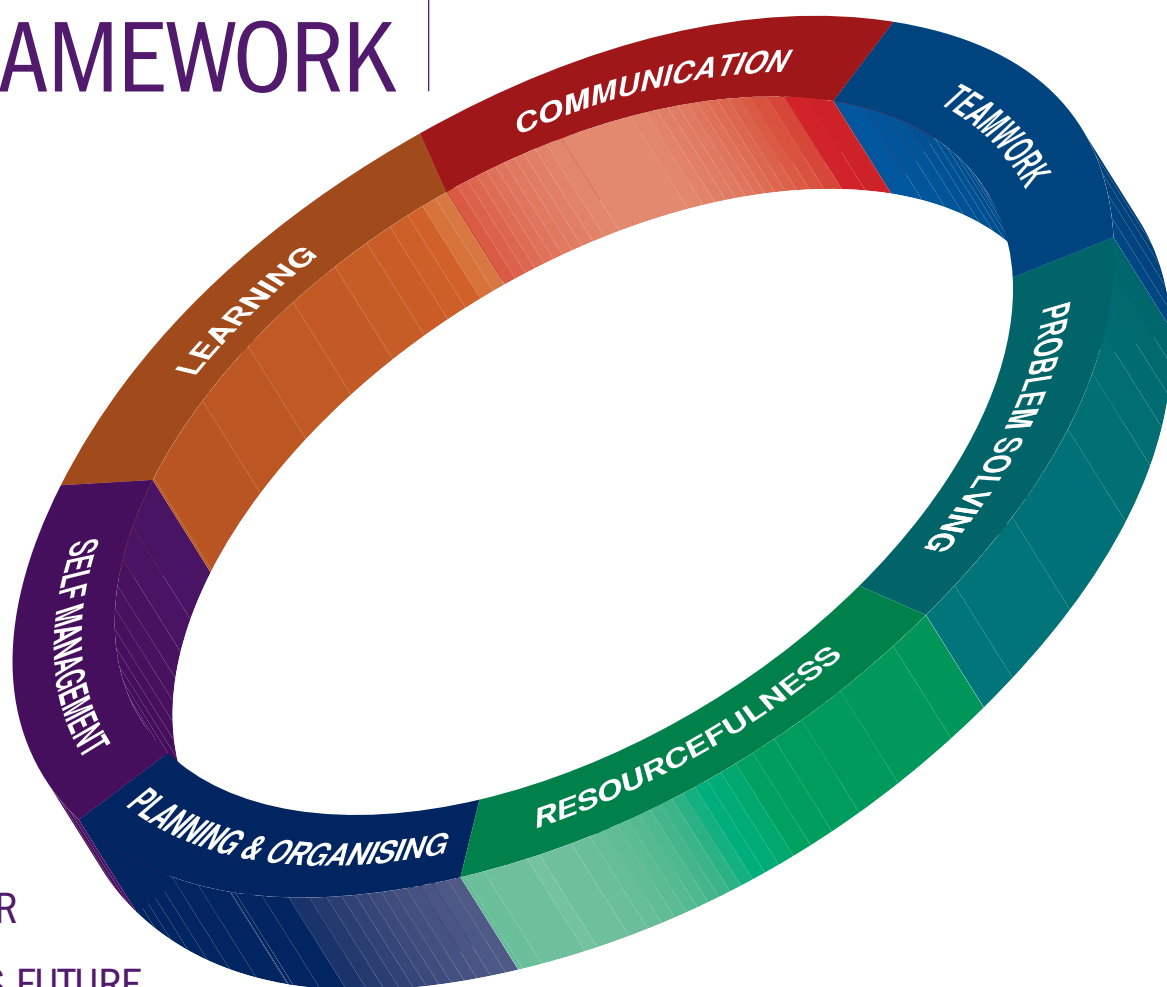




Australian Government  
Department of Defence

# DEFENCE APS CORE CAPABILITY FRAMEWORK

► USER GUIDE



YOUR JOB

YOUR CAREER

DEFENCE'S FUTURE

Intranet - <http://intranet.defence.gov.au/pspg/sites/APSCareerDevelopment>  
Internet - [www.defence.gov.au/dpe](http://www.defence.gov.au/dpe)



# FOREWORD

Defence has commenced a decade long period of significant and profound change guided by the 2009 *Defence White Paper*, underpinned by the Strategic Reform Program (SRP) and supported by our strategy to develop our workforce **People in Defence -Generating the Capability for the Future Force**.

In the following pages you will be introduced to the Defence APS Core Capability Framework (the Framework). This Framework describes the common leadership, management and administrative skills, knowledge and behaviours for each APS level in Defence, regardless of an individual employee's Group or geographical location.

The Framework has been used to develop learning and development programs to help APS employees transition through key career turning points. This year, Defence will introduce a corporate New Starters and New Supervisors Program and development has also started on a program for New Managers. These programs demonstrate in a practical way my goal to influence the career development and progression of employees and grow APS leaders at all levels in Defence.

This Guide also demonstrates ways in which the Framework can be used in the context of performance management, recruitment and selection, and career development and planning.

This new approach to APS career development in Defence connects people development more closely with organisational performance goals. This more structured approach to career development aims to help APS employees realise their own potential through a better understanding of what is required of them.

Development of the Framework represents a significant step forward for APS employees and the organisation and is part of the larger APS Career and Talent Management system we are building over the next three years. Every employee will find some part of the Framework relevant to them and I commend its use to you.



**I J Watt AO**

Secretary

Department of Defence

# WHO SHOULD USE THIS GUIDE

This User Guide is designed to be used by all Defence APS employees, as well as those supervising, managing, or working with Defence APS employees.

**As an employee**, in this User Guide you will find useful information about the Defence APS Core Capabilities and how they apply to your level, as well as all other APS levels in which you may be interested.

**As a Supervisor, Manager, Executive Manager or Senior Executive Manager of Defence APS employees**, in addition to providing information about Defence capabilities specifically required of you in your Managerial capacity, this User Guide also contains capability expectation information for all APS members of your team.

**For those with a general interest** in Defence APS Core Capabilities, this User Guide provides an overview of the intent, purpose, and key elements comprising the Defence APS Core Capability Framework (the Framework).

In addition, this User Guide also presents detailed information on all aspects of the Framework **for those with more particular interests**.

This User Guide also contains user scenarios **for those seeking guidance on how to apply the Framework** in their specific situation.

## HOW THIS GUIDE IS STRUCTURED

This User Guide is presented in five parts.

