></p> <p><u>APS Classification Structure</u> APS 1 - 4 APS 5 - 6 EL1 - EL2 SES</p> <p><u>DAFF Classification Structure</u> Policy and Technical Stream Band 1 Band 2 Band 3 SES</p> <p>On Plant Veterinarian and Veterinarian Stream Band 1 Band 2 Band 3 SES</p> <p>Science Stream Band 1 Band 2 Band 3 SES</p>	<p><i>Nurtures internal and external relationships</i></p> <p><i>Facilitates cooperation and partnerships</i></p> <p><i>Values individual differences and diversity</i></p> <p><i>Guides, mentors and develops people</i></p>

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CAPABILITY THEME	CAPABILITIES
<p><i>Exemplifies Personal Drive and Integrity</i></p> <p><u>APS Classification Structure</u> APS 1 - 4 APS 5 - 6 EL1 - EL2 SES</p> <p><u>DAFF Classification Structure</u> Policy and Technical Stream Band 1 Band 2 Band 3 SES</p> <p>On Plant Veterinarian and Veterinarian Stream Band 1 Band 2 Band 3 SES</p> <p>Science Stream Band 1 Band 2 Band 3 SES</p>	<p><i>Demonstrates public service professionalism and probity</i></p> <p><i>Engages with risk and shows personal courage</i></p> <p><i>Commits to action</i></p> <p><i>Displays resilience</i></p> <p><i>Demonstrates self awareness and a commitment to personal development</i></p>

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CAPABILITY THEME	CAPABILITIES
<p><i>Communicates with Influence</i></p> <p><u>APS Classification Structure</u> APS 1 - 4 APS 5 - 6 EL1 - EL2 SES</p> <p><u>DAFF Classification Structure</u> Policy and Technical Stream Band 1 Band 2 Band 3 SES</p> <p>On Plant Veterinarian and Veterinarian Stream Band 1 Band 2 Band 3 SES</p> <p>Science Stream Band 1 Band 2 Band 3 SES</p>	<p><i>Communicates clearly</i></p> <p><i>Listens, understands and adapts to audience</i></p> <p><i>Negotiates persuasively</i></p>

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The benefits of the Capability Framework

The department

The Capability Framework can help the department to:

- Identify and deliver departmental and portfolio objectives
- Establish key performance indicators
- Align performance management with the priorities in the Corporate Plan
- Ensure consistency of policy application across divisions, positions and work levels
- Promote the 'right person for the role' when selecting candidates
- Improve selection criteria and merit selection processes
- Align selection criteria with team, branch and divisional business plans
- Ensure potential candidates are given the information they need to decide whether the role is the right 'fit' for them
- Identify changing priorities and gaps in learning and development programs
- Align learning and development programs to the capabilities needed to achieve the department's Corporate and Business plans
- Promote existing and new ways of recognising and rewarding employees' efforts
- Provide a fair and transparent platform for performance goals and rewards systems
- Ensure our performance management scheme aids individual and organisational performance by focusing on capability
- Facilitate the management of underperformance based on establishing and maintaining capability
- Establish a foundation for workforce and succession planning.

The manager/supervisor

The Capability Framework can help managers and supervisors to:

- Align capabilities with project and program plans and goals
- Ensure a consistent approach to recruitment, selection and employee development
- Define capabilities required by employees in each branch and section
- Identify capability gaps within their own team/s
- Develop specific selection criteria when filling positions
- Select the right person for the role
- Identify and manage performance issues
- Identify, recognise and reward potential in employees
- Identify the development needs of employees on a regular basis, in particular during formal periods of performance appraisal.

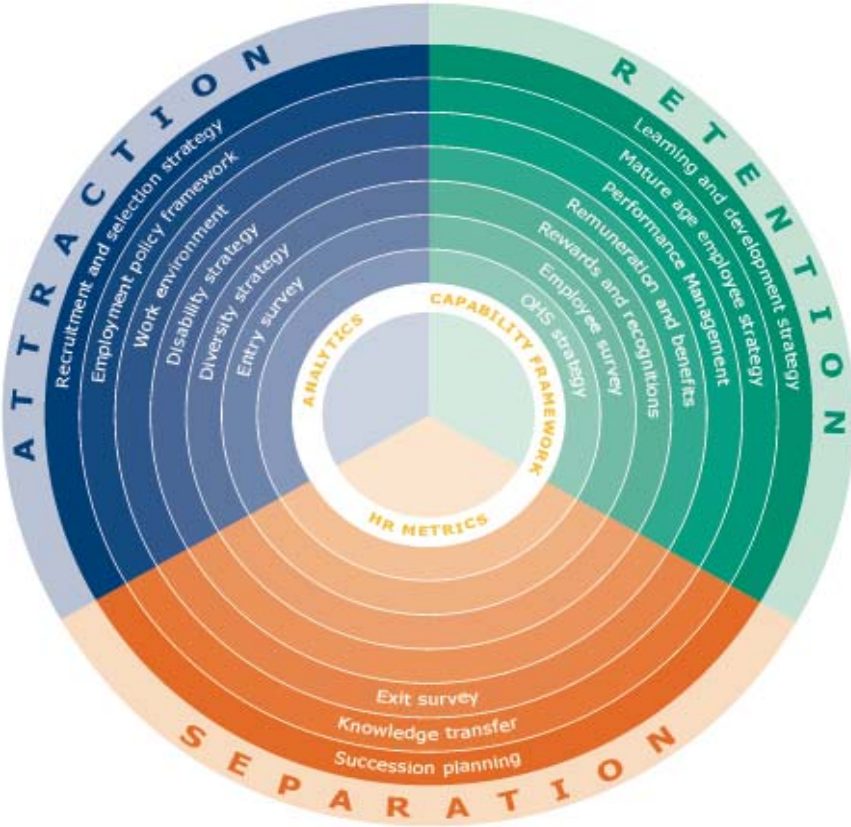
The individual

The Capability Framework can help an individual by providing a guide to:

- The skills and capabilities required in their current role
- The linkages between the role and the corporate objectives and strategies
- The skills and capabilities required in a desired future role
- Gaps in knowledge that may need to be cultivated
- What to include in their learning agreement
- Discussions with the individual's manager/supervisor about their learning development and career aspirations
- Increased contribution in a team environment
- Increased understanding and application of the department's operations
- Enhancing their skill level in relation to selection criteria and job applications.

Integrating the Capability Framework

The framework assists in workforce planning and the development of a positive culture. The relationship between the capabilities and the overarching workforce plan are demonstrated by the diagram below:



The framework will support the department’s human resource work, as set out below.

Attraction

This framework provides managers with flexible options while remaining within the legislative framework that governs the APS. This can be supported by:

- Targeted recruitment campaigns to attract required capabilities
- Developing recruitment advertisements to attract people with these capabilities
- Ensuring that potential candidates are given information that they need to decide whether the role is or is not for them
- Providing accurate knowledge and factual information to potential candidates on the work area, branch and division they may be employed in.

Recruitment & selection

Managers/selection committees determine what capabilities a role requires and list the skills and capabilities the position needs. This will help them to identify options, whether the creation or filling of this position aligns with work area, branch and divisional goals and business plans, and what level the position should be advertised at.

The APS Commission 'Get it right' capability cards will assist supervisors/selection committees in determining the profile of the position. It is essential that selection panels have realistic expectations and the skills to recruit people with the right skills, capabilities, cultural and motivational fit.

A relevant duty statement and succinct selection criteria will clearly explain the nature and expectations of the position advertised.

Remember:

- Don't set unrealistic expectations
- If selection criteria is too complex, you may not attract the right candidates
- Turnover comes at a cost
- Effective selection leads to reduced turnover
- Changing demographics may change capability requirements.

Learning & development

The department is committed to the development of all employees, induction of new employees and for the reinforcement of consistent capabilities and behavioural indicators that support career pathways. These capabilities are also supported through our department's Learning and Development (L&D) Strategy:

- Assessing current capabilities against those required at both organisational and individual level
- Aligning career development strategies that focus on capability development
- Developing or adapting L&D programs for capability development in identified priority areas
- Integrating capabilities into the L&D section of the performance management work plan
- Induction of all new employees into the department's culture and capability framework.

Performance management

Performance management systems need to be flexible, support employee capability and drive development. This is supported by:

- Incorporating the department's capabilities into the performance management appraisal templates
- Using appraisal templates that communicate how the department's capabilities are applied to meet team/branch/state/division business and risk management plans
- Promoting capability development during the appraisal periods and in particular during formal appraisal discussions
- Supporting discussions that are focused on the appraisal and not the process.

Rewards & recognition

The department is responsible for developing and maintaining flexible reward and remuneration policies. This includes both financial and non-financial benefits that recognise the skills employees have and how these skills are used to meet the department's outcomes.

- Providing supervisors with the necessary skills to more readily recognise and reward a job well done
- Actively promoting financial and non-financial rewards as identified in the employment instruments.

Retention

The department must work to engage and retain talent and capabilities within the organisation. This is supported by:

- Ensuring that our remuneration and benefits policies (employment instruments, conditions and flexible work practices etc) help retain employees with the capabilities the department requires
- Supporting capability development that underpins and strengthens performance
- Providing an opportunity for employees to provide feedback on 'organisational capability' and the performance management process through annual employee surveys.

Succession planning

The department's succession management strategy aims to secure the continuity of our corporate knowledge. This includes a range of programs designed to maximise our investment in our workforce. This is supported by:

- Ensuring planning is undertaken to replace employees with the capabilities we need when employees choose to leave
- Ensuring our succession plan helps identify those employees who are ready for advancement
- Ensuring succession is considered during performance appraisals so that learning and development activities develop capabilities that help with succession planning.

Separation

As an organisation, we must manage employee separation to support corporate capability through succession planning and knowledge capture. This is supported by:

- Maintaining a departmental exit survey to better understand why employees with the required capabilities leave the department
- Undertaking exit interviews at the local level to better ascertain why employees are leaving the section/work area
- Ensuring we focus on capability retention when managing our workforce.

