NSW Health

LHD/SN Director of Allied Health Leader Success Profile

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Section 1:

Understanding the Leader
Success Profile

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Leader Success Profile overview

The NSW Health Local Health District/Speciality Network Director of Allied Health (LHD/SN DAH) Leader Success Profile defines the leadership elements required to be an outstanding LHD/SN Director of Allied Health in the Health Service (see figure 1), **and can be used to inform better decision making across the career and talent development lifecycle.**

This Leader Success Profile defines what 'outstanding' looks like for all LHD/SN DAHs in NSW Health, and as such, is aspirational. A LHD/SN DAH would be expected to meet or develop in many of the profile areas, but not all. Whilst the profile is applicable for all LHD/SNs regardless of size and geography, it should also consider the particular context of the LHD/SN DAH role.

Leader Success Profile Framework

1. VISION FOR NSW HEALTH
2. VISION FOR LEADERSHIP
3. ROLE CHALLENGES & OPPORTUNITIES
4. EXPERIENCES
5. LEADERSHIP CAPABILITIES
6. LEADERSHIP STYLES & DERAILERS
7. MOTIVATIONS & CAREER DRIVERS
8. ABILITY

■ Outside factors which help to inform role expectations
■ Inside out factors which help to achieve role expectations

Figure 1: Leader Success Profile framework

The Leader Success Profile details the following

1 The **vision for NSW Health** and role in context, to provide direction on what future leaders need to achieve.

2 The **vision for the role**, to provide insight into what future LHD/SN DAHs need to strive for.

3 The **key challenges and opportunities** LHD/SN DAHs will face in leading health into the future.

4 The **experiences** leaders will need to have gained to successfully overcome leadership challenges.

5 The **capabilities** required to be an outstanding Director of Allied Health in order to successfully navigate the context they are operating in.

6 The **leadership styles and derailers** that should be understood to best support leaders in delivering within NSW Health.

7 The ideal **motivations** of leaders aligned with the NSW Health direction and values.

8 The ideal level of **cognitive abilities and emotional intelligence** to effectively navigate role requirements and environment.

This document defines what "outstanding" looks like for a LHD/SN DAH, regardless of District or health service, and should be considered in the context of the Local Health District DAH role. It outlines the ideal DAH characteristics, and as such, is aspirational. A LHD/SN DAH would be expected to meet/develop many of the characteristics, but not all.

Note: this Leader Success Profile is also applicable to leaders within Allied Health Speciality Networks

How to use the Leader Success Profile

The NSW Health LHD/SN Director of Allied Health Leader Success Profile defines the leadership elements required to be an outstanding LHD/SN Director of Allied Health in the Health Service. It does not replace the position description for the LHD/SN DAH role.

The LHD/SN Director of Allied Health Leader Success Profile informs decision-making across the employee lifecycle in a number of ways. It will provide:

A strong foundation for the leadership recruitment process to increase reliability and validity of measurement

Clear criteria to inform the NSW Health high potential identification and talent programs

Consistency in data collection of leadership candidates during recruitment through to individual ongoing development

Clear criteria to inform succession planning activities

Clear criteria to inform the design of any Director of Allied Health leadership development programs

A basis to inform recognition, reward and retention activities (where applicable)

Where to use the LHD/SN Director of Allied Health Leader Success Profile

	Recruitment, Selection and Onboarding	Leadership, Organisation and Development	Performance and Recognition	Career and Mobility
Example Applications	• Attraction • Job advertisement • Interviews • Job-related assessment • Identifying candidates • Onboarding	• Workforce management/planning • Leadership development curriculum/assessment • Succession planning (future leaders assessment)	• Personal and professional development plans and career conversations • Career development review • High potential assessments/identifications • Recognition programs • 360-degree feedback surveys	• Career pathways/planning • Secondment/exchange scheme • Redeployment • Future talent pools (e.g. high potential) • Future career mobility pools (when developed)
Relevant Leadership Profile Elements	• Role in context/vision for NSW Health • Vision for the role • Challenges • Experiences • Capabilities • Leadership styles and derailers • Motivations • Cognitive abilities and emotional intelligence	• Challenges • Experiences • Capabilities • Leadership styles and derailers • Cognitive abilities and emotional intelligence	• Challenges • Experiences • Capabilities • Leadership styles and derailers	• Challenges • Experiences • Capabilities • Motivations

For more information on how to use the Leader Success Profile, please visit the Leader Success Profile User Guide. This is a comprehensive guide on how and when to use the Leader Success Profile within the employee lifecycle for both managers and individuals.

Section 2:

Role in context/vision
for NSW Health

Vision for the role

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ROLE IN CONTEXT/ VISION FOR NSW HEALTH

VISION FOR THE ROLE

CHALLENGES AND OPPORTUNITIES

EXPERIENCES

CAPABILITIES

LEADERSHIP STYLES & DERAILERS

MOTIVATIONS

COGNITIVE ABILITIES AND EMOTIONAL INTELLIGENCE

Role in context

Detailing the evolving landscape and critical role of the LHD/SN DAH as a leader

NSW Health is the largest healthcare system in Australia, and one of the largest in the world.[1] Allied Health services play a crucial part within this system, providing an essential bridge between different aspects of healthcare, including: primary and preventative health, acute care, rehabilitation, community and social services and care for complex and chronic illness[2].

LHD/SN Directors of Allied Health (DAH) play a pivotal role in leading and managing one of the most diverse healthcare workforces. With approximately 13,888[4] employees working across 23 professions, Allied Health professionals work and make an impact across a wide range of settings and sectors.

As leaders of Allied Health professionals, assistants and technicians, LHD/SN DAHs must navigate and adapt to an increasingly evolving healthcare landscape, impacted by a number of societal and healthcare trends, including evolving models of care, rapid technology advances, demographic shifts, and the rise of complex health and social trends[3]. These trends are resulting in an increased demand for Allied Health services and require LHD/SN DAHs to attract, develop and mobilise their people with new skills, methods, and approaches.

Additionally, the COVID-19 pandemic as well as other natural disasters such as bushfires and floods have resulted in an increased expectation for LHD/SN DAHs to be adaptive and influential executive leaders. As such, they must collaborate with their Nursing & Midwifery and Medical peers to rapidly co-design and deliver multi-disciplinary solutions that best support people and the community.

"Allied Health provides the primary modality of care and after care"

"The strength of Allied Health is that we're good at working together and dealing with very complicated problems…"

Navigating societal and healthcare trends

LHD/SN DAHs operate in an increasingly evolving environment, influenced by **societal** and **healthcare** trends.

Societal trends:
- Global Pandemics (e.g. Covid-19)
- Natural Disasters
- Changing Demographics

Healthcare trends
- Changing Models of Care
- Changing Patient Profiles
- Digital and Data Innovations

[1] NSW Health, 2019 Annual Report, Overview; [2] Allied Health pre-budget submission January 2021; [3]Deloitte, 2021 Global Health Care Outlook [4] NSW Workforce data as at June 2020

Societal Trends

Key Opportunities for LHD/SN DAHs…

Global Pandemics (e.g. Covid-19)

Allied Health professionals have played a key role in responding to COVID-19. They have rapidly adapted how they deliver care in both hospital and community settings, as seen by the uptake of Telehealth and Virtual Care. Additionally, they have undertaken training in different clinical skills to be redeployed if required (for example Physios, Occupational Therapists and Speech Pathologists administering Covid-19 vaccines).

The Covid-19 pandemic has been a catalyst for change and highlighted the need for LHD/SN DAHs to be at the forefront of multi-disciplinary care; playing a pivotal role in:

- Evidence-based decision-making, strategising and influencing consumer safety solutions
- Collaborating as a key member of LHD/SN executive teams to rapidly define and deliver innovative care solutions (e.g. supporting the stand up of mass vaccination hubs)
- Mobilising and deploying the Allied Health workforce to respond to changing care requirements

There is a key opportunity for LHD/SN DAHs to capitalise on lessons learned and continue shaping a new generation of healthcare policy, strategies and services.

Natural Disasters

In recent years, LHD/SN DAHs and their teams have been affected by a series of floods, bushfires and droughts which heavily impacted the NSW community. This is particularly the case for Allied Health workforce segments operating in rural and regional areas.

LHD/SN DAHs have needed to be agile and resilient leaders, supporting their people to adapt and traverse through challenging circumstances. They can leverage and apply lessons learned to:

- Continue identifying key areas to drive efficiencies and improvements in patient and staff experiences
- Maintain a greater awareness around managing staff wellbeing, resilience and mental health

Changing Demographics

Key demographic trends, such as the ageing population, place increased demand for[2] and pressure on the delivery of Allied Health services (e.g. aged care, community health and in-home care), both in metro and rural settings.

In order to effectively anticipate and meet changing consumer demands, LHD/SN DAHs need to be strategic thinkers and advisors who can:

- Forecast future workforce requirements for relevant professions (e.g. dietitians, exercise physiologists, occupational therapists, physiotherapists, podiatrists)[3]
- Anticipate required shifts in service delivery and workforce models within LHD/SNs, facilities and/or community health settings

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[1] The Pulse, Western Sydney Health News; [2] Australian Government Department of Health, [3.] Aged Care Royal Commission Report

Healthcare Trends

Key Opportunities for LHD/SN DAHs…

Changing Models of Care

The future of health is shifting to prevention and out of hospital care[1], with greater emphasis on early intervention, values-based care and social determinants of health.

LHD/SN DAHs need to leverage their expertise in dealing with complex interactions between health, social policy and service provision to:

- Advocate for and redefine 'best practice' solutions that are delivered by optimal multi-disciplinary teams and focus on keeping people safe and well in the community
- Embed a culture of innovation and co-design to ensure clinicians within their LHD/SNs are co-producing value-based healthcare solutions

Changing Patient Profiles

With increasing numbers of complex and chronic health issues in the community (e.g. obesity, diabetes, mental health), Allied Health professionals must provide services to some of our most vulnerable people, including Aboriginal people, culturally and linguistically diverse communities and people with disability.

Allied Health services are a crucial part of healthcare, and often a key link between different parts of the system (e.g. primary and preventative health, rehabilitation, inpatient mental health, social services and justice).[2] In addressing some of our greatest health burdens, LHD/SN DAHs need to be influential and political networkers:

- Forging strategic partnerships with internal and external stakeholders to increase the reach of Allied Health Services across the system
- Collaborating with Primary Health Networks (PHNs) as well as other agencies and bodies to facilitate holistic, multi-disciplinary care across a range of settings.

Digital and Data Innovations

The introduction of advanced digital technologies such as Artificial Intelligence (AI), robotics and cloud is increasing the delivery of new ways of working and virtual care, resulting in the need for greater digital literacy, analytical and data skills amongst Allied Health practitioners. Additionally, the interoperability and connectivity of patient data is giving rise to greater demand for consumer-led and self-managed care[3].

The use of augmented care models and accessibility of consumer health data is accelerating. Now more than ever, Allied Health professionals need to understand how to effectively use new systems, tools and data to deliver more tailored and fit-for-purpose services. LHD/SN DAHs need to ensure that they:

- Promote development opportunities for their people to increase their digital literacy skills
- Understand shifting consumer demands and design customer-centric services that streamline, enhance and personalise the patient experience across a range of healthcare settings.
- Identify opportunities to leverage technology to augment traditional service delivery models and enable Allied Health practitioners to operate at the top of their practice, delivering high-quality, safe and accessible care.

Bringing NSW Health's vision, strategic priorities and values to life

The LHD/SN DAH acts as a conduit between their LHD/SN and NSW Health, playing an essential role in embedding and delivering on NSW Health's vision, strategic priorities and values through their own initiatives.

