NSW Health

Nursing and Midwifery Unit Manager Leader Success Profile

Nursing and Midwifery

Every person
Every time
Exceptional care

NSW GOVERNMENT | Health

Contents

Section 1:

Understanding the Leader Success Profile

NSW GOVERNMENT | Health

Leader Success Profile overview

The NSW Health Nursing Unit Manager (NUM) and Midwifery Unit Manager (MUM) Leader Success Profile defines the leadership elements required to be an outstanding NUM and MUM 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 a N/MUM, regardless of district or health service, and should be considered in the context of the N/MUM role. It outlines the ideal N/MUM characteristics, and as such, is aspirational. A N/MUM would be expected to meet/develop many of the characteristics, but not all.
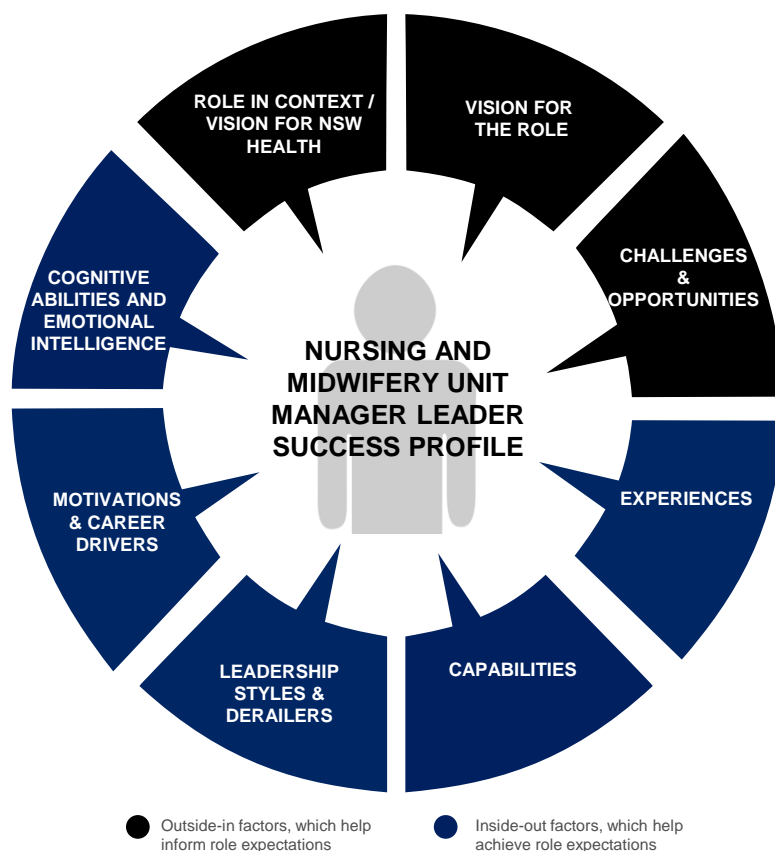

Figure 1: Leader Success Profile framework

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 N/MUMs need to strive for.

3 The **key challenges and opportunities** N/MUMs 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 N/MUM 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 N/MUM 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 N/MUM Leader Success Profile. This profile is consistent across size, geography, rural, regional and metro health services, and applies to all NUMs and MUMs in NSW Health.

How to use the Leader Success Profile

The NSW Health Nursing and Midwifery Unit Manager Leader Success Profile defines the leadership elements required to be an outstanding Nursing and Midwifery Unit Manager in the Health Service. It does not replace the position description for the N/MUM role.

The Nursing and Midwifery Unit 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 N/MUM 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 Nursing and Midwifery Unit 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.

How was the N/MUM Leader Success Profile formed?

The Ministry of Health's Nursing and Midwifery Office (NaMO) has conducted extensive consultation and engagement with NUMs and MUMs across NSW Health, in order inform the Leader Success Profile.

To gather initial data, NaMO engaged **over 400 N/MUMs** via an online survey

To ascertain key theme areas across the Leaders Success Profile, NaMO facilitated **8 x N/MUM Interviews**

To test specific areas of interest, NaMO conducted **6 x N/MUM Focus Groups,** which included 61 participants in total

To test and refine Leader Success Profile insights, NaMO facilitated **1 x Validation Focus Group** with 12 Facility Directors of Nursing and Midwifery (DoNMs)

Section 2:

Role in context

Vision for NSW Health

Vision for the role

NSW
GOVERNMENT | 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

Role in context

Detailing the evolving landscape and critical leadership role of the N/MUM

NSW Health is the largest healthcare system in Australia, and one of the largest in the world.[1] It is a complex system that is actively managing and implementing key changes that impact healthcare and the way that it is delivered, such as: evolving models of care, constrained budgets, increasingly savvy consumer preferences and ongoing digital transformation. These changes, along with the COVID-19 pandemic and natural disasters such as floods and bushfires, have highlighted the importance of strong leadership to drive outcomes for both consumers and society at large.

The N/MUM role is fundamental to the success of NSW Health in delivering on its vision. N/MUMs are leaders 'on the ground' who are expected to enable the delivery of high-quality safe care, whilst ensuring the safety and wellbeing of staff on a daily basis.

Thinking more broadly, N/MUMs must also actively consider the future workforce needs and requirements to secure a sustainable workforce. This forward-looking orientation calls for an ongoing focus on building team adaptability and resilience, in light of the constant evolution and transformation of wards and units, facilities and the profession itself.[2]

"It's about the safety of the consumer, the staff and the carer"

N/MUM

"It's about making sure people are getting cared for by the right person, in the right place and at the right time"

N/MUM

Navigating societal and healthcare trends

The role of the N/MUM is pivotal to the overall success of nursing and midwifery, which is the largest workforce segment within NSW Health.

N/MUMs are operating in a unique environment, influenced by both **general societal trends** and the rapidly evolving **healthcare sector**.

Societal trends:
- Covid-19 pandemic
- Natural disasters
- Changing demographics

Healthcare trends
- Changing models of care
- Increased importance of staffing
- Complex stakeholder ecosystems
- Increased virtual care (digital and data)

Figure 2: N/MUM evolving landscape

[1] NSW Health, 2019 Annual Report, Overview

[2] Deloitte, 2021 Global Health Care Outlook

Societal trends

COVID-19 pandemic

Nurses and midwives have been pivotal in supporting the response and fight against COVID-19, both directly through testing and vaccine provision, as well as indirectly by supporting the sustainability of the healthcare system.

Recent natural disasters

N/MUMs and their teams have been affected by a series of floods, bushfires and droughts which have heavily impacted NSW over the past few years. This is particularly the case for the segments of the workforce operating in regional areas.

