



NSW Health

Health Service Manager (HSM) Regional, Rural, Remote Leader Success Profile

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Health



Health Service Managers (HSM) lead the day to day operation of their regional, rural or remote facilities. They collaborate across the community to integrate service delivery and enable high quality healthcare outcomes.

The facilities that an HSM leads are either a multipurpose service (MPS) or small rural health service, which may contain up to 70 beds and include services such as emergency, acute care, aged care, allied health and primary care.

They are commonly Grades 3, 4, 5 or 6 in the Public Health System Nurses & Midwives (State) Award.

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Section 1:

Understanding the Leader
Success Profile



Health





Leader Success Profile overview

The NSW Health Service Manager (Regional, Rural, Remote) (HSM) Leader Success Profile defines the leadership elements required to be an outstanding HSM in the Health Service (see Figure 1), and can be used to inform better decision making across the career and talent development lifecycle.

This document defines what "outstanding" looks like for an HSM regardless of district or health service, and should be considered in the context of the HSM role. It outlines the ideal HSM characteristics, and as such, is aspirational. An HSM would be expected to meet / develop many of the characteristics, but not all.



Figure 1: Leader Success Profile framework

The Leader Success Profile details the following

- 1 The **role in context** and vision for NSW Health, to provide direction on what future leaders need to achieve.
- 2 The **vision for the role**, to provide insight into what future HSMs need to strive for.
- 3 The **key challenges and opportunities** HSMs 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 HSMs and successfully navigate the context they are operating in.
- 6 The **leadership styles and derailers** that should be understood to best support success within the HSM role.
- 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 the environment.

This document describes the purpose, scope and use of a Leader Success Profile and contains the HSM Leader Success Profile. This profile is consistent across size, geography, regional, rural and remote health services, and applies to all HSMs in NSW Health.

How to use the Leader Success Profile

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

The Health Service Manager 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

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

Clear criteria to inform the design of any Health Service Manager leadership development programs

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

Clear criteria to inform succession planning activities

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

Where to use the Health Service Manager 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



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 leadership role of the Health Service Manager

Regional NSW, also known as Country NSW, is a geographical area home to approximately 1.8 million people.¹ For the purposes of this Leader Success Profile, regional, rural and remote contexts are classified in accordance with the Modified Monash Classifications. **Regional communities** are located 15km outside of the nearest town centre with populations up to 50,000. **Rural communities** are further in distance and smaller in population, with **remote communities** being the most geographically isolated.² Across NSW Health, **7 of the 15 Local Health Districts (LHDs)** can be considered regional, rural or remote: Far West, Hunter New England, Mid North Coast, Murrumbidgee, Northern NSW, Southern NSW and Western NSW.² In these regions, healthcare is the largest industry of employment, employing 14.5% of the labour force.¹

In these communities, the delivery of healthcare services looks quite different to the experience in metropolitan areas. Namely, facilities are “generally smaller, have less infrastructure and provide a broader range of services to a more widely distributed population.”³ A key role in the delivery of healthcare services is the **Health Service Manager (HSM)**, alternatively named the Site Manager or Facility Manager.

Health Service Managers...

Lead the day to day operational management of their facilities

Drive and enable multidisciplinary teaming and resourcing activities



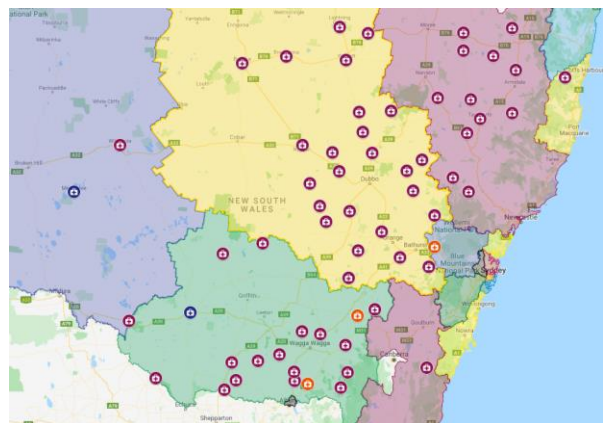
Collaborate across the community to integrate delivery of a range of services

Manage facility services to enable delivery of high standards of care and services

Commonly Grades 3, 4, 5 or 6 in the Public Health System Nurses & Midwives (State) Award

Geographical Distribution

The facilities that an HSM leads are either a multipurpose service (MPS) or small rural health service, which may contain up to 70 beds and include services such as emergency, acute care, aged care, allied health and primary care.⁴ Across NSW, there are 63 MPSs, 3 state government residential aged care and 2 small rural health services.



Facility Summary

- Multipurpose service (MPS)
- State Government Residential Aged Care
- Other small rural health service

¹ NSW Parliament, Regional NSW: A demographic and economic snapshot

² See Appendix E

³ Australian Institute of Health and Welfare, Rural & Remote Health Snapshot

⁴ <https://www.health.nsw.gov.au/rural/rhhsp/Pages/MPS-service-model.aspx>

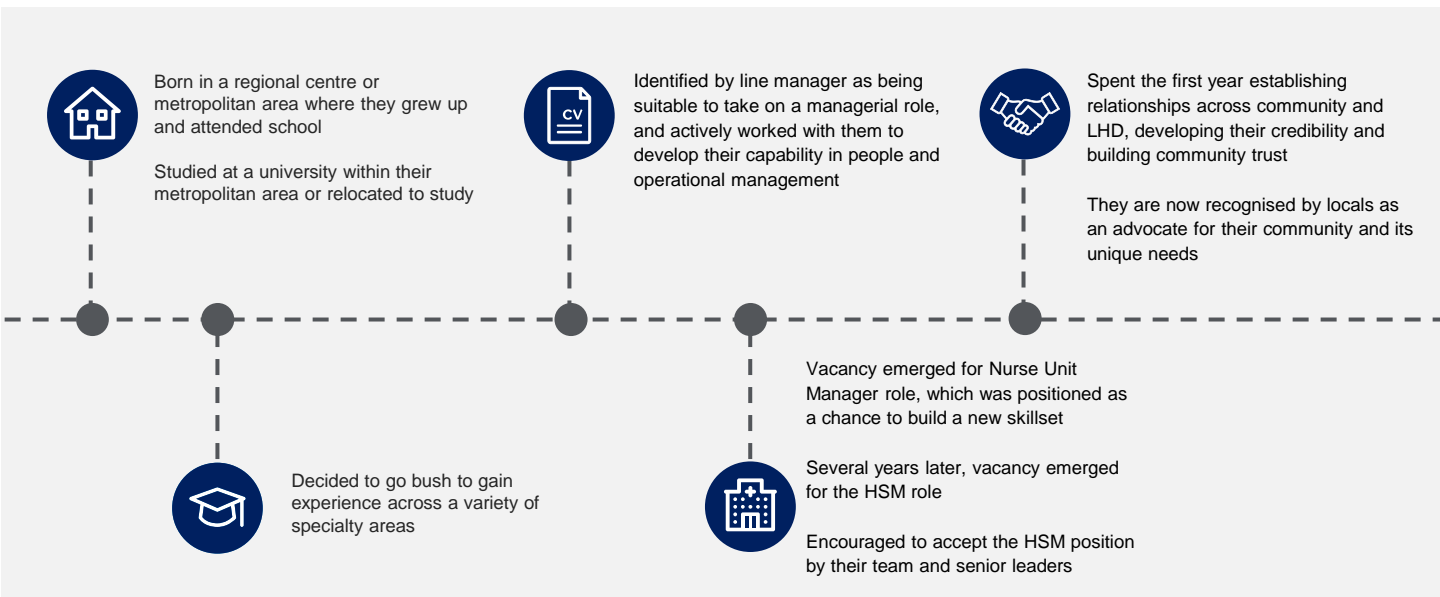
Role in context

Detailing the evolving landscape and critical leadership role of the Health Service Manager