**Part 1** provides an introduction to the purpose and intent of the the Framework. In addition this section outlines key elements of the Framework, including concepts such as capability clusters as well as foundational and Managerial capabilities. This Part also introduces several important corporate programs supporting this Framework.

**Part 2** focuses on how to apply the Framework. The Framework can be used in a number of ways to support a range of functions including recruitment, career development, performance management, and learning & development. Given the usefulness of the Framework across these functions, Part 2 presents a number of scenarios illustrating how the Framework can be used to support individuals, Supervisors and Managers at all levels across the Defence APS.

**Part 3** presents individual role-based views of capability clusters that together make up the Framework. In this Part, information across all capability clusters relating to a particular role level is grouped together. Using this view, readers can identify all relevant capability information for a specific APS level and/or role (such as an APS 4 or a Manager).

**Part 4** presents comparative views of the capability clusters that make up the Framework. In this Part, information relating to each capability cluster is grouped together and presented in one matrix containing all identified roles - APS, Executive Level, Supervisor, Manager, Executive Manager, and Senior Executive Manager. Using this view, readers can compare capability descriptions for a specific capability (such as communication or teamwork) across all APS levels and roles.

**Part 5** presents a glossary of definitions used in this User Guide, and lists a number of useful departmental resources that should be used in conjunction with this Framework.

## HOW TO USE THIS GUIDE

If you are a Defence APS employee, or you supervise, manage, or work with Defence APS employees, you should take time to familiarise yourself with the structure and content of this User Guide. The best way to do this is to take a look through all parts of this User Guide.

This User Guide is intended as a useful reference tool, and has been designed to allow readers to dip in to specific parts of the User Guide as needed.

The information contained in this User Guide can also be accessed via the Defence APS Core Capability intranet page. This intranet page is located at <http://intranet.defence.gov.au/pspg/sites/APSCareerDevelopment>

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# PART 1: INTRODUCTION & FRAMEWORK OVERVIEW

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## PART 1 OVERVIEW & INTENT

Part 1 outlines the intent, importance, and key elements of the Framework.

This part of the User Guide covers the following topics:

- Definition of the Framework;
- Why the Framework is important;
- How the Framework was developed;
- Key aspects of the Framework, including:
  - Capability clusters;
  - Foundational & Managerial capabilities;
  - Cumulative capability development;
  - Framework views; and
  - Corporate programs.

## INTRODUCTION

**People in Defence: Generating the Capability of the Future Force** sets out the vision and strategy for what must be achieved by 2015 to ensure Defence has the people capability it requires to implement the Government's strategy for the Defence of Australia.

This strategy is important because growth in the Australian labour force is declining. Australia's increasingly ageing population means that there will be skill shortages in most technical and professional occupations. To help build this people capability, Defence's people strategy requires the implementation of a new approach to career development and talent management for its APS employees.

As part of implementing the strategy for our people, Defence is working on a new approach to Career and Talent Management (CTM) of its APS employees. In order to implement this new approach, People Strategies and Policy Group (PSPG) has created a Defence APS Core Capability Framework (the Framework) and is developing an APS Job Family Framework.

APS Job Families describe the specific technical skills and learning and development requirements for each Job Family. Job Families are the major groupings of APS occupations within Defence. Examples of Job Family groupings in Defence include Project Management, Engineering & Technical, Science and Technology, and Information Communication Technology. The Job Family component of the CTM system is expected to be made widely available to employees through an upgrade to PMKeyS in 2013.

The **People in Defence** strategy document states that three indicators of success in 2015 will be that:

"...people appreciate the opportunity Defence is providing to build a rewarding and satisfying career."

"...people appreciate that Defence is delivering first class education and development that equips them for their career inside and outside the organisation."

"...Defence is one of Australia's pre-eminent institutions for developing leaders."

The Defence APS Core Capability Framework (referred to as the Framework and the DACCF throughout this User Guide) was developed to contribute towards achieving these indicators of success.

## WHAT IS THE DEFENCE APS CORE CAPABILITY FRAMEWORK?

The Framework consists of seven capability clusters. These are:

- Communication
- Teamwork
- Problem Solving
- Resourcefulness
- Planning and Organising
- Self-Management
- Learning

Each cluster has a number of items which describe different aspects of the capability. Collectively, the Framework describes the core leadership, management and administrative skills, knowledge and behaviours for each APS level in Defence regardless of an individual employee's Group or geographical location. Implementation of the Framework should positively influence attraction of future employees, employee selection, learning and development, and performance management across Defence.

The Framework has been designed to organise and describe core capabilities which are meaningful for APS employees across the Defence Groups. The primary objective of the Framework is to assist Supervisors and employees in determining the learning and development requirements needed to ensure Defence employees can acquire the capabilities they need for their current and likely future roles.



## HOW WAS THE FRAMEWORK DEVELOPED?

The content of the Framework was the subject of consultation with Group HR and employees and benchmarking against other public and private sector organisations. The capabilities detailed in this Framework were developed with reference to the National Employability Skills Framework and broadly sourced from Defence's Management and Administration Business Skilling Domain Framework and the Defence Leadership Framework. The leadership descriptors in the Defence Leadership Framework are embedded in the Framework. The descriptors for each core capability cluster in the Framework have been mapped to each APS classification level within Defence.

The benefit of using this approach to construct the Framework is that the capabilities of employees can be developed in a way that should help job mobility inside Defence, across APS Agencies and the private sector.

## WHY IS THE FRAMEWORK IMPORTANT?

The primary objective of Defence education and training is to equip the ADF and APS workforce to deliver Defence capability as directed by Government. The implementation of the Framework is also intended to bring about the elimination of unnecessary duplication or overlap of education and training activities concerning the development of core leadership, management and administrative capabilities in APS employees.

The Framework is designed to aid greater APS workforce productivity through a system that ensures a more structured, coherent and consistent development of leadership, management and administrative skills for the Defence APS workforce. The organisation will achieve its productivity improvement goals by helping employees to realise their own potential through a better understanding of what is required of them.

The Framework is designed to help grow employees as leaders as they progress through the various leadership roles in the organisation. There are four major leadership turning or transition points for APS employees in Defence. These are shown on page 16. (Together, these turning points form a type of pipeline that produces APS leaders now and for the future.) Each of these turning points represents a significant change in role and requires the acquisition of new ways of managing and leading in the areas of skills, time management and the focus of work effort. Corporate programs have been designed to assist employees transitioning into these roles.

Supervisors are able to select from the Framework a combination of capabilities relevant to a particular job and use that as the basis for having a conversation with their employees about the capabilities required for the job.