NSW Health vision	NSW Health strategic priorities[1]	NSW Health values
A sustainable health system that delivers outcomes that matter to patients and the community, is personalised, invests in wellness and is digitally enabled	1. Keep people healthy 2. Provide world-class clinical care where patient safety is first 3. Integrate systems to deliver truly connected care 4. Develop and support our people and culture 5. Support and harness health and medical research and innovation 6. Enable eHealth, health information and data analytics 7. Deliver infrastructure for impact and transformation 8. Build financial sustainability and robust governance	Collaboration Openness Respect Empowerment

*"Locally, it's about being able to **connect our LHD/SN vision** and strategic plan **to the bigger picture"***

*"We have a **strong role to play in understanding what the NSW health vision** is, and what we're trying to achieve"*

*"My role is to ensure the experiences and **outcomes for rural customers of health services** are equitable with those of the state"*

*"The **Ministry sets the overarching priorities** for the system…**you can't operate in isolation** and not understand this is the umbrella you operate under"*

*"[The LHD/SN DAH] must create a **clear strategic direction** for the Allied Health workforce, **aligned with NSW Health**, Government and LHD/SN priorities"*

*"The **vision for NSW health is about providing the best care** - from the perspective of Allied Health and in collaboration with all other clinicians"*

[1] NSW Health Strategic Priorities 2019-20

Vision for the role

Defining the future purpose and direction for LHD/SN DAHs

The below vision statement has been created through consultation and testing with current LHD/SN DAHs across NSW Health, Chief Executives and Key External Leaders.

*"LHD/SN Directors of Allied Health are **executive leaders** and **critical strategic advisors** who **influence and enable** Allied Health to **deliver excellence in healthcare**.*

As leaders of the professions and system-wide collaborators, they take a multi-disciplinary approach to deliver healthcare solutions that matter to people and our community."

"I see [LHD/SN DAHs] as the leaders that will guide and foster innovation…and disrupt"

"A contemporary executive director wouldn't just be focused on Allied Health…the future of health is inter-disciplinary"

"The focus [for LDAHs] should be on delivering value-based care to achieve the best possible outcomes across a range of services"

"LHD/SN DAHs need that grit and tenacity that true leaders in Health need to possess, and value, in order to innovate"

The vision statement for the LHD/SN DAH role is underpinned by three key concepts: leading and advising to set the strategic direction for Allied Health, influencing and enabling the best care outcomes across the system and delivering excellence in healthcare, by being the custodians of professional and clinical governance.

Lead and advise

The LHD/SN DAH sets the strategic direction for Allied Health in the District, and is a critical strategic advisor to the Chief Executive (CE). To do this, they:

- Leverage an understanding of the breadth and diversity of Allied Health to set the vision and strategic direction for the District
- Exhibit systems thinking and where appropriate, challenge the status quo in strategic discussions about healthcare issues in the population and future models of care
- Are strategic and visionary thinkers who can see the bigger picture and understand the complexities of health and social policy to bring an informed perspective to decision-making

"*The DAH should be an essential part of the District executive team…you can't operate without it - it has to be part of the fabric*"

"*The most senior Allied Health professional in the District, working alongside the Director of Nursing and Medicine as a critical senior advice team to the CE*"

"*Sitting at the executive table, whilst understanding the frontline and the top line*"

"*My vision for this role is about leading the way in providing the best holistic, multidisciplinary healthcare for our patients*"

Influence and enable

The LHD/SN DAH strategically influences and advocates for the benefits of Allied Health, and collaborates across the network to enable the best care outcomes across a range of services and settings. To do this, they:

- Use data to demonstrate the value of Allied Health in the provision of safe, quality care, and influence decisions at the executive level
- Collaborate and partner across the network to raise the profile, credibility and reach of Allied Health services
- Leverage strong relationships and political nous to drive outcomes in a sophisticated and effective way
- Influence and negotiate with key groups to advocate for a healthcare system that focuses on keeping people safe and well in the community

"*My vision, is for Allied Health to have equal standing and consideration amongst all professional groups*"

"*Fiercely advocating for and ensuring Allied Health leads the way in several key components of healthcare*".

"*It's about demonstrable action…helping others see why and where Allied Health is valuable*"

"*Our role is to add value in any health care discussion…we hold up the mirror to remind health services that healthcare is beyond the hospital walls*".

"*it's not about hitting people over the head…you must influence and traverse those relationships in a sophisticated way*"

Deliver excellence in healthcare

The LHD/SN DAH plays a critical role in establishing effective leadership and professional and clinical governance to ensure the delivery of effective, patient-centred and innovative care. To do this, they:

- Establish and oversee effective leadership and professional governance structures, including appropriate operational reporting lines, strong professional links and clear expectations about what it means to deliver safe and effective care
- Develop high-performing teams by creating and embedding a just culture of collaboration, respect, adaptability, safety and continuous learning across the LHD/SN
- Be an escalation point for facility or service level heads of department, Allied Health managers and directors, particularly relating to clinical risk and professional practice

"*The LHD/SN DAH needs to be the custodian of best practice governance from a professional and clinical perspective*"

"*My role is about creating a consistent way of operating across the District…and setting expectations for the culture and behaviour of Allied Health staff*"

"*In many ways, Allied Heath adds the human element to health care*"

"*The DAH must ensure AH staff share the holistic view of care, so that we don't 'deliver healthcare', but we are 'co-producing' healthcare*"

"*The point of senior advice for Allied Health matters…particularly clinical risk, governance, professional practice*"

Section 3:

Challenges and opportunities

ROLE IN CONTEXT/ VISION FOR NSW HEALTH

VISION FOR THE ROLE

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Challenges and opportunities

Outlining the key challenges and opportunities for LHD/SN DAHs

LHD/SN DAHs may face the following **challenges** and **opportunities** in the role:

Influencing and negotiating at the executive level

Challenge

Despite being senior strategic leaders, some LHD/SN Directors of Allied Health find it challenging to position themselves as a strong and equal voice in executive decision-making. The LHD/SN DAH must consistently advocate for and demonstrate the benefits of Allied Health in delivering multi-disciplinary care, whilst challenging perceptions that their contributions are limited to 'Allied-Health specific issues'. Directors of Allied Health need to be strategic about how they influence and are striving to elevate their role as being essential to any District executive team; contributing to whole-of-system discussions and defining future models of care.

"There's a fine line between advocacy, influencing and whinging"

"You need strong influencing skills go show you know more than just 'Allied Health'"

"As a DAH there's bias in how you're seen and what you can provide advice on"

How can LHD/SN DAHs demonstrate their unique perspective at the executive level?

Opportunities

LHD/SN Directors of Allied Health have the opportunity to position themselves as critical strategic advisors, by developing their strategic negotiation and influencing skills and leveraging opportunities to demonstrate their breadth of knowledge across healthcare. Additionally, by better representing outcomes through evaluation and using data to inform decision-making, the LHD/SN DAH can demonstrate the value of Allied Health in contributing to patient outcomes with conviction. There is also the opportunity to build strong, trusted relationships with senior leaders within the LHD/SN and across the state, to elevate the voice of Allied Health through executive sponsorship.

"[LDAHs] are well placed to demonstrate outcomes and the value [of Allied Health]

"We need to show we're a force to be reckoned with and that we can deliver"

"A lot of success comes from your relationships"

"Allied Health needs to be represented at the table in operational management and executive leadership"

Managing and representing 23 professions

Challenge

At times, LHD/SN Directors of Allied Health are challenged by the need to understand, represent and provide clinical and professional governance across a diverse group of professionals. The challenge of representing and having visibility of all groups equally and evenly can be made more difficult by a lack of consistent leadership structure for Allied Health professionals within and across LHD/SNs. The LHD/SN DAH must strike a balance between having a broad understanding of the profession and keeping abreast of nuances within each discipline to ultimately ensure the delivery of consistent, safe and high-quality care.

"It's a challenge to balance representation and prioritisation among so many professions"

"Challenges arise when professional reporting lines and leadership is not provided by someone with an Allied Health background"

How can LHD/SN DAHs effectively manage and represent the 23 professions?

Opportunities

LHD/SN Directors of Allied Health should establish clear governance and leverage their network of professional experts across the Allied Health Profession. By drawing on these relationships, the LHD/SN DAH can maintain their currency of knowledge and get the answers they need. There is also an opportunity for the LHD/SN DAH to promote adequate representation of Allied Health in relevant forums or committees as ensuring expert advice from across the discipline can influence decision-making at multiple levels. The LHD/SN DAH also has an opportunity to advocate for the implementation of more robust Allied Health leadership structures to embed professional and clinical governance, and promote the delivery of consistent, safe and quality care.

"The opportunity is to ensure you have great networks and relationships to get the answers you need"

"Having leadership positions within each Allied Health [speciality area] could boost the vision and voice of Allied Health"

"[The District DAH] doesn't have to operationally manage the professionals, but they do need oversight"

Resourcing and Funding

Challenge

LHD/SN Directors of Allied Health have identified a key challenge in justifying and obtaining funding / resources for Allied Health service delivery and improvement. This is attributed to having funding allocation that are sector focused. Despite their crucial role in the delivery of healthcare, LHD/SN DAH's hold the perception that Allied Health isn't thought of as a priority in discussions and decision-making about resource allocation, comparative to nursing or medical professions. Additionally, they face a structural challenge of having sufficient staffing and models of care to devote to alternative pathways and delivering care to the right areas within the community.

"It can be perceived that Allied Health gets the leftovers…they first think of doctors, then nurses, then we are thought of last"

"If [Allied Health] positions become nursing positions, it is hard to change later"

"It means people have to get into hospital to get care… and that's the wrong model of care"

How can LHD/SN DAHs work with their professional counterparts to obtain resourcing and funding that enables the right care?

Opportunities

There is a key opportunity for LHD/SN DAHs to look at resourcing across disciplines. By effectively collaborating across Allied Health, Nursing and Medicine, LHD/SN DAHs can approach resourcing from a cross-disciplinary perspective, defining fit-for-purpose workforce models that best deliver on the needs of patients. LHD/SN DAHs have also identified the need to successfully influence and negotiate for the funding that they require. There is an opportunity to consistently demonstrate value and return on investment by formalising and publishing research, embedding consistent and clear targets around data collection and outcomes, and presenting business cases based on meaningful and demonstrable evidence. Additionally, LHD/SN DAHs could consider forging commercial partnerships and alliances outside of their District, such as with Industry groups, Federal Government, or international healthcare organisations.

"We're well placed to demonstrate outcomes, or it's seen as 'regardless of what we give you, you just need more"

"Ultimately health care is about teamwork to deliver excellent care and achieve outcomes that matter to consumers and the community"

"I need to influence and network as I can't directly be a fund holder"

"You're the interface between commonwealth and state, primary health networks, NGOs and funding"

Driving innovation across interdisciplinary teams

Challenge

LHD/SN Directors of Allied Health understand the importance of leading and driving change and innovation, both within their Local Health District and across the system. However, they face the challenge of having to change traditional, well-entrenched practices, systems and ways of doing things in order to introduce new ideas, methodologies and concepts. Additionally, they highlight the need to continue elevating their ability to work collaboratively across the Nursing & Midwifery, Medical and Allied Health professions.

"With any strategic role, change happens over a long time – you have to play the long game"

"There are ways that we can work more closely together"

"In order to best succeed, we need to work in multi-disciplinary team. Going it alone will not provide a holistic outcome"

"Continuing to change traditional practices and systems into something new"

How can LHD/SN DAHs effectively drive change and innovation across interdisciplinary teams?

Opportunities

There is a key opportunity for LHD/SN Directors of Allied Health to foster innovation and promote inter-disciplinary collaboration. By leveraging their influence, including opportunities to shape the agenda at executive forums, the LHD/SN DAHs can promote solutions that are future focused and evidence-based. Additionally, there is an opportunity for LHD/SN DAHs to break down vertical silos by identifying and implementing ways to network and collaborate with their peers across the Nursing & Midwifery and Medical professions. For example, meeting regularly with the LDoNM and LDoM to align on innovative practice, but also advocating for and empowering Allied Health professionals to stand up their own informal working groups where they co-design and solve for challenges impacting interdisciplinary teams and consumers of healthcare services.