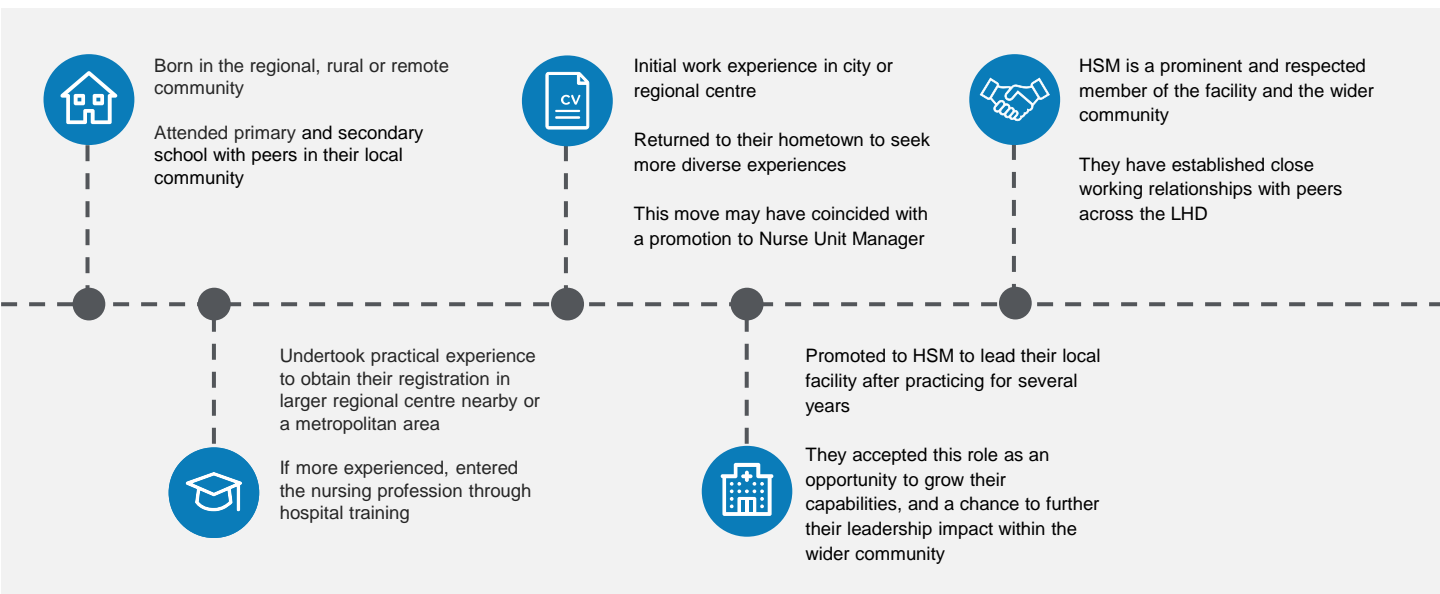
Illustrating the typical professional and personal journey into role

Engagement conducted during the development of this LSP has highlighted two primary, however distinct, journeys for postholders in the HSM position:

Newer Community Member



Lifelong Community Member



KEY



Early life



Education



Early career



Progression into HSM role



Evolution into community leader

Navigating societal and healthcare trends

The role of the HSM is pivotal to the delivery of healthcare in regional, rural and remote areas. HSMs are operating in a unique environment, influenced by both general **societal trends** and the rapidly **evolving healthcare sector**. HSMs must proactively ascertain and respond to community and societal trends, including the COVID-19 pandemic, recent natural disasters and changing demographics in their LHD.



Societal trends

COVID 19



The regional, rural and remote healthcare workforce have been heavily involved in the operational response to COVID-19 in their communities, including testing, vaccination rollouts and treatment.



Accessibility and uptake of vaccines has resulted in a slower than anticipated rollout in regional, rural and remote communities, placing increased pressures on the local health service to ensure vaccine access and drive community uptake.¹



Difficulties with accessing “culturally appropriate health services, a level of mistrust in the health system, and a myriad of other complex factors” for Aboriginal and Torres Strait Islander people.¹



Opportunities for HSMs...

HSMs have led the operational response to COVID-19 in their regional, rural and remote communities in a **highly responsive and resilient manner**. They have pivoted their physical resources and workforces to respond to new and evolving demands on their health service, including the **coordination of vaccination efforts, testing and patient care**. In expanding their service, HSMs have needed to collaborate across the LHD and local community to share resources and knowledge, and are now recognised as key drivers in leading community responses.

Recent Natural Disasters



Local communities and HSMs themselves have been devastated by floods, bushfires and droughts.



These events pose risks for physical health infrastructure and also increase pressure on immunocompromised individuals, increasing the prevalence of chronic illnesses.²



HSMs must play a key role in supporting their communities to build **organisational and systemic resilience** against potential and recent natural disasters, partnering with community organisations to strengthen preparedness for disaster response.

Engage in preventive care and other interventions to support their communities. By enhancing the scope of community services, HSMs can **proactively identify and respond to emerging health issues** and the risks to community health.

Changing Demographics



Our ageing population has placed a variety of pressures on regional, rural and remote services. It is reported that Australians aged over 45 years in these areas were more likely to encounter barriers in receiving adequate healthcare compared to those in metropolitan areas.³



In addition, the ageing of the HSM workforce itself poses a key challenge around identifying, upskilling and hiring future HSMs into the role.



Utilise **new models of care**, including virtual care models, and effectively hire and upskill clinical staff to support the increased demands of an ageing population.

Proactively support **succession planning** to foster a consistent pipeline of strong HSM candidates within the facility and LHD.

¹ N. May, *Australian health experts worried as rural Covid vaccination rates lag metro areas*, The Guardian, 2021

² NSW Department of Planning Industry & Environment, *NSW Government to Strengthen planning for natural hazards*. 2021

³ NSW Institute of Health and Welfare, *Rural & Remote Health Report*. 2019

The regional, rural and remote contexts in which HSMs operate within pose complex and unique healthcare trends including the changing models of care, increased importance of recruitment and retention and complex stakeholder ecosystems.



Healthcare trends

Changing Models of Care



HSMs work with multidisciplinary teams to meet the diverse demands of their local communities. HSMs may be limited in their ability to deliver face to face services to their regional, remote and rural communities.



To extend service scope, HSMs could influence stakeholders in their LHD about adopting new or enhanced models of care, which are increasingly based off-site or virtually, including telehealth, video conferencing, remote monitoring and digital collection of clinical data supported by remote administration.



Opportunities for HSMs...

By adopting virtual models of care, the HSM can broaden the **accessibility and availability of tailored healthcare services** in their local community. This enables HSMs to offer a wider scope of services to meet changing and diverse community needs. Furthermore, virtual models of care offer a more **affordable alternative** to in-person specialist knowledge or the need to transport patients to larger facilities such as base hospitals.

Increased Importance of Recruitment and Retention



In regional, rural or remote contexts, HSMs must accurately identify and source the right people capabilities to meet their unique community needs and meet changing patient demographics and preferences.



HSMs may face capability loss where their health service is unable to retain quality clinical and administrative staff.



HSMs have a key role to play in **optimising recruitment and rostering** to ensure that staff have the **right skills and capabilities** to provide the right care within the allocated budget and resources. This is supported by a strong understanding of the demand and supply pressures influencing the availability of a skilled health workforce within their regional, rural or remote context. ¹

Complex Stakeholder Ecosystems



HSMs must navigate the complexities of a diverse range of stakeholders in their local community and across the LHD, including patients and their families, team members, Aboriginal organisations, trade unions, local councils, other healthcare providers and community organisations.



HSMs navigate these stakeholders whilst effectively working with senior stakeholders, such as Cluster / Sector Managers, General Managers, in alignment with the overarching NSW Health Vision.



HSMs play an important coordination role in their communities. They identify **opportunities for collaboration and integration** across a diverse pool of stakeholders, reconciling differences to progress towards **mutually beneficial outcomes in their local community**.

¹ J. Davis, *Regional healthcare worker shortages continue to worsen after a decade of government inaction*. 2021.

Vision for NSW Health

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

Beyond navigating change and workforce complexities, the HSM plays an essential role in upholding and embedding NSW Health’s vision, strategic priorities and values, and those of their respective LHDs.

NSW Health vision	NSW Health strategic priorities	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	<ol style="list-style-type: none">1. Keep people healthy2. Provide world-class clinical care where patient safety is first3. Integrate systems to deliver truly connected care4. Develop and support our people and culture5. Support and harness health and medical research and innovation6. Enable eHealth, health information and data analytics7. Deliver infrastructure for impact and transformation8. Build financial sustainability and robust governance	Collaboration Openness Respect Empowerment

“The Health Service Manager cascades the NSW Health vision, distilling it through to our staff and making it real for our people.”

“We interpret and are the conveyer of the NSW Health vision in a language that people understand.”

“The HSM develops the personal and professional goals of staff, coaching and aligning these towards the organisational vision and goals.”

“HSMs provide leadership, inspiring others to provide quality care and lead to drive a sustainable system across the service.”

“Part of translating this vision means being present and having good visibility with your team.”

Vision for the role

Defining the future purpose and direction for HSMs

The below vision statement has been crafted through extensive consultation and iteration with current HSMs across NSW, their line managers, and team members from enabling functions within the LHDs and in the Ministry of Health.

*HSMs **lead their local healthcare service**, balancing the needs of their regional, rural and remote communities to deliver **culturally-sensitive, accessible and equitable healthcare**.*

*HSMs are **resourceful, autonomous and collaborative**, prioritising a multitude of clinical and corporate issues on a daily basis. They are **compassionate and inspiring leaders** who create impactful people experiences and deliver high quality care for patients.*

The vision statement for the HSM role is underpinned by three key concepts: **understanding and advocating** for their health service and community, **interpreting strategy and innovating service delivery** through their health service and **supporting and enabling** individual team members to deliver culturally-sensitive, accessible and equitable healthcare.