The Framework provides a Defence wide approach to defining the core capability elements of jobs according to a standard frame of reference. It supports professional development by providing individuals with guidance on the core capabilities required within their current position; and assists in identifying which capabilities may need to be developed further when moving between levels across Defence.

## VALUE OF THE FRAMEWORK FOR EMPLOYEES

To be effective, individuals within Defence are required to display the Defence APS Core Capabilities. This Framework assists in personal development and aids career planning. The Framework provides:

- A guide of the capabilities required for each classification level;
- Comparison of capabilities between classification levels;
- Core capabilities which are transferable across Groups;
- A foundation to assist discussions between employees and Supervisors/Managers about learning and development needs;
- A foundation to assist employees and Supervisors/Managers to discuss performance expectations; and
- Consistent expression of information about the capabilities required at a given level, when applying for a position.

The Framework is a tool to help individuals understand the core skills, knowledge and behaviours needed in their current role and to enable capability development planning for likely future roles. It can support individuals and their Supervisors in assessing current performance and capabilities, and identifying learning and development gaps.

## VALUE OF THE FRAMEWORK FOR SUPERVISORS & MANAGERS

The Framework assists Supervisors and Managers at all levels to:

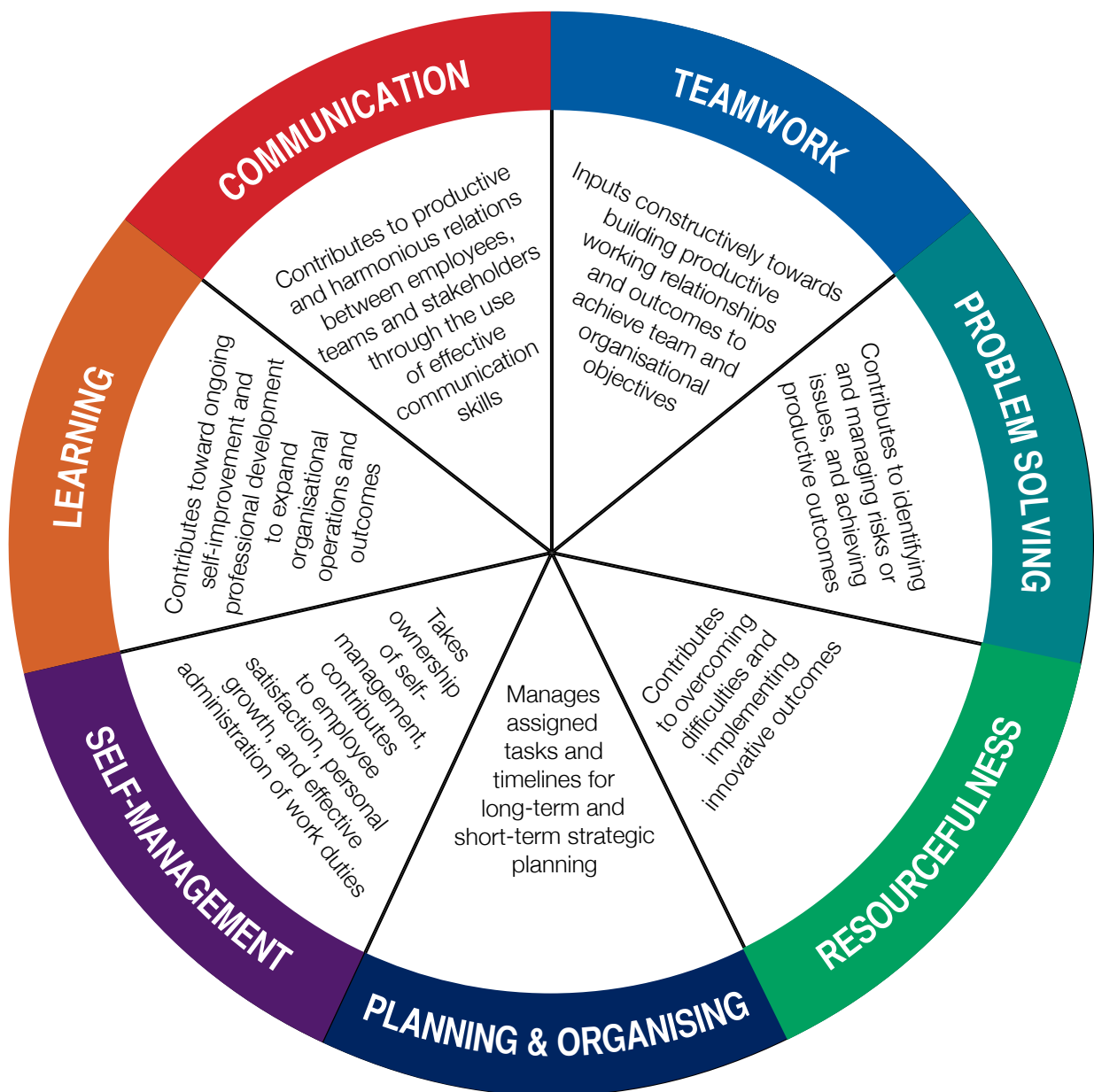
- Define the capabilities required of positions and team members;
- Specify the core capability elements of selection criteria in order to select the right people for the role when filling positions;
- More effectively target the development needs of their team throughout the year and particularly during the PFADS discussions;
- Identify and manage performance issues by providing clear and easily understood expectations of employees;
- Identify capability gaps within the team and better target learning solutions;
- Strengthen engagement of employees with their roles and thus improve retention;
- Support team members in planning their career pathway; and
- Provide more consistency in describing the same or similar roles across Defence.

## KEY ASPECTS OF THE FRAMEWORK

The following sections provide an overview of the key aspects of the Defence APS Core Capability Framework.

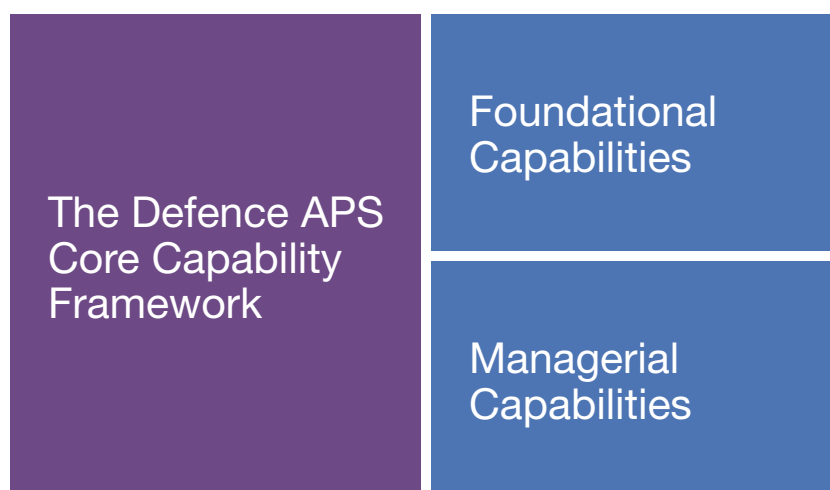
### CAPABILITY CLUSTERS

The Framework is structured around seven core capabilities, with each capability expanding and becoming more complex as the APS level increases. The following diagram presents each of these capability clusters.