"[The LHD/SN DAH should] look at opportunities where they can provide extra value through expanding the scope of practice"

"[LHD/SN DAHs] need to bring innovation and problem solving to the role"

"The LDAH is the perfect person to challenge the status quo and the way things have always been done"

"I see myself as the leader that will guide and foster innovation, research and disruption"

Section 4:

Experiences

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Experiences

Indicating the key behaviours and experiences required for the LHD/SN DAH role

To achieve success in this role, LHD/SN DAHs will need to draw on their previous experiences or gain additional experience in multiple areas. The following **seven experiences** have been identified as critical by LHD/SN DAHs. These experiences can be applied to all locations and settings, and may be gained in the LHD/SN DAH role or prior to entering the role.

EXPERIENCE 1

EXPERIENCE 2

Leading change and transformation

Building networks and influencing others

Experience leading significant change and transformation and implementing large scale initiatives that deliver on strategic priorities.

Experience indicators:

- Leading large-scale and/ or complex projects (e.g. site redevelopment, significant service changes), including planning, scoping, problem-solving, managing multiple stakeholders
- Leading and/or sponsoring significant change and transformation initiatives that align to and deliver on the NSW Health or LHD/SN strategy
- Providing direction and guidance to others to inspire action and enact change
- Contributing to multidisciplinary change projects and collaborating with leaders across multiple facilities / hospitals / agencies / community groups to deliver new models of service or care

"To move forward with the times you need to lead change, whether self-initiated, ministry-initiated or District-initiated."

"When there are complex projects across the LHD/SN...the DAH is the conduit to think large-scale, across multiple people and sites"

"The LHD/SN DAH needs to inspire others, and have them change within a disruptive environment"

"Ideally you need experience leading multidisciplinary change and transformation"

Experience building and maintaining strategic internal and external relationships, collaborating across networks, balancing the interests of multiple stakeholders and influencing key groups to drive outcomes.

Experience indicators:

- Building networks and managing a diverse range of stakeholders from across the system, including Primary Healthcare Networks (PHNs), General Practitioners, District and NSW Health Executives, NGOs and Community groups
- Navigating politics, respecting a variety of opinions, balancing the interests of others and collaborating to influence strategic decisions and drive outcomes
- Collaborating across the network to deliver integrated care and service improvement initiatives across a variety of healthcare settings

"In a role like this, you need to be strategic and influential...you need partnerships to deliver optimal outcomes"

"Strategic roles require collaboration as a key strength"

"Often Allied Health are the link across different parts of the [system]"

"[LDAHs] need to navigate and understand the complex health system and all its aspects"

Setting strategic direction

Experience advising and supporting the definition, planning and communication of initiatives that set the vision and strategic direction.

Experience indicators:

- Driving strategic decision-making at an organisation / service level

- Understanding and embedding strategies established from the LHD/SN or NSW Health

- Planning and communicating initiatives that set the vision and strategic direction

- Enabling Allied Health staff to operationalising strategic initiatives (e.g. setting service delivery goals, standards and performance measures) to realise strategic objectives and align with the strategy and policy of a hospital and/or LHD/SN

"You must align to the strategy, policy and standards of the state"

"You need exposure to strategy at the District level, rather than the team or service level."

"There's no point having a grand strategy without contributing to operational planning for how that strategy might look"

Leading service development and workforce planning initiatives

Experience developing innovative solutions, initiatives and interventions to solve organisational challenges.

Experience indicators:

- Driving the implementation of new models of care to increase positive patient outcomes and improve service delivery within the Allied Health profession

- Co-designing inclusive health services that keep patients and key groups at the forefront of design and execution (e.g. Aboriginal people, people with disability, mental health patients).

- Understanding future workforce requirements for the Allied Health workforce, including skills and capability profiles and staffing models, and how this will influence strategic decisions

- Accounting for contextual factors (e.g. changing demographics and environmental factors) in all service development and workforce planning activities

"Allied Health gets involved in complex care and service solutions"

"You have to lead, and demonstrate that you've lead service development"

"This is how we demonstrate what we do, and the value of Allied Health"

"Planning for the workforce of the future"

People leadership

Experience leading, developing and managing people from diverse disciplines and professional competencies to achieve positive employee and patient experiences

Experience indicators:

- Developing and leading multidisciplinary teams across a variety of care settings and/or environments to deliver optimal outcomes
- Driving high performance by inspiring others and motivating teams to deliver on objectives aligned to strategic goals and expectations
- Identifying, recruiting and developing talent to proactively address succession planning
- Dealing with people challenges and staffing issues (e.g. underperformance, disengagement, resourcing limitations)

"In this role you're not just line managing… you have to be able to build passion and commitment"

"As the LHD/SN DAH you're a critical point of escalation, providing clear advice and setting the expectations of managers to resolve issues"

"You need to be building the broad capability for leadership across the District for Allied Health"

"People leadership skills are critical – [the LHD/SN DAH is] still seen as the leader for Allied Health, a very large workforce"

Governance

Experience embedding professional and clinical standards, identifying and mitigating risks to deliver safe patient care.

Experience indicators:

- Identifying and managing risks and setting appropriate controls / mitigation strategies
- Overseeing monitoring, reporting and compliance requirements related to professional and / or clinical governance
- Implementing measures to increase clinical and professional consistency and best practice
- Setting clear expectations and supporting Allied Health professionals to deliver safe and effective care
- Contributing to the development, implementation and evaluation of patient quality and safety improvement programs

"The LHD/SN DAH has a key role in ensuring strong operational, professional, and clinical governance"

"Good governance always…to deliver optimal outcomes for patients and carers"

"I've seen the system benefits of doing governance well, and influencing governance from a strategic perspective"

"Governance isn't just about patient safety, it's also about quality of care, financial management, staff management and patient experience"

Evidence based decision-making

Experience using research, evidence and data to inform strategic decision-making

Experience indicators:

- Critically reviewing data and evidence to draw meaningful conclusions and evaluate outcomes
- Presenting evidence and insights to inform strategic and executive decision making
- Contributing to the research strategy and/or identification of priority research areas within a particular discipline or LHD/SN
- Managing research partnerships and relationships to drive outcomes (e.g. with Universities, researchers, patients and/or other bodies)

"[The LHD/SN DAH] needs an ability to review data, understand and discuss evidence, and form conclusions"

"It's about your ability to analyse data and incorporate research into your work"

"Data to inform decision making is so important to demonstrate your value in this role"

"The critical aspect is building key relationships and working with others to leverage their [research and data] expertise"

Section 5:

Capabilities

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ROLE IN CONTEXT/ VISION FOR NSW HEALTH

VISION FOR THE ROLE

CHALLENGES AND OPPORTUNITIES

EXPERIENCES

CAPABILITIES

LEADERSHIP STYLES & DERAILERS

MOTIVATIONS

COGNITIVE ABILITIES AND EMOTIONAL INTELLIGENCE

NSW Public Sector Capabilities

The identified capabilities for a high performing Director of Allied Health

To enable the greatest success for Directors of Allied Health in NSW Health, the following **capability** proficiency levels outline what an individual can aspire to. The capabilities lists the ideal characteristics and experiences of an outstanding leader in the role. An individual can develop and where possible meet these capability levels over time, rather than when they first start in the role, hence the levels used in the Position Description may be different.

The capabilities have been developed in accordance with the limits for each grade/band from the PSC's Capability Comparison Table.

Personal Attributes

Capability	Definition	Foundational	Intermediate	Adept	Advanced	Highly Advanced
Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change/challenges					■
Act with Integrity	Be ethical, professional, and adhere to Public Sector Values				■	
Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning				■	
Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives			■		

Relationships

Capability	Definition	Foundational	Intermediate	Adept	Advanced	Highly Advanced
Communicate Effectively	Communicate clearly, actively listen to others, and respond with understanding and respect				■	
Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives				■	
Work Collaboratively	Collaborate with others and value their contribution					■
Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts				■	

Results

Capability	Definition	Foundational	Intermediate	Adept	Advanced	Highly Advanced
Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes					■
Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances				■	
Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions				■	
Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines				■	

*Proficiency levels (*see Appendix* B) have been determined through interview consultation. Stakeholders were asked to identify the desired level for an exemplary LHD/SN DAH.

	Capability	Definition	Foundational	Intermediate	Adept	Advanced	Highly Advanced
Business Enablers	**Finance**	Understand and apply financial processes to achieve value for money and minimise financial risk			■		
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness			■		
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance			■		
	Project Management	Understand and apply effective planning, coordination and control methods			■		

	Capability	Definition	Foundational	Intermediate	Adept	Advanced	Highly Advanced
People Management	**Manage and Develop People**	Engage and motivate staff, and develop capability and potential in others				■	
	Inspire Direction and Purpose	Communicate goals, priorities and vision, and recognise achievements				■	
	Optimise Business Outcomes	Manage people and resources effectively to achieve public value			■		
	Manage Reform and Change	Support, promote and champion change, and assist others to engage with change				■	

*"You could say tactical things like **finance, business writing** and **data analytics** but you can learn these – it's more about **true executive capabilities**"*

*"We have this juxtaposition of **traditional** and **modern public service capabilities**, but application of those is hindered by our industrial workforce"*

*"When we talk about leaders of health services and institutions, one needs to consider that that is different from having a discipline base. Think about **WHO you want to lead** that facility and look at what **THOSE capabilities** are, not on the basis of what your degree or master qualification is."*

*"It's about **research capability** in Allied Health"*

*Proficiency levels (see Appendix B) have been determined through interview consultation. Stakeholders were asked to identify the desired level for an exemplary LHD/SN DAH.

Section 6:

Leadership style

Derailers

Motivations

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Leadership styles
Defining the personality traits that influence how a LHD/SN DAH works, leads and is successful

The below leadership styles are the **personality attributes** most appropriate to support leadership success for LHD/SN DAHs at NSW Health.

	Attribute	Definition	Why it's important?
Essential	**Collaborative** **[HPI: Sociability*]**	• Engages in communication across different groups • Networks effectively and seeks to build positive relationships • Flexible, collaborative and adaptable	*"I don't mean harmony … but you need to understand relationships and communication in order to facilitate the change that you want to see."*
	Solution-Focused **[HPI: Inquisitive]**	• Demonstrates curiosity and openness to new ideas / opportunities • Innovative and analytical in their problem-solving • Thinks outside the box and is solutions focused	*"In this role, you spend a lot of time evaluating alternatives and thinking outside the box to deliver care"* *"You need to be imaginative yet practical"* *"Innovation is a core business focus…you have to be open minded"*
	Goal-Oriented **[HPI: Ambition]**	• Consistently sets goals and strives for success • Comfortably assumes leader-like roles but does not seek personal status • Open to feedback, willing to let others lead	*"LHD/SN DAHs need to be driven to succeed for their staff, patients and the organisation"* *"We must consistently set goals to ensure progress"* *"Achievement creates an environment of accountability and credibility"*

Please see Appendix C for explanation of the HPI

	Attribute	Definition	Why it's important?
Essential	**Resilience under pressure** **[HPI: Adjustment]**	• Remains calm and confident under pressure • Maintains control and influence in the face of adversity • Bounces back quickly in difficult situations	*"Difficult situations come all the time…resilience is about being persistent. If you're unsuccessful you need to reframe that failure into an opportunity"* *"You need resilience in rural challenges"* *"You need to maintain a success mindset in spite of barriers"*
Essential	**Interpersonal sensitivity** **[HPI: Interpersonal sensitivity]**	• Willing to challenge others, but ensures that they do so tactfully • Is perceptive, socially aware and politically savvy • Direct, honest and courageous	*"Health is ever changing…[LDAHs] have to be strategic, yet human"* *"We are, and work with, people…you need to be direct and frank but in a compassionate, transparent and open way"* *"There's a difference between leading through influencing and leading through authority"*
Desirable	**Conscientious** **[HPI: Prudence]**	• Is organised, thorough and reliable • Demonstrates attention to detail and strong organisational skills • Highly dependable to follow through with what they commit to	*"Being reliable and dependable in the District is essential."* *"The word dependable stands out to me…you need that reliability and consistency"*

Potential derailers

Defining the possible derailment tendencies which are capable of impeding a DAH

The following tendencies may emerge when a LHD/SN DAH is under pressure, stressed or tired, and can result in potential **derailment** to a LHD/SN DAH's leadership success. At times, these tendencies can come across as positive, however depending on context, they are capable of impeding work relationships, adversely impacting an individuals' leadership style or limiting overall effectiveness.