Understand and advocate for their community

HSMs are members of their community, and are the leaders and consumers of their local health service. In playing this role, they:

- Understand community needs, demands and expectations, and how to balance competing priorities
- Partner with organisations across the broader ecosystem and community to deliver health services, such as Aboriginal Land Councils and Health Services, NGOs, local GPs, Allied Health providers
- Prioritise new demands or requests in alignment with scope and capacity to deliver service

“HSMs are part of a bigger system and need to recognise how they draw from within the service and leverage support from larger facilities”

“You act as the face of the service, but remember that you are part of the community”

“This is not a passive role”

Interpret strategy and innovate service delivery through their health service

HSMs are the key conduit between NSW Health, the LHD and their facility and community. To interpret strategy and innovate the delivery of services, they:

- Translate the organisational vision and understand the alignment between vision, enabling strategies and the priorities for service delivery
- Innovate to adapt models of care to the unique needs and resource availability in the communities
- Share success stories across the LHDs and beyond, promoting achievements and inspiring others

“The HSM is the primary driver and interpreter”

“Cookie cutter solutions are a big challenge for us. Metro solutions are available but we need to adapt to deliver this in a regional, rural and remote [service] setting”

“HSMs have to stand up and express how and why their particular service is doing the best”

Support and enable individuals

HSMs have a line of sight to the individual team members within their facility, who they must lead and engage with on a daily basis. To do this, they:

- Set an example for their people, role modelling best practice clinical skills and ways of working
- Create strong and genuine professional relationships with their people, balancing this with any personal connections which may exist
- Listening ‘on the floor’ and providing opportunities for two-way dialogue

“HSMs provide leadership and inspire others to provide high quality care”

“You need to spend time on the culture that you want in the facility”

“I work with intelligent and capable people and I want to support them to get to the stage where they don’t need me to hold their hand every step of the way”



Section 3:

Challenges and
opportunities



Health





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

Challenges and opportunities

Outlining the key challenges and opportunities for HSMs

HSMs may face the following **challenges** and **opportunities** that have been identified to mitigate these challenges:

Managing community expectations

Challenge

HSMs operate in an environment where the community has a vested interest in the health service, which can be a delicate and time-consuming process to manage. As a result of being perceived as the 'face' of the service, HSMs can be confronted with angst **when community expectations and needs are not aligned to policy, budget or resourcing**. The source of the frustration can be individual citizens, local politicians or influential community groups, and they are sometimes raised in an ad hoc manner, such as when HSMs are 'off duty'.

The issues highlighted are typically around resourcing, especially in facilities where there is no on-site doctor or where specialist equipment is perceived as lacking. In some situations, communities may perceive that the infrastructure does not meet the facility's service scope or patient needs.

*"We are not the **face of health**, but the **community see it that way**"*

*"The community has **significant possession and ownership** over the health service. Any change affects the community significantly. It **adds a new dimension to the role.**"*

*"Rural is very different to hospitals in [metropolitan and more populated areas], as **the community has put their heart and soul in the hospital**"*

How do we enable HSMs to harness community expectations as an opportunity?

Opportunities

HSMs lean on local networks and **governance forums** to manage community expectations. HSMs may collaborate with leaders in their community to **address local issues and advance integrated care opportunities**. This can take the form of informal or formal networks. For example, one LHD engages in their Local Health Advisory Committee (LHAC). These networks represent a cross-section of the community, including Aboriginal Elders, police, school principals and Juvenile Justice. By creating a forum for open communication, HSMs not only drive mutually beneficial outcomes for their local communities, but also create advocates for their health service.

HSMs can demonstrate transparency by **proactively educating** their communities on the reasons for decisions and resourcing. Doing so will **bridge the gap between community expectation and reality**. For example, in communities with predominately virtual access to doctors, HSMs can position the model of care as a benefit, supported by a clear evidence base. Where HSMs have used a benefits and outcomes-focused lens, communities have grown in their understanding and uptake of innovative models of care and approaches to service delivery.

*"I meet with our **local health committee** every month and they bring to me **issues and concerns** from the **sector they represent** in the community"*

*"This is a **positive** in some communities as you have a **community that is on board and supports the health service**"*

*"Connection with community is so important – you just need to **be clear on outcomes, listen to feedback, and make sure everyone is on the same page**"*

Providing quality regional, rural and remote healthcare

Challenge

A regional, rural or remote context presents unique challenges in **maintaining culturally-sensitive, accessible and equitable care with a finite set of resources**. While facilities aim to deliver a range of key services such as aged care and acute care, these facilities may have limited capacity to service more complex, specialised services which are typically of lower volume and frequency compared to other services.

The multidimensional nature of the HSM role adds additional complexity in delivering quality healthcare. As the only manager on site, many HSMs still 'work shifts' to meet capacity gaps, whilst also fulfilling the more strategic elements of their role. Doing so brings together the traditional pressures of a clinical role with those of a leadership role. If not adequately managed, this can impose stress on HSMs, teams and the health service.

*"There are so many **competing demands**... it's a really diverse role both clinically and operationally"*

*"Most models of care are written in a **metro-centric way**"*

*"The **role is getting bigger with less resources supporting it** at a site level"*

How can HSMs continue to deliver quality regional, rural and remote healthcare in this challenging context?

Opportunities

HSMs are **highly resourceful, working pragmatically with community networks to drive equitable and accessible services** in regional, rural and remote areas. HSMs partner with community resources and NGOs to respond to health needs within their service scope, as well as the wider social determinants of health within a highly interconnected system. For example, many HSMs have utilised virtual models of care to align community needs with the appropriate clinical support and technology resources. In some locations, telehealth has improved quality of care and patient outcomes, as well as reducing costs and freeing capacity.¹

Internally, many HSMs reflect that **pioneering a more open organisational culture and distributed leadership can create the required psychological safety** to challenge the status quo and drive an innovative mindset. Once this is created with their managers and the executive team, there is an opportunity to then emulate this openness in the facility, with HSMs empowering their teams to feel able to drive clinical and administrative excellence across existing services or emerging areas.

*"As an HSM it's about embracing new ways of providing quality care, we need to be better at **using data as an evidence base** to support decision making"*

*"We need to **demonstrate more rural innovation and successes**, which can then lead to change across the whole system"*

*"My staff were up for the challenge and have **accepted virtual models of care as our new normal**"*

¹ J. Mofatt & D. Eley, *The reported benefits of telehealth for rural Australians*. 2010.

Navigation of staffing challenges

Challenge

Staffing capacity is a significant issue and is demonstrated by a significant workforce shortage, notably in nursing.¹ Considering this, HSMs must **optimise the skills and capabilities mix** to deliver on the scope of services. With a fixed FTE and limited ability to deviate from budget, HSMs typically seek a generalist skillset among their staff, which allows for the greatest scope to be delivered. However, **a lack of specialist skillsets** can cause challenges when delivering specialised services, some of which may be unexpected. Where the shortage continues over time, overtime stress on team members increases, as does the impact of planned or unplanned leave.

Staffing is further complicated by the **embedded cultures that exist in facilities**, which may make it difficult for new starters to integrate into their new workplaces, whilst long tenure staff may feel unchallenged and complacent in their skill development, leading to an adversely low turnover.

*“**Recruitment and retention** is more **reactive**. We wait for someone to resign before doing something”*

*“It can be **challenging** to **maintain a culture** that aligns with **the core values**. In particular with longer tenure staff members teaching new staff members”*

*“People don’t leave a job, they leave an **environment**. As managers, our goal is to **create an environment for people to stay**”*

How do we enable HSMs to successfully navigate ongoing staffing complexities?

Opportunities

To meet immediate needs, some HSMs **share clinical staff to meet fluctuating demand** in their facilities. This creative approach to resourcing also provides a development opportunity for staff and a forum to share knowledge. In the longer term, technology can serve to augment the workforce, delivering tailored solutions such as clinician to clinician engagement through telehealth.

On a more targeted basis, HSMs can **partner with educational institutions** to host site tours and facilitate placement, which can enable future succession planning by attracting junior staff who are eager to develop a broad skillset. **Targeted feeder programs** also have a role to play, with an opportunity in this area to better engage Aboriginal talent on an on country basis, building new talent pools which can be scaled up across the LHD.

From a culture and engagement perspective, **learning and development initiatives** such as secondments and scholarships, as well as recognition programs, need to be clearly aligned to capability needs and requirements.

*“If we bring student nurses in, [we must] **give them autonomy** and make **them feel welcome and important**, they become an asset”*

*“More effective workforce planning will help to support **meaningful engagement** with our Aboriginal and non-Aboriginal communities”*

*“If you would have told me 5 years ago that we would be doing **clinician to clinician consultations through virtual health**, I would have said ‘you’re joking’”*

¹ AHHA, *Health Workforce*. 2017.

Setting professional and personal boundaries

Challenge

The **convergence between professional and personal boundaries** in a community context can impede the effectiveness of an HSM's work relationships. This challenge extends across the employee lifecycle and may arise **where a professional conflict or disagreement spills over into a personal one, or vice versa**. In many instances, conflicts extend more broadly, including family members or other friends. For example, performance management or disciplinary action against a team member who is also a friend may result in a friendship breakdown. This can affect an HSM's day-to-day productivity, and adversely affect their mental health in circumstances where they are unable to 'switch off'.

The challenge may also present itself in the relationship between **patients and HSM**. Some patients may request preferential treatment or favours, which can raise ethical questions and pose a reputational risk for the service.

*"You are **available 24/7** for anyone's concern. People don't often **respect** that you may not be at work"*

*"It's **hard living and working in the same space, you're never off duty**. It's difficult when someone hasn't been satisfied with the service and you provide that feedback to staff and they know exactly **who it is and what it's about**"*

*"Being an Aboriginal person in the community, you grapple with [this]... there's a **cultural expectation for HSMs to be everything** for the community, and it's not healthy"*

How do we enable HSMs to set professional and personal boundaries?