## FOUNDATIONAL & MANAGERIAL CAPABILITIES: DEFENCE ROLES & KEY TRANSITION POINTS

The Framework is divided into two parts:



**Foundational Capabilities** identify the skills, knowledge and behaviours that are expected of all employees at each APS level.

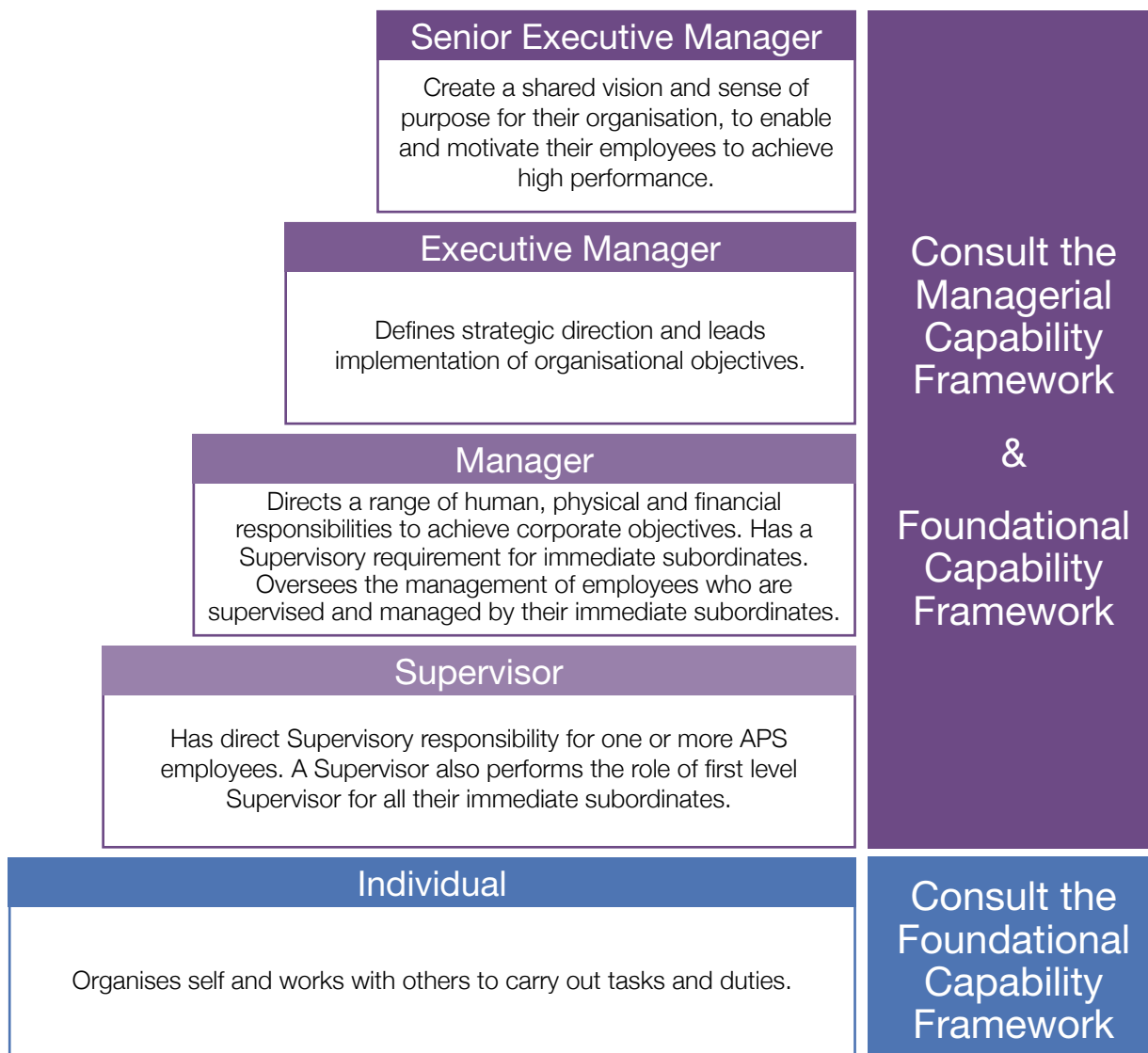
**Managerial Capabilities** identify the additional skills, knowledge and behaviours expected of APS employees who also have a Supervisory and/or Managerial role. While the foundational capabilities are identified by level (i.e. APS 4 or EL1), the Managerial capabilities are identified by role (i.e. Supervisor or Senior Executive Manager).

### WHICH SECTION OF THE FRAMEWORK SHOULD I USE?

Determining which part of the Framework applies to an employee depends on their position. The capabilities required for Defence APS employees working as an individual team member at the APS1 to EL2 levels are located in the Foundational Capabilities.

The additional capabilities required for individuals who are in a Supervisory and/or Managerial role are located in the Managerial Capabilities. Supervisors and Managers are to consult both the Foundational and Managerial Capability Frameworks.

The following diagram illustrates the varying roles within Defence. This diagram should be used to determine whether a job role is: an individual within a team, a Supervisor, a Manager, an Executive Manager or a Senior Executive Manager. This will help in establishing which sections of the Framework are applicable in their role.