	Attribute	Definition	Why it's a derailer?
Key tendencies	**Leisurely** [HDS: Leisurely*]	***Typically,*** *s*eem obliging and pleasant whilst reaming focused on own goals ***Under pressure of stress,*** they can: • Avoid work or under-deliver if it is not aligned to their agenda • Be reluctant to be pushed or hurried • Procrastinate	*"Lacking an agenda or direction is a critical failing in an essential aspect of the role"* *"You often have to be very, very determined to get things through - even the smallest gains"*
	Reserved [HDS: Reserved]	***Typically,*** Self-sufficient and not influenced by others emotions ***Under pressure or stress,*** they can: • Withdraw or appear preoccupied / unapproachable • Appear uninterested in others' problems and unaware of how their actions affect others	*"You have to be able to put yourself out there – you won't be invited to put forward your case."* *"[being too reserved] may result in an inability to maintain key relationships and advocate effectively"*
	Sceptical [HDS: Sceptical]	***Typically,*** Alert and attuned to organisational politics; difficult too fool. ***Under pressure or stress,*** they can: • Be overly fault finding and suspicious of other's motives • Take criticism personally and expect to be betrayed	*"It's bad when people say: why bother? It won't make a difference anyway"* *"[being sceptical] can be problematic, particularly if you feel hard done by"*

*Please see Appendix C for explanation of the HDS

	Attribute	Definition	Why it's a derailer?
Key tendencies	**Impulsive** **[HDS: Mischievous]**	***Typically,*** charming, friendly, fun-loving, others drawn to them. ***Under pressure or stress,*** *they can:* • Be impulsive, impatient and risk taking • Ignore mistakes and not fully evaluate the consequences of their decisions	*"It's essential to match your risk appetite to your organisation"* *"If you don't have a good internal handle on risk appetite… that's a significant risk to the role"*
	Excitable **[HDS: Excitable]**	***Typically,*** show great enthusiasm for new projects and are capable of generating energy and enthusiasm. ***Under pressure or stress,*** they can: • Become easily disappointed with people or projects and readily give up on things • Be moody, inconsistent and hard to please	*"You don't want to be too excitable, but you don't want to be passive aggressive"* *"This relates to resilience – you can certainly be in situations where you feel heightened"*
	Indecisive **[HDS: Dutiful]**	***Typically,*** courteous and friendly, approachable and trustworthy ***Under pressure or stress,*** they can: • Be overly concerned about pleasing others • Be indecisive and require a second opinion. • Find it difficult to make decisions on their own	*"Being eager to please… links back to your ability to influence and negotiate effectively"* *"Indecisiveness is a killer as a leader"* *"It's a balance…you do need to consult"*

Potential motivators

Defining the core motives, values, interests and beliefs of a DAH

LHD/SN DAHs will likely possess the following **motivators** and values that engage and drive them to be an outstanding leader.

	Attribute	Definition and example behaviours	Preferred work environment	Why it's important?
Notable drivers	**Innovation** **[MVPI: Tradition*]**	• Values innovation and progress • Anti-conservative, wants to change the status quo when required • Is determined to drive change and 'do more' with what they have	• Organisations that value diversity, innovation and experimentation, and have less regard for traditional values	*"It's not anti-tradition, it's about changing the status quo."* *"LDAHs need that grit and tenacity that true leaders in health need to possess and value in order to innovate"*
	Science **[MVPI: Science]**	• Interest in knowledge, research, technology and data • Leverages both objective facts and intuition from prior experience to identify, analyse and resolve challenges • Values analysis and problem solving	• Organisations that value future-thinking, data-driven problem solving, technology, and analytical strategies • Environments that insist on high-quality service delivery and training	*"Using data to prove what we do is effective and effectual and worth it"* *"Intuition is about learning from and applying past experiences to future scenarios"* *"There needs to be both art and science"*
	Team Recognition **[MVPI: Recognition]**	• Seeks to achieve recognition for their field of expertise and / or team • Aims to achieve fairness / equity in the organisation • Desire to celebrate success and recognise a job well done	• Organisations and senior leaders that recognise and reward value • Don't like environments that minimise differences in achievement and accomplishment	*"Recognition for the profession…and the value-add of Allied Health to the outcomes of patients"* *"A lot of Allied Health clinicians can feel unseen…recognition is important"*

*Please see Appendix C for explanation of the MVPI

	Attribute	Definition and example behaviours	Preferred work environment	Why it's important?
Notable drivers	**Affiliation** **[MVPI: Affiliation]**	• Team worker, seeks out group projects and collaborative activities to achieve better outcomes • Builds strong internal and external relationships • Wants to belong to a cause/ team/ purpose	• Most satisfied working in organisations that emphasise effective teamwork / collaboration • Prefer to work in organisations that value good communication, listening and respect for differing opinions	*"It's about strong relationships, you need to work together as part of a team."* *"Teamwork drives better outcomes…[but as a leader] it's important you remain a critical and independent thinker"*
	Altruistic **[MVPI: Altruistic]**	• Motivated to help others • Desire to contribute to society and improve people's lives	• Organisations that emphasise concern for people and encourage activities that benefit society • Working with people who care about staff morale, training and development	*"[Your] motivation must be jumping out of bed and wanting to achieve for the population"* *"Everyone is here to focus on patient care…[it's about] bringing that sense of altruism to the system level"* *"Recognition will come, it shouldn't be the reason we do something"*

Section 7:

Cognitive abilities and
emotional intelligence

ROLE IN
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STYLES &
DERAILERS

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COGNITIVE
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INTELLIGENCE

Cognitive abilities and emotional intelligence

Showcasing the desired proficiency levels for a DAH

LHD/SN DAHs will need strong **cognitive abilities** and **emotional intelligence** to lead their teams to deliver on the strategy.

It is important for LHD/SN DAHs to have the following abilities:

Numeric reasoning

Ability to analyse complex numerical data and draw logical conclusions.

Very Low	Low	Average	Strong	Very strong

Verbal reasoning

Ability to analyse verbal or written communication and make decisions or inferences from the data.

Very Low	Low	Average	Strong	Very strong

Logical reasoning

Ability to quickly analyse patterns and trends within new or unique sets of data.

Very Low	Low	Average	Strong	Very strong

Emotional intelligence

Ability to recognise, understand and influence own and others' emotions.

Very Low	Low	Average	Strong	Very strong

Appendix A

The LHD/SN DAH Career Pathway

The LHD/SN DAH Career Pathway

Key questions to consider when identifying future LHD/SN DAHs.

When identifying potential leaders for the LHD/SN DAH role, it is important to consider: what kind of individual is the right fit (in terms of **skills, experiences, aspirations and attributes**), what potential **talent pools** to draw from and what **development opportunities** could support emerging leaders to be set up for success.

Skills, experiences, attributes, aspirations

LHD/SN DAHs have identified a number of skills, experiences, attributes and aspirations that they would look for if hiring for the role, including:

- Breadth and variety of technical, clinical and management experience
- Passion for Allied Health and Public Service
- Willingness to take calculated risks, tackle difficult problems and challenge the status quo
- Motivated, hard-working and results driven
- Creative problem-solvers and systems thinkers
- Political nous and effective networking skills
- Inspiring, adaptive and resilient leaders
- Strong understanding of best practice clinical and professional governance

"The flexibility and willingness to do different roles is so important - by having the variety you expand your diversity of skills"

"It's hard to be a good ED if you just follow an acute hospital pathway"

"[someone with a] humble and adaptive leadership style…who has a clinical background and leadership experience"

"The ability to look outside one's own profession"

Talent Pools

The LHD/SN DAH role can be wide and varied. There is an expectation that leaders have a breadth of understanding of Allied Health but "don't advocate for or align to a specific discipline". As such, both internal and external talent pools may be considered:

Internal:
- Within the LHD/SN or organisation
- Heads of Department and/or Facility Directors

External:
- Health Agencies (e.g. Health Education and Training Institute (HETI), Agency for Clinical Innovation (ACI), Ministry of Health)
- NGOs
- Interstate and internationally

"The current pathway to [becoming an] LHD/SN DAH is not clear or easy"

"'We should be looking broad…we shouldn't dismiss people who come from outside of the health system"

"I would look for someone who has worked in an LHD/SN, but also other agencies such as the Ministry or HETI…systems knowledge is critical to success"

Development Opportunities

A number of formal and informal development opportunities may be beneficial to support an individuals' readiness for stepping into the LHD/SN DAH role, including:

- Leadership development programs
- Formal coaching and/or mentoring
- Secondments to other Directorates, LHD/SNs or Agencies
- Peer supervision, shadowing and/or networking
- Targeted skill development (e.g. executive leadership, finance, influencing)

"My leadership development journey took me on a variety of programs"

"[The Secondment] allowed me to develop leadership capabilities and skills not aligned to my context"

"Being given opportunities in management is what kicked off my career"

Appendix B

Defining the NSW Public
Sector Capability Levels

NSW Public Sector Capability Levels
Personal attributes

	Display Resilience and Courage	Act with integrity
Foundational	• Be open to new ideas and approaches • Offer own opinion, ask questions and make suggestions • Adapt well to new situations • Do not give up easily when problems arise • Remain calm in challenging situations	• Behave in an honest, ethical and professional way • Build understanding of ethical behaviour • Follow legislation, policies, guidelines and codes of conduct that apply to your role and organisation • Speak out against misconduct and illegal and inappropriate behaviour • Report apparent conflicts of interest
Intermediate	• Be flexible and adaptable and respond quickly when situations change • Offer own opinion and raise challenging issues • Listen when ideas are challenged and respond appropriately • Work through challenges • Remain calm and focused in challenging situations	• Represent the organisation in an honest, ethical and professional way • Support a culture of integrity and professionalism • Understand and help others to recognise their obligations to comply with legislation, policies, guidelines and codes of conduct • Recognise and report misconduct and illegal and inappropriate behaviour • Report and manage apparent conflicts of interest and encourage others to do so
Adept	• Be flexible, show initiative and respond quickly when situations change • Give frank and honest feedback and advice • Listen when ideas are challenged, seek to understand the nature of the comment and respond appropriately • Raise and work through challenging issues and seek alternatives • Remain composed and calm under pressure and in challenging situations	• Represent the organisation in an honest, ethical and professional way and encourage others to do so • Act professionally and support a culture of integrity • Identify and explain ethical issues and set an example for others to follow • Ensure that others are aware of and understand the legislation and policy framework within which they operate • Act to prevent and report misconduct and illegal and inappropriate behaviour
Advanced	• Remain composed and calm and act constructively in highly pressured and unpredictable environments • Give frank, honest advice in response to strong contrary views • Accept criticism of own ideas and respond in a thoughtful and considered way • Welcome new challenges and persist in raising and working through novel and difficult issues • Develop effective strategies and show decisiveness in dealing with emotionally charged situations and difficult or controversial issues	• Model the highest standards of ethical and professional behaviour and reinforce their use • Represent the organisation in an honest, ethical and professional way and set an example for others to follow • Promote a culture of integrity and professionalism within the organisation and in dealings external to government • Monitor ethical practices, standards and systems and reinforce their use • Act promptly on reported breaches of legislation, policies and guidelines
Highly advanced	• Create a culture that encourages and supports openness, persistence and genuine debate around critical issues • Provide clear exposition and argument for agreed positions while remaining open to valid suggestions for change • Raise critical issues and make tough decisions • Respond to significant, complex and novel challenges with a high level of resilience and persistence • Consistently use a range of strategies to remain composed and calm and act as a stabilising influence even in the most challenging situations	• Champion and model the highest standards of ethical and professional behaviour • Drive a culture of integrity and professionalism within the organisation, and in dealings across government and with other jurisdictions and external organisations • Set, communicate and evaluate ethical practices, standards and systems and reinforce their use • Create and promote a culture in which staff feel able to report apparent breaches of legislation, policies and guidelines and act promptly and visibly in response to such reports • Act promptly and visibly to prevent and respond to unethical behaviour