Opportunities

HSMs have **established and communicated boundaries** between activities conducted in a personal and a professional context. They set clear principles to govern their decision-making, enabling them to clarify boundaries with their staff and patients. By **communicating these boundaries transparently**, this reduces the chance of personal issues interfering with work. For example, HSMs communicate clear principles for rostering, reducing the potential for bias or interpersonal conflict. Other HSMs communicate working hours with patients and staff, raising awareness of when they are unreachable or 'off duty'. In more complex situations, HSMs can use hierarchy to their advantage, escalating issues to HR, gaining guidance around tactics and best practices to navigate these issues.

Doing so allows HSMs to effectively manage community and focus on **leveraging relationships when and where advantageous**, such as when proposing or advocating for changes. These informal relationships can be beneficial where HSMs are seeking feedback 'off the record' or are looking to gain community trust or buy-in when implementing new initiatives or revising scope of service.

*"I am friendly with everyone and know that they expect me to lead them. **You have to take a step back, remove yourself**. I might wave in the supermarket but I let them go and **they let me go**"*

*"If I want to be anonymous, I go to a neighbouring town. **Most of my social network is away from here**"*

*"If the community have any **grievances**, you **open your door and hear the feedback**"*

Connection with the broader system

Challenge

HSMs operating in a regional, rural or remote context may face challenges with geographical, social or hierarchical distances as they operate with a significant degree of independence. **Geographical distance** may impact the convenience of accessing supporting team members and having face to face touchpoints with peers or leaders. **Distance from peers** may result in increased feelings of isolation. **Hierarchical distances** can make it difficult to influence up to senior stakeholders. For example, the COVID-19 pandemic has limited physical interactions between HSMs and their leaders, with regular meetings no longer face to face. The immediate impact was lower social connectivity and interaction, reduced motivation, less opportunities to brainstorm and additional barriers to innovating. With ways of working shifted to a more hybrid model, there is an ongoing need to maintain connection across the LHD and the healthcare system.

*"I've **never had a manager onsite**. When you work rurally **you expect this**, I may talk to my manager 1-2 times per week or meet once a month and I'm ok with this"*

*"Health can be quite **hierarchical**; direction is provided by leaders, but often doesn't go back to communities and nurses"*

*"Meetings with my manager are more of an **operational conversation**. It ends up being **short and transactional** and **not a coaching conversation**"*

How do HSMs maintain a greater sense of connection with the broader system?

Opportunities

To maintain a greater sense of connection with the broader system, HSMs have learned to utilise new **modes of engagement** to connect with peers and leaders across the LHD, namely virtual conferencing. This approach has been successful for some HSMs who have buddied or mentored at the cluster, sector or LHD level to problem solve operational and people-related challenges together. Other HSMs have taken a more formal approach, becoming **active participants in communities of practice** to help build connections outside of the HSM group.

In addition, in regular ongoing meetings with their managers, HSMs can actively **shift the meeting purpose** from transactional **to a more strategic and coaching-style conversation**. These conversations strengthen HSM relationships with their managers, providing them an opportunity to understand their leaders' management strategies and tactics. Participating in this mentoring has allowed them to **develop their skills** in problem solving and effective communication, ultimately feeling more supported in a rural, regional and remote context.

*"There's a mix of experienced and new HSMs... it's nice to be able to **mentor new HSMs** and pick up the phone to have a **debrief with others**."*

*"See the facility as a broader part of a network of services... **be aware of role delineation**, network and scope of practice"*

*"HSMs need to develop relationships in the system, **being clear on the pathways through the system** and the connections that exist"*



Section 4:

Experiences





ROLE IN
CONTEXT/
VISION FOR
NSW
HEALTH

VISION FOR
THE ROLE

CHALLENGES
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OPPORTUNITIES

EXPERIENCES

CAPABILITIES

LEADERSHIP
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Experiences

Indicating the key behaviours and experiences for the HSM role

HSMs need to draw on their previous experiences within the facility or elsewhere within the healthcare sector, as well as gain additional experience in multiple areas. The following six experiences have been identified as critical by HSMs and are supported by example experience indicators, which are provided for reference. These experiences can be applied regardless of location and setting, and may be gained in the HSM role or prior to entering the role.

EXPERIENCE 1

People leadership and challenges

Engaging and empowering others to build passion and commitment toward the health service, as well as managing challenging situations such as performance and interpersonal conflict between staff

Experience indicators:

- Demonstrating empathy, understanding and compassion when interacting at an individual and team level
- Supporting informal or emerging leaders within the facility to mentor or manage others on a day-to-day basis
- Elevating team member capability to have respectful conversations to work through and problem solve issues
- Uplifting poorer performance, accessing HR advice and to drive performance development
- Identifying and actively utilising the wider support networks to learn about tried and tested performance improvement strategies

“You have to understand what managing poor performance is before you come into the role”

“There can be behaviours that have existed for years and years, which can be hard work to address”

“We need to make sure we are looking after the people who are doing a good job”

EXPERIENCE 2

Alignment to strategy

Determining operational priorities and delivering service goals and performance measures in alignment with the LHD strategy, policy and standards

Experience indicators:

- Aligning facility operational priorities and goals to the strategic priorities of the LHD and broader network
- Understanding what priorities and goals are addressed at the LHD-wide level, and what can be addressed at the facility level by the HSM
- Clearly communicating the link between LHD goals and team priorities to team members within the facility

“HSMs need to lead, but do so as part of broader LHD-wide or network planning”

“[You have to] look at the parts of the strategy that will resonate with your team”

“It’s about applying the strategy... they need to align it to their local context and then operationalise it themselves”

EXPERIENCE 3

Leading transformational change and patient-centric initiatives

Successfully leading significant change, transformation, and initiatives which positively impact the staff and patient experience. Inspiring staff to act and drive change in a disruptive environment

Experience indicators:

- Listening to team members to understand any opportunities to improve service delivery and patient experience, and empowering them to drive it themselves at a local level
- Influencing and leading team members through change and improvement initiatives within the context of the facility
- Engaging teams proactively to communicate positive outcomes and benefits of a change
- Identifying any potential detractors and engaging them early and collaboratively
- Utilising available toolkits and supporting resources to understand the change and support in delivering it to the health service

“HSMs are creative, innovative and novel clinical service delivery providers”

“One size does not fit all in these communities... it’s about knowing what’s best”

“Driving change is really about leadership. You can get help with communications, but if you don’t have good people leadership you can’t do much”

EXPERIENCE 4

Governance

Providing input into the development, implementation and evaluation of clinical and corporate governance. Navigating multiple layers of governance in a complex and broad system, to ultimately drive positive patient experiences and outcomes

Experience indicators:

- Ensuring clinical and corporate governance by driving data-driven insights, consistently reporting and auditing on activity, in order to deliver safe and high quality patient outcomes
- Collaborating with community leaders and safety and quality boards to communicate results and address improvement areas
- Conducting team meetings (safety huddles, death reviews) to identify issues with current governance processes and identify potential solutions
- Sharing anecdotal patient insights and evidence points as part of lessons learned

“This is our bread and butter – it’s making sure you are delivering on what you promised to your community”

“The biggest impact on staff is patient stories. If there’s an element of ‘it could have happened here’, staff will resonate with that”

“This is much broader than just clinical governance...we need to maintain the image of the facility, communicate outcomes to clinicians, patients and the wider community”

EXPERIENCE 5

Leading service development and operational planning

Analysing current and future service and resourcing needs to develop innovative solutions, enabled by service delivery models, plans and strategies

Experience indicators:

- Contributing to ideation and brainstorming in the initial phases of operational planning
- Developing briefs and business cases, with a focus on understanding how to write in order to maximise the chance to secure funding
- Supporting more sustainable and long-term oriented innovation and service development

“New projects need to be scoped from the beginning with HSMs and HSM buy in”

“Communities sometimes don’t trust health, as they bring in great projects, and in 12 months there’s no more funding to deliver it”

EXPERIENCE 6

Workforce planning

Collaborating and partnering to identify the skill profile required to deliver services and needs now and into the future

Experience indicators:

- Understanding the supply and demand for skills within the facility and the contributing factors
- Designing and delivering action plans to address skill gaps at the facility level and conducting regular reporting at the sector / cluster or LHD level
- Translating LHD objectives or workforce plans into operational plans
- Executing on workforce plans, mainly through driving recruitment activity (backfilling) and succession planning at the facility level

“Workforce planning is core and critical. It’s a job everyday, you need to think of succession planning for your own staff”

“Often, the workforce profile and budget are delivered and you need to make it match. It always looks very different on the ground”

“We need to understand what the business is doing and then create a workforce service which enables this”

Section 5:

NSW Public Sector
Capability Levels



Health





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NSW Public Sector Capability Levels

The identified capabilities for a high performing HSM

To enable the greatest success for HSMs 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](#).