The Capability Framework – Comparative View of the Department’s Career Pathway

Shapes Strategic Thinking	APS 1 – 4 or DAFF Band 1 Describes the capabilities that each work level should be developing at these levels	APS 5 – 6 or DAFF Band 2 Describes the capabilities that each work level should be developing at these levels	EL1 – EL2 or DAFF Band 3 Describes the capabilities that each work level should be developing at these levels	SES Describes the capabilities that each SES Band should be developing at these levels
Inspires a sense of purpose and direction	Understands and supports Agriculture, Fisheries and Forestry’s vision, mission and portfolio objectives. Communicates and follows direction provided by supervisor. Recognises how own work contributes to the achievement of organisational goals. Understands the reasons for decisions and recommendations.	Understands, supports and promotes Agriculture, Fisheries and Forestry’s vision, mission and portfolio objectives. Identifies the relationship between organisational goals and operational tasks. Clearly communicates goals and objectives to others. Understands, supports and communicates the reasons for decisions and recommendations.	Translates the strategy into operational goals and creates a shared sense of purpose within the Division. Engages others in the strategic direction of the work area, encourages their contribution and communicates expected outcomes.	Champions the Agriculture, Fisheries and Forestry’s vision, mission and portfolio objectives and unifies Divisions with the strategic direction. Helps create organisational strategies that are aligned with government objectives and likely future requirements. Encourages others’ input and communicates expected outcomes from organisational strategies.
Focuses Strategically	Understands the work environment and contributes to the development of plans, strategies and team goals. Identifies issues and problems that may impact on own work objectives. Demonstrates an awareness of the implications of issues for own work.	Understands the work environment and initiates and develops team goals, strategies and work plans. Identifies broader factors, trends and influences that may impact on the team’s work objectives. Considers the ramifications of issues and longer-term impact of own work and work area.	Understands the Agriculture, Fisheries and Forestry’s objectives and links between the Division, organisation and whole of government agenda. Considers the ramifications of a wide range of issues, anticipates priorities and develops long-term plans for own work area.	Understands the Agriculture, Fisheries and Forestry’s current and potential future role within society. Considers multiple perspectives when assessing the ramifications of key issues and develops solutions with long-term viability for the organisation and society. Provides advice to government that reflects analysis of a broad range of issues. Considers emerging trends, identifies long-term opportunities and balances organisational requirements with desired whole of government outcomes.
Harnesses information and opportunities	Draws on information from multiple sources and uses agreed guidelines to analyse what information is important and how it should be used. Keeps self and others well informed on work progress.	Gathers and investigates information from diverse sources and explores new ideas and different viewpoints. Uses experience to analyse what information is important and how it should be used. Maintains an awareness of the organisation and keeps self and others well informed on work issues and finds out about best practice approaches.	Gathers and investigates information from a variety of sources, and explores new ideas and different viewpoints. Probes information and identifies any critical gaps. Maintains an awareness of the organisation, looks for recent developments that may impact on own business area and finds out about best practice approaches.	Draws on information and alternate viewpoints and monitors information channels to understand new issues of importance to the government. Monitors change in the environment. Positions the organisation to seize opportunities and minimise threats. Addresses any critical information gaps. Uses knowledge of the organisation to tailor approaches to different issues. Recognises the opportunities offered through whole of government approaches and seeks to realise them.
Shows judgement, intelligence and commonsense	Undertakes analysis and draws accurate conclusions based on evidence. Thinks laterally, identifies and implements improved work practices.	Undertakes objective, systematic analysis and draws accurate conclusions based on evidence. Recognises the links between interconnected issues. Identifies problems and works to resolve them. Thinks laterally, identifies, implements and promotes improved work practices.	Undertakes objective, critical analysis and distils the core issues. Presents logical arguments and draws accurate conclusions. Anticipates and seeks to minimise risks. Breaks through problems and weighs up the options to identify solutions. Explores possibilities and creative alternatives.	Engages in high-level critical thinking to identify links and discern the critical issues. Identifies the implications for the organisation and applies effective judgement to develop solutions. Anticipates long-term and strategic risks, addresses them quickly and helps others to recognise them. Capitalises on innovative alternatives to resolve complex problems.

Achieves Results	APS 1 – 4 or DAFF Band 1 Describes the capabilities that each work level should be developing at these levels	APS 5 – 6 or DAFF Band 2 Describes the capabilities that each work level should be developing at these levels	EL1 – EL2 or DAFF Band 3 Describes the capabilities that each work level should be developing at these levels	SES Describes the capabilities that each SES Band should be developing at these levels
Builds organisational capability and responsiveness	Reviews task performance and communicates outcomes to supervisor. Makes effective use of individual and team capabilities. Is responsive to changes in requirements.	Reviews project performance and identifies opportunities for improvement. Makes effective use of individual and team capabilities and negotiates responsibility for work outcomes. Is responsive to changes in requirements.	Evaluates ongoing project performance and identifies critical success factors. Instigates continuous improvement activities. Responds flexibly to changing demands. Builds teams with complementary skills and allocates resources in a manner that delivers results.	Focuses on activities that support organisational sustainability. Nurtures talent and engages in succession planning. Facilitates information accessibility and sharing. Seeks operational efficiency, streamlines and adapts processes. Investigates ways to improve effectiveness by harnessing technology and implementing continuous improvement activities. Engages in flexible resource management and looks beyond the organisation's boundaries to achieve the optimum resourcing combination.
Marshals professional expertise	Contributes own expertise to achieve outcomes for the Division.	Values specialist expertise and capitalises on the knowledge and skills of others within the organisation. Contributes own expertise to achieve outcomes for the Division.	Values specialist expertise and capitalises on the knowledge within the organisation as well as consulting externally as appropriate. Manages contracts judiciously. Contributes own expertise to achieve outcomes for the Division.	Integrates professional expertise into the organisation to improve overall performance and delivery of organisational outcomes. Manages contracts judiciously. Actively ensures relevant professional input from others is obtained and shares own experience.
Steers and implements change and deals with uncertainty	Establishes task plans and simple project plans with measurable milestones to deliver objectives. Responds in a positive and flexible manner to change. Shares information with others and adapts to a changing environment.	Establishes clear plans and timeframes for project implementation. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt.	Establishes clear plans and timeframes for project implementation and outlines specific activities. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt.	Drives the change agenda, defines high-level objectives and ensures translation into practical implementation strategies. Coordinates projects across multiple agencies. Recognises the constant nature of change and maintains flexibility. Secures stakeholder commitment to change and maintains open communication channels during the change process.
Ensures closure and delivers on intended results	Sees tasks through to completion. Works within agreed priorities. Commits to achieving quality outcomes and adheres to documentation procedures. Seeks feedback from supervisor to gauge satisfaction and seeks guidance when required.	Sees projects through to completion. Monitors project progress and adjusts plans as required. Commits to achieving quality outcomes and adheres to documentation procedures. Seeks feedback from supervisor to gauge satisfaction.	Strives to achieve and encourages others to do the same. Monitors progress and identifies risks that may impact on outcomes. Adjusts plans as required. Commits to achieving quality outcomes and ensures documentation procedures are maintained. Seeks feedback from stakeholders to gauge satisfaction.	Drives a culture of achievement, and fosters a quality focus in the organisation. Ensures that ideas and intended actions become reality and that planned projects result in expected outputs. Enables the achievement of outcomes by identifying and removing potential barriers to success. Keeps stakeholders informed of progress and any issues that arise.

Cultivates Productive Working Relationships	APS 1 – 4 or DAFF Band 1 Describes the capabilities that each work level should be developing at these levels	APS 5 – 6 or DAFF Band 2 Describes the capabilities that each work level should be developing at these levels	EL1 – EL2 or DAFF Band 3 Describes the capabilities that each work level should be developing at these levels	SES Describes the capabilities that each SES Band should be developing at these levels
Nurtures internal and external relationships	Builds and sustains positive relationship with team members and clients. Is responsive to changes in client needs and expectations.	Builds and sustains positive relationships with team members, stakeholders and clients. Proactively offers assistance for a mutually beneficial relationship. Anticipates and is responsive to client and stakeholder needs and expectations.	Builds and sustains relationships with a network of key people internally and externally. Recognises shared agendas and works toward mutually beneficial outcomes. Anticipates and is responsive to internal and external client needs.	Builds and sustains relationships that provide a rich intelligence network. Establishes an effective working relationship with the Minister. Encourages stakeholders to work together, and establishes cross- agency approaches to address issues. Shows a commitment to client service through own actions and those of the organisation.
Facilitates cooperation and partnerships	Actively listens to colleagues and clients. Shares information and ensures others are kept informed of issues. Works collaboratively and operates as an effective team member.	Actively listens to staff, colleagues, clients and stakeholders. Involves others and recognises their contributions. Consults and shares information and ensures others are kept informed of issues. Works collaboratively and operates as an effective team member.	Brings people together and encourages input from key stakeholders. Finds opportunities to share information and ensures that others are kept informed of issues. Fosters teamwork and rewards cooperative and collaborative behaviour. Resolves conflict using appropriate strategies.	Consults broadly to obtain buy-in and recognises when input is required. Communicates the importance of consultation with stakeholders to others. Overcomes organisational silos by facilitating cooperation between organisations. Engages the Minister’s Office on key issues. Personally manifests strong interpersonal relations and rewards cooperative and collaborative behaviour. Anticipates and resolves conflict.
Values individual differences and diversity	Recognises the positive benefits that can be gained from diversity. Recognises the different working styles of individuals, and factors this into the management of tasks. Tries to see things from different perspectives. Treats people with respect and courtesy.	Recognises the positive benefits that can be gained from diversity. Encourages the exploration of diverse views and harnesses the benefits of such views. Recognises the different working styles of individuals, and factors this into the management of people and tasks. Tries to see things from different perspectives. Treats people with respect and courtesy.	Recognises the positive benefits that can be gained from diversity and encourages the exploration of diverse views. Harnesses understanding of differences to anticipate reactions and enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives.	Communicates the value of harnessing diversity for the organisation. Capitalises on the positive benefits that can be gained from diversity and harnesses different viewpoints. Uses understanding of differences to anticipate reactions and enhance the operation of the organisation. Recognises the different working styles of individuals, anticipates reactions and tries to see things from different perspectives.
Guides, mentors and develops people	Identifies learning opportunities. Makes time for people and supports the contribution of others. Understands and acts on constructive feedback.	Identifies learning opportunities for others and delegates tasks effectively. Agrees clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Provides constructive and regular feedback. Deals with underperformance promptly.	Encourages and motivates people to engage in continuous learning, and empowers them by delegating tasks. Agrees clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback in a manner that gains acceptance and achieves resolution. Deals with underperformance promptly.	Identifies and develops talent. Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages underperformance. Offers support in times of high pressure. Celebrates success and engages in activities to maintain morale.