Changing demographics

Evolving demographics, such as an ageing population, place varied pressures on key services.

Further, the ageing of the nursing workforce itself poses a key challenge around retaining knowledge within the workforce prior to experienced nurses and midwives retiring.

Opportunities for N/MUMs…

Understanding how existing models of care and ways of working must change to support the COVID-19 response and playing a role in realising that change, e.g. reconfiguring wards and releasing staff

Applying resilience and an optimistic outlook to manage additional pressures in both their professional and personal lives

Understand how models of care can be adapted in a way that recognises the unique needs of ageing consumers in service provision

Proactively planning recruitment activities to ensure a consistent pipeline of talent

Healthcare trends

Changing models of care

N/MUMs are working with multidisciplinary teams to deliver new or enhanced models of care, which are increasingly based off-site or virtually.

Increased importance of staffing

Increasingly varied demands on the service perpetuate the need to re-evaluate the requisite capabilities and allocation of staff in wards and units.

Complex stakeholder ecosystems

N/MUMs are increasingly juggling the operational demands of their ward or unit with the interests of the broader service, facility and LHD.

Increased virtual care (digital and data)

The rising adoption of digital technologies such as eMR, virtual care, cloud and artificial intelligence is increasing the need for greater digital literacy, data fluency and analytical skills amongst nurses and midwives.

Opportunities for N/MUMs…

Adapting leadership style to drive increased autonomy and self-sufficiency in multidisciplinary teams

Determining how to optimise rostering to ensure that staff have the right skills and capabilities to provide the right care within a finite amount of budget and FTE

Employing a systems thinking lens, ascertaining the stakeholder landscape and identifying the key priorities for actioning

Being a role model; proactively upskilling themselves and their teams to use new tools and systems, and be able to understand and interpret data that will enhance patient experiences

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

Beyond navigating change and workforce complexities, the N/MUM plays an essential role in upholding and embedding NSW Health's vision, strategic priorities and values.

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	1. Keep people healthy 2. Provide world-class clinical care where patient safety is first 3. Integrate systems to deliver truly connected care 4. Develop and support our people and culture 5. Support and harness health and medical research and innovation 6. Enable eHealth, health information and data analytics 7. Deliver infrastructure for impact and transformation 8. Build financial sustainability and robust governance	Collaboration Openness Respect Empowerment

"It's about providing high quality care to the patients in the ward, supporting the staff and multidisciplinary teams to deliver care and ongoing learning in the nursing and midwifery sphere"
- N/MUM

"It's important to make sure that we deliver quality healthcare. Safety is an important part of this; the safety of staff, the consumer and the carer"
- N/MUM

"Patient centred care is always my focus. It's important that all patients are treated holistically"
- N/MUM

"I play a big role in making sure we are sustainable …making sure we have staff, processes and procedures in place for consistency in care. Ensuring that the satisfaction of the women, babies and families is high"
- MUM

"My role as a NUM is to know my team and provide them with the resources they need to do their job"
- NUM

Vision for the role

Defining the future purpose and direction for N/MUMs

The below vision statement has been crafted through extensive consultation and reiteration with current N/MUMs across NSW and the Ministry of Health's Nursing and Midwifery Office.

*"N/MUMs serve a pivotal role as **visible leaders and role models** for nurses and midwives across NSW. They set the clinical standards for their ward/unit.*
*Their role is **diverse and dynamic**, focusing on **supporting nurses and midwives** to deliver **safe, high quality care**"*

The vision statement for the N/MUM role is underpinned by three key concepts: empowering and motivating individuals, coordinating and collaborating across multidisciplinary teams and identifying and improving workforce factors to provide enhanced patient outcomes.

Empower and Motivate

Thinking about their teams, N/MUMs play a critical role by leading from behind and empowering team members to deliver services and solve day-to-day issues. To do this, they:

- Role-model clinical leadership by delivering and monitoring evidence-based practice and advocating for patient centred outcomes

- Elevate the capability of the team by aligning professional learning and development with the strategic priorities of the ward/unit

- Drive momentum and morale in their wards/units, serving as a direct touchpoint for staff, carers, patients and their families

"All N/MUMs need to be leaders, rather than managers, and need to empower, rather than exert power"
                                        - N/MUM

"You empower staff by leading them, by making sure they have all the information they need and role-modelling"
                                        - N/MUM

"I view any knowledge or skills I have as something to share to help others to achieve their goals"
                                        - N/MUM

Coordinate and Collaborate

N/MUMs are key collaborators and facilitators. They facilitate and encourage multidisciplinary teamwork to create a person-centric experience for the consumer. To do this, they:

- Foster strong communication and collaboration with patients, carers and their families, and across the ward, unit and facility to systematically identify gaps in care

- Partner with management and other health care professionals to provide diverse learning opportunities and career pathways

- Mobilise staff to support a united strategic vision, being transparent around the implications of changes to operations and ways of working

"There are a lot of stakeholders with their own interests so the N/MUM has to join everyone in the same purpose for the same outcome"   *- N/MUM*

"I often refer to myself and my senior colleagues as umbrellas; protecting our nurses from all the politics, so they can continue to work and deliver patient outcomes"   *- N/MUM*

"N//MUMs possess the human connection"
                                        - N/MUM

Identify and Improve

From a holistic system-wide perspective, N/MUMs play an integral role in identifying risks and implementing the necessary solutions at the local level, ensuring quality and safety is at the forefront of all initiatives. To do this, they:

- Lead improvement initiatives and participate in forums that drive changes across their respective wards/units

- Proactively support major change and transformation activities affecting the ward/unit through awareness and education, driving readiness and adoption of changes

- Embed a sense of individual responsibility and accountability for safe and high quality patient care

"You need to be ahead of the eight ball, and pre-empt what's coming"
                                        - N/MUM

"It's about proactively managing a sustainable workforce – by the time you're thirsty, you're already dehydrated"
                                        - N/MUM

"Be responsive, not reactive"
                                        - N/MUM

Section 3:

Challenges and opportunities

NSW GOVERNMENT | 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 N/MUMs

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

Balancing staffing requirements to ensure the delivery of safe, high quality care

Challenge

A critical challenge identified for the N/MUM role is managing staffing requirements and delivering quality care within a complex health care system, with specific reference to structuring resources to meet ongoing needs. Changes in staff demographics and complex systems are key factors to be considered when N/MUMs manage staffing in order to maintain high quality and safe delivery of care.

From an operational perspective, some N/MUMs find it challenging to structure rosters to meet capability and capacity requirements. This requires workforce planning over the short and long term to ensure suitable allocation and spend on staff in the ward/unit. Furthermore, N/MUMs must strive to embed professional development and learning opportunities within day to day priorities, critical to building a sustainable workforce.