Manage Self	Value Diversity and Inclusion
• Be willing to develop and apply new skills • Show commitment to completing assigned work activities • Look for opportunities to learn and develop • Reflect on feedback from colleagues and stakeholders	• Acknowledge and respect diverse cultures, backgrounds, experiences, perspectives, values and beliefs • Seek and understand the contributions and perspectives of others • Be aware of own personal values and biases that may affect others • Contribute to a supportive and safe working environment
• Adapt existing skills to new situations • Show commitment to achieving work goals • Show awareness of own strengths and areas for growth, and develop and apply new skills • Seek feedback from colleagues and stakeholders • Stay motivated when tasks become difficult	• Be responsive to diverse cultures, backgrounds, experiences, perspectives, values and beliefs • Seek participation from others who may have different backgrounds, perspectives and needs • Be open to different perspectives and experiences in generating ideas and solving problems • Adapt well in diverse environments • Respond constructively to feedback regarding observations of bias in language or behaviour
• Keep up to date with relevant contemporary knowledge and practices • Look for and take advantage of opportunities to learn new skills and develop strengths • Show commitment to achieving challenging goals • Examine and reflect on own performance • Seek and respond positively to constructive feedback and guidance • Demonstrate and maintain a high level of personal motivation	• Promote the value of diversity and inclusive practices for the organisation, customers and stakeholders • Demonstrate cultural sensitivity, and engage with and integrate the views of others • Look for practical ways to resolve any barriers to including people from diverse cultures, backgrounds and experiences • Recognise and adapt to individual abilities, differences and working styles • Support initiatives that create a safe and equitable workplace and culture in which differences are valued • Recognise and manage bias in interactions and decision making
• Act as a professional role model for colleagues, set high personal goals and take pride in their achievement • Actively seek, reflect and act on feedback on own performance • Translate negative feedback into an opportunity to improve • Take the initiative and act in a decisive way • Demonstrate a strong interest in new knowledge and emerging practices relevant to the organisation	• Encourage and include diverse perspectives in the development of policies and strategies • Take advantage of diverse views and perspectives to develop new approaches to delivering outcomes • Build and monitor a workplace culture that enables diversity and fair and inclusive practices • Implement practices and systems to ensure that individuals can participate to their fullest ability • Recognise the value of individual differences to support broader organisational strategies • Address non-inclusive behaviours, practices and attitudes within the organisation • Champion the business benefits generated by workforce diversity and inclusive practice
• Promote and model the value of self-improvement and be proactive in seeking opportunities for growth and new learning • Actively seek, reflect on and integrate feedback to enhance own performance, showing a strong capacity and willingness to modify own behaviour • Manage challenging, ambiguous and complex issues calmly and logically • Model initiative and decisiveness	• Create and drive a culture where all staff practise inclusion and value the diversity of people, experiences and backgrounds • Take advantage of a diverse and inclusive workplace to foster innovation, drive change across the organisation and deliver business outcomes • Drive the design of equitable workplace systems, policies and practices that enable individuals to contribute to their fullest ability • Inspire others to become inclusive leaders by modelling inclusive behaviours in everyday actions

Relationships

	Communicate Effectively	Commit to Customer Service
Foundational	• Speak at the right pace and volume for diverse audiences • Allow others time to speak • Listen and ask questions to check understanding • Explain things clearly using inclusive language • Be aware of own body language and facial expressions • Write in a way that is logical and easy to follow • Use various communication channels to obtain and share information	• Recognise the importance of customer service and understanding customer needs • Help customers understand the services that are available • Take responsibility for delivering services that meet customer requirements • Keep customers informed of progress and seek feedback to ensure their needs are met • Show respect, courtesy and fairness when interacting with customers • Recognise that customer service involves both external and internal customers
Intermediate	• Focus on key points and speak in plain English • Clearly explain and present ideas and arguments • Listen to others to gain an understanding and ask appropriate, respectful questions • Promote the use of inclusive language and assist others to adjust where necessary • Monitor own and others' non-verbal cues and adapt where necessary • Write and prepare material that is well structured and easy to follow • Communicate routine technical information clearly	• Focus on providing a positive customer experience • Support a customer-focused culture in the organisation • Demonstrate a thorough knowledge of the services provided and relay this knowledge to customers • Identify and respond quickly to customer needs • Consider customer service requirements and develop solutions to meet needs • Resolve complex customer issues and needs • Cooperate across work areas to improve outcomes for customers
Adept	• Tailor communication to diverse audiences • Clearly explain complex concepts and arguments to individuals and groups • Create opportunities for others to be heard, listen attentively and encourage them to express their views • Share information across teams and units to enable informed decision making • Write fluently in plain English and in a range of styles and formats • Use contemporary communication channels to share information, engage and interact with diverse audiences	• Take responsibility for delivering high-quality customer-focused services • Design processes and policies based on the customer's point of view and needs • Understand and measure what is important to customers • Use data and information to monitor and improve customer service delivery • Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers • Maintain relationships with key customers in area of expertise • Connect and collaborate with relevant customers within the community
Advanced	• Present with credibility, engage diverse audiences and test levels of understanding • Translate technical and complex information clearly and concisely for diverse audiences • Create opportunities for others to contribute to discussion and debate • Contribute to and promote information sharing across the organisation • Manage complex communications that involve understanding and responding to multiple and divergent viewpoints • Explore creative ways to engage diverse audiences and communicate information • Adjust style and approach to optimise outcomes • Write fluently and persuasively in plain English and in a range of styles and formats	• Promote a customer-focused culture in the organisation and consider new ways of working to improve customer experience • Ensure systems are in place to capture customer service insights to improve services • Initiate and develop partnerships with customers to define and evaluate service performance outcomes • Promote and manage alliances within the organisation and across the public, private and community sectors • Liaise with senior stakeholders on key issues and provide expert and influential advice • Identify and incorporate the interests and needs of customers in business process design and encourage new ideas and innovative approaches • Ensure that the organisation's systems, processes, policies and programs respond to customer needs
Highly advanced	• Articulate complex concepts and put forward compelling arguments and rationales to all levels and types of audiences • Speak in a highly articulate and influential manner • State the facts and explain their implications for the organisation and key stakeholders • Promote the organisation's position with authority and credibility across government, other jurisdictions and external organisations • Anticipate and address key areas of interest for the audience and adapt style under pressure	• Create a culture that embraces high-quality customer service across the organisation, ensuring that management systems and processes drive service delivery outcomes • Engage and negotiate with stakeholders on strategic issues related to government policy, standards of customer service and accessibility, and provide expert, influential advice • Ensure that responsiveness to customer needs is central to the organisation's strategic planning processes • Set overall performance standards for service delivery across the organisation and monitor compliance

Work Collaboratively	Influence and negotiate
• Work as a supportive and cooperative team member, sharing information and acknowledging others' efforts • Respond to others who need clarification or guidance on the job • Step in to help others when workloads are high • Keep the team and supervisor informed of work tasks • Use appropriate approaches, including digital technologies, to share information and collaborate with others	• Use facts to support claims • Help to find solutions that contribute to positive outcomes • Contribute to resolving differences with other staff or stakeholders • Respond to conflict without worsening the situation and refer to a supervisor where appropriate • Know when to withdraw from a conflict situation
• Build a supportive and cooperative team environment • Share information and learning across teams • Acknowledge outcomes that were achieved by effective collaboration • Engage other teams and units to share information and jointly solve issues and problems • Support others in challenging situations • Use collaboration tools, including digital technologies, to work with others	• Use facts, knowledge and experience to support recommendations • Work towards positive and mutually satisfactory outcomes • Identify and resolve issues in discussion with other staff and stakeholders • Identify others' concerns and expectations • Respond constructively to conflict and disagreements and be open to compromise • Keep discussions focused on the key issues
• Encourage a culture that recognises the value of collaboration • Build cooperation and overcome barriers to information sharing and communication across teams and units • Share lessons learned across teams and units • Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work • Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services	• Negotiate from an informed and credible position • Lead and facilitate productive discussions with staff and stakeholders • Encourage others to talk, share and debate ideas to achieve a consensus • Recognise diverse perspectives and the need for compromise in negotiating mutually agreed outcomes • Influence others with a fair and considered approach and sound arguments • Show sensitivity and understanding in resolving conflicts and differences • Manage challenging relationships with internal and external stakeholders • Anticipate and minimise conflict
• Recognise outcomes achieved through effective collaboration between teams • Build cooperation and overcome barriers to information sharing, communication and collaboration across the organisation and across government • Facilitate opportunities to engage and collaborate with stakeholders to develop joint solutions • Network extensively across government and organisations to increase collaboration • Encourage others to use appropriate collaboration approaches and tools, including digital technologies	• Influence others with a fair and considered approach and present persuasive counter-arguments • Work towards mutually beneficial 'win-win' outcomes • Show sensitivity and understanding in resolving acute and complex conflicts and differences • Identify key stakeholders and gain their support in advance • Establish a clear negotiation position based on research, a firm grasp of key issues, likely arguments, points of difference and areas for compromise • Anticipate and minimise conflict within the organisation and with external stakeholders
• Establish a culture and supporting systems that facilitate information sharing, communication and learning across the sector • Publicly celebrate the successful outcomes of collaboration • Seek out and facilitate opportunities to engage and collaborate with stakeholders to develop solutions across the organisation, government and other jurisdictions • Identify and overcome barriers to collaboration with internal and external stakeholders	• Engage in a range of approaches to generate solutions, seeking expert inputs and advice to inform negotiating strategy • Use sound arguments, strong evidence and expert opinion to influence outcomes • Determine and communicate the organisation's position and bargaining strategy • Represent the organisation in critical and challenging negotiations, including those that are cross-jurisdictional • Achieve effective solutions when dealing with ambiguous or conflicting positions • Anticipate and avoid conflict across organisations and with senior internal and external stakeholders • Identify contentious issues, direct discussion and debate, and steer parties towards an effective resolution

Results

	Deliver Results	Plan and Prioritise
Foundational	• Seek clarification when unsure of work tasks • Complete own work tasks under guidance within set budgets, timeframes and standards • Take the initiative to progress own work • Identify resources needed to complete allocated work tasks	• Plan and coordinate allocated activities • Re-prioritise own work activities on a regular basis to achieve set goals • Contribute to the development of team work plans and goal setting • Understand team objectives and how own work relates to achieving these
Intermediate	• Seek and apply specialist advice when required • Complete work tasks within set budgets, timeframes and standards • Take the initiative to progress and deliver own work and that of the team or unit • Contribute to allocating responsibilities and resources to ensure the team or unit achieves goals • Identify any barriers to achieving results and resolve these where possible • Proactively change or adjust plans when needed	• Understand the team and unit objectives and align operational activities accordingly • Initiate and develop team goals and plans, and use feedback to inform future planning • Respond proactively to changing circumstances and adjust plans and schedules when necessary • Consider the implications of immediate and longer-term organisational issues and how these might affect the achievement of team and unit goals • Accommodate and respond with initiative to changing priorities and operating environments
Adept	• Use own and others' expertise to achieve outcomes, and take responsibility for delivering intended outcomes • Make sure staff understand expected goals and acknowledge staff success in achieving these • Identify resource needs and ensure goals are achieved within set budgets and deadlines • Use business data to evaluate outcomes and inform continuous improvement • Identify priorities that need to change and ensure the allocation of resources meets new business needs • Ensure that the financial implications of changed priorities are explicit and budgeted for	• Consider the future aims and goals of the team, unit and organisation when prioritising own and others' work • Initiate, prioritise, consult on and develop team and unit goals, strategies and plans • Anticipate and assess the impact of changes, including government policy and economic conditions, on team and unit objectives and initiate appropriate responses • Ensure current work plans and activities support and are consistent with organisational change initiatives • Evaluate outcomes and adjust future plans accordingly
Advanced	• Seek and apply the expertise of key individuals to achieve organisational outcomes • Drive a culture of achievement and acknowledge input from others • Determine how outcomes will be measured and guide others on evaluation methods • Investigate and create opportunities to enhance the achievement of organisational objectives • Make sure others understand that on-time and on-budget results are required and how overall success is defined • Control business unit output to ensure government outcomes are achieved within budgets • Progress organisational priorities and ensure that resources are acquired and used effectively	• Understand the links between the business unit, organisation and the whole-of-government agenda • Ensure business plan goals are clear and appropriate and include contingency provisions • Monitor the progress of initiatives and make necessary adjustments • Anticipate and assess the impact of changes, including government policy and economic conditions, on business plans and initiatives and respond appropriately • Consider the implications of a wide range of complex issues and shift business priorities when necessary • Undertake planning to help the organisation transition through change initiatives, and evaluate progress and outcomes to inform future planning
Highly advanced	• Use own professional knowledge and the expertise of others to drive forward organisational and government objectives • Create a culture of achievement, fostering on-time and on-budget quality outcomes in the organisation • Identify, recognise and celebrate success • Establish systems to ensure all staff are able to identify direct connections between their efforts and organisational outcomes • Identify and remove potential barriers or hurdles to achieving outcomes • Initiate and communicate high-level priorities for the organisation to achieve government outcomes	• Establish broad organisational objectives, ensure that these are the focus for all planning activities and communicate these objectives to staff • Influence the organisation's current and potential future role within government and the community, and plan appropriately • Ensure effective governance frameworks and guidance enable high-quality strategic corporate, business and operational planning • Consider emerging trends, identify long-term opportunities and align organisational requirements with desired whole-of-government outcomes • Drive initiatives in an environment of ongoing, widespread change with consideration given to policy directions set by the government