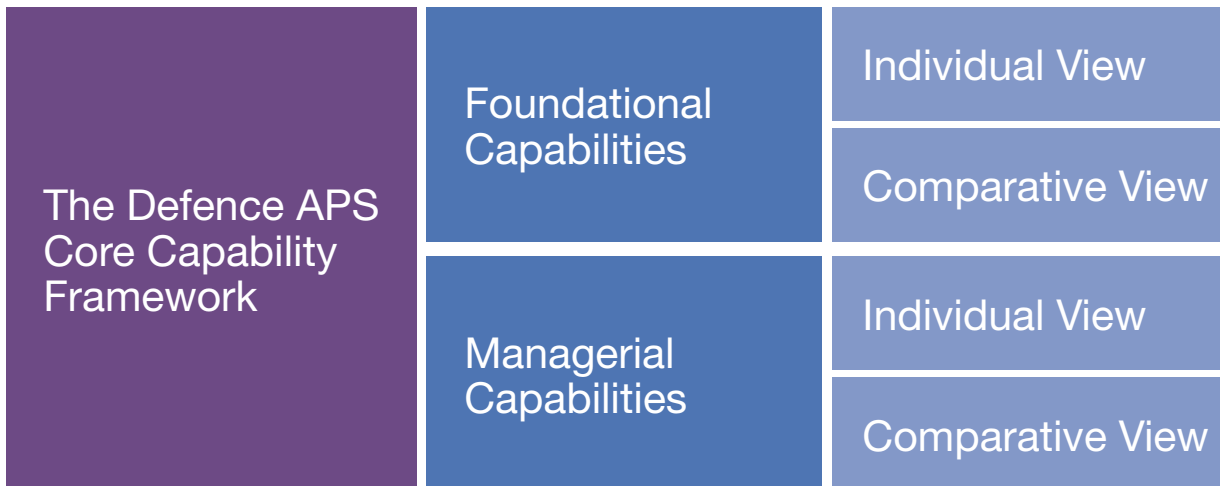


## CUMULATIVE CAPABILITY DEVELOPMENT

The Framework recognises that development is cumulative and ongoing, and because of this, the descriptors at each APS classification level build upon the previous ones. This is based on the principle that the skills, knowledge, and workplace behaviours developed by an individual will be mastered, retained and then used throughout their career. The Framework does not repeat lower level descriptors at higher levels, as once a capability is acquired this Framework assumes this capability is retained by the individual. Depending on the type of capability, there may be a need to refresh, for example, a particular skill if not used for a long period.

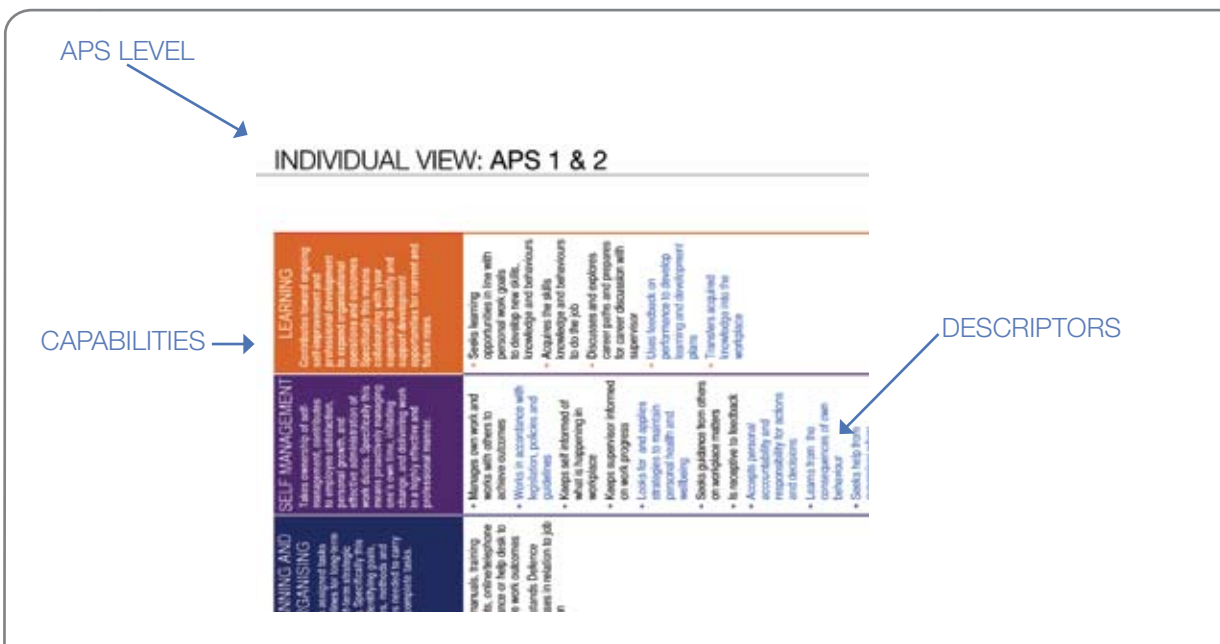
## INDIVIDUAL & COMPARATIVE VIEWS

The Framework is presented in two views:



### INDIVIDUAL VIEW

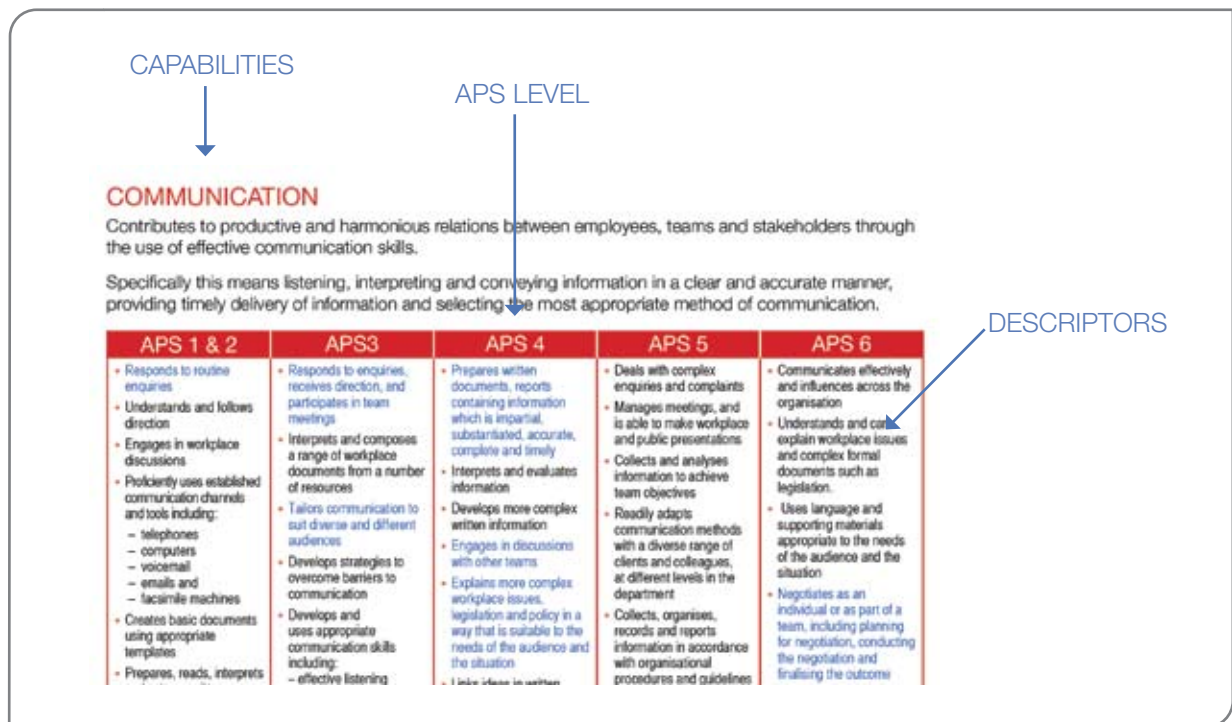
The individual view describes the seven capabilities at each classification level and Managerial role. The individual view is used by finding the capabilities required at level, and identifying developmental opportunities or identifying capabilities at higher levels for future growth.