> *"Getting safe rostering right is fundamental to a high functioning team"*
>
> *- N/MUM*

> *"The challenge is matching what you have to what you need"*
>
> *- N/MUM*

How do we enable N/MUMs to meet capacity and capability requirements?

Opportunities

There is an immediate opportunity for N/MUMs to educate their teams on rostering and staffing requirements and the broader organisational picture. For example, providing visibility of the original roster and the amended roster sheds light on the challenges faced and decisions made by N/MUMs in balancing any staff requests and commitment to the delivery of safe patient care.

Thinking more broadly around the long term, staffing management at ward, unit and facility levels is crucial in ensuring staff have the requisite skills and capabilities to provide optimal care at the right time. There is an opportunity for N/MUMs to develop a thorough understanding of their staff and their individual needs; and align them with the organisational priorities for the ward and vision for the future workforce. This is critical to ensure that their staff are able to achieve their goals, progress quickly and obtain opportunities to further their skills. Additionally, this provides incentive to the newer generation to continue upskilling and developing themselves.

> *"Be upfront, honest, and open with your roster. People understand if they feel like shifts are shared out equally and fairly"*
>
> *- MUM*

> *"It's about being open with your flexibility, understanding your team's needs and preferences"*
>
> *- N/MUM*

Leading and managing individuals and teams to perform effectively

Challenge

N/MUMs face a variety of challenges in managing individuals and teams. This involves monitoring performance, accountability and upholding professional and practice standards to facilitate team performance. N/MUMs are often faced with the dilemma of shifting from colleague to manager and leader, and upholding the different responsibilities and expectations of both roles.

N/MUMs newly entering the role often feel overwhelmed as they transition to managing their former peers and navigating newfound expectations around those relationships. Some N/MUMs also struggle learning how to manage large diverse teams with varying needs and concerns, particularly where these may manifest into competing interests and expectations.

"Everyone has their own management style and preferences"
- N/MUM

"As a manager, I realise that I can't be everyone's friend"
- N/MUM

How might we drive high performance among individuals and teams?

Opportunities

For newer N/MUMs, this challenge may be addressed through the use of more formalised support networks. Mentoring from senior N/MUMs can provide direction around frameworks to support performance development and how to create a high performing team.

Similarly, N/MUMs can engage their staff through discussions around performance development and management frameworks, clarifying roles and responsibilities and encouraging open communication around the topic.

It is crucial that newer N/MUMs have access to forums that enable them to apply performance management strategies and receive constructive criticism. There is an opportunity for N/MUMs to leverage workshops facilitated by HR and other supporting managers to practice working through issues and applying solutions. Using a peer review process is also an effective method to soundboard performance development ideas and approaches.

"I have a "no triangles" policy – ensuring that all my staff approach one another in person to have a discussion if there are any issues"
- N/MUM

"It's about giving N/MUMs an opportunity to fail [and] get better with practice"
- Facility DoNM

"Be flexible in leadership, some people need to be led differently than others"
- N/MUM

Supporting and enhancing team wellbeing

Challenge

Often, the responsibility falls to the N/MUM to balance the emotional wellbeing of their staff alongside operational needs and demands. This speaks to the N/MUM's struggle to embed wellbeing within the day to day running of the ward or unit and identify the factors that may impact staff wellbeing and development. Specifically, N/MUMs often find it challenging to balance safe and adequate staffing with the promotion of staff wellbeing, for example where there is an ongoing request on staff to do overtime instead of allowing time to rest and recuperate on their days off.

This is exemplified through the COVID-19 response, where N/MUMs and their teams are expected to be agile and adaptable in responding to the successive challenges faced by the nursing and midwifery workforce.

"It is a challenge for a new N/MUM to give support where you can see someone needs it"
- N/MUM

"There are a lot of competing emotional and mental focuses. It is a struggle to keep their mental state at the right level"
- N/MUM

How can we drive resilience and work life balance amongst our teams?

Opportunities

As the COVID-19 pandemic continually evolves, it is crucial that N/MUMs role-model self care and a sustainable work-life balance. This may also be facilitated through clarifying what support services and resources are available to staff, and encouraging them to utilise these on a regular basis.

Partnering with the Employee Assistance Program (EAP) or Essentials of Care Coordinators may also prove highly beneficial to develop and deliver engagement strategies that are focused on resilience building and self care.

There is also an opportunity for the N/MUM to share key learnings and success stories with their peers. N/MUMs can work with their teams to identify opportunities to uplift morale and practise gratitude. For example, consistently spending 5 minutes on the floor to openly discuss challenges and wellbeing. Furthermore, engaging in regular touch points with senior leaders / executives provides another avenue of support for N/MUMs.

"I like to be consistent – my staff know they are safe to come to me, as they know what kind of support they'll get"
- N/MUM

"It's about finding the right language to communicate that there is a right process around these issues"
- N/MUM

Balancing competing operational priorities

Challenge

A critical challenge faced by N/MUMs is balancing varying competing operational matters. N/MUMs feel they are expected to juggle differing day-to-day managerial, leadership and clinical priorities, perpetuating the perception that N/MUMs are expected to do more with seemingly less.

The perceived lack of consistent and visible learning and support may impact the N/MUM's onboarding experience, potentially leaving newer N/MUMs overwhelmed when managing more tactical items such as rostering and staffing, financials and reporting. This also impacts relationships with stakeholders, with some N/MUMs expressing difficulty in managing diverse stakeholders with at times opposing interests, expectations and needs.

"I am constantly juggling these glass balls in the air, including the people, the products and work environment"
- N/MUM

"You're the 'meat in the sandwich' between the staff and the executive – both groups have very different ideas about things"
- N/MUM

How can we support our N/MUMs in prioritising and delegating responsibilities?

Opportunities

There is an opportunity for N/MUMs to establish processes that support the management and delegation of responsibilities. N/MUMs can also optimise their scope and responsibilities by augmenting the capabilities of available resources and delegating responsibilities to support resources (e.g. CSOs, CNS's, Educators). Furthermore, N/MUMs may empower high performers and direct reports by providing them with greater responsibility and accountability, and thus opportunities to grow.

Mentoring from senior N/MUMs may be highly fruitful in offering role clarity and providing support. As newer N/MUMs adjust to the aims and functions of their role, it is crucial that they exercise judgement and prioritisation in a confident manner. More broadly, there is an opportunity for N/MUMs to optimise the scope of the role and prioritise their efforts to achieve optimal person-centred outcomes and satisfaction. For example, N/MUMs should speak with their executives to align on strategic direction, clarify expectations and agree on priorities for their role.