Think and Solve Problems	Demonstrate Accountability
• Ask questions to explore and understand issues and problems • Find and check information needed to complete own work tasks • Identify and inform supervisor of issues that may have an impact on completing tasks • Escalate more complex issues and problems when these are identified • Share ideas about ways to improve work tasks and solve problems • Consider user needs when contributing to solutions and improvements	• Take responsibility for own actions • Be aware of delegations and act within authority levels • Be aware of team goals and their impact on work tasks • Follow safe work practices and take reasonable care of own and others' health and safety • Escalate issues when these are identified • Follow government and organisational record-keeping requirements
• Identify the facts and type of data needed to understand a problem or explore an opportunity • Research and analyse information to make recommendations based on relevant evidence • Identify issues that may hinder the completion of tasks and find appropriate solutions • Be willing to seek input from others and share own ideas to achieve best outcomes • Generate ideas and identify ways to improve systems and processes to meet user needs	• Be proactive in taking responsibility and being accountable for own actions • Understand delegations and act within authority levels • Identify and follow safe work practices, and be vigilant about own and others' application of these practices • Be aware of risks and act on or escalate risks, as appropriate • Use financial and other resources responsibly
• Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence • Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience • Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience • Seek contributions and ideas from people with diverse backgrounds and experience • Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness • Identify and share business process improvements to enhance effectiveness	• Assess work outcomes and identify and share learnings to inform future actions • Ensure that own actions and those of others are focused on achieving organisational outcomes • Exercise delegations responsibly • Understand and apply high standards of financial probity with public monies and other resources • Identify and implement safe work practices, taking a systematic risk management approach to ensure own and others' health and safety • Conduct and report on quality control audits • Identify risks to successfully achieving goals, and take appropriate steps to mitigate those risks
• Undertake objective, critical analysis to draw accurate conclusions that recognise and manage contextual issues • Work through issues, weigh up alternatives and identify the most effective solutions in collaboration with others • Take account of the wider business context when considering options to resolve issues • Explore a range of possibilities and creative alternatives to contribute to system, process and business improvements • Implement systems and processes that are underpinned by high-quality research and analysis • Look for opportunities to design innovative solutions to meet user needs and service demands • Evaluate the performance and effectiveness of services, policies and programs against clear criteria	• Design and develop systems to establish and measure accountabilities • Ensure accountabilities are exercised in line with government and business goals • Exercise due diligence to ensure work health and safety risks are addressed • Oversee quality assurance practices • Model the highest standards of financial probity, demonstrating respect for public monies and other resources • Monitor and maintain business-unit knowledge of and compliance with legislative and regulatory frameworks • Incorporate sound risk management principles and strategies into business planning
• Establish and promote a culture that encourages innovation and initiative and emphasises the value of continuous improvement • Engage in high-level critical analysis of a wide range of complex information and formulate effective responses to critical policy issues • Identify and evaluate organisation-wide implications when considering proposed solutions to issues • Apply lateral thinking and develop innovative solutions that have a long-lasting, organisation-wide impact • Ensure effective governance systems are in place to guarantee quality analysis, research and reform	• Direct the development of effective systems for establishing and measuring accountabilities and evaluate ongoing effectiveness • Promote a culture of accountability with clear links to government goals • Set standards and exercise due diligence to ensure work health and safety risks are addressed • Inspire a culture that respects the obligation to manage public monies and other resources responsibly and with the highest standards of probity • Ensure that legislative and regulatory frameworks are applied consistently and effectively across the organisation • Direct the development of short- and long-term risk management frameworks to ensure government aims and objectives are achieved

Business enablers

	Finance	Technology
Foundational	• Understand that government services budgets are limited and must only be used for intended purposes • Appreciate the importance of accuracy and completeness in estimating costs and calculating and recording financial information • Be aware of financial delegation principles and processes • Understand basic compliance obligations related to using resources and recording financial transactions	• Display familiarity and confidence when applying technology used in role • Comply with records, communication and document control policies • Comply with policies on the acceptable use of technology, including cyber security
Intermediate	• Understand basic financial terminology, policies and processes, including the difference between recurrent and capital spending • Consider financial implications and value for money in making recommendations and decisions • Understand how financial decisions impact the overall financial position • Understand and act on financial audit, reporting and compliance obligations • Display an awareness of financial risk, reputational risk and exposure, and propose solutions to address these	• Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks • Use available technology to improve individual performance and effectiveness • Make effective use of records, information and knowledge management functions and systems • Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies
Adept	• Understand core financial terminology, policies and processes, and display knowledge of relevant recurrent and capital financial measures • Understand the impacts of funding allocations on business planning and budgets • Identify discrepancies or variances in financial and budget reports, and take corrective action • Know when to seek specialist advice and support and establish the relevant relationships • Make decisions and prepare business cases, paying due regard to financial considerations	• Identify opportunities to use a broad range of technologies to collaborate • Monitor compliance with cyber security and the use of technology policies • Identify ways to maximise the value of available technology to achieve business strategies and outcomes • Monitor compliance with the organisation's records, information and knowledge management requirements
Advanced	• Apply a thorough understanding of recurrent and capital financial terminology, policies and processes to planning, forecasting and budget preparation and management • Identify and analyse trends, review data and evaluate business options to ensure business cases are financially sound • Assess relative cost benefits of various purchasing options • Promote the role of sound financial management and its impact on organisational effectiveness • Obtain specialist financial advice when reviewing and evaluating finance systems and processes • Respond to financial and risk management audit outcomes, addressing areas of non-compliance in a timely manner	• Champion the use of innovative technologies in the workplace • Actively manage risk to ensure compliance with cyber security and acceptable use of technology policies • Keep up to date with emerging technologies and technology trends to understand how their application can support business outcomes • Seek advice from appropriate subject-matter experts on using technologies to achieve business strategies and outcomes • Actively manage risk of breaches to appropriate records, information and knowledge management systems, protocols and po
Highly advanced	• Advocate for committed outcomes to be considered in decision making for project prioritisation and resourcing decisions • Define organisational directions and set priorities and business plans, referring to key financial indicators and non-financial committed outcomes • Anticipate operational and capital needs, and identify the most appropriate financing and funding strategies to meet them • Ensure that the organisation informs strategic decisions with appropriate advice from finance and risk professionals • Establish effective governance to ensure that financial resources are used ethically and prudently across the organisation	• Support research and expert advice on the application of emerging technologies to achieve organisational outcomes • Ensure that effective governance frameworks are in place to efficiently and effectively apply technology within the organisation • Establish effective governance to ensure organisational compliance with cyber security and acceptable use of technology policies • Critically assess business cases supporting the introduction of technology to improve the organisation's efficiency and effectiveness • Ensure that effective policy and procedures are in place for records, information and knowledge management to meet government and organisational requirements

Procurement and Contract Management	Project Management
• Comply with basic ordering, receipting and payment processes • Apply basic checking and quality-control processes to activities that support procurement and contract management • Understand probity principles relating to purchasing	• Understand project goals, steps to be undertaken and expected outcomes • Plan and deliver tasks in line with agreed project milestones and timeframes • Check progress against agreed milestones and timeframes, and seek help to overcome barriers • Participate in planning and provide feedback on progress and potential improvements to project processes
• Understand and comply with legal, policy and organisational guidelines and procedures relating to purchasing • Conduct delegated purchasing activities in line with procedures • Work with providers, suppliers and contractors to ensure that outcomes are delivered in line with time and quality requirements	• Perform basic research and analysis to inform and support the achievement of project deliverables • Contribute to developing project documentation and resource estimates • Contribute to reviews of progress, outcomes and future improvements • Identify and escalate possible variances from project plans
• Apply legal, policy and organisational guidelines and procedures relating to procurement and contract management • Develop well-written, well-structured procurement documentation that clearly sets out the business requirements • Monitor procurement and contract management processes to ensure they are open, transparent and competitive • Be aware of procurement and contract management risks, and actions to manage or mitigate risk in monitoring contract performance • Evaluate tenders and select providers in an objective and rigorous way, in line with established guidelines and principles • Escalate procurement and contract management issues, where required	• Understand all components of the project management process, including the need to consider change management to realise business benefits • Prepare clear project proposals and accurate estimates of required costs and resources • Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements • Identify and evaluate risks associated with the project and develop mitigation strategies • Identify and consult stakeholders to inform the project strategy • Communicate the project's objectives and its expected benefits • Monitor the completion of project milestones against goals and take necessary action • Evaluate progress and identify improvements to inform future projects
• Ensure that employees and contractors apply government and organisational procurement and contract management policies • Monitor procurement and contract management risks and ensure that this informs contract development, management and procurement decisions • Promote effective risk management in procurement • Implement effective governance arrangements to monitor provider, supplier and contractor performance against contracted deliverables and outcomes • Represent the organisation in resolving complex or sensitive disputes with providers, suppliers and contractors	• Prepare and review project scope and business cases for projects with multiple interdependencies • Access key subject-matter experts' knowledge to inform project plans and directions • Design and implement effective stakeholder engagement and communications strategies for all project stages • Monitor project completion and implement effective and rigorous project evaluation methodologies to inform future planning • Develop effective strategies to remedy variances from project plans and minimise impact • Manage transitions between project stages and ensure that changes are consistent with organisational goals • Participate in governance processes such as project steering groups
• Ensure that whole-of-government approaches to procurement and contract management are integrated into the organisation's policies and practices • Ensure that effective governance processes are in place for the organisation's provider, supplier and contractor management, tendering, procurement and contracting policies, processes and outcomes • Monitor and evaluate compliance and the effectiveness of procurement and contract management within the organisation	• Ensure there are systems and effective governance processes in place for project management • Make decisions on accepting projects based on business cases • Use the historical, political and broader context to inform project directions and mitigate risk • Obtain key stakeholders' commitment to major project strategies, including cross-organisational initiatives, and ensure ongoing communication • Ensure that project risks are managed effectively, and appropriate strategies are in place to respond to variances • Drive the changes required to realise the business benefits of the project • Ensure that project management decisions consider interdependencies between projects