Individual views are presented in Part 3 of this User Guide.

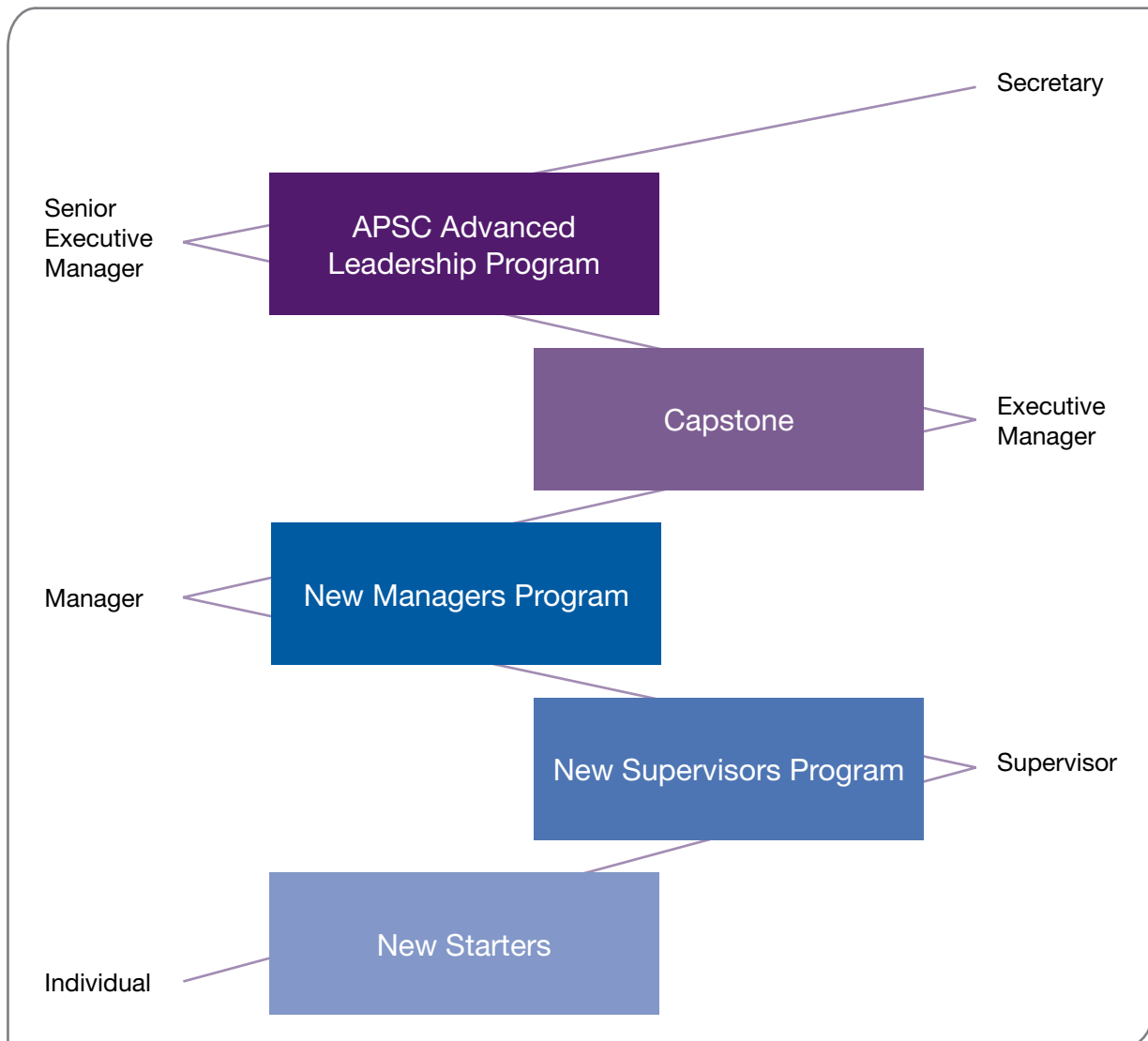
## COMPARATIVE VIEW

The comparative view describes the seven capabilities across all levels and roles (i.e. Teamwork is described for all classification levels APS1- EL2). The comparative view can be used to identify differences between each level. This view can also be used to identify an employee's current capability level and see how this develops through the different levels within the APS.



Comparative views are presented in Part 4 of this User Guide.

## The Four Major Leadership turning or transition points for APS employees in Defence





## CORPORATE PROGRAMS

Development as a leader is a key aspect of APS career management in Defence. A series of corporate Programs have been and are being created to support APS employees transition into their new role at each of the four major leadership career turning points. Each of these programs is designed to develop the capabilities of the program participants. The learning outcomes of the programs are derived from and aligned with the Framework.

The New Starters Program is a corporate induction program applicable to all new APS Defence employees. The Program is delivered through a blended learning mode including face-to-face delivery; online learning; and on the job application. The intent is to give all new starters a basic understanding of what Defence is, what the organisation expects of its employees, and the career development opportunities that Defence can provide for their future employment with the Department. The Program complements local and Group-specific induction activities and from September 2011 the New Starters Program will be mandatory for all new APS starters.

The New Supervisors Program works to equip new Supervisors with the skills, knowledge and workplace behaviours they need to be effective in their new Supervisor roles in Defence. This Program is particularly targeted to those supervising Defence APS employees. The full program is delivered through a blended learning mode including face-to-face delivery; scenario based online learning; and on the job application. The New Supervisors Program will be available from September 2011 and will be mandatory for all new APS Supervisors.