Exemplifies Personal Drive and Integrity	APS 1 – 4 or DAFF Band 1 Describes the capabilities that each work level should be developing at these levels	APS 5 – 6 or DAFF Band 2 Describes the capabilities that each work level should be developing at these levels	EL1 – EL2 or DAFF Band 3 Describes the capabilities that each work level should be developing	SES Describes the capabilities that each SES Band should be developing at these levels
Demonstrates public service professionalism and probity	Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the work area in internal forums.	Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in internal forums.	Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally and impartially at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in public and internal forums.	Adheres to and promotes the APS Values, the Code of Conduct and aligns business processes accordingly. Addresses breaches of protocol and probity. Operates professionally and within the boundaries of organisational processes and legal and public policy constraints. Represents the organisation effectively in public and internal forums, and advocates the corporate agenda.
Engages with risk and shows personal courage	Provides accurate advice on issues. Acknowledges mistakes and learns from them, and seeks guidance and advice when required.	Provides impartial and forthright advice. Challenges issues constructively and justifies own position when challenged. Acknowledges mistakes and learns from them, and seeks guidance and advice when required.	Provides impartial and forthright advice. Challenges important issues constructively, stands by own position and supports others when required. Acknowledges mistakes and learns from them, and seeks guidance and advice when required.	Acts as a role model for leadership courage by consistently raising critical and difficult issues. Provides impartial and forthright advice. Is prepared to make tough corporate decisions to achieve desired outcomes. Accepts accountability for mistakes made in the organisation and ensures corrective action is taken. Seeks guidance and advice when required.
Commits to action	Takes personal responsibility for accurate completion of work and seeks guidance when required. Shows initiative and does what is required. Commits energy and drive to see that goals are achieved.	Takes personal responsibility for meeting objectives and progressing work. Shows initiative and does what is required. Commits energy and drive to see that goals are achieved.	Takes personal responsibility for meeting objectives and progressing work. Shows initiative and proactively steps in and does what is required. Commits energy and drive to see that goals are achieved.	Acts decisively to ensure strategies are implemented and issues are addressed. Demonstrates personal drive, focus and energy. Galvanises others to act. Commits to getting the job done. Maintains control and initiates urgent action to resolve issues when required.
Displays resilience	Focuses on achieving objectives even in difficult circumstances. Remains positive and responds to pressure in a calm manner.	Persists with, and focuses on achieving, objectives even in difficult circumstances. Remains positive and responds to pressure in a calm manner.	Persists and focuses on achieving objectives even in difficult circumstances. Remains positive and responds to pressure in a controlled manner. Maintains momentum and sustains effort despite criticism or setbacks.	Persists and focuses on achieving organisational objectives throughout periods of extreme pressure. Monitors own emotional reactions and responds to pressure in a controlled manner. Retains focus on the end goal and overcomes significant barriers and obstacles. Rapidly recovers from setbacks. Displays a positive outlook in difficult situations.
Demonstrates self awareness and a commitment to personal development	Seeks feedback from others. Communicates areas of strengths and works with supervisor to identify development needs. Reflects on own behaviour and recognises the impact on others. Seeks self-development opportunities.	Self-evaluates performance and seeks feedback from others. Communicates areas of strengths and acknowledges development needs. Reflects on own behaviour and recognises the impact on others. Shows commitment to learning and self-development.	Critically analyses own performance and seeks feedback from others. Confidently communicates strengths and acknowledges development needs. Acts on negative feedback to improve performance. Reflects on own behaviour and recognises the impact on others. Shows strong commitment to learning and self-development, and embraces challenging new opportunities.	Demonstrates a high level of self-awareness and acts as a role model by openly communicating strengths and development needs. Uses self-insight to identify areas in which own capabilities complement other people's. Is open to feedback and is responsive in adjusting behaviour. Strives for continual learning.

Communicates with Influence	APS 1 – 4 or DAFF Band 1 Describes the capabilities that each work level should be developing at these levels	APS 5 – 6 or DAFF Band 2 Describes the capabilities that each work level should be developing at these levels	EL1 – EL2 or DAFF Band 3 Describes the capabilities that each work level should be developing at these levels	SES Describes the capabilities that each SES Band should be developing at these levels
Communicates clearly	Confidently presents messages in a clear, concise manner. Focuses on key points and uses appropriate language. Structures written and oral communication to ensure clarity.	Confidently presents messages in a clear, concise and articulate manner. Focuses on key points and uses appropriate, unambiguous language. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity.	Confidently presents messages in a clear, concise and articulate manner. Translates information for others, focusing on key points and using appropriate, unambiguous language. Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity.	Confidently presents messages in a clear and articulate manner. Focuses on key points for the audience and selects the most appropriate medium for conveying information. States the facts and uses straightforward language to aid transparency. Creates meaning for the audience by using analogies and stories to illustrate key points.
Listens, understands and adapts to audience	Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Checks own understanding of others' comments.	Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Checks own understanding of others' comments and does not allow misunderstandings to linger.	Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Anticipates reactions and is prepared to respond. Checks own understanding of others' comments and does not allow misunderstandings to linger.	Seeks to understand the audience and reads their non-verbal cues. Adapts communication style and message to meet their needs. Listens carefully to others and ensures their views have been understood. Anticipates reactions and prepares a response to address the audience's concerns. Checks own understanding of others' comments and does not allow misunderstandings to linger.
Negotiates persuasively	Listens to, and considers different ideas and discusses issues credibly and thoughtfully. Identifies other people's expectations and concerns.	Approaches negotiations with a clear understanding of key issues. Understands the desired outcomes. Anticipates and identifies relevant stakeholders' expectations and concerns. Discusses issues credibly and thoughtfully and presents persuasive counter-arguments. Encourages the support of relevant stakeholders.	Approaches negotiations with a strong grasp of the key issues, having prepared well in advance. Understands the desired objectives and associated strengths and weaknesses. Anticipates the position of the other party, and adapts approach accordingly. Encourages the support of relevant stakeholders. Encourages debate and identifies common ground to facilitate agreement and acceptance of mutually beneficial solutions.	Approaches negotiations with a strong grasp of the key issues. Presents a convincing and balanced rationale. Focuses on the way in which the message is delivered, and uses techniques to illustrate the argument persuasively. Anticipates the position of the other party, and is aware of the extent of potential for compromise. Acknowledges and addresses disagreements to facilitate mutually beneficial solutions. Identifies key stakeholders and engages their support. Focuses on the desired objectives and ensures negotiations remain on track.

The Capability Framework – Individual View – APS 1 – 4 or DAFF Band 1

Shapes Strategic Thinking – APS 1 – 4 or DAFF Band 1

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Inspires a sense of purpose and direction	Understands and supports Agriculture, Fisheries and Forestry’s vision, mission and portfolio objectives. Communicates and follows direction provided by supervisor. Recognises how own work contributes to the achievement of organisational goals. Understands the reasons for decisions and recommendations.	Understands and supports the organisation’s vision, mission and business objectives. Follows direction provided by supervisor and communicates it to others; understands the relationship between business priorities and specific tasks. Understands the reasons for decisions and recommendations and is able to explain how they are relevant to their work.
Focuses Strategically	Understands the work environment and contributes to the development of plans, strategies and team goals. Identifies issues and problems that may impact on own work objectives. Demonstrates an awareness of the implications of issues for own work.	Demonstrates an awareness of the implications of issues for own work. Thinks and plans ahead. Understands the work environment; identifies issues and problems that may impact on achievement of own work objectives; contributes to the development of plans, strategies and team goals.
Harnesses information and opportunities	Draws on information from multiple sources and uses agreed guidelines to analyse what information is important and how it should be used. Keeps self and others well informed on work progress.	Understands the corporate priorities and the business context of the organisation; keeps self and others well informed on work progress. Draws on information from appropriate sources; uses common sense to analyse what information is important; works within agreed guidelines to make decisions about the use and dissemination of information.
Shows judgement, intelligence and commonsense	Undertakes analysis and draws accurate conclusions based on evidence. Thinks laterally, identifies and implements improved work practices.	Researches and analyses information and draws accurate conclusions based on evidence; analyses and interprets information to inform decision makers. Anticipates issues and problems which could impact on designated tasks; identifies risks and uncertainties of processes and tasks. Actively participates in decision making. Thinks laterally; is innovative; identifies and implements improved work practices. Identifies potential solutions for key problems.

Note: DAFF Band 1 covers: Policy and Technical Stream Work Levels 1 – 4; Veterinary Stream Work Level 1; Science Stream Work Level 1.

The Capability Framework – Individual View – APS 1 – 4 or DAFF Band 1 (cont)

Achieves Results – APS 1 – 4 or DAFF Band 1

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Builds organisational capability and responsiveness	Reviews task performance and Communicates outcomes to supervisor. Makes effective use of individual and team capabilities. Is responsive to changes in requirements.	Identifies key individuals who need to be involved; makes effective use of team and individual capabilities. Monitors task progress against performance expectations to ensure deadlines are met; communicates outcomes to supervisor. Reschedules and reorganises work to reflect changes in priority.
Marshals professional expertise	Contributes own expertise to achieve outcomes for the business unit.	Applies and develops capabilities to meet performance expectations; demonstrates knowledge of the features of new programmes, products or services relevant to the position; contributes own expertise for the benefit of the business unit.
Steers and implements change and deals with uncertainty	Establishes task plans and simple project plans with measurable milestones to deliver objectives. Responds in a positive and flexible manner to change. Shares information with others and adapts to a changing environment.	Constructs task plans and simple project plans with measurable milestones to deliver objectives. Demonstrates flexibility and copes effectively with day-to-day work changes, shifting priorities and periods of uncertainty. Shares appropriate information with colleagues during times of change; responds to change under guidance from supervisor.
Ensures closure and delivers on intended results	Sees tasks through to completion. Works within agreed priorities. Commits to achieving quality outcomes and adheres to documentation procedures. Seeks feedback from supervisor to gauge satisfaction and seeks guidance when required.	Regularly seeks feedback from supervisor to gauge their satisfaction and incorporates this feedback into the performance of new tasks. Adheres to documentation procedures; uses, and encourages others to use appropriate information management systems to keep information up to date; sees tasks through to completion. Works to agreed priorities, outcomes, time constraints and assigned resources; assists with monitoring projects against plans and is responsive to changes in requirements.