Capability	Definition	Level*
Personal Attributes	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	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

“Communicating effectively and commitment to customer service should be advanced when going into the role, but this can also be further built on during the role”

“You need to translate what you hear. The community may give you severe negative feedback; it’s not the end of the world - you need to problem solve for the benefit of the community”

“Now with the use of technology, you do your role virtually from anywhere. You don’t need to set the technology strategy or write the code, you just need to advocate for the use of new technologies”

“You’re living your lives with these people. These customers are not going to go away tomorrow”

*Proficiency levels (see Appendix B) have been determined through interview consultation. Stakeholders were asked to identify the desired level for an exemplary HSM. They should be interpreted as a guide only, as they vary depending on the unique context of the facility, such as the size and the scope of services, as well as the grade of the role.

	Capability	Definition	Level*
Results	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	
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	
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	

“We’ve got Commonwealth and state-based policies to make sense of for ourselves, and then make sense of that for our staff and community”

“You may not need to find the finances and do the financing, but you need to request it and understand it all”

“We don’t necessarily work in isolation around [results], Educators, HR and Finance can support here and make things happen”

“You’ve just got to understand cost-benefit analysis and purchasing options”

*Proficiency levels (see Appendix B) have been determined through interview consultation. Stakeholders were asked to identify the desired level for an exemplary HSM. They should be interpreted as a guide only, as they vary depending on the unique context of the facility, such as the size and the scope of services, as well as the grade of the role.

Section 6:

Leadership style

Derailers

Motivators



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Leadership styles

Defining the personality traits that influence how a HSM works, leads and is successful

The below **leadership styles** are the **personality attributes** most appropriate to support leadership success for HSMs in NSW Health.

Attribute	Definition	Why it's important?
<p>Altruistic leadership</p> <p>[HPI: Ambition]</p>	<p>Leads with humility</p> <ul style="list-style-type: none"> • Desire for leadership roles and shares opportunities with the team • Strong team player, values working with others and driving results • Viewed as a leader, but does not seek personal gain or improved status 	<p><i>“You can’t complete everything on your own; it’s about inspiring and engaging your workforce to work as a team and focus on our goals”</i></p> <p><i>“Take people on the journey with you.... communicate the ‘why’”</i></p> <p><i>“Celebrate wins and losses with the team”</i></p>
<p>Sociability</p> <p>[HPI: Sociability]</p>	<p>Seeks interaction</p> <ul style="list-style-type: none"> • Engages in communication across different groups • Seeks to build positive relationships • Actively listens 	<p><i>“HSMs need to promote what their team in the facility is doing”</i></p> <p><i>“Take an active membership in key groups and forums, feeding information back through governance processes”</i></p>
<p>Inquisitive</p> <p>[HPI: Inquisitive]</p>	<p>Creative, big-picture</p> <ul style="list-style-type: none"> • Demonstrates curiosity and openness to new ideas and opportunities • Courageous and innovative in their approach to problem-solving 	<p><i>“Sometimes it’s about looking at the underlying factors – why is something happening and what is the root cause?”</i></p> <p><i>“I openly ask ‘what can I do for you? What do you need from me?’</i></p> <p><i>“Your team are the inspiration for your quality activities and initiatives”</i></p>

Attribute	Definition	Why it's important?
<p>Interpersonal sensitivity</p> <p>[HPI: Interpersonal Sensitivity]</p>	<p>Good at relationships</p> <ul style="list-style-type: none"> Interested in building and maintaining relationships Demonstrates social sensitivity and perceptiveness of others' moods Strong communication skills Friendly and warm demeanour 	<p><i>"The key is to have respectful conversations – direct but delivered empathetically"</i></p> <p><i>"Be switched on to industrial and financial sensitivities, and escalate appropriately"</i></p>
<p>Prudent</p> <p>[HPI: Prudence]</p>	<p>Results-driven and well organised</p> <ul style="list-style-type: none"> Detail-oriented and organised Conscientious, responsible and dependable Willing to admit mistakes Rarely impulsive or spontaneous Track toward and deliver on patient safety and quality outcomes Drive results within resource and budget allocations 	<p><i>"Consider what you can realistically delegate to team members"</i></p> <p><i>"It's essential to build a relationship with your Sector / Cluster Manager in order to enable this"</i></p> <p><i>"[HSMs] have KPIs against how often they're engaging with other organisations and delivering services in that area"</i></p>
<p>Resilient</p> <p>[HPI: Adjustment]</p>	<p>Approaches uncertainty with flexibility</p> <ul style="list-style-type: none"> Responds to a changing environment with pragmatism and agility Stress-tolerant, optimistic and calm in ambiguous environments Seldom tense or anxious Maintains a focus on wellbeing 	<p><i>"You need to be steady. You are steering the ship so you need to normalise change"</i></p> <p><i>"Stop and prioritise, rather than just running and doing"</i></p> <p><i>"Be clear on looking after yourself too"</i></p>



Potential derailers

Defining the possible derailment tendencies which are capable of impeding success for a HSM

The following tendencies may emerge when a HSM is under pressure, stressed or tired, and can result in **potential derailment** to a HSM's leadership success.

	Attribute	Definition	Why it's a derailer?
Key tendencies	Leisurely [HDS: Leisurely]	<p>Typically, seem obliging and pleasant whilst remaining focused on own goals</p> <p>Under stress or pressure they can:</p> <ul style="list-style-type: none"> • Avoid work or under-deliver on items that are not aligned to their agenda • Be reluctant to be pushed or hurried • Procrastinate 	<p><i>“When they lack an agenda you don't know where to step”</i></p> <p><i>“You can't be too distracted, you have to spend an appropriate amount of time facing situations”</i></p>
	Mischievous [HDS: Mischievous]	<p>Typically, charming, friendly, and fun-loving.</p> <p>Under stress or pressure they can:</p> <ul style="list-style-type: none"> • Be impulsive, impatient and risk-taking • Use social skills to manipulate • Be hard to advise • Neglect to fully evaluate the consequences of their decisions 	<p><i>“If they're impulsive, you never know quite where they stand”</i></p> <p><i>“When there is a lack of psychological safety across the service, people second guess themselves”</i></p>
	Excitable [HDS: Excitable]	<p>Typically, show great enthusiasm for new projects and are capable of generating energy amongst teams</p> <p>Under stress or pressure they can:</p> <ul style="list-style-type: none"> • Swing from enthusiasm to disappointment • Become easily disappointed with people or projects and readily give up on things • Be moody, irritable or inconsistent 	<p><i>“When our staff feel like they're walking on eggshells, it destabilises our workforce”</i></p> <p><i>“The community would lose faith in you if you're over-reactive”</i></p>
	Dutiful [HDS: Dutiful]	<p>Typically, courteous and friendly, approachable and trustworthy</p> <p>Under stress or pressure they can:</p> <ul style="list-style-type: none"> • Be overly concerned about pleasing others • Be indecisive and require a second opinion • Find it difficult to make decisions on their own 	<p><i>“Your progress may be hindered if you're not strong enough to say no or question decisions”</i></p> <p><i>“Being eager to please plays a much larger role with community involvement”</i></p>
	Reserved [HDS: Reserved]	<p>Typically, self-sufficient and not influenced by others emotions</p> <p>Under stress or pressure they can:</p> <ul style="list-style-type: none"> • Withdraw or appear preoccupied / unapproachable • Appear uninterested in others' problems and unaware of how their actions affect others 	<p><i>“Being reserved can demotivate staff if they feel like the HSM doesn't care about them”</i></p> <p><i>“The community like to feel cared about and included. They like to feel that their wishes are heard”</i></p>



NARRANDERA
POST OFFICE



NARRANDERA REAL
ESTATE SERVICES

Potential motivators

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

HSMs will likely possess the following **motivators** and values that drive them to be an outstanding leader.

	Attribute	Definition	Preferred work environment	Why it's a motivator?
Key tendencies	Helping others [MVPI: Altruistic]	<ul style="list-style-type: none"> Desire to contribute to society and improve people's lives Motivated to help others 	<ul style="list-style-type: none"> Organisations that emphasise concern for people and encourage activities that benefit society Working with people who care about staff morale, training and development 	<p><i>"Everything we do should be about helping others and being customer focused"</i></p> <p><i>"I'm not only an advocate for my community. I'm proud that I'm part of this community"</i></p>
	Team Recognition [MVPI: Recognition]	<ul style="list-style-type: none"> Seeks to achieve recognition for their field of expertise and / or team Aims to achieve fairness and equity in the organisation Desire to celebrate success and recognise a job well done 	<ul style="list-style-type: none"> Organisations and senior leaders that recognise and reward value Don't like environments that minimise differences in achievement and accomplishments 	<p><i>"I am deliberate and purposeful when recognising my team"</i></p> <p><i>"You're only ever as good as your team. It's all about sharing credit with the people you surround yourself with"</i></p>
	Affiliation [MVPI: Affiliation]	<ul style="list-style-type: none"> Builds strong internal and external relationships Typically a team worker; seeks out group projects and collaborative activities Wants to belong to a cause, team or purpose 	<ul style="list-style-type: none"> 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 	<p><i>"Inclusion and teamwork is very important. Making sure you're working closely with others and on the same page as them"</i></p> <p><i>"You can't always be there, but when you are it's meaningful. It's about communicating what you're working on with the team and why"</i></p>
	Innovation [MVPI: Tradition]	<ul style="list-style-type: none"> Value innovation and progress Wants to change the status quo Is determined to drive change and 'do more' with what they have 	<ul style="list-style-type: none"> Organisations that value diversity, innovation and experimentation, and have less regard for traditional values A psychologically safe work environment to challenge the status quo and offer new ideas 	<p><i>"It's about looking at how we can do things better"</i></p> <p><i>"We have to take risks to meet current challenges, without having an evidence base to refer to"</i></p>



Section 7:

Cognitive abilities and
emotional intelligence



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Cognitive abilities and emotional intelligence

Showcasing the desired proficiency levels for a HSM

HSMs need strong **cognitive abilities** and very strong **emotional intelligence** to successfully lead their teams.