"Sometimes it's about empowering someone to respond to an issue themselves, rather than taking it on and solving their problem for them"
- N/MUM

"Be consistent with staff, even when you're dealing with varying operational matters"
- N/MUM

Thinking strategically and maintaining a future-focus

Challenge

N/MUMs feel that their day to day operational responsibilities hamper opportunities to apply strategic thinking around initiatives and innovation. Furthermore, despite being responsible for implementing change and transformation initiatives, N/MUMs often feel disengaged and removed from the ideation process despite being closest to the patient and their concerns.

N/MUMs face a significant challenge in adopting a strategic and future-focused mindset under time and staffing constraints. N/MUMs may often experience hesitancy amongst their teams towards becoming a N/MUM, limiting the N/MUM's ability to succession plan and identify future leaders.

"The operational needs of the service take priority over the more strategic needs of the service which are also important"
- N/MUM

"I wish I just had that extra moment to think about how we can carry COVID learnings forward rather than just doing it"
- N/MUM

How can N/MUMs demonstrate strategic thinking in their responsibilities?

Opportunities

N/MUMs can apply strategic thinking to the delivery of care through working collaborating with the wider health care team including clinical nursing and midwifery leads and other medical and allied health professionals. N/MUMs can ensure best practice evidence is incorporated into their service delivery through intra-professional partnerships and translational research as this is crucial in achieving greater outcomes for the patient.

There is also an opportunity for N/MUMs to provide their unique perspective by actively participating in the design and roll-out of major projects and initiatives. This may be through representing their wards and units on committees and working groups.

Moreover, as the leader for the unit/ward, the N/MUM is uniquely positioned to enable a continuous improvement and innovative mindset among their team. For example, highlighting the organisational appetite for innovation through local innovation awards encourages staff to bring their ideas forward and play an active role in designing the future state.

"When everyone is aware of what the situation is and the different pressures we're under, we can try different ways to solve and create a better outcome for the patient"
- N/MUM

"Innovation is key – it's about challenging the status quo"
- Facility DoNM

Section 4:

Experiences

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

Experiences

Indicating the key behaviours and experiences for the N/MUM role

For the greatest success, N/MUMs will need to draw on their previous experiences or gain additional experience in multiple areas. The following **nine experiences** have been identified as critical by N/MUMs 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 N/MUM role or prior to entering the role.

EXPERIENCE 1

Leading staff through change and transformation

Leading staff to inspire action, implement and drive change

Experience indicators:

- Clearly communicating key changes established by the executive team with staff early on in the process

- Engaging staff in the design of process improvement opportunities, to generate 'buy-in' and adoption of change

- Supporting teams to understand the positive outcomes and benefits of change

- Implementing change in small groups; initially involving a few individuals in a project or program before rolling it out more widely

- Celebrating key wins and successes, as well as key learnings

"It's about giving staff time to understand changes and adapt to them… being clear about the 'why' and the benefits for staff" - N/MUM

"Getting your staff involved in how we can do something better…then they become a part of the solution and spread the problem solving amongst their teams" - N/MUM

"Changes will not be easily made unless teams are having input on how the changes can be achieved or made on the ward level" - N/MUM

EXPERIENCE 2

Aligning operational and strategic priorities

Aligning organisational strategy with service delivery goals, standards of care and unit-based practices

Experience indicators:

- Working with leaders to clarify and understand the vision and strategy for the ward, facility and/or LHD

- Communicating regularly and clearly with staff on the alignment between operational demands and strategic priorities – highlighting what this means in practice for them and the ward/unit

- Encouraging staff to align their personal development goals to the broader organisational objectives and strategy

"The ability to relate information to people at all levels, in a way that each stakeholder can understand. We are the link between the higher exec and frontline staff" - N/MUM

"It's about aligning staff's personal development goals to changing models of care and evolving specialties" - N/MUM

"We are often told of strategic information from the exec and need to inform staff and roll things out. We need to be able to communicate well – everything else leads of this" - N/MUM

Managing and developing people

Ensuring people are managed effectively to enable team cohesion and improve the delivery of care

Experience indicators:

- Leveraging performance management frameworks to assess individual improvement and development opportunities

- Communicating clearly with staff on their roles and responsibilities

- Identifying opportunities to upskill individuals and teams

- Partnering with HR to actively manage underperformance issues

- Managing interpersonal conflict amongst staff

"It's all about being visible on the floor and available to staff when they need you" - N/MUM

"I inherited two wards that had cultural and workplace issues – there are so many ingrained behaviours that need to be managed" - N/MUM

"Being transparent and honest means that the team knows that we're working for them and with them" - N/MUM

Leading person-centred initiatives

Driving initiatives that improve patient and staff safety and the quality of care delivered

Experience indicators:

- Learning from near-misses and incidents, minimising risks that could affect both staff and patients

- Reporting and auditing on safety and quality; using results to develop and drive targeted person-centric initiatives

- Educating staff at all levels about new initiatives and changes in governance that will positively impact patient experience and the delivery of care

- Using technologies and systems, such as IIMS, to identify and drive safety and quality improvements

"We need to engage and educate staff around why initiatives are being launched and bring them onboard" - N/MUM

"We want to make a difference to patients lives, we want to empower our staff" - N/MUM

"N/MUMs need to be driving person-centred initiatives… pursuing opportunities for improved outcomes" - Facility DoNM

"We need to act on the outcomes of audits" - N/MUM

Managing rostering and resources for safe and efficient service delivery

Focusing on self-development to become a more effective leader

Efficiently managing resources through rostering and expectation-setting

Actively seeking development opportunities to become a more effective people leader

Experience indicators:

- Leveraging administrative officers to augment and alleviate administrative tasks, in turn supporting nurses and midwives to operate at the top of their practice
- Reducing leave liability risks by proactively designing leave management plans
- Understanding safety and service delivery requirements and recruiting proactively to minimise any shortfalls

Experience indicators:

- Emulating the positive behaviours and management styles of previous managers and leaders
- Increasing exposure to and awareness of differing management and leadership styles, with the intent of forming one's own style
- Learning and improving based on the experiences of other effective nursing and midwifery leaders (e.g. establishing a mentor-mentee relationship with a more experienced N/MUM)

"We need to revisit the roles of our support staff and upskill them to support with service delivery and our clinical teams" - N/MUM

"Reaching out to other wards, swapping resources and working together is helpful" - N/MUM

"The foundation for good rostering is to try and meet staff expectations and preferences, within meeting the needs of the ward" - N/MUM

"I used to take everything on myself in short periods of time – this is unsustainable and I'm now taking time to upskill my team" - N/MUM