Note: DAFF Band 1 covers: Policy and Technical Stream Work Levels 1 – 4; Veterinary Stream Work Level 1; Science Stream Work Level 1.

The Capability Framework – Individual View – APS 1 – 4 or DAFF Band 1 (cont)

Cultivates Productive Working Relationships – APS 1 – 4 or DAFF Band 1

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Nurtures internal and external relationships	Builds and sustains positive relationship with team members and clients. Is responsive to changes in client needs and expectations.	Develops and maintains positive relationships with team members. Builds and sustains relationships; liaises with team members, other teams, colleagues and clients. Is responsive to changes in client needs; manages client expectations by clarifying expectations and deadlines; keeps clients informed on progress; provides courteous, prompt and professional service to clients.
Facilitates cooperation and partnerships	Actively listens to colleagues and clients. Shares information and ensures others are kept informed of issues. Works collaboratively and operates as an effective team member.	Operates as an effective member of the team; works collaboratively. Actively listens to colleagues and clients; supports team members; is aware of the contributions made by other people. Shares information with own team and seeks input from others; contributes to team discussions and planning; ensures people are kept informed of progress and issues.
Values individual differences and diversity	Recognises the positive benefits that can be gained from diversity. Recognises the different working styles of individuals, and factors this into the management of tasks. Tries to see things from different perspectives. Treats people with respect and courtesy.	Recognises the differing working styles of individuals and factors this into the management of tasks. Recognises that others have different views and experiences. Tries to see things from the other person's perspective. Maintains an awareness of the personalities, motivations and other diverse qualities of people; treats people with respect and courtesy.
Guides, mentors and develops people	Identifies learning opportunities. Makes time for people and supports the contribution of others. Understands and acts on constructive feedback.	Makes time for people and supports the contribution of others. Actively requests coaching from supervisor or peers; identifies development opportunities for self and shares learning with others. Congratulates people on achievements. Understands and acts on constructive feedback.

Note: DAFF Band 1 covers: Policy and Technical Stream Work Levels 1 – 4; Veterinary Stream Work Level 1; Science Stream Work Level 1.

The Capability Framework – Individual View – APS 1 – 4 or DAFF Band 1 (cont)

Exemplifies Personal Drive and Integrity – APS 1 – 4 or DAFF Band 1

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Demonstrates public service professionalism and probity	Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the work area in internal forums.	Adheres to the APS Values and Code of Conduct and consistently behaves in an honest, ethical and professional way. Treats people fairly and equitably and is transparent in dealings with them. Makes decisions for the corporate good without favouritism or bias; places the aims of the organisation above personal ambitions. Understands and complies with legislative, policy and regulatory frameworks. Operates in a professional manner when representing the work area in internal forums.
Engages with risk and shows personal courage	Provides accurate advice on issues. Acknowledges mistakes and learns from them, and seeks guidance and advice when required.	Listens when own ideas are challenged. Provides accurate advice to colleagues and clients; checks and confirms the accuracy of information prior to release. Takes responsibility for mistakes and learns from them; acknowledges when in the wrong. Seeks advice and assistance from colleagues and supervisor when uncertain.
Commits to action	Takes personal responsibility for accurate completion of work and seeks guidance when required. Shows initiative and does what is required. Commits energy and drive to see that goals are achieved.	Takes personal responsibility for accurate completion of work and seeks guidance when required; takes the initiative to progress work when required. Gets on with the job at hand and applies self with energy and drive; commits to meeting the objectives; follows up to ensure that issues are finalised. Recognises the issues impacting on the achievement of desired outcomes.
Displays resilience	Focuses on achieving objectives even in difficult circumstances. Remains positive and responds to pressure in a calm manner.	Maintains effective performance levels even in challenging or difficult circumstances. Works to achieve objectives. Maintains an optimistic outlook and focuses on the positives in difficult situations; supports a positive working environment. Stays calm under pressure; does not react personally to criticism.
Demonstrates self awareness and a commitment to personal development	Seeks feedback from others. Communicates areas of strengths and works with supervisor to identify development needs. Reflects on own behaviour and recognises the impact on others. Seeks self-development opportunities.	Reflects on own behaviours and work style and is aware of how they impact on others. Seeks self-development opportunities; is willing to learn new approaches and acquire new capabilities; applies new knowledge in the workplace. Communicates areas of strength, works with supervisor to identify individual developmental requirements needed to complete assigned tasks. Agrees own performance standards with supervisor; seeks feedback on behaviour and work performance from supervisor, and is responsive to guidance. Reviews performance and identifies strengths as well as development needs.

Note: DAFF Band 1 covers: Policy and Technical Stream Work Levels 1 – 4; Veterinary Stream Work Level 1; Science Stream Work Level 1.

The Capability Framework – Individual View – APS 1 – 4 or DAFF Band 1 (cont)

Communicates with Influence – APS 1 – 4 or DAFF Band 1

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Communicates clearly	Confidently presents messages in a clear, concise manner. Focuses on key points and uses appropriate language. Structures written and oral communication to ensure clarity.	Focuses on clear communication of key points. Limits the use of jargon and abbreviations; explains information using language appropriate for the audience. Presents messages confidently. Structures messages clearly and succinctly, both orally and in writing.
Listens, understands and adapts to audience	Seeks to understand the audience and tailors communication style and message accordingly. Listens carefully to others and checks to ensure their views have been understood. Checks own understanding of others' comments.	Adjusts presentation style on the basis of nonverbal cues. Maximises personal communication strengths and takes into account shortcomings. Focuses on gaining a clear understanding of others' comments by listening and asking clarifying questions; checks to ensure their own views have been understood. Understands the key concerns of the audience. Tailors communication style and language according to the needs of individuals or the audience.
Negotiates persuasively	Listens to, and considers different ideas and discusses issues credibly and thoughtfully. Identifies other people's expectations and concerns.	Listens to differing ideas and views to develop a clear understanding of the issues. Discusses issues credibly and thoughtfully without getting personal or aggressive. Identifies relevant stakeholders. Identifies other people's expectations and concerns.

Note: DAFF Band 1 covers: Policy and Technical Stream Work Levels 1 – 4; Veterinary Stream Work Level 1; Science Stream Work Level 1.

The Capability Framework – Individual View – APS 5 – 6 or DAFF Band 2

Shapes Strategic Thinking – APS 5 – 6 or DAFF Band 2

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Inspires a sense of purpose and direction	<p>Understands, supports and promotes Agriculture, Fisheries and Forestry’s vision, mission and portfolio objectives.</p> <p>Identifies the relationship between organisational goals and operational tasks.</p> <p>Clearly communicates goals and objectives to others.</p> <p>Understands, supports and communicates the reasons for decisions and recommendations.</p>	<p>Communicates with others regarding the purpose of their work; identifies the relationship between organisational goals and operational tasks and clarifies this for their team.</p> <p>Understands, supports and promotes the organisation’s vision, mission and business objectives; sets appropriate direction for the team in line with broader objectives.</p> <p>Supports and communicates the reasons for decisions and recommendations to others; clarifies expectations regarding key deliverables.</p>
Focuses Strategically	<p>Understands the work environment and initiates and develops team goals, strategies and work plans.</p> <p>Identifies broader factors, trends and influences that may impact on the team’s work objectives.</p> <p>Considers the ramifications of issues and longer-term impact of own work and work area.</p>	<p>Demonstrates an awareness of the implications of issues for own work and work area.</p> <p>Thinks about the future and considers the longer-term implications of own work.</p> <p>Understands the strategic objectives of the organisation; identifies broader factors, trends and influences that may impact on achievement of work objectives; initiates, develops plans, strategies and team goals.</p>
Harnesses information and opportunities	<p>Gathers and investigates information from diverse sources and explores new ideas and different viewpoints.</p> <p>Uses experience to analyse what information is important and how it should be used.</p> <p>Maintains an awareness of the organisation and keeps self and others well informed on work issues and finds out about best practice approaches.</p>	<p>Sources information on best practice approaches adopted in both the public and private sectors.</p> <p>Scans the organisational environment; monitors the corporate priorities, and business context of the organisation; keeps self and others well informed on work issues.</p> <p>Gathers and investigates information from a variety of sources; uses experience and judgement to analyse what information is important; works within agreed guidelines to make decisions about the use and dissemination of information; explores new ideas with an open mind.</p>
Shows judgement, intelligence and commonsense	<p>Undertakes objective, systematic analysis and draws accurate conclusions based on evidence.</p> <p>Recognises the links between interconnected issues.</p> <p>Identifies problems and works to resolve them.</p> <p>Thinks laterally, identifies, implements and promotes improved work practices.</p>	<p>Researches and analyses information to identify relationships between factors; draws accurate conclusions based on evidence; analyses and interprets information to inform decision makers.</p> <p>Identifies issues and problems and works to resolve them; identifies risks and uncertainties and takes account of these in planning, decision-making and priority setting.</p> <p>Actively participates in decision making and incorporates outcomes of decision-making into work plans; encourages participation in decision-making.</p> <p>Thinks laterally; is innovative; identifies, implements and promotes improved work practices.</p> <p>Selects the best option from a range of potential solutions for key problems.</p>

Note: DAFF Band 2 covers: Policy and Technical Stream Work Levels 5 – 6; Veterinary Stream Work Level 2; Science Stream Work Level 2.