It is important for HSMs to have the following abilities:

Numeric reasoning

Ability to analyse complex numerical data and draw logical conclusions.



Verbal reasoning

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



Logical reasoning

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



Emotional intelligence

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



Appendix A

How was the HSM
Leader Success Profile
formed?





How was the HSM Leader Success Profile formed?

The Ministry of Health has conducted extensive consultation and engagement with HSMs, their managers, senior leaders and external stakeholders, in order to inform the Leader Success Profile.



To gather data, **HSMs** across the state were engaged via an online survey



To ascertain key theme areas across the Leaders Success Profile, **18 interviews** were facilitated



To test specific areas of interest, conducted **3 x Focus Groups**, which included **11 participants** in total

Appendix B

Defining the NSW Public
Sector Capability Levels








Health















NSW Public Sector Capability Levels






Personal attributes

	Display Resilience and Courage	Act with integrity
Foundational 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Foundational 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Intermediate 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Adept 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Advanced 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Highly advanced 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Foundational 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Intermediate 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Adept 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Advanced 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Highly advanced 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Foundational 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Intermediate 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Adept 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Advanced 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Highly advanced 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Foundational 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Intermediate 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Adept 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Advanced 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Highly advanced 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Foundational 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Intermediate 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Adept 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Advanced 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Highly advanced 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Safety and Quality

	Contribute to High Reliability	Manage Clinical Incidents and Risk
Foundational 	<ul style="list-style-type: none"> Use the 'Safety Fundamentals for Teams', or local equivalent Employ techniques to communicate safety concerns assertively, e.g. PACE or CUSS in clinical settings Employ techniques to share information and transfer knowledge that ensures the communicator knows they have been heard and understood, e.g. ISBAR in clinical settings Be aware of safety and quality data sources and where to access them Read and interpret charts used to display safety and quality data 	<ul style="list-style-type: none"> Follow NSW Health patient safety policies and practices Take responsibility for error and harm and communicate where appropriate Identify and notify incidents, near- misses and environmental hazards Participate in team learning activities about incidents, near-misses and environmental hazards Escalate incidents, near-misses and environmental hazards to the appropriate manager
Intermediate 	<ul style="list-style-type: none"> Understand the characteristics of high-reliability organisations and how they apply in healthcare organisations Lead the use of 'Safety Fundamentals for Teams', or local equivalent Lead the use of communication tools and techniques to acknowledge others' safety concerns and to share information and transfer knowledge Use safety and quality data to inform decision-making to deliver reliable care 	<ul style="list-style-type: none"> Support your unit or service to monitor requirements regarding the organisation's safety and quality accreditation process and other safety assurance activities Participate in unit or service-level incident reviews Complete clinical risk and environmental hazard analyses requested of work environment in a professional manner
Adept 	<ul style="list-style-type: none"> Understand the concepts: <ul style="list-style-type: none"> The elements of a safety culture Safety I and Safety II Work-as-imagined verses work-as-done Efficiency-thoroughness trade-off Hierarchy of Intervention Effectiveness Build teams with effective communication, psychological safety to raise concerns and ask questions, and demonstration of respectful behaviour Discuss the interaction of safety and efficiency with team members to identify risk and ensure reliability of service delivery Embed the use of 'Safety Fundamentals for Teams' or local equivalent in your unit or service Monitor and use safety and quality data over time to ensure reliable service delivery in your unit or service 	<ul style="list-style-type: none"> Explain the legislation and regulatory processes and policies relevant to incident reviews and clinical risk management to the team Lead unit or service-level incident reviews Monitor and meet requirements regarding the organisation's safety and quality accreditation process and other safety assurance activities Track unit or service-level clinical risk and environmental hazard analyses and recommendations
Advanced 	<ul style="list-style-type: none"> Apply Human Factors' principles, tools and methodologies in the design and evaluation of interventions, technologies or processes in the organisation Provide expert guidance on how to build effective teams that understand the influence of human factors at work Use simulation resources for improvement work and education Lead organisation-wide discussions about the interaction between safety and efficiency to educate leaders about risk to reliability of service delivery Implement safety and quality data systems to support the organisation to reliably deliver care 	<ul style="list-style-type: none"> Understand patient safety concepts and incident review and clinical risk methodologies Monitor and disseminate information on legislation and regulatory processes and policies relevant to patient safety Establish appropriate teams to lead incident reviews Generate and monitor recommendations for clinical risk and environmental hazard management strategies Understand clinical risk management and its relationship to enterprise-wide risk management, and apply this to operational planning
Highly advanced 	<ul style="list-style-type: none"> Collaborate with the Senior Executive to invest in expertise and staff capability in Human Factors' principles, tools and methodologies, and their utility in healthcare design and service delivery Promote the use of simulation resources for improvement work and education to clinical leaders Provide expert guidance on the tension that efficiency and service delivery pressures have on safety and quality outcomes for staff and consumers Provide expert guidance on how to use data systems to support the organisation to safely and reliably deliver care 	<ul style="list-style-type: none"> Act as primary source of expertise in patient safety concepts and incident review methodologies Ensure the organisation upholds all legislation and regulatory processes and policies relevant to incident reviews and clinical risk management Lead the organisation's compliance with its relevant safety and quality accreditation process and other safety assurance activities Provide expert guidance to teams completing incident reviews and clinical risk and environmental hazard analyses Incorporate clinical risk management into strategic and operational planning

	Manage Individual Factors the Influence Performance at work	Uphold a Safety Culture
Foundational 	<ul style="list-style-type: none"> • Be able to recognise and name own emotions and physical feelings • Be able to recognise and name emotions and physical feelings displayed by others • Understand that emotions can have a positive and negative impact on work performance and relationships • Self-assess if you are fit for work and communicate this to your direct supervisor 	<ul style="list-style-type: none"> • Contribute to a safety culture by asking questions, sharing ideas and concerns, and reporting incidents • Actively learn from mistakes, rather than assign blame • Provide authentic support to patients, families, carers, or other staff after an incident • Seek to understand what matters most to patients, families, carers, and customers and what drives complaints • Acknowledge the physical and psychological needs of staff involved in incidents • Undertake clinician disclosure or relevant disclosure process in collaboration with the health entity partner, including an apology, within 24 hours of an incident
Intermediate 	<ul style="list-style-type: none"> • Monitor own emotions and physical feelings, and adapt to ensure they do not negatively impact on work performance and relationships • Identify other people's emotions and physical feelings to understand their perspectives • Understand what a cognitive bias is and how it influences decision-making • Assess other staff's fitness for work and care for them to prevent negative outcomes 	<ul style="list-style-type: none"> • Role-model psychological safety in your unit or service by speaking up when there is a safety concern • Assist less experienced team members to provide authentic support to patients, families, carers, or other staff after an incident • Participate in Open Disclosure following incidents • Assist less experienced team members to discuss what matters most with patients, families, carers, and customers and what drives complaints • Offer physical and/or psychological wellbeing support to staff involved in incidents
Adept 	<ul style="list-style-type: none"> • Practise self-reflection and emotional regulation, and understand the impact of own and others' emotions and physical feelings on safety • Critically reflect on own cognitive biases and how they influence decisions, behaviours and actions at work • Role-model reflective practice by leading discussions about learning for improvement • Lead open discussions about how team members' emotions and physical feelings impact safety 	<ul style="list-style-type: none"> • Recognise and reward staff for speaking up about safety and supporting others to do the same • Lead reviews following incidents and near-misses in a calm, logical and reflective manner so that others feel psychologically safe to contribute • Ensure there is authentic and appropriate support provided to patients, families, carers, or other staff after an incident • Ensure staff in your unit or service understand and participate in the Open Disclosure process • Set the expectation in the unit or service that understanding consumer or customer needs and complaints are essential for high-quality, reliable service delivery • Lead open discussions on how to support each other when involved in incidents and where to access organisational physical and psychological wellbeing resources • Follow up with staff who have been involved in incidents regarding ongoing need for support
Advanced 	<ul style="list-style-type: none"> • Assist leaders to develop their Emotional Intelligence capability to be effective safety and quality leaders • Provide expert guidance on how to reduce cognitive biases' influence on leadership practice • Provide expert guidance on how to use critical reflection skills for learning for improvement • Review and improve organisational policies, procedures and guidelines to consider human factors 	<ul style="list-style-type: none"> • Recognise and reward units and services for engaging in learning practices, speaking up when there is a safety concern, and reporting and reviewing their incidents • Provide expert guidance on how to create an environment in the incident review that encourages learning, openness, transparency, and accountability so that others feel psychologically safe to contribute • Ensure no blame is placed on staff in incident reviews without proof of negligence of the offense • Design and implement systems, processes and resources that support a staff safety culture, and that support patients, families and carers who have been involved in incidents
Highly advanced 	<ul style="list-style-type: none"> • Role-model own Emotional Intelligence capability to set the expectation that it is an essential safety leadership behaviour • Lead the organisation to protect time for staff to engage in reflective practice for learning for improvement • Ensure human factors are considered in organisational policies, procedures and guidelines 	<ul style="list-style-type: none"> • Collaborate with the Senior Executive to ensure there are resources and processes to drive a culture of psychological safety and learning from a range of data sources • Safeguard the incident review process from blame by influencing the Senior Executive to commit resources to develop an environment that supports learning, openness, transparency, and accountability • Ensure there are organisational resources and processes available for staff psychological and physical wellbeing immediately and ongoing after an incident • Provide expert guidance on how to authentically restore trust between the health organisation and patients, families and carers who have been involved in incidents