"I do this by observing how others manage and emulating the positive behaviours that they demonstrate" - N/MUM

"I like to lead by example and be a role model for the staff working under me. I'm always encouraging my team to consider new tactics and ways of delivering high quality care" - N/MUM

"N/MUMs need to mentored and guided by the outstanding senior N/MUMs" - N/MUM

"We are forever learning and growing" - N/MUM

Collaborating, networking and influencing within and beyond the facility

Managing complex projects and difficult circumstances

Contributing to multidisciplinary models of care by engaging with multiple parties

Supporting staff to navigate challenging projects and circumstances

Experience indicators:

- Actively participating in relevant committees
- Building strategic networks within the facility and across the service
- Engaging with N/MUMs within or outside of one's clinical specialty (e.g. at offsites and clinical skill days)
- Strengthening interdisciplinary approaches to caring
- Engaging external and community-based health providers (e.g. GPs, Aboriginal health and aged care providers) to deliver better outcomes for patients (e.g. discharge and outpatient support)

Experience indicators:

- Leading the rollout of new models of care in response to changing health demographics, requirements and trends
- Creating and identifying opportunities for both N/MUMs and direct reports to focus on complex projects
- Supporting staff through challenging clinical incidents
- Applying project management methodologies to lead the implementation of complex projects

"We have facility-wide bed meetings …it's a great networking opportunity for NUMs and MUMs across the hospital" - N/MUM

"It's about using community-based services to deliver better patient outcomes, we can share care for the client" - N/MUM

"Networking is not a side part of the N/MUM role…it's integral" - Facility DoNM

"N/MUMs need to understand the benefits of networking in enhancing patient safety. It's wider than just nursing and midwifery" - Facility DoNM

"We're expected to get involved in complex projects without being provided more capacity to do so"- N/MUM

"My team successfully initiated a program which included executive leader and MDT roundings, safety and risk huddles and team meetings" - N/MUM

"As a N/MUM, you can motivate the staff to want to make a change. Though even with experience, this can be a challenging task. But it is so rewarding when everyone comes together"- N/MUM

Engaging in commercially-centred decision making

Driving budgetary efficiencies and better value care decisions for the ward or unit

Experience indicators:

- Proactively managing overtime and budgets through rostering

- Leading commercially-minded conversations

- Making timely recruitment choices based on future workforce needs and plans

- Participating in budget design for the ward/unit

- Collaborating with Finance colleagues to increase awareness of budget and FTE constraints

"I rely on team members with finance expertise and learn from them" - N/MUM

"It's about having more commercially minded conversations" - N/MUM

"Much of the growth of your service relies on business plans. If you have advanced finance abilities, it makes the creation of business plans and advocacy for service growth something you can have a real voice in" - N/MUM

"We need to advertise and celebrate the efficiency gains that come from N/MUMs who operate within or close to budget" - Facility DoNM

"It's about making informed choices that will create the best possible ward" - N/MUM

Section 5:

NSW Public Sector
Capability Levels

ROLE IN
CONTEXT/
VISION FOR
NSW
HEALTH

VISION FOR
THE ROLE

CHALLENGES
AND
OPPORTUNITIES

EXPERIENCES

CAPABILITIES

LEADERSHIP
STYLES &
DERAILERS

MOTIVATIONS

COGNITIVE
ABILITIES AND
EMOTIONAL
INTELLIGENCE

NSW Public Sector Capability Levels
Setting the desired capabilities and proficiency levels for a N/MUM

To enable the greatest success for N/MUMs in NSW Health, the following **capability** proficiency levels are required. They support N/MUMs to achieve the NSW Health vision, as well as navigate, perform and deliver on the vision for their leadership role.

*Developed in accordance with the limits for each grade/band from the PSC's Capability Comparison Table. The levels identified are based on an outstanding experienced performer in the role.

Personal Attributes

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

Relationships

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

*"I don't think you should be managing others unless you're **adept at managing** yourself"*
- N/MUM

*"You need to work out what works for staff and **be multiskilled with your communication** so that you can adapt it"*
- Facility DoNM

*"Communication is one of the most important parts of this role. **Communicating with your staff, patients and families and multidisciplinary teams**"*
- N/MUM

*"The **ability to relay information to people at all levels**, in a way that each party can understand. We are **the link between the executive and frontline staff**"*
- N/MUM

*"At times we need to **manage conflict**, at times we need to **mentor and** coach… we need to translate the vision into action"*
- N/MUM

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

	Capability	Definition	Foundational	Intermediate	Adept	Advanced	Highly Advanced
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			■		

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

"To be a highly functioning N/MUM, you need to make performance expectations very clear with your team. Demonstrating accountability and following up when those expectations are not met. This is key to the role" - N/MUM

"I came off the floor as a working midwife so had no knowledge of finance. But I had a willingness to learn, to continue to grow in my capability and aim to strengthen towards highly advanced" - MUM

"There are financial advisors and more senior people than us that can handle the 'nitty-gritty' of finance. I think a 'middle of the ground' understanding is enough" - N/MUM

"We need to be aware of how to use systems and technology to make our lives easier" - N/MUM

"I think future generations of N/MUMs will have a higher capability in technology" - Facility DoNM

"You need an advanced project management capability level to be able to achieve organisational goals" - N/MUM

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

"The N/MUM is the manager of the people who manage the patients…so they need to be good at managing and developing people" - Facility DoNM

*"A NUM or MUM needs to have a good **understanding of the safety culture and quality safety mechanisms** on their ward"* - N/MUM

*"**Safety is our main role** – the safety of patients and staff"* - N/MUM

*"I need to **understand what to look out for** and why WH&S audits are so important"* - N/MUM

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

	Capability	Definition	Foundational	Intermediate	Adept	Advanced	Highly Advanced
Safety and Quality	**Contribute to High Reliability**	Understand and apply knowledge regarding how the organisational, team and individual conditions influence reliable service delivery to achieve safe, high-quality care			■		
	Manage Clinical Incidents and Risk	Identify, communicate and manage clinical incidents and risk			■		
	Manage Individual Factors that Influence Performance at Work	Be aware of thoughts, emotions and physical feelings that influence effective performance at work and adapt when necessary to deliver safe, reliable care			■		
	Uphold a Safety Culture	Support staff, patients, families and carers to feel safe, engage in learning and to acknowledge when an incident has occurred			■		
	Utilise Improvement Methodologies	Able to understand and utilise appropriate improvement, research and applied science methodologies to achieve change for healthcare improvement			■		
	Utilise Systems Thinking	Able to see the individual parts of the healthcare organisation, how they operate and interact, and their patterns of behaviour over time, and to use that information to contribute to change for safety and quality			■		