The Capability Framework – Individual View – APS 5 – 6 or DAFF Band 2 (cont)

Achieves Results – APS 5 – 6 or DAFF Band 2

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Builds organisational capability and responsiveness	Reviews project performance and identifies opportunities for improvement. Makes effective use of individual and team capabilities and negotiates responsibility for work outcomes. Is responsive to changes in requirements.	Identifies key individuals who need to be involved; makes effective use of team and individual capabilities and negotiates responsibilities for work outcomes. Evaluates project performance, identifies need for change and initiates change when required. Reschedules and reorganises work to reflect changes in priority.
Marshals professional expertise	Values specialist expertise and capitalises on the knowledge and skills of others within the organisation. Contributes own expertise to achieve outcomes for the business unit.	Consults internal experts; taps into their technical and professional knowledge and experience to improve work outcomes for the business unit. Applies and develops capabilities to meet performance expectations; contributes own expertise for the benefit of the business unit; encourages others to draw upon this knowledge.
Steers and implements change and deals with uncertainty	Establishes clear plans and timeframes for project implementation. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt.	Constructs project plans that have clear and appropriate milestones, goals, timeframes and budgets. Deals positively with uncertainty and copes effectively in an environment characterised by change; determines a course of action despite a lack of clarity. Shares appropriate information with colleagues during times of change; helps others adapt to ensure a smooth transition.
Ensures closure and delivers on intended results	Sees projects through to completion. Monitors project progress and adjusts plans as required. Commits to achieving quality outcomes and adheres to documentation procedures. Seeks feedback from supervisor to gauge satisfaction.	Regularly seeks feedback from supervisor to gauge their satisfaction; ensures work is delivered to a high standard. Maintains focus on quality to achieve outcomes; adheres to documentation procedures; uses, and encourages others to use appropriate information management systems to keep information up to date; sees projects through to completion. Monitors projects against plans; manages priorities and agrees adjustments to milestones as required.

Note: DAFF Band 2 covers: Policy and Technical Stream Work Levels 5 – 6; Veterinary Stream Work Level 2; Science Stream Work Level 2.

The Capability Framework – Individual View – APS 5 – 6 or DAFF Band 2 (cont)

Cultivates Productive Working Relationships – APS 5 – 6 or DAFF Band 2

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Nurtures internal and external relationships	Builds and sustains positive relationships with team members, stakeholders and clients. Proactively offers assistance for a mutually beneficial relationship. Anticipates and is responsive to client and stakeholder needs and expectations.	Develops and maintains a network with others internally and externally. Builds and sustains relationships; liaises with a range of stakeholders including team members, other teams, colleagues and clients. Offers reciprocal assistance in achieving mutually beneficial outcomes. Anticipates and is responsive to changes in client and stakeholder needs; provides courteous, prompt and professional service to clients.
Facilitates cooperation and partnerships	Actively listens to staff, colleagues, clients and stakeholders. Involves others and recognises their contributions. Consults and shares information and ensures others are kept informed of issues. Works collaboratively and operates as an effective team member.	Operates as an effective member of the team; works collaboratively; draws on team strengths. Actively listens to staff, colleagues, clients and stakeholders; involves others and recognises the contributions made by other people. Consults and shares information with own team and seeks input from others; consults other team members prior to making decisions that affect them; ensures people are kept informed of progress and issues.
Values individual differences and diversity	Recognises the positive benefits that can be gained from diversity. Encourages the exploration of diverse views and harnesses the benefits of such views. Recognises the different working styles of individuals, and factors this into the management of people and tasks. Tries to see things from different perspectives. Treats people with respect and courtesy.	Recognises the differing working styles of individuals and factors this into the management of people and tasks. Recognises that others have different views and experiences; explores their contributions and encourages the exploration of diverse views. Tries to see things from the other person's perspective. Maintains an awareness of the personalities, motivations and other diverse qualities of people, and uses this to enhance interactions; treats people with respect and courtesy.
Guides, mentors and develops people	Identifies learning opportunities for others and delegates tasks effectively. Agrees clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Provides constructive and regular feedback. Deals with underperformance promptly.	Makes time for people despite competing priorities; provides guidance and offers full support when required. Works with staff to identify areas for development; encourages staff to engage in development opportunities; proactively requests coaching from supervisor or peers; identifies development opportunities for self and shares learning with others. Delegates tasks effectively; balances workloads amongst team members and provides appropriate guidance to team. Congratulates people on achievements and gives timely recognition for good performance. Provides constructive and regular feedback. Agrees on performance standards with staff and conducts regular reviews; addresses under-performance promptly, identifies causes and agrees on improvement targets.

Note: DAFF Band 2 covers: Policy and Technical Stream Work Levels 5 – 6; Veterinary Stream Work Level 2; Science Stream Work Level 2.

The Capability Framework – Individual View – APS 5 – 6 or DAFF Band 2 (cont)

Exemplifies Personal Drive and Integrity – APS 5 – 6 or DAFF Band 2

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Demonstrates public service professionalism and probity	Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in internal forums.	Adheres to the APS Values and Code of Conduct and consistently behaves in an honest, ethical and professional way. Treats people fairly and equitably and is transparent in dealings with them. Makes decisions for the corporate good without favouritism or bias; places the aims of the organisation above personal ambitions. Understands and complies with legislative, policy and regulatory frameworks. Operates in a professional manner when representing the organisation in internal forums.
Engages with risk and shows personal courage	Provides impartial and forthright advice. Challenges issues constructively and justifies own position when challenged. Acknowledges mistakes and learns from them, and seeks guidance and advice when required.	Listens when own ideas are challenged, and can justify own position and actions. Constructively challenges issues; discusses alternatives to find a way forward. Provides accurate, impartial and forthright advice to colleagues, stakeholders and clients; checks and confirms the accuracy of information prior to release. Takes responsibility for mistakes and learns from them; acknowledges when in the wrong. Seeks advice and assistance from colleagues and supervisor when uncertain.
Commits to action	Takes personal responsibility for meeting objectives and progressing work. Shows initiative and does what is required. Commits energy and drive to see that goals are achieved.	Takes personal responsibility for accurate completion of work within timeframes and quality requirements; takes the initiative to progress work when required. Gets on with the job at hand and applies self with energy and drive; commits to meeting the objectives; follows up to ensure that issues are finalised. Recognises and understands the issues impacting on the achievement of desired outcomes.
Displays resilience	Persists with, and focuses on achieving, objectives even in difficult circumstances. Remains positive and responds to pressure in a calm manner.	Maintains effective performance levels, even in challenging, uncertain or difficult circumstances. Demonstrates persistence and works to achieve objectives. Maintains an optimistic outlook and focuses on the positives in difficult situations; maintains a positive and balanced working environment while responding to service and implementation schedules. Stays calm under pressure; does not react personally to criticism.
Demonstrates self awareness and a commitment to personal development	Self-evaluates performance and seeks feedback from others. Communicates areas of strengths and acknowledges development needs. Reflects on own behaviour and recognises the impact on others. Shows commitment to learning and self-development.	Reflects on own behaviours and work style and understands how they impact on others and on job performance. Demonstrates commitment to self development and seeks opportunities to extend skills and knowledge, including management, leadership and supervisory skills. Communicates areas of strength, acknowledges development needs. Agrees own performance standards with supervisor; seeks feedback on behaviour and work performance from supervisor, peers and subordinates, and is responsive to guidance. Spends time critically analysing own performance and identifies strengths as well as development needs.

Note: DAFF Band 2 covers: Policy and Technical Stream Work Levels 5 – 6; Veterinary Stream Work Level 2; Science Stream Work Level 2.

The Capability Framework – Individual View – APS 5 – 6 or DAFF Band 2 (cont)

Communicates with Influence – APS 5 – 6 or DAFF Band 2

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Communicates clearly	<p>Confidently presents messages in a clear, concise and articulate manner.</p> <p>Focuses on key points and uses appropriate, unambiguous language.</p> <p>Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity.</p>	<p>Focuses on clear communication of key points.</p> <p>Limits the use of jargon and abbreviations; explains complex information using language appropriate for the audience.</p> <p>Presents messages confidently and selects the appropriate medium for conveying information.</p> <p>Structures messages clearly and succinctly, both orally and in writing.</p>
Listens, understands and adapts to audience	<p>Seeks to understand the audience and tailors communication style and message accordingly.</p> <p>Listens carefully to others and checks to ensure their views have been understood.</p> <p>Checks own understanding of others' comments and does not allow misunderstandings to linger.</p>	<p>Adjusts presentation style on the basis of subtle non-verbal cues.</p> <p>Maximises personal communication strengths and takes into account shortcomings.</p> <p>Focuses on gaining a clear understanding of others' comments by listening, asking clarifying questions and reflecting back; checks to ensure their own views have been understood.</p> <p>Understands and addresses the key concerns of the audience.</p> <p>Tailors communication style and language according to the audience's level of knowledge, skill and experience.</p>
Negotiates persuasively	<p>Approaches negotiations with a clear understanding of key issues.</p> <p>Understands the desired outcomes.</p> <p>Anticipates and identifies relevant stakeholders' expectations and concerns.</p> <p>Discusses issues credibly and thoughtfully and presents persuasive counter-arguments.</p> <p>Encourages the support of relevant stakeholders.</p>	<p>Listens to differing ideas and views to develop a clear understanding of the issues; presents persuasive counter-arguments.</p> <p>Discusses issues credibly and thoughtfully without getting personal or aggressive.</p> <p>Encourages relevant stakeholders in supporting the position.</p> <p>Anticipates and identifies other people's expectations and concerns and develops own case accordingly.</p> <p>Commences negotiations with a clear understanding of the desired outcomes.</p>

Note: DAFF Band 2 covers: Policy and Technical Stream Work Levels 5 – 6; Veterinary Stream Work Level 2; Science Stream Work Level 2.

The Capability Framework – Individual View – EL1 – EL2 or DAFF Band 3

Shapes Strategic Thinking – EL1 – EL2 or DAFF Band 3

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Inspires a sense of purpose and direction	Translates the strategy into operational goals and creates a shared sense of purpose within the Division. Engages others in the strategic direction of the work area, encourages their contribution and communicates expected outcomes.	Encourages others to provide input and comment on the strategic direction of the business unit. Communicates with others regarding the purpose of their work and the relationship between work unit objectives and organisational goals. Builds a shared sense of purpose and direction; translates the vision into shorter-term goals and objectives. Frames objectives in a meaningful way and communicates expectations of their achievement.
Focuses Strategically	Understands the Agriculture, Fisheries and Forestry’s objectives and links between the Division, organisation and whole of government agenda. Considers the ramifications of a wide range of issues, anticipates priorities and develops long-term plans for own work area.	Considers a wide range of issues and their implications for the business unit. Thinks about the future; develops long-term plans and anticipates likely priorities. Understands the organisation’s direction and how the work of own business area fits into the organisation, wider community and whole of government agenda.
Harnesses information and opportunities	Gathers and investigates information from a variety of sources, and explores new ideas and different viewpoints. Probes information and identifies any critical gaps. Maintains an awareness of the organisation, looks for recent developments that may impact on own business area and finds out about best practice approaches.	Identifies critical information gaps and asks a range of questions to uncover valuable information. Sources information on best practice approaches adopted in both the public and private sectors. Scans the internal and external environment for new trends and recent developments that are likely to affect own business area. Gathers and investigates information and alternate viewpoints from a variety of sources through formal and informal means; explores new ideas with an open mind.
Shows judgement, intelligence and commonsense	Undertakes objective, critical analysis and distils the core issues. Presents logical arguments and draws accurate conclusions. Anticipates and seeks to minimise risks. Breaks through problems and weighs up the options to identify solutions. Explores possibilities and creative alternatives.	Distils the core issues from complex information and identifies relationships between factors. Anticipates problems and takes steps to minimise or prevent them; identifies and articulates potential risks. Draws accurate conclusions and presents logical arguments that address key issues. Explores various possibilities and generates innovative alternatives. Selects the best option from a range of potential solutions; demonstrates how recommendations solve the key problems identified.