	Utilise Improvement Methodologies	Utilise System Thinking
Foundational 	<ul style="list-style-type: none"> • Be aware of the concepts of quality improvement in healthcare • Know where to find more information about the improvement resources available within the organisation • Think about different possibilities as to how service delivery works • Approach testing changes to service delivery from the perspective of making things better and safer • Be confident to offer ideas on service delivery improvement • Take responsibility for raising and fixing issues encountered at work • Understand a range of improvement data that exists in healthcare 	<ul style="list-style-type: none"> • Understand the unit's and service's purpose, design and models of care • Understand how taking action to improve service delivery might impact patients, families, carers, and staff in your or other units or services • Recognise your role in a patient's journey and how your actions can affect patient experience in other units and services • Recognise your role in the unit or service and how your actions can affect other staff and leaders' ability to deliver services • Understand your role in the patient journey and how your role affects the patient's overall health outcomes • Enter information into data systems for reference along the patient journey
Intermediate 	<ul style="list-style-type: none"> • Use knowledge, skills and experience that you have gained from other contexts to inform new ideas for service delivery improvement • Test ideas to demonstrate their worth for making things better and safer • Be confident to push boundaries and take measured risks when appropriate to improve service delivery • Understand what constitutes good aims and measures in improvement initiatives • Understand risk to improvement initiatives • Collect and analyse data to inform improvement conversations and initiatives • Be able and willing to participate in an improvement project that is underpinned by improvement methodologies • Recognise the importance of 'spread' of quality improvement initiatives and participate in this process 	<ul style="list-style-type: none"> • Anticipate the impacts of interactions between staff, teams, consumers and customers in your unit or service • Cultivate and maintain a network of relationships outside your unit, within the service or District/Network, which you can use to achieve safety and quality improvement outcomes • Connect patients, families, carers, or other staff and leaders with the support they need from other units or services where you work • Follow up with patients, families, carers, or other staff and leaders to see if they received the support they needed from other units or services where you work • Use all information from data systems to provide safe and efficient care
Adept 	<ul style="list-style-type: none"> • Apply quality improvement methods and tools to suit the context of the improvement needed • Understand the need for appropriate diversity in quality improvement teams • Provide guidance on quality improvement to others in your unit or service • Understand the importance of a Family of Measures for improvement initiatives • Read and interpret data presented in quality improvement tools/systems • Understand benchmarking, common cause variation and special cause variation as it applies to quality improvement work • Understand and apply the principles of Human-Centred Design • Support challenging conversations about change ideas with teams • Help to remove barriers to change for improvement • Critique improvement work as it relates to the organisation's strategic and operational plans and outcomes • Understand and apply evidence-based change management methods for service delivery improvement • Support spread of quality improvement initiatives 	<ul style="list-style-type: none"> • Determine and articulate approaches to achieve goals that consider <ul style="list-style-type: none"> • Ambiguities • Obstacles • Changing circumstances • Consequences in the service or District/Network • Utilise your network of relationships to understand the parts of the healthcare system and how it operates holistically to achieve safety and quality outcomes for your service and District/Network • Identify patient safety or work, health and safety practices that might impact innovative ideas for improvement and vice versa • Interpret when innovative ideas for improvement may pose new risks or introduce new harms • Understand and use analysis tools to learn about the contributing factors to how events occur in a complex system • Ensure your unit or service contributes to and references accurate and timely information

Advanced



Utilise Improvement Methodologies

- Provide expert guidance about improvement methodologies and tools
- Understand and interpret variation in data and how it relates to quality improvement
- Provide expert guidance on benchmarking, common cause variation and special cause variation to improvement project leaders
- Use data to understand if improvement is being achieved and to identify where opportunities for improvement exist
- Teach others how to use Human-Centred Design
- Support units and services to think creatively and innovatively about improvement and role-model creative and innovative thinking in your leadership practice
- Provide resources to support creativity and innovation in units and services
- Facilitate productive discussions about organisational change for improvement
- Create networks to enable spread of improvement work that achieves safety and quality organisational objectives

Utilise System Thinking

- Build decision networks and navigate politics to achieve outcomes that account for
 - Ambiguities
 - Obstacles
 - Changing circumstances
 - Consequences in the service or District/Network
- Educate leaders about the parts of the healthcare system and how it operates holistically
- Educate leaders about how to interpret when innovative ideas for improvement may pose new risks or introduce new harms
- Provide expert guidance on how to use analysis tools to learn about the contributing factors to how events occur in a complex system
- Ensure data systems are used to analyse information to contribute to improved patient outcomes and experience across the patient journey

Highly advanced



- Provide expert guidance on what a continuous improvement culture looks like
- Provide expert guidance about data for improvement and how to use it to achieve strategic objectives
- Champion the use of data systems to inform quality improvement work
- Provide expert guidance on why it is critical to protect time for staff to actively engage in thinking creatively and innovatively about service delivery improvement
- Collaborate with the Senior Executive to remove organisational barriers that prevent creative and innovative thinking
- Collaborate with the Senior Executive to invest resources and time into testing new ideas for improvement
- Endorse ideas that are creative and innovative at the highest organisational level, that are also underpinned by sound evidence, measurement and evaluation
- Use change management strategies expertly to lead organisational change for safety and quality

- Be able to consider situations, challenges or ideas regarding safety and quality in the widest context relevant to NSW Health
- Provide expert guidance on the parts of the healthcare system and how it operates holistically, as well as how to change the system to deliver safe, reliable care
- Provide expert guidance on the variety of analysis tools available to your organisation that support services to learn about the contributing factors to how events occur in a complex system
- Provide expert guidance on the use of data systems to ensure a safe and efficient patient journey



Appendix C

Mapping psychometric
tools to the profile

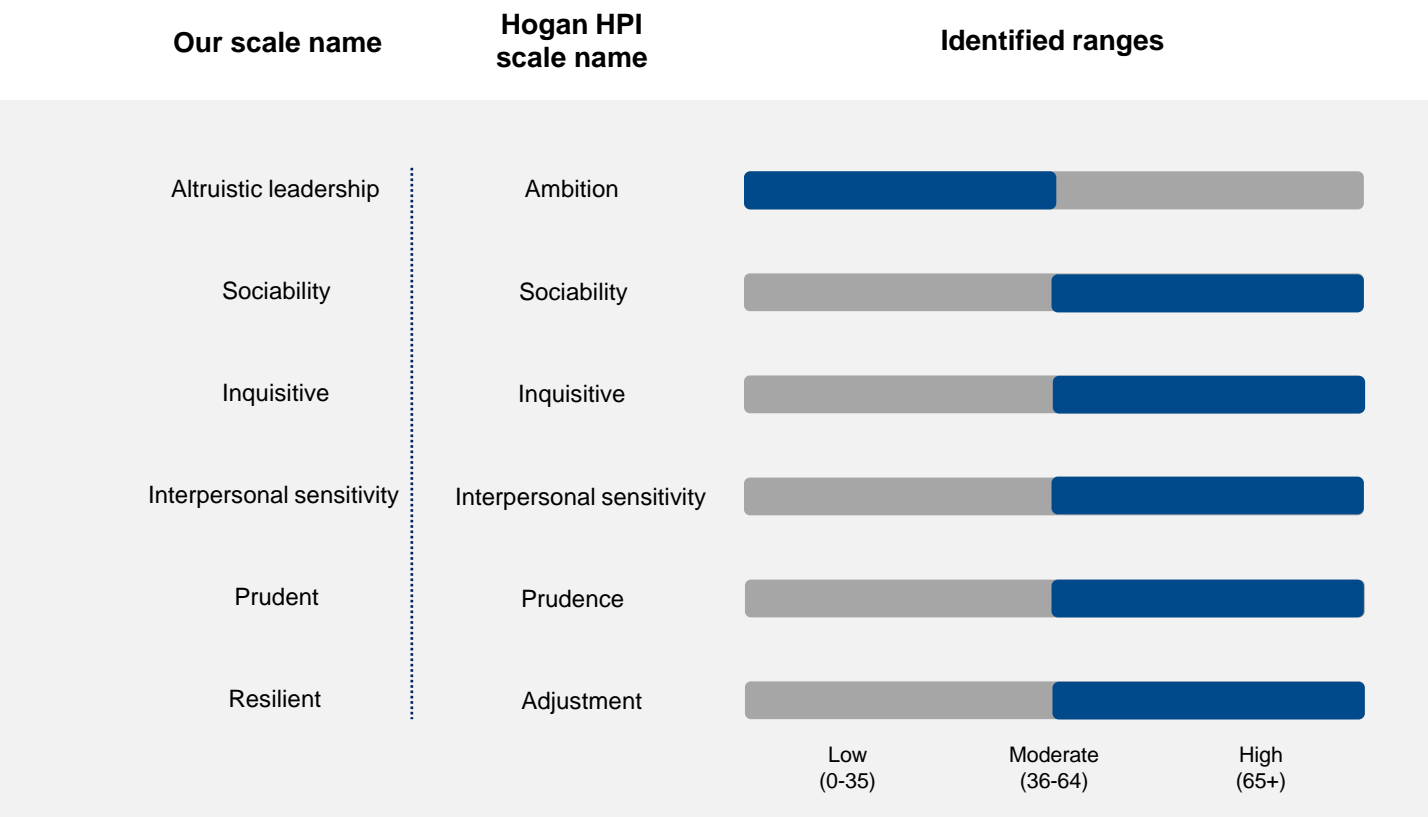





Mapping Psychometric Tools to the Profile

Leadership Styles

The leadership styles of HSMs 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 identified ranges detailed below.¹