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

Section 6:

Leadership style

Derailers

Motivators

NSW GOVERNMENT | 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

Leadership styles
Defining the personality traits that influence how a N/MUM works, leads and is successful

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

Attribute	Definition	Why it's important?
Resilient **[HPI: Adjustment*]**	***Manages well under pressure*** • Composed in the face of pressure • Rarely loses temper or complains • Stress-tolerant and calm in crisis • Seldom tense or anxious	*"It's about **leading by** example…we handle pressure from all sides"* *"If you're **composed in front of your team**, they will feel safe and calm"*
Perceptive **[HPI: Interpersonal Sensitivity]**	***Good at relationships*** • Interested in building and maintaining relationships • Strong communication skills • Friendly and warm demeanour • Demonstrates social sensitivity and perceptiveness	*"It's about putting yourself in others' shoes, **empathising** with their position"* *"Being an **approachable, friendly, warm** face for patients…and **being their advocate**"*
Prudent **[HPI: Prudence]**	***Keeps things on track*** • Detail-oriented and organised • Conscientious, responsible and dependable • Willing to admit mistakes • Rarely impulsive or spontaneous	*"Ensuring you have **simple systems and processes in place** for your team"* *"It's about **being dependable and following up** on what you say you'll do"* *"**Following the policy** that guides us all and **treating everyone equally**"*
Learning approach **[HPI: Learning Approach]**	***Enjoys learning*** • Continually learning and seeking new information • Stays on top of current research and thought leadership • Values education	*"**Promoting a learning culture** across the whole ward"* *"**Embedding performance reviews** into regular, 'in the moment' feedback"*

*Please see Appendix C for explanation of the HPI
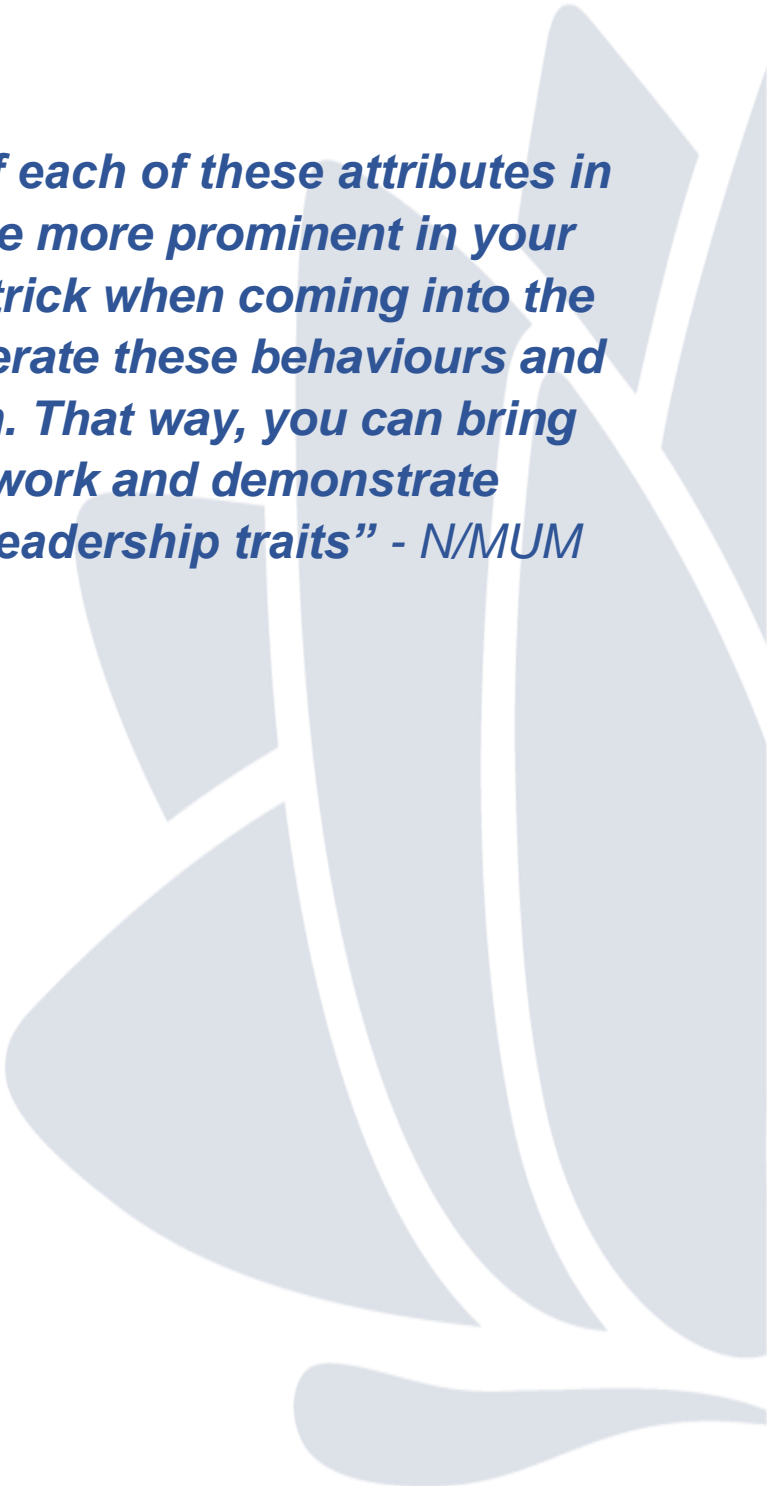
Potential derailers

Defining the possible derailment tendencies which are capable of impeding success for a N/MUM

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

Attribute	Definition	Why it's a derailer?
Colourful [HDS: Colourful]	*Typically,* entertaining, sociable and impressionable. *Under stress or pressure* they can: • Be attention-seeking and dramatic • Fail to listen, and ignore negative feedback • Be impulsive and lack attention to detail	*"Colourful could be linked with **demonstrating favouritism**"* *"Being **dramatic and attention-seeking** won't help you get a following"*
Excitable [HDS: Excitable]	*Typically,* show great enthusiasm for new projects and are capable of generating energy amongst teams. *Under stress or pressure* they can: • Swing from enthusiasm to disappointment • Give up on people or projects • Be moody, irritable, or bad tempered • Be inconsistent	*"Excitable can be linked to **being inconsistent in how you lead**"* *"Taking staff through **emotional peaks and valleys** will exhaust them"*
Mischievous [HDS: Mischievous]	*Typically,* charming, friendly, and fun-loving. *Under stress or pressure* they can: • Be implosive, impatient and risk-taking • Use social skills to manipulate • Be hard to advise • Neglect to fully evaluate the consequences of their decisions	*"If people behave in this manner, it can get out of hand and **derail the entire unit**"* *"**Pushing the limits** of policies and procedures"*
Cautious [HDS: Cautious]	*Typically,* adhere to rules, gracious and obliging. *Under stress or pressure* they can: • Be unwilling to challenge, take chances or initiative • Be indecisive and overly concerned about making mistakes • Demonstrate risk aversion	*"If you're **not prepared to take some risks** and know how to manage them, you're not going to do well"* *"If you're overly cautious, there will be **no progression, change, drive, or improvement**"*