Note: DAFF Band 3 covers: Policy and Technical Stream Work Levels 7 – 9; Veterinary Stream Work Levels 3 – 5; Science Stream Work Levels 3 – 6.

The Capability Framework – Individual View – EL1 – EL2 or DAFF Band 3 (cont)

Achieves Results - EL1 – EL2 or DAFF Band 3

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Builds organisational capability and responsiveness	Evaluates ongoing project performance and identifies critical success factors. Instigates continuous improvement activities. Responds flexibly to changing demands. Builds teams with complementary skills and allocates resources in a manner that delivers results.	Builds effective teams with complementary skills. Allocates resources in a flexible manner across work area to deliver the best results for the organisation. Evaluates projects and business processes to understand critical factors for success; engages in and encourages others to contribute to continuous improvement. Responds flexibly to changing demands whilst maintaining sight of the end goal.
Marshals professional expertise	Values specialist expertise and capitalises on the knowledge within the organisation as well as consulting externally as appropriate. Manages contracts judiciously. Contributes own expertise to achieve outcomes for the business unit.	Supplements internal knowledge with technical expertise from external providers and other government organisations. Manages contracts judiciously. Consults internal and external experts; taps into their technical and professional knowledge and experience to improve work outcomes. Contributes own expertise for the benefit of the business unit; encourages others to draw upon this knowledge.
Steers and implements change and deals with uncertainty	Establishes clear plans and timeframes for project implementation and outlines specific activities. Responds in a positive and flexible manner to change and uncertainty. Shares information with others and assists them to adapt.	Constructs project plans that have clear and appropriate goals, timeframes and budgets; anticipates change and builds contingencies into plans. Deals positively with uncertainty and copes effectively in an environment characterised by change; determines a course of action despite lack of clarity. Shares appropriate information with staff and colleagues during times of change; helps others adapt to ensure a smooth transition.
Ensures closure and delivers on intended results	Strives to achieve and encourages others to do the same. Monitors progress and identifies risks that may impact on outcomes. Adjusts plans as required. Commits to achieving quality outcomes and ensures documentation procedures are maintained. Seeks feedback from stakeholders to gauge satisfaction.	Commits to targets and strives to achieve results; encourages others to do the same. Identifies and addresses risks that may impede work completion; proactively escalates issues that have not been controlled to ensure work remains on track. Regularly seeks feedback from stakeholders to gauge their satisfaction; acts to ensure work is delivered to a high standard. Maintains focus on quality to achieve key outcomes; adheres to documentation procedures and sees tasks through to completion. Monitors projects against plans; manages priorities and agrees on adjustments to milestones as required.

Note: DAFF Band 3 covers: Policy and Technical Stream Work Levels 7 – 9; Veterinary Stream Work Levels 3 – 5; Science Stream Work Levels 3 – 6.

The Capability Framework – Individual View – EL1 – EL2 or DAFF Band 3 (cont)

Cultivates Productive Working Relationships - EL1 – EL2 or DAFF Band 3

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Nurtures internal and external relationships	Builds and sustains relationships with a network of key people internally and externally. Recognises shared agendas and works toward mutually beneficial outcomes. Anticipates and is responsive to internal and external client needs.	Develops and maintains a network with others internally and externally. Builds and sustains long-term relationships; liaises with a range of stakeholders including other teams, peers and colleagues across the organisation, and in other organisations. Recognises shared agendas and works toward mutually beneficial outcomes. Anticipates the needs of clients and provides courteous, prompt and professional service to them.
Facilitates cooperation and partnerships	Brings people together and encourages input from key stakeholders. Finds opportunities to share information and ensures that others are kept informed of issues. Fosters teamwork and rewards cooperative and collaborative behaviour. Resolves conflict using appropriate strategies.	Uses appropriate strategies to resolve conflicts and address concerns quickly. Fosters teamwork by working collaboratively and cooperatively; encourages and rewards those behaviours in others. Brings people together and ensures the key stakeholders are involved in discussions; encourages people's input and seeks contribution. Consults and promotes open discussion; shares information with key stakeholders internally and externally; ensures that people in own team and upwards are kept informed of progress and issues.
Values individual differences and diversity	Recognises the positive benefits that can be gained from diversity and encourages the exploration of diverse views. Harnesses understanding of differences to anticipate reactions and enhance interactions. Recognises the different working styles of individuals, and tries to see things from different perspectives.	Discerns the differing and preferred working styles of individuals and factors this into the management of people and tasks. Recognises that others have different views and experiences, explores their contributions and capitalises on the differing perspectives. Tries to see things from the other person's perspective, anticipates their reactions and adopts strategies to address them. Maintains an awareness of the personalities, motivations and other diverse qualities of people, and uses this to enhance interactions.
Guides, mentors and develops people	Encourages and motivates people to engage in continuous learning, and empowers them by delegating tasks. Agrees clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback in a manner that gains acceptance and achieves resolution. Deals with underperformance promptly.	Makes time for people despite competing priorities; provides guidance and offers full support when required. Acts as a coach and works with people to facilitate their development; identifies development opportunities and encourages continuous learning. Delegates tasks effectively; provides clear direction and articulates parameters. Congratulates people on achievements and gives timely recognition for good performance. Provides clear, constructive and timely feedback (both positive and negative) in a manner that encourages learning and achieves any required resolution. Agrees on performance standards and conducts regular reviews; addresses under-performance promptly, identifies causes and agrees on improvement targets.

Note: DAFF Band 3 covers: Policy and Technical Stream Work Levels 7 – 9; Veterinary Stream Work Levels 3 – 5; Science Stream Work Levels 3 – 6.

The Capability Framework – Individual View – EL1 – EL2 or DAFF Band 3 (cont)

Exemplifies Personal Drive and Integrity - EL1 – EL2 or DAFF Band 3

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Demonstrates public service professionalism and probity	Adopts a principled approach and adheres to the APS Values and Code of Conduct. Acts professionally and impartially at all times and operates within the boundaries of organisational processes and legal and public policy constraints. Operates as an effective representative of the organisation in public and internal forums.	Adheres to the APS Values and Code of Conduct and consistently behaves in an honest, ethical and professional way. Treats people fairly and equitably and is transparent in dealings with them. Makes decisions for the corporate good without favouritism or bias; places the aims of the organisation above personal ambitions. Understands, and operates within, legal and public policy constraints and limitations. Operates in a professional manner when representing the organisation in public and internal forums.
Engages with risk and shows personal courage	Provides impartial and forthright advice. Challenges important issues constructively, stands by own position and supports others when required. Acknowledges mistakes and learns from them, and seeks guidance and advice when required.	Listens when own ideas are challenged; stands own ground and supports others when appropriate. Challenges issues and raises objections constructively; discusses alternatives to find a way forward. Provides impartial and forthright advice. Takes responsibility for mistakes and learns from them; acknowledges when in the wrong. Seeks advice and assistance from colleagues and managers when uncertain.
Commits to action	Takes personal responsibility for meeting objectives and progressing work. Shows initiative and proactively steps in and does what is required. Commits energy and drive to see that goals are achieved.	Takes the initiative, progresses work, and engages in additional tasks as required. Works to get results; shows energy and drive; commits to meeting objectives. Recognises and seeks to resolve issues impacting on the achievement of desired outcomes.
Displays resilience	Persists and focuses on achieving objectives even in difficult circumstances. Remains positive and responds to pressure in a controlled manner. Maintains momentum and sustains effort despite criticism or setbacks.	Sustains high levels of effort and energy following a setback, maintains momentum and continues to move forward. Demonstrates persistence, adapts approach when required and works hard to achieve objectives. Maintains an optimistic outlook and focuses on the positives in difficult situations. Withstands criticism from stakeholders and maintains composure when under pressure.
Demonstrates self awareness and a commitment to personal development	Critically analyses own performance and seeks feedback from others. Confidently communicates strengths and acknowledges development needs. Acts on negative feedback to improve performance. Reflects on own behaviour and recognises the impact on others. Shows strong commitment to learning and self-development, and embraces challenging new opportunities.	Reflects on own behaviours and work style and considers how they impact on others and on job performance. Demonstrates commitment to self-development; steps out of own comfort zone and embraces challenging opportunities for growth. Confidently communicates areas of strength, and acknowledges development needs. Seeks feedback regarding performance; acts on feedback to achieve continual improvement. Spends time critically analysing own performance and identifies strengths as well as development needs.

Note: DAFF Band 3 covers: Policy and Technical Stream Work Levels 7 – 9; Veterinary Stream Work Levels 3 – 5; Science Stream Work Levels 3 – 6.