The New Managers Program is similar to the New Supervisors Program, but is focused explicitly on the needs of new Managers in Defence. Program delivery will again be through a blended learning mode. The New Managers Program is currently being developed, and is due for testing and evaluation in mid 2012.

The Capstone Program is an orientation program for newly promoted/appointed SES Band 1/military one star officers. The program focuses on strategy, relationships, self-awareness, career planning and the collective role and contribution of the Senior Leadership Group to the running of Defence.

The Australian Public Service Commission (APSC) *Advanced Leadership Program* is aimed at high performing SES Band 2s considered to also have high potential to develop into more senior APS leaders. The program is under development as at June 2011 and is expected to commence later in the second half of the year.

Relevant contact details to access more information on the Defence corporate programs and initiatives mentioned here are provided in Part 5 of this User Guide.

## PART 2: APPLYING THE FRAMEWORK - A CASE STUDY

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### PART 2 OVERVIEW & INTENT

Part 2 focuses on ways to apply the Framework.

This part of the User Guide covers the following topics:

- Ways to apply the Framework;
- Intent of case study;
- Case study introduction;
- Scenario 1: Defining a new role;
- Scenario 2: Preparing a job application;
- Scenario 3: Preparing for a PFADS review;
- Scenario 4: Managing performance expectations;
- Scenario 5: Supervising integrated teams;
- Scenario 6: Taking action for career development; and
- Scenario 7: Seeking future promotion.

## WAYS TO APPLY THE FRAMEWORK

Defence is taking the lead in building a first class public service through its career management system which will assist in developing all of our APS employees professionally. This Framework provides a basis to deliver the required people capability to better achieve and deliver on the Government's requirement in a consistent and sustainable manner. Its aim is to provide individuals, as well as Supervisors and Managers, with the tools to identify areas for development and assist in planning development opportunities for employees.

As a general comment, comparing individual employee's capabilities in the workplace with the Framework will assist in identifying strengths and developmental opportunities, and ultimately allow employees and their Supervisors to:

- Plan the most effective way to develop capabilities in their current role to meet any skills gap; and
- Plan the most effective way to develop capabilities for future likely roles within Defence.

The Framework can be applied to the following areas.

### Performance Management

Performance management is the setting of clear expectations to align with strategic goals. Performance management includes the management, review and feedback of these expectations in order to develop employees accordingly. Performance management is used to ensure that employees at all levels perform in line with organisational objectives.

It is Defence's responsibility to develop and maintain integrated performance systems (i.e. PFADS) that drive organisational capability development. These performance systems should also be flexible and straightforward, designed to support employee capability, not inhibit it.

The Framework can be used to support performance management by:

- Selecting a relevant capability and expressing it as a KER if appropriate in the performance agreement;
- Ensuring that the primary focus of the conversation about learning and development during the performance exchange is about the employee's capabilities and the contribution of these to the employee's KERs;
- Assessing the development needs of employees for likely future roles; and
- Linking succession planning strategies to team, Branch, Group and/or Defence requirements.

### Recruitment and Selection

In order to build these capabilities within Defence we need to attract and select those people who align to our capabilities.

The Framework can be used to support recruitment and selection by using the relevant capability cluster to select descriptors that express the non-technical selection criteria for the position or for recruitment campaigns.

When working with our current and new employees, we must work to engage and retain this talent within the organisation. Defence must also offer challenges and opportunities in order to retain its people capability in the organisation. Effective approaches to **Learning & Development**, as well as **Career Development**, are two ways Defence works to engage and retain employees in the organisation.

## Learning and Development

Defence does not have the luxury of being able to buy-in most of its critical people capability. Defence needs to 'grow its own' workforce over time in order to determine future success.

Learning and development refers to all the processes associated with the identification of agency and individual requirements in relation to skills development and the design, as well as delivery of learning and development initiatives to bridge gaps in skills or behavioral requirements.

The non-technical development of existing employees and the induction of new employees must be aligned with the capabilities in the Framework.

The Framework can be used to support learning and development by helping to:

- Provide an induction into the Defence culture of developing core capabilities in our people;
- Assess an employee's current capabilities against those required for productive performance in the current role and identify any development gaps;
- Target learning and development towards closing any capability gaps in the current role to improve performance; and
- Ensure learning and development for likely future roles is based on a learning and development gap analysis, and the chosen solution has outcomes aligned to the applicable capability cluster(s).

## Career Development

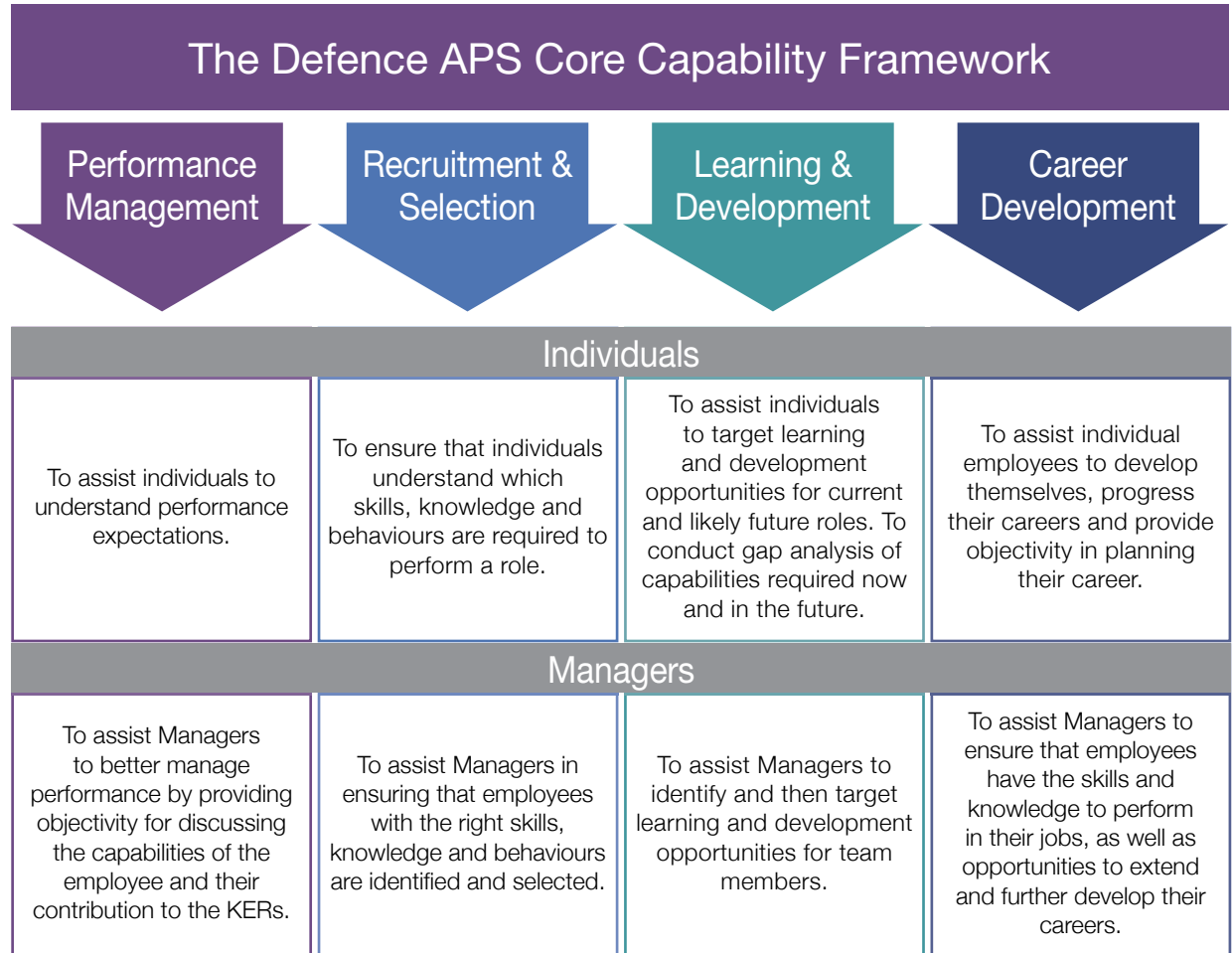
Defence is committed to providing a rewarding and challenging career. Career development offers individuals the opportunity to acquire and grow capabilities associated with their career progression. Career development engages individuals through various job roles in Defence and through this, aids the achievement of overall organisational objectives.