Please see Appendix C for explanation of the HPI
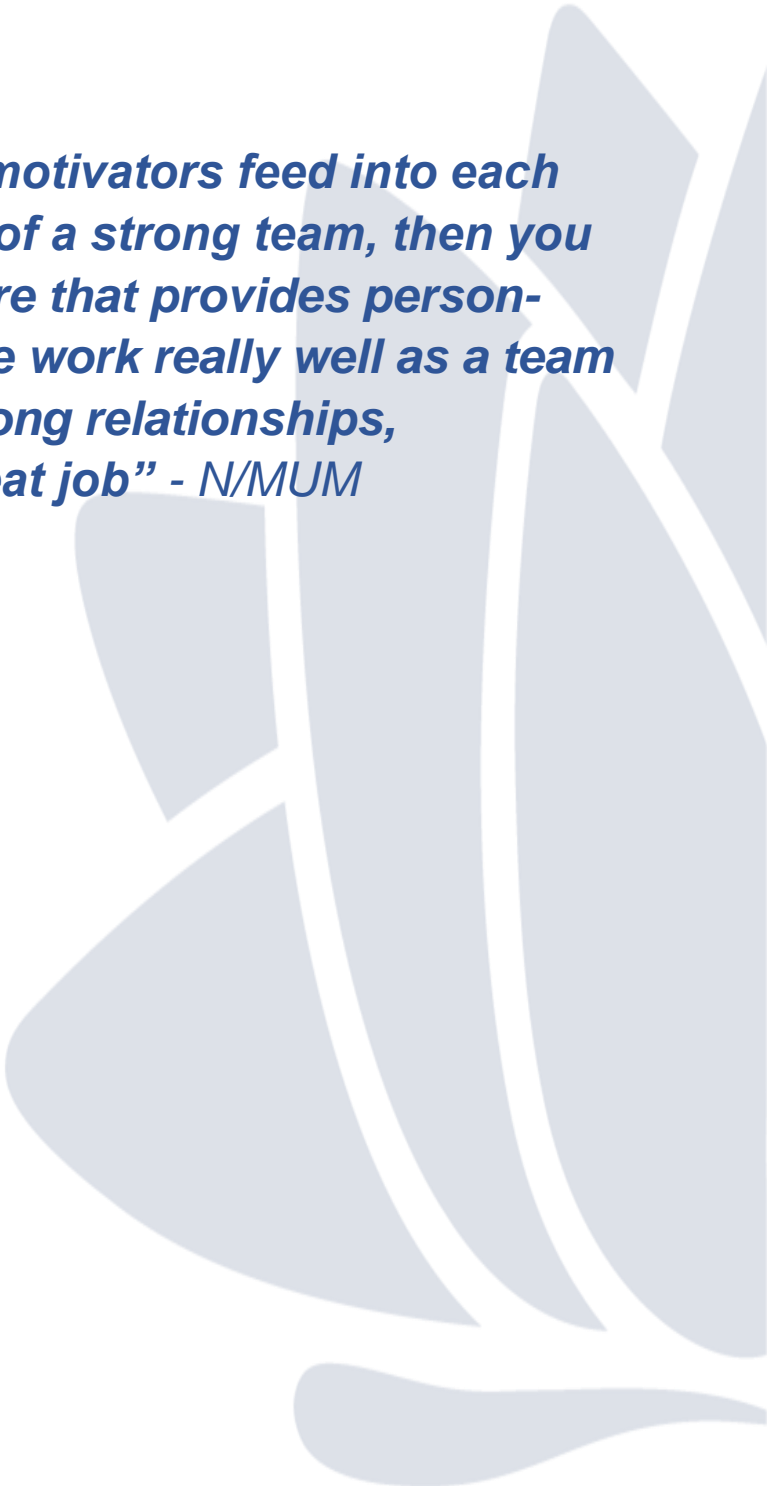
"There are elements of each of these attributes in all of us. They may be more prominent in your personal life, but the trick when coming into the N/MUM role is to moderate these behaviours and be cognisant of them. That way, you can bring your best self to work and demonstrate outstanding N/MUM leadership traits" - *N/MUM*

Potential motivators

Defining the core motives, values, interests and beliefs of a N/MUM

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

Attribute	Definition and example behaviours	Preferred work environment	Why it's important?
Affiliation **[MVPI: Affiliation]**	• Enjoys and prefers social interaction • Typically a team worker; seeks out group projects and collaborative activities • Wants to belong to a cause, team or purpose	• Organisations that emphasise teamwork, collaboration and working towards group goals • Working with people who value good communication, listening and respect for different opinions	*"The **teamwork** element plays a large part in motivating me"* *"Having a strong team affiliation helps to **keep the team happy** and keep **length of patient stay down**."*
Altruism **[MVPI: Altruistic]**	• Desire to help others and contribute to society • Likely to volunteer, support charities and engage in events with social purpose	• Organisations that emphasise concern for people and encourage activities that benefit society • Working with people who care about staff morale, training and development	*"Wanting to **improve the ward culture, the patient journey** and **the care delivered**"* *"The day you stop caring and **wanting to improve the lives of the people you care for**; you need to stop being a nurse"*
Valuing people **[MVPI: Commerce]**	• Value relationships • Value the contribution of nurses and midwives to value-based care	• Organisations that have a clear sense of purpose • Working with others who value people over the proverbial bottom line	*"At the end of the day **it's about people** and trying to improve patient and staff experiences…seeing your team thrive and improve, and seeing your patients get the best care that you're able to give – that's motivating"*

*Please see Appendix C for explanation of the MVPI

"I think all of these motivators feed into each other. If you're a part of a strong team, then you work within a culture that provides person-focused care. When we work really well as a team and have strong relationships, we do a great job" - N/MUM

Section 7:

Cognitive abilities and emotional intelligence

NSW
GOVERNMENT | 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

Cognitive abilities and emotional intelligence

Showcasing the desired proficiency levels for a N/MUM

N/MUMs need strong **cognitive abilities** and very strong **emotional intelligence** to successfully lead their teams.

It is important for N/MUMs to have the following abilities:

Numeric reasoning

Ability to analyse complex numerical data and draw logical conclusions.