People management

	Manage and Develop People	Inspire Direction and Purpose
Foundational	• Clarify the work required, and the expected behaviours and outputs • Clearly communicate team members' roles and responsibilities • Contribute to developing team capability and recognise potential in people • Recognise good performance, and give support and regular constructive feedback linked to development needs • Identify appropriate learning opportunities for team members • Create opportunities for all team members to contribute • Act as a role model for inclusive behaviours and practices • Recognise performance issues that need to be addressed and seek appropriate advice	• Assist team members to understand organisational directions • Ensure team members understand the organisation's policies and services • Ensure team members understand how their activities align with business objectives and the organisation's performance • Recognise and acknowledge team members' high-quality work and effort
Intermediate	• Collaborate to set clear performance standards and deadlines in line with established performance development frameworks • Look for ways to develop team capability and recognise and develop individual potential • Be constructive and build on strengths by giving timely and actionable feedback • Identify and act on opportunities to provide coaching and mentoring • Recognise performance issues that need to be addressed and work towards resolving issues • Effectively support and manage team members who are working flexibly and in various locations • Create a safe environment where team members' diverse backgrounds and cultures are considered and respected • Consider feedback on own management style and reflect on potential areas to improve	• Assist the team or unit to understand organisational directions and explain the reasons behind decisions • Ensure that team and unit objectives lead to the achievement of business outcomes that align with organisational policies • Ensure team members understand how their activities create value for the organisation, customers and stakeholders • Encourage team members to strive for ongoing performance improvement • Recognise and acknowledge high individual and team performance
Adept	• Define and clearly communicate roles, responsibilities and performance standards to achieve team outcomes • Adjust performance development processes to meet the diverse abilities and needs of individuals and teams • Develop work plans that consider capability, strengths and opportunities for development • Be aware of the influences of bias when managing team members • Seek feedback on own management capabilities and develop strategies to address any gaps • Address and resolve team and individual performance issues, including unsatisfactory performance, in a timely and effective way • Monitor and report on team performance in line with established performance development frameworks	• Promote a sense of purpose, and help the team to understand the strategic direction of the organisation and the needs of customers and stakeholders • Translate broad organisational strategy and goals into tangible team goals and explain the links for the team • Ensure that team objectives and outcomes lead to the implementation of government priorities and create value for customers and stakeholders • Work to remove barriers to achieving goals
Advanced	• Refine roles and responsibilities over time to achieve better business outcomes • Recognise talent, develop team capability and undertake succession planning • Coach and mentor staff and encourage professional development and continuous learning • Prioritise addressing and resolving team and individual performance issues and ensure that this approach is cascaded throughout the organisation • Implement performance development frameworks to align workforce capability with the organisation's current and future priorities and objectives	• Promote a sense of purpose and enable others to understand the links between government policy, organisational goals and public value • Build a shared sense of direction, clarify priorities and goals, and inspire others to achieve these • Work with others to translate strategic direction into operational goals and build a shared understanding of the link between these and core business outcomes • Create opportunities for recognising and celebrating high performance at the individual and team level • Instil confidence, and cultivate an attitude of openness and curiosity in tackling future challenges
Highly advanced	• Ensure performance development frameworks are in place to manage staff performance, drive the development of organisational capability and undertake succession planning • Drive executive capability development and ensure effective succession management practices • Implement effective approaches to identify and develop talent across the organisation • Model and encourage a culture of continuous learning and leadership that values high levels of constructive feedback and exposure to new experiences • Drive a culture of high performance and ensure performance issues are addressed as a priority	• Champion the organisational vision and strategy, and communicate the way forward • Create a culture of confidence and trust in the future direction • Generate enthusiasm and commitment to goals and cascade understanding throughout the organisation • Communicate the parameters and expectations surrounding organisational strategies • Celebrate organisational success and high performance, and engage in activities to maintain morale

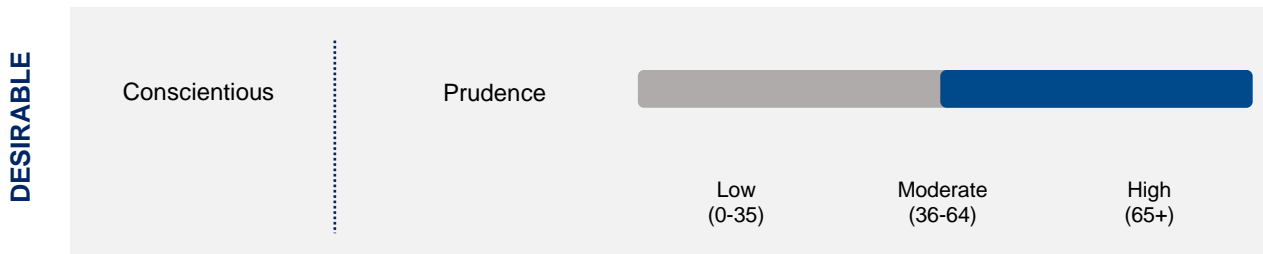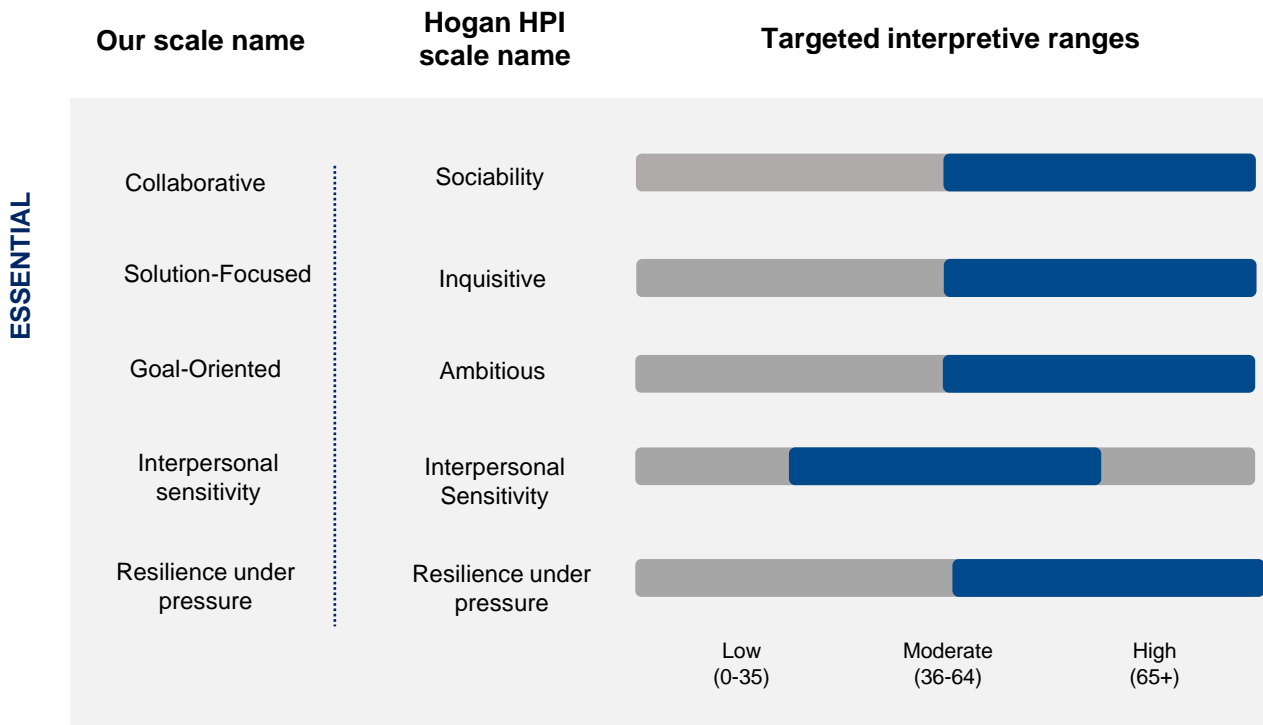| Optimise Business Outcomes	Manage Reform and Change
• Keep team members informed of the reasons for decisions so that this can inform their work • Ensure that team members make effective use of resources to maximise business outcomes • Ensure that team members understand and inform customers about processes, practices and decisions • Ensure that team members understand business principles to achieve work tasks effectively • Ensure team goals and standards are met	• Support change initiatives and assist team members to understand their purpose and impact • Share information with team members to assist them to understand and manage uncertainty and change • Recognise barriers to change and support the team so they can better accept and facilitate change
• Develop team and unit plans that consider team capabilities and strengths • Plan and monitor resource allocation effectively to achieve team and unit objectives • When planning resources, consider the attraction and retention of people of diverse cultures, backgrounds and experiences • Ensure that team members work with a good understanding of business principles as they apply to the public sector context • Participate in wider organisational workforce planning to ensure that capable resources are available	• Promote change processes and communicate change initiatives across the team or unit • Accommodate changing priorities and respond flexibly to uncertainty and ambiguity • Support others in managing uncertainty and change
• Initiate and develop longer-term goals and plans to guide the work of the team in line with organisational objectives • Allocate resources to ensure the achievement of business outcomes and contribute to wider workforce planning • When planning resources, implement processes that encourage the attraction and retention of people of diverse cultures, backgrounds and experiences • Ensure that team members base their decisions on a sound understanding of business and risk management principles, applied in a public sector context • Monitor performance against standards and take timely corrective actions • Keep others informed about progress and performance outcomes	• Support teams in developing new ways of working and generating innovative ideas to approach challenges • Actively promote change processes to staff and participate in communicating change initiatives across the organisation • Provide guidance, coaching and direction to others who are managing uncertainty and change • Engage staff in change processes and provide clear guidance, coaching and support • Identify cultural barriers to change and implement strategies to address these
• Engage in strategic and operational workforce planning that effectively uses organisational resources to achieve business goals • Resolve any barriers to recruiting and retaining people of diverse cultures, backgrounds and experiences • Encourage team members to take calculated risks to support innovation and improvement • Align systems and processes to encourage improved performance and outcomes	• Clarify the purpose and benefits of continuous improvement for staff and provide coaching and leadership in times of uncertainty • Assist others to address emerging challenges and risks and generate support for change initiatives • Translate change initiatives into practical strategies and explain these to staff, and their role in implementing them • Implement structured change management processes to identify and develop responses to cultural barriers
• Ensure that organisational architecture is aligned to the organisation's goals and responds to changes over time • Engage in strategic workforce planning and strategic resource utilisation to ensure that the organisation's aims and goals and the government's objectives can be achieved • Align workforce resources and talent with organisational priorities • Set clear boundaries and freedoms for the organisation in risk taking • Hold self and others accountable for implementing and maintaining inclusive workforce management practices	• Drive a continuous improvement agenda, define high-level objectives and translate these into practical implementation strategies • Build staff support for and commitment to announced change, and plan and prepare for long-term organisational change, with a focus on the wider political, social and environmental context • Create an organisational culture that actively seeks opportunities to improve • Anticipate, plan for and address cultural barriers to change at the organisational level

Appendix C

Mapping psychometric tools to the profile

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Mapping Psychometric Tools to the Profile
Leadership Styles

The leadership styles of LHD/SN DAHs can be assessed using the **Hogan Personality Inventory** (HPI) as the framework. These styles reference personal characteristics that impact how individuals approach work and interact with others. It is advised leaders sit within the targeted interpretive ranges detailed below[1].

Our scale name	Hogan HPI scale name	Targeted interpretive ranges
ESSENTIAL		
Collaborative	Sociability	
Solution-Focused	Inquisitive	
Goal-Oriented	Ambitious	
Interpersonal sensitivity	Interpersonal Sensitivity	
Resilience under pressure	Resilience under pressure	Low (0-35) / Moderate (36-64) / High (65+)
DESIRABLE		
Conscientious	Prudence	Low (0-35) / Moderate (36-64) / High (65+)

■ = the range that a LHD/SN DAHs is expected to fall within

1. Targeted interpretive ranges are indicative and based on the outputs of consultation in developing the Leader Success Profile. A qualified psychometric assessor should be engaged if assessing leadership styles of a candidate or individual post holder in the LHD/SN DAH role.

Potential Derailers

The potential leadership derailers of LHD/SN DAHs can be assessed through the **Hogan Development Survey** (HDS). These derailers reference tendencies that may occur when under stress or pressure. It is helpful to understand *potential* issues or challenges that could arise for leaders within certain contexts, and subsequently mechanisms to cope with or avoid these. It is advised for leaders to be cognisant of these derailers[1].