The Capability Framework – Individual View – EL1 – EL2 or DAFF Band 3 (cont)

Communicates with Influence - EL1 – EL2 or DAFF Band 3

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Communicates clearly	<p>Confidently presents messages in a clear, concise and articulate manner.</p> <p>Translates information for others, focusing on key points and using appropriate, unambiguous language.</p> <p>Selects the most appropriate medium for conveying information and structures written and oral communication to ensure clarity.</p>	<p>Translates information for others and focuses on clearly communicating key points.</p> <p>Limits the use of jargon and abbreviations; explains complex information using language appropriate for the audience.</p> <p>Presents messages confidently and selects the appropriate medium for maximum effect.</p> <p>Structures messages clearly and succinctly, both orally and in writing.</p>
Listens, understands and adapts to audience	<p>Seeks to understand the audience and tailors communication style and message accordingly.</p> <p>Listens carefully to others and checks to ensure their views have been understood.</p> <p>Anticipates reactions and is prepared to respond.</p> <p>Checks own understanding of others' comments and does not allow misunderstandings to linger.</p>	<p>Adjusts presentation style on the basis of subtle nonverbal cues.</p> <p>Maximises personal communication strengths and takes into account shortcomings.</p> <p>Focuses on gaining a clear understanding of others' comments by listening, asking clarifying questions and reflecting back.</p> <p>Anticipates others' reactions and is prepared to respond.</p> <p>Tailors communication style and language according to the audience's level of knowledge, skill and experience.</p>
Negotiates persuasively	<p>Approaches negotiations with a strong grasp of the key issues, having prepared well in advance.</p> <p>Understands the desired objectives and associated strengths and weaknesses.</p> <p>Anticipates the position of the other party, and adapts approach accordingly.</p> <p>Encourages the support of relevant stakeholders.</p> <p>Encourages debate and identifies common ground to facilitate agreement and acceptance of mutually beneficial solutions.</p>	<p>Encourages debate and seeks to develop a clear understanding about conflicting issues.</p> <p>Puts forward a case firmly, without getting personal or aggressive.</p> <p>Encourages relevant stakeholders in supporting the position.</p> <p>Anticipates the stance of other parties in advance and positions own case accordingly; identifies common ground.</p> <p>Develops a convincing argument, and presents the rationale with solid supporting evidence.</p>

Note: DAFF Band 3 covers: Policy and Technical Stream Work Levels 7 – 9; Veterinary Stream Work Levels 3 – 5; Science Stream Work Levels 3 – 6.

The Capability Framework – Individual View – Senior Executive Service

Shapes Strategic Thinking – Senior Executive Service

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Inspires a sense of purpose and direction	<p>Champions the Agriculture, Fisheries and Forestry’s vision, mission and portfolio objectives and unifies Divisions with the strategic direction.</p> <p>Helps create organisational strategies that are aligned with government objectives and likely future requirements.</p> <p>Encourages others’ input and communicates expected outcomes from organisational strategies.</p>	<p>Champions the vision and communicates the way forward; encourages others’ input to strategic plans.</p> <p>Contributes to the development of organisational strategies that are linked with government objectives and are focused on the future; cascades this vision through the organisation.</p> <p>Builds a sense of shared purpose and direction by actively promoting the vision and creating alignment between organisational units and strategy.</p> <p>Steers the vision through the organisation; communicates the parameters and expectations surrounding the strategy.</p>
Focuses Strategically	<p>Understands the Agriculture, Fisheries and Forestry’s current and potential future role within society.</p> <p>Considers multiple perspectives when assessing the ramifications of key issues and develops solutions with long-term viability for the organisation and society.</p> <p>Provides advice to government that reflects analysis of a broad range of issues.</p> <p>Considers emerging trends, identifies long-term opportunities and balances organisational requirements with desired whole of government outcomes.</p>	<p>Applies a broad view that balances organisational requirements with desired whole of government outcomes.</p> <p>Positions advice to government in a broad context, with reference to stakeholder interests and the whole of government agenda.</p> <p>Focuses on the future and seeks to improve the organisation’s ongoing capacity to deliver outcomes for society.</p> <p>Considers multiple perspectives when contemplating the impact of key issues and develops solutions with consideration of their long-term viability for the organisation and community.</p> <p>Thinks conceptually about long-term opportunities and contemplates a wide range of strategic options in conjunction with emerging trends.</p> <p>Conceptualises the role of the organisation in society and considers community expectations.</p>
Harnesses information and opportunities	<p>Draws on information and alternate viewpoints and monitors information channels to understand new issues of importance to the government.</p> <p>Monitors change in the environment.</p> <p>Positions the organisation to seize opportunities and minimise threats.</p> <p>Addresses any critical information gaps.</p> <p>Uses knowledge of the organisation to tailor approaches to different issues.</p> <p>Recognises the opportunities offered through whole of government approaches and seeks to realise them.</p>	<p>Recognises the opportunities available through whole of government and seeks to realise them.</p> <p>Understands the cultural, social, historical and political factors affecting the organisation; uses this knowledge to tailor different approaches to issues.</p> <p>Identifies critical information gaps, and ensures required information is obtained.</p> <p>Investigates and applies contemporary best practice approaches in both public and private organisations, nationally and internationally.</p> <p>Recognises and is sensitive to changes in the internal and external environments; uses resulting information to position the organisation to capitalise on emerging opportunities and minimise threats.</p> <p>Draws on information and alternative viewpoints from a variety of sources; monitors information channels such as the media, the Internet and Hansard to understand new issues of importance to the government.</p> <p>Explores new ideas with an open mind.</p>

The Capability Framework – Individual View – Senior Executive Service (cont)

Shapes Strategic Thinking – Senior Executive Service (cont)

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Shows judgement, intelligence and commonsense	Engages in high-level critical thinking to identify links and discern the critical issues. Identifies the implications for the organisation and applies effective judgement to develop solutions. Anticipates long-term and strategic risks, addresses them quickly and helps others to recognise them. Capitalises on innovative alternatives to resolve complex problems.	Engages in high-level critical thinking to identify the links and connections between complex issues; discerns the key implications for the organisation. Anticipates problems and addresses them quickly, develops strategies and thinks through contingencies to manage long- term and strategic risks. Weighs up options and applies sound judgement to develop realistic solutions for the organisation. Generates innovative solutions to effectively resolve complex problems that may not have been experienced previously. Works effectively in situations of ambiguity and with issues that cannot be immediately resolved.

Note: Senior Executive Service covers: SES Bands 1 – 3.

The Capability Framework – Individual View – Senior Executive Service (cont)

Achieves Results – Senior Executive Service

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Builds organisational capability and responsiveness	<p>Focuses on activities that support organisational sustainability. Nurtures talent and engages in succession planning. Facilitates information accessibility and sharing.</p> <p>Seeks operational efficiency, streamlines and adapts processes. Investigates ways to improve effectiveness by harnessing technology and implementing continuous improvement activities.</p> <p>Engages in flexible resource management and looks beyond the organisation's boundaries to achieve the optimum resourcing combination.</p>	<p>Implements strategies to achieve operational efficiencies; integrates and streamlines processes to maximise effectiveness.</p> <p>Attracts and recruits talent; engages in succession planning to nurture talent and contribute to organisational sustainability.</p> <p>Engages in flexible resource management; looks beyond the organisation's boundaries to identify optimum resourcing combinations.</p> <p>Challenges the status quo by looking for ways to improve effectiveness; harnesses the potential of technology and implements continuous improvement activities.</p> <p>Facilitates information accessibility and sharing to create knowledge management strategies.</p>
Marshals professional expertise	<p>Integrates professional expertise into the organisation to improve overall performance and delivery of organisational outcomes.</p> <p>Manages contracts judiciously.</p> <p>Actively ensures relevant professional input from others is obtained and shares own experience.</p>	<p>Strikes a balance between utilising external expertise and internal knowledge and experience. Supplements internal knowledge with technical expertise from external providers and other government organisations.</p> <p>Manages contracts judiciously.</p> <p>Consults internal experts; taps into their technical and professional knowledge and experience to improve organisational outcomes.</p> <p>Contributes own expertise for the benefit of the organisation; encourages others to draw upon this knowledge.</p>
Steers and implements change and deals with uncertainty	<p>Drives the change agenda, defines high-level objectives and ensures translation into practical implementation strategies.</p> <p>Coordinates projects across multiple agencies.</p> <p>Recognises the constant nature of change and maintains flexibility.</p> <p>Secures stakeholder commitment to change and maintains open communication channels during the change process.</p>	<p>Coordinates projects across multiple organisations.</p> <p>Drives the change agenda and creates an organisation that can shift focus quickly.</p> <p>Adopts a planned approach to the management of programs; develops organisational plans that define required outcomes.</p> <p>Accepts and embraces the ongoing nature of change; maintains a flexible approach to achieve organisational objectives.</p> <p>Identifies key stakeholders and seeks their commitment to change; shares relevant information to facilitate an effective change process.</p>
Ensures closure and delivers on intended results	<p>Drives a culture of achievement, and fosters a quality focus in the organisation.</p> <p>Ensures that ideas and intended actions become reality and that planned projects result in expected outputs.</p> <p>Enables the achievement of outcomes by identifying and removing potential barriers to success.</p> <p>Keeps stakeholders informed of progress and any issues that arise.</p>	<p>Commits to targets and strives to achieve results; encourages others to do the same.</p> <p>Identifies and seeks to remove barriers to achieving desired organisational outcomes.</p> <p>Adopts a 'no surprises' policy; ensures that key stakeholders are kept appropriately informed of progress.</p> <p>Fosters a quality focus across the organisation and accepts accountability for achieving agreed outcomes.</p> <p>Reviews the progress of key programs and stays focused on achieving outcomes.</p>

Note: Senior Executive Service covers: SES Bands 1 – 3.

The Capability Framework – Individual View – Senior Executive Service (cont)

Cultivates Productive Working Relationships – Senior Executive Service

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Nurtures internal and external relationships	Builds and sustains relationships that provide a rich intelligence network. Establishes an effective working relationship with the Minister. Encourages stakeholders to work together, and establishes cross- agency approaches to address issues. Shows a commitment to client service through own actions and those of the organisation.	Proactively builds cross-agency relationships; establishes cross-agency approaches to address issues. Establishes and sustains relationships that deliver an intelligence network. Builds effective working relationships with Ministers; seeks to understand their needs and expectations. Encourages key stakeholders to work together; recognises, and capitalises on, opportunities for mutual benefit. Takes steps to ensure the provision of prompt, efficient and responsive client service personally, and through the activities of the organisation.
Facilitates cooperation and partnerships	Consults broadly to obtain buy-in and recognises when input is required. Communicates the importance of consultation with stakeholders to others. Overcomes organisational silos by facilitating cooperation between organisations. Engages the Minister’s Office on key issues. Personally manifests strong interpersonal relations and rewards cooperative and collaborative behaviour. Anticipates and resolves conflict.	Communicates the importance of consulting with key stakeholders; recognises when input is required. Overcomes organisational silos; facilitates cooperation between organisations by sharing information. Anticipates conflict and uses appropriate strategies to resolve conflict when it arises; bridges differences in understanding between key stakeholders. Models effective team working behaviours; works collaboratively and cooperatively and rewards those behaviours in others. Engages the Minister’s office on key issues; facilitates others’ relationships with the Minister. Consults broadly to obtain buy-in; shares information and facilitates the exchange of information by maintaining open communication channels.
Values individual differences and diversity	Communicates the value of harnessing diversity for the organisation. Capitalises on the positive benefits that can be gained from diversity and harnesses different viewpoints. Uses understanding of differences to anticipate reactions and enhance the operation of the organisation. Recognises the different working styles of individuals, anticipates reactions and tries to see things from different perspectives.	Acts as a positive role model by proactively communicating the value and importance of capitalising on diversity for the organisation. Discerns the differing and preferred working styles of individuals and uses this information to enhance the operation of the organisation. Capitalises on the diversity present in the organisation; harnesses different viewpoints. Anticipates when different stakeholders may clash due to differing views, cultural perspectives or drivers; adopts strategies to address these. Maintains an awareness of the personalities, motivations and other diverse qualities of people, and uses this to enhance interactions.