Very Low	Low	Average	Strong	Very Strong

Verbal reasoning

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

Very Low	Low	Average	Strong	Very Strong

Logical reasoning

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

Very Low	Low	Average	Strong	Very Strong

Emotional intelligence

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

Very Low	Low	Average	Strong	Very Strong

Appendix A

Defining the NSW Public
Sector Capability Levels

NSW Public Sector Capability Levels
Personal attributes

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

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

Relationships

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

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

Results

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

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

Business enablers

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

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

People management

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

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

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

Safety and Quality

	Contribute to High Reliability	Manage Clinical Incidents and Risk
Foundational	• 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	• 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	• 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	• 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	• Understand the concepts:
	  • 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
		• 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	• 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	• 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	• Collaborate with the Senior Executive to invest in expertise and staff capability in Human Factors' principles, tools and methodologies, and their unitality 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	• 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
• 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	• 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
• 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	• 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
• 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	• 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
• 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	• 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
• 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	• 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	• 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	• 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	• 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	• 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	• 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
		• Determine and articulate approaches to achieve goals that consider
		   • 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

	Utilise Improvement Methodologies	Utilise System Thinking

Advanced	• 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
		• 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 B

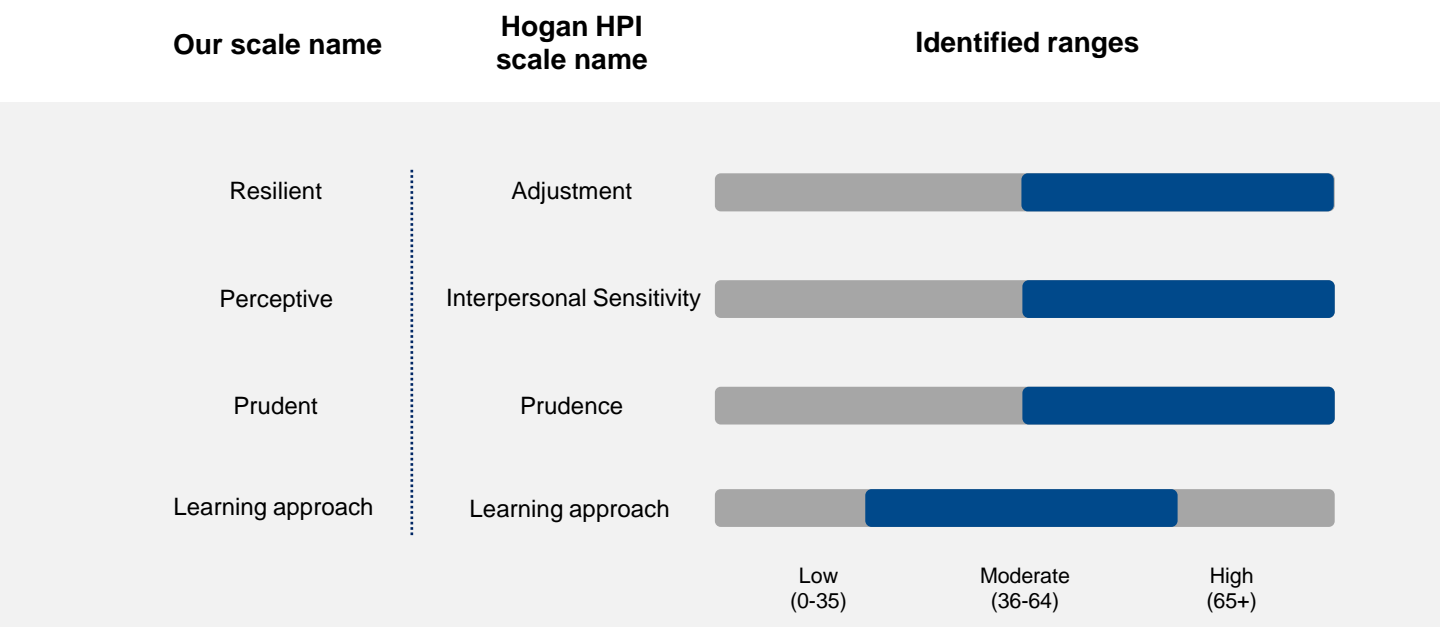Mapping psychometric tools to the profile

NSW GOVERNMENT | Health

Mapping Psychometric Tools to the Profile

Leadership Styles

The leadership styles of N/MUMs 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]

Our scale name	Hogan HPI scale name	Identified ranges
Resilient	Adjustment	
Perceptive	Interpersonal Sensitivity	
Prudent	Prudence	
Learning approach	Learning approach	

Low (0-35)   Moderate (36-64)   High (65+)

■ = the range that a N/MUM 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 N/MUM role.

Potential Derailers

The potential leadership derailers of N/MUMs 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:

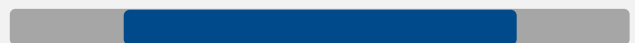| **Low to no risk (69 and under)**	**Moderate to High risk on derailers not captured below (70+)**	**Moderate risk on the below derailers (70-89)**	**High risk on the below derailers (90-100)**
Are unlikely to impact the success of a leader.	Most leaders will have a couple of derailers, with those in 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 N/MUM impacted by these derailers. However, these derailers should be still be explored with the leader in an interview (particularly for high risk derailers).	Leaders who are classified as moderate risk have an increased likelihood of being unsuccessful in the N/MUM role. Such leaders may still be appropriate for the N/MUM role where they have demonstrated mechanisms to cope with/avoid their derailers.	Leaders who are classified as high risk on the below derailers are at high risk of being unsuccessful in the N/MUM role. Such leaders may still be appropriate for the N/MUM role if they only demonstrate some (and not all) of the below derailers, and can clearly demonstrate mechanisms to cope with/avoid their derailers.

Our scale name	**Hogan HDS scale name**	**Identified ranges**
Colourful	Colourful	
Excitable	Excitable	
Mischievous	Mischievous	
Cautious	Cautious	
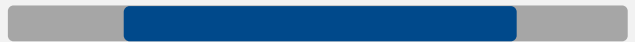
| No Risk (0-35) | Low Risk (36-69) | Moderate Risk (70-89) | High Risk (90+) |

= the range that a N/MUM 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 N/MUM 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]

Motivations	Hogan MVPI scale name	Identified ranges
Affiliation	Affiliation	
Altruism	Altruistic	
Valuing people	Commerce	

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

■ = the range that a N/MUM 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 motivators of a candidate or individual post holder in the N/MUM role.

Nursing and Midwifery

Every person
Every time
Exceptional care

NSW GOVERNMENT | Health