How to interpret derailer scores:

Low to no risk (69 and under)

Are unlikely to impact the success of a leader.

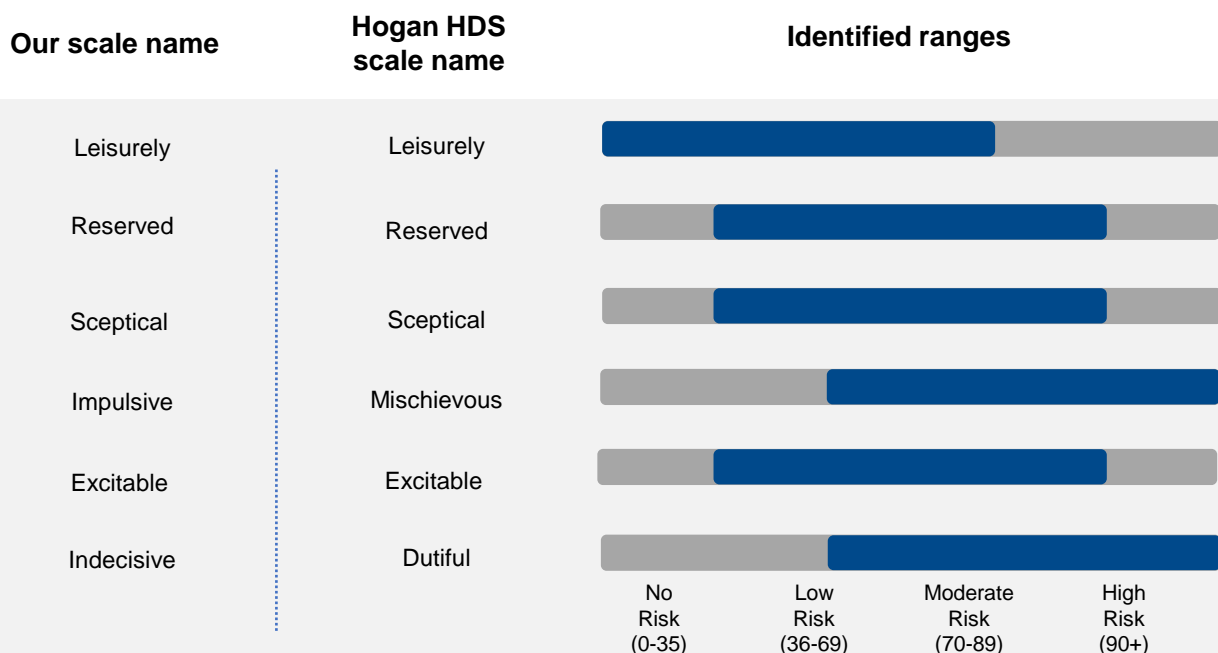**Moderate to High risk on derailers not captured below (70+)**

Most leaders will have a couple of derailers, with those in the 'high risk' classification being of most concern. Leaders who demonstrate derailers not captured in the list below are less likely to have their success as a DAH impacted by these derailers. However, these derailers should still be explored with the leader in an interview (particularly for high risk derailers).

Moderate risk on the below derailers (70-89)

Leaders who are classified as moderate risk have an increased likelihood of being unsuccessful in the DAH role. Such leaders may still be appropriate for the DAH role where they have demonstrated mechanisms to cope with/avoid their derailers.

High risk on the below derailers (90-100)

Leaders who are classified as high risk on the below derailers are at high risk of being unsuccessful in the DAH role. Such leaders may still be appropriate for the DAH role if they only demonstrate some (and not all) of the below derailers, and can clearly demonstrate mechanisms to cope with/avoid their derailers.

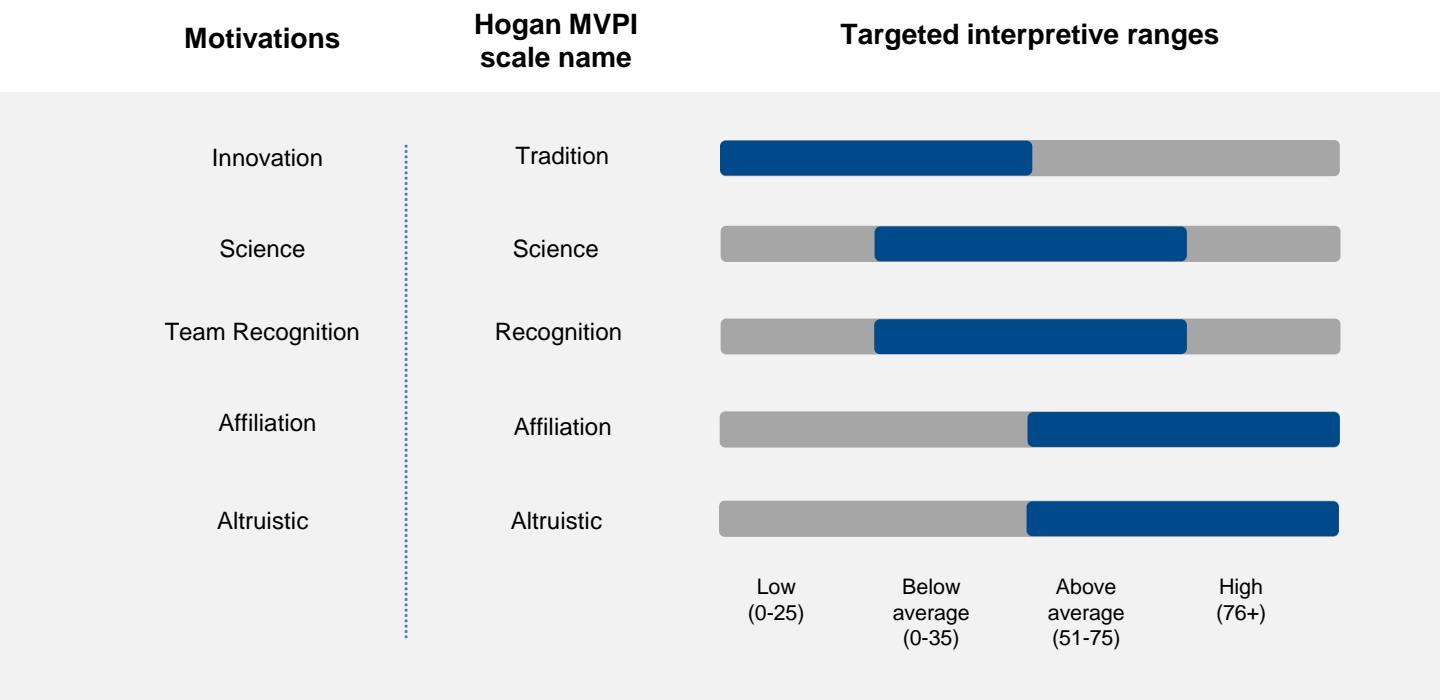| Our scale name	Hogan HDS scale name	Identified ranges			
Leisurely	Leisurely				
Reserved	Reserved				
Sceptical	Sceptical				
Impulsive	Mischievous				
Excitable	Excitable				
Indecisive	Dutiful	No Risk (0-35)	Low Risk (36-69)	Moderate Risk (70-89)	High Risk (90+)

■ = the range that a LHD/SN DAH is expected to fall within

1. Targeted interpretive ranges are indicative and based on the outputs of consultation in developing the Leader Success Profile. A qualified psychometric assessor should be engaged if assessing the potential derailers of a candidate or individual post holder in the LHD/SN DAH role.

Motivators

Leadership motivators can be assessed through the **Hogan Motive Values Preferences Inventory** (MVPI). These motivators reference an individual's core values, goals, interests, and information that relates to (a) the environment in which the person will perform best and derive the most motivation, and (b) the kind of culture the person will be motivated to create as a leader. It is advised leaders sit within the targeted interpretive ranges detailed below[1].

Motivations	Hogan MVPI scale name	Targeted interpretive ranges
Innovation	Tradition	
Science	Science	
Team Recognition	Recognition	
Affiliation	Affiliation	
Altruistic	Altruistic	

	Low (0-25)	Below average (0-35)	Above average (51-75)	High (76+)

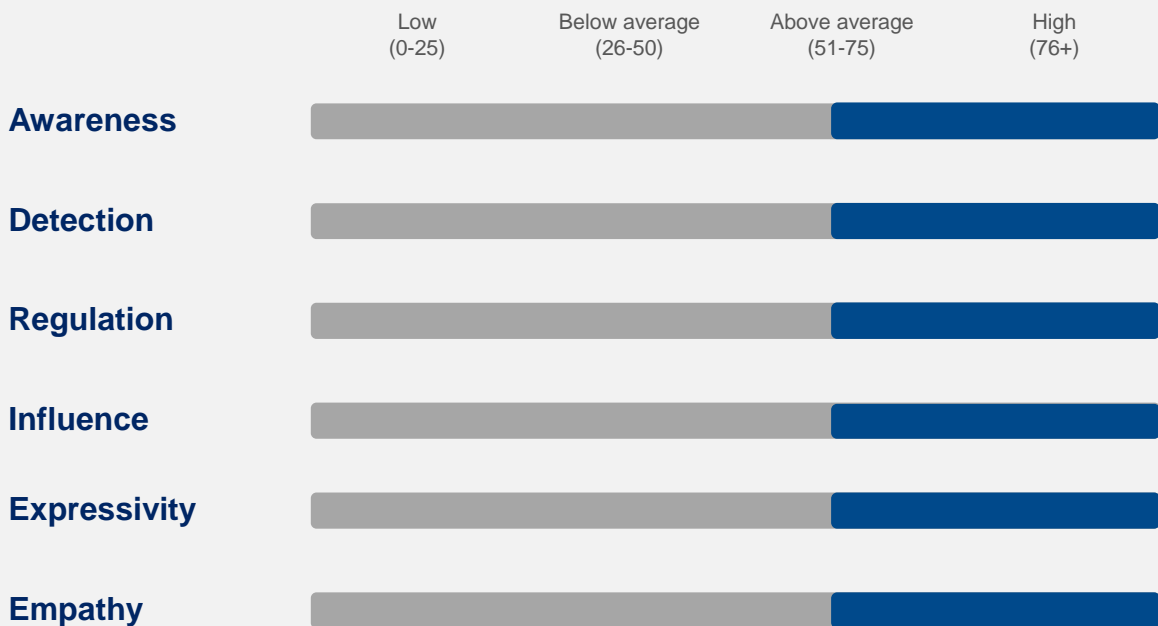■ = the range that a LHD/SN DAH is expected to fall within

1. Targeted interpretive ranges are indicative and based on the outputs of consultation in developing the Leader Success Profile. A qualified psychometric assessor should be engaged if assessing the motivators of a candidate or individual post holder in the LHD/SN DAH role.

Cognitive Abilities and Emotional Intelligence

The cognitive abilities of LHD/SN DAHs can be measured through the administration of **numerical, verbal and logical reasoning tests** e.g. SHL Verify. To achieve a 'strong' rating in these tests, individuals should be scoring 'above average' in relation to the benchmarked test population.

The emotional intelligence of LHD/SN DAHs can be assessed using the **Hogan Emotional Intelligence (EQ)** as the framework. Individuals with higher emotional intelligence have good interpersonal skills and quickly understand what others feel and why they behave in a certain way. Further, these individuals remain calm in stressful situations and handle pressure well. It is advised leaders sit within the targeted interpretive ranges detailed below[1].

Targeted desirable range

	Low (0-25)	Below average (26-50)	Above average (51-75)	High (76+)
Awareness			███████	███████
Detection			███████	███████
Regulation			███████	███████
Influence			███████	███████
Expressivity			███████	███████
Empathy			███████	███████

1. Targeted interpretive ranges are indicative and based on the outputs of consultation in developing the Leader Success Profile. A qualified psychometric assessor should be engaged if assessing the cognitive abilities or emotional intelligence of a candidate or individual post holder in the LHD/SN DAH role.