The Capability Framework – Individual View – Senior Executive Service (cont)

Cultivates Productive Working Relationships – Senior Executive Service (cont)

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
<p>Guides, mentors and develops people</p>	<p>Identifies and develops talent. Encourages and motivates people to engage in continuous learning, and empowers them by delegating responsibility for work. Sets clear performance standards and gives timely praise and recognition. Makes time for people and offers full support when required. Delivers constructive feedback and manages underperformance. Offers support in times of high pressure. Celebrates success and engages in activities to maintain morale.</p>	<p>Engages in activities to maintain optimism and enthusiasm; implements formal and informal team-building activities. Assists people in managing their time and emotional response when under high levels of pressure. Makes time for people despite competing priorities, particularly when people are challenged or during difficult times. Identifies and nurtures talent; provides talented people with access to targeted and stretching development opportunities. Delegates responsibility for work appropriately and provides people with opportunities to take ownership; provides people with the opportunity to build their capability. Celebrates success; acknowledges and rewards achievements. Provides clear, constructive and timely feedback (both positive and negative) in a manner that encourages learning and achieves any required resolution. Sets performance standards and conducts regular reviews; identifies and constructively addresses under-performance.</p>

Note: Senior Executive Service covers: SES Bands 1 – 3.

The Capability Framework – Individual View – Senior Executive Service (cont)

Exemplifies Personal Drive and Integrity – Senior Executive Service

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Demonstrates public service professionalism and probity	<p>Adheres to and promotes the APS Values, the Code of Conduct and aligns business processes accordingly.</p> <p>Addresses breaches of protocol and probity.</p> <p>Operates professionally and within the boundaries of organisational processes and legal and public policy constraints.</p> <p>Represents the organisation effectively in public and internal forums, and advocates the corporate agenda.</p>	<p>Aligns business processes with the APS Values.</p> <p>Leads by example and maintains high standards of professionalism and impartiality; expects and encourages team and colleagues to apply the same high standards.</p> <p>Adheres to the APS Values and Code of Conduct and consistently behaves in an honest, ethical and professional way; addresses breaches of protocol and probity in an appropriate manner.</p> <p>Treats people fairly and equitably and is transparent in dealings with them.</p> <p>Makes decisions for the corporate good without favouritism or bias; places the aims of the organisation above personal ambitions.</p> <p>Understands and operates within legal and public policy constraints and limitations.</p> <p>Represents the organisation in public forums; appropriately supports and promotes the organisation's agenda.</p> <p>Presents a united leadership voice; supports other leaders.</p>
Engages with risk and shows personal courage	<p>Acts as a role model for leadership courage by consistently raising critical and difficult issues.</p> <p>Provides impartial and forthright advice.</p> <p>Is prepared to make tough corporate decisions to achieve desired outcomes.</p> <p>Accepts accountability for mistakes made in the organisation and ensures corrective action is taken.</p> <p>Seeks guidance and advice when required.</p>	<p>Acts as a role model for leadership courage by adopting a principled stance on important issues.</p> <p>Makes tough corporate decisions that are in the best interests of the government (even when these may not be popular).</p> <p>Encourages and contributes to debate on own ideas and the ideas of others, stands own ground and supports others when appropriate.</p> <p>Confronts difficult issues and challenges the position of others, including the Minister when appropriate; engages in constructive debate to address the issues.</p> <p>Provides forthright and impartial advice in a constructive manner that facilitates the achievement of government outcomes.</p> <p>Takes ownership for decisions and accepts responsibility when things go wrong; learns from mistakes.</p> <p>Seeks advice and guidance; admits to not always knowing the answer to a question.</p>
Commits to action	<p>Acts decisively to ensure strategies are implemented and issues are addressed.</p> <p>Demonstrates personal drive, focus and energy. Galvanises others to act.</p> <p>Commits to getting the job done.</p> <p>Maintains control and initiates urgent action to resolve issues when required.</p>	<p>Strives to achieve targets and maintains focus on long-term outcomes: does not give up and modifies approach to achieve targets for the organisation.</p> <p>Is prepared to commit to a decision without all of the information; takes responsibility for issues that are escalated.</p> <p>Shows drive, energy and initiative; gets involved and galvanises others to act to deliver key results for the organisation.</p> <p>Maintains control and initiates urgent action and is responsive when there are significant issues to address.</p>

The Capability Framework – Individual View – Senior Executive Service (cont)

Exemplifies Personal Drive and Integrity – Senior Executive Service (cont)

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Displays resilience	<p>Persists and focuses on achieving organisational objectives throughout periods of extreme pressure.</p> <p>Monitors own emotional reactions and responds to pressure in a controlled manner.</p> <p>Retains focus on the end goal and overcomes significant barriers and obstacles.</p> <p>Rapidly recovers from setbacks.</p> <p>Displays a positive outlook in difficult situations.</p>	<p>Quickly recovers from setbacks and maintains momentum; sustains high levels of effort toward the achievement of outcomes.</p> <p>Demonstrates tenacity and persists with initiatives; copes with extreme and changing demands from numerous stakeholders and maintains focus on objectives.</p> <p>Maintains an optimistic outlook and focuses on the positives in difficult situations.</p> <p>Stays in control of emotions and does not react negatively to stress or pressure; remains relaxed, composed and focused during a crisis.</p>
Demonstrates self awareness and a commitment to personal development	<p>Demonstrates a high level of self-awareness and acts as a role model by openly communicating strengths and development needs.</p> <p>Uses self-insight to identify areas in which own capabilities complement other people's.</p> <p>Is open to feedback and is responsive in adjusting behaviour.</p> <p>Strives for continual learning.</p>	<p>Capitalises on the varying strengths of individuals, identifies areas in which own strengths/weaknesses complement those of colleagues, and adjusts behaviours to capitalise on these.</p> <p>Strives for continual learning; identifies new challenges to extend experience.</p> <p>Acts as a role model to create an environment where individuals openly discuss their strengths and development needs.</p> <p>Regularly seeks feedback on performance; translates negative feedback into actions for improvement.</p> <p>Displays self-insight and is highly aware of own strengths and limitations.</p>

Note: Senior Executive Service covers: SES Bands 1 – 3.

The Capability Framework – Individual View – Senior Executive Service (cont)

Communicates with Influence – Senior Executive Service

Describes the capabilities that each work level should be developing within these levels

Capability	Capability Indicator	Behavioural Indicators
Communicates clearly	<p>Confidently presents messages in a clear and articulate manner.</p> <p>Focuses on key points for the audience and selects the most appropriate medium for conveying information.</p> <p>States the facts and uses straightforward language to aid transparency.</p> <p>Creates meaning for the audience by using analogies and stories to illustrate key points.</p>	<p>Engages the audience; uses anecdotes and analogies to illustrate key points and bring messages to life.</p> <p>States the facts clearly; outlines the implications and ensures key conclusions are conveyed.</p> <p>Limits the use of jargon and abbreviations; explains complex information using language appropriate for the audience.</p> <p>Presents messages confidently and selects the appropriate medium for maximum effect.</p> <p>Structures messages clearly and succinctly, both orally and in writing.</p>
Listens, understands and adapts to audience	<p>Seeks to understand the audience and reads their non-verbal cues.</p> <p>Adapts communication style and message to meet their needs.</p> <p>Listens carefully to others and ensures their views have been understood.</p> <p>Anticipates reactions and prepares a response to address the audience's concerns.</p> <p>Checks own understanding of others' comments and does not allow misunderstandings to linger.</p>	<p>Adjusts presentation style on the basis of subtle non-verbal cues.</p> <p>Maximises personal communication strengths and takes into account shortcomings.</p> <p>Focuses on gaining a clear understanding of others' comments by listening, asking clarifying questions and reflecting back.</p> <p>Anticipates the likely reaction of the audience to a message and adjusts approach to gain maximum impact.</p> <p>Tailors communication style and language according to the audience's level of knowledge, skill and experience.</p>
Negotiates persuasively	<p>Approaches negotiations with a strong grasp of the key issues.</p> <p>Presents a convincing and balanced rationale.</p> <p>Focuses on the way in which the message is delivered, and uses techniques to illustrate the argument persuasively.</p> <p>Anticipates the position of the other party, and is aware of the extent of potential for compromise.</p> <p>Acknowledges and addresses disagreements to facilitate mutually beneficial solutions.</p> <p>Identifies key stakeholders and engages their support.</p> <p>Focuses on the desired objectives and ensures negotiations remain on track.</p>	<p>Pitches messages in a way that facilitates the desired outcomes; uses techniques to illustrate the argument persuasively.</p> <p>Senses when negotiations are stalling, and takes proactive action to ensure effective resolution.</p> <p>Acknowledges differences of opinion and addresses disagreements objectively.</p> <p>Offers a convincing rationale and makes a strong case without getting personal or aggressive.</p> <p>Identifies key stakeholders and seeks their support early in the negotiation.</p> <p>Analyses other people's agendas and identifies potential 'weak spots'; determines the extent of potential compromise for all parties.</p> <p>Positions case by clearly highlighting its merit, avoids overselling by acknowledging risks and potential disadvantages.</p>

Note: Senior Executive Service covers: SES Bands 1 – 3.