 = the range that a HSM 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 leadership styles of a candidate or individual post holder in the HSM role.

Potential Derailers

The potential leadership derailers of HSMs can be assessed through the **Hogan Development Survey** (HDS). These derailers reference tendencies that occur when under stress or pressure, or when a leader is not paying attention. 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+)

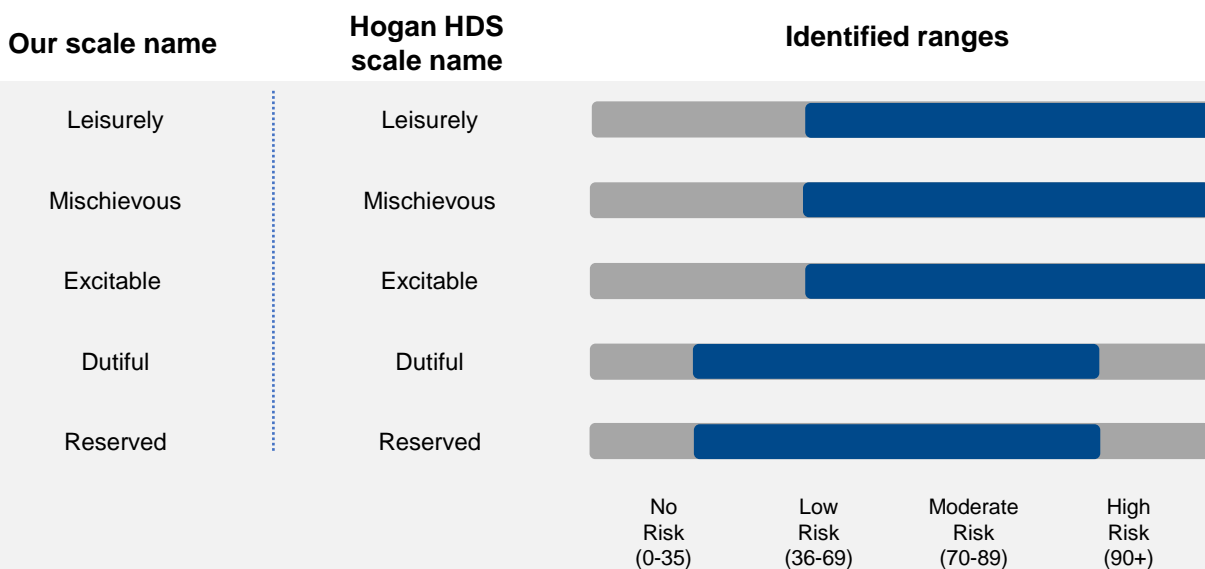
Most leaders will have a couple of derailers, with those in the 'high risk' classification being of most concern. Leaders who demonstrate derailers not captured in the list below are less likely to have their success as a HSM impacted by these derailers. However, these derailers should be still be explored 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 HSM role. Such leaders may still be appropriate for the HSM 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 HSM role. Such leaders may still be appropriate for the HSM role if they only demonstrate some (and not all) of the below derailers, and can clearly demonstrate mechanisms to cope with/avoid their derailers.

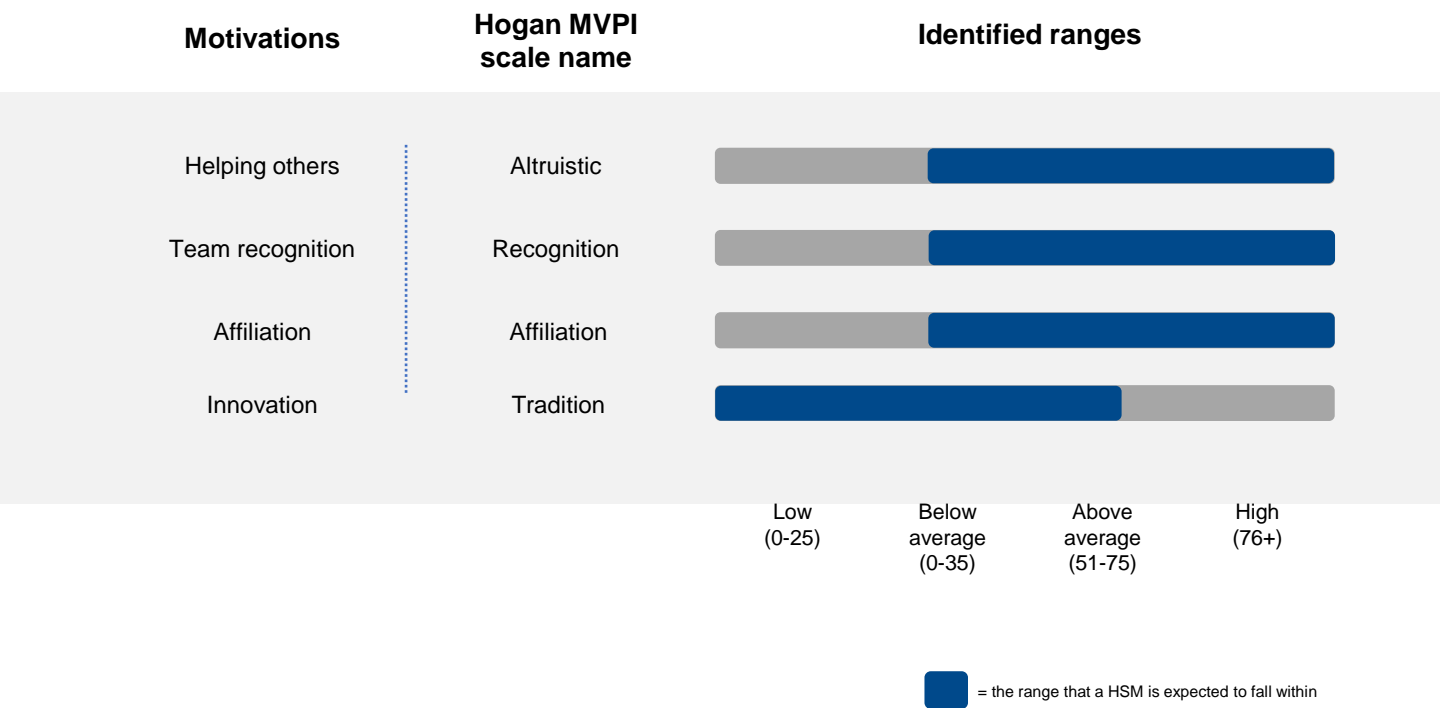


= the range that a HSM is expected to fall within

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 HSM 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 identified ranges detailed below.¹



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 motivators of a candidate or individual post holder in the HSM role.

Appendix D

Defining Regional, Rural
and Remote



Health





Defining Regional, Rural and Remote

Our classifications of regional, rural and remote health service locations are aligned with the Australian Statistical Geography Standard – Remoteness Area framework.

The model measures geographical remoteness across five levels. Remoteness is determined according to population and distance to services.

Classifications	ASGS Remoteness Classification ¹	Definition ²
Metropolitan	Major Cities of Australia	Statistical Area Level 1s (SA1s) with an average Accessibility/Remoteness Index of Australia (ARIA+) index value of 0 to 0.2.
Regional	Inner Regional Australia	SA1s with an average ARIA+ index value greater than 0.2 and less than or equal to 2.4.
Rural	Outer Regional Australia	SA1s with an average ARIA+ index value greater than 2.4 and less than or equal to 5.92.
Remote	Remote Australia	SA1s with an average ARIA+ index value greater than 5.92 and less than or equal to 10.53.
Remote	Very Remote Australia	SA1s with an average ARIA+ index value greater than 10.53.

¹ <https://www.health.gov.au/health-topics/health-workforce/health-workforce-classifications/australian-statistical-geographical-classification-remoteness-area>

² <https://meteor.aihw.gov.au/content/index.phtml/itemId/697105/meteorItemView/long>





Health