Well-managed career development encourages the timely movement of APS employees through a variety of job roles across Defence. Supervisors and Managers should help employees identify the necessary capability requirements for likely future job roles. This should result in a more engaged workforce, operating within a more defined and structured development framework.

The Framework can be used to support career development and progression through:

- Increased consistency in the development of skills, knowledge and behaviours across Defence locations;
- Increased objectivity in career development, as well as decision-making in the areas of recruitment, promotion, training and development, and performance management; and
- Supporting Defence Supervisors and their employees to jointly manage careers in a way that meets the needs of Defence and its employees.

The following diagram illustrates the ways that the Framework can be applied.



## INTENT OF CASE STUDY

The Framework can be used in a range of different situations.

The case study presented in this part of the User Guide comprises a number of workplace scenarios. The intent of this case study and the linked scenarios is to illustrate some of the different ways that the Framework can be used to support Defence APS employees, as well as those supervising, managing, or working with Defence APS employees.

The scenarios here show that the Framework is not just a theoretical framework, but rather an important practical tool that can be helpful in a number of common situations faced by Defence employees.

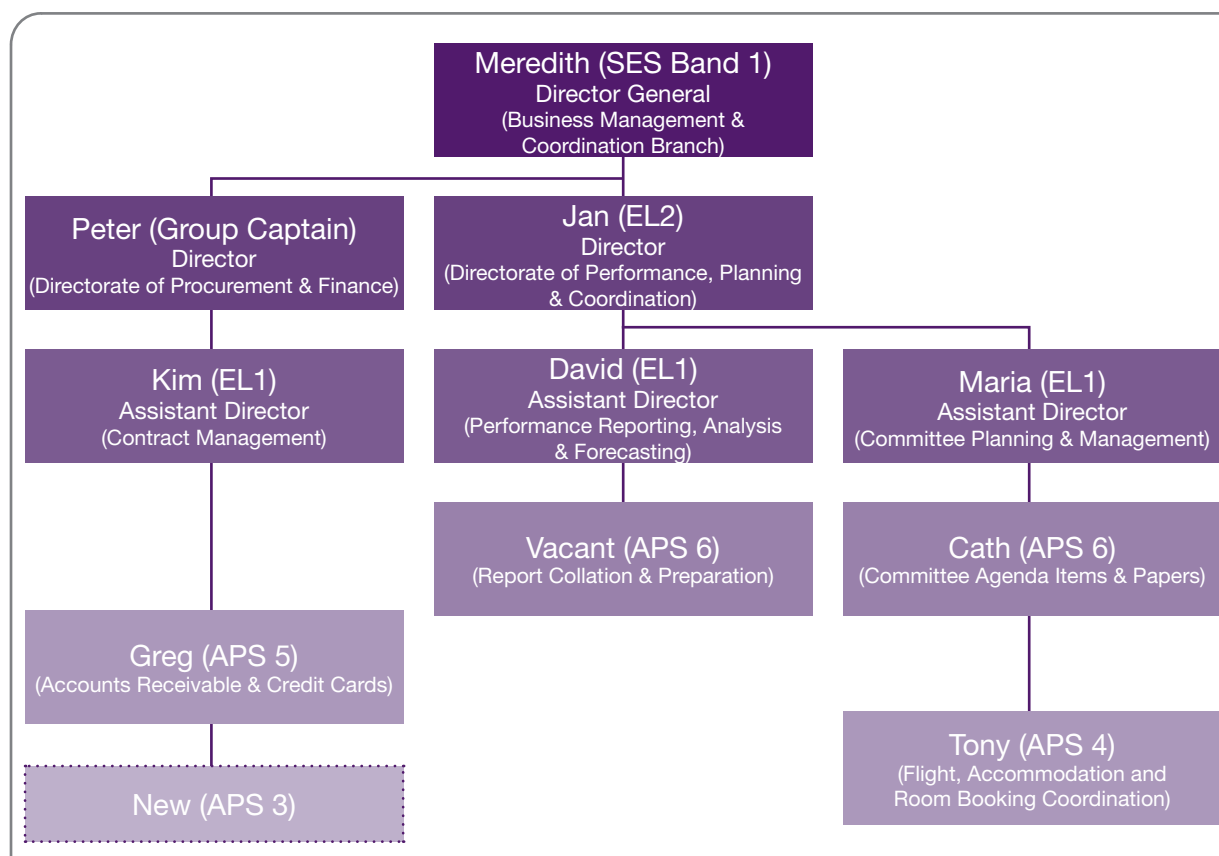
In addition these scenarios highlight that the Framework is not something to be used in isolation. Instead, the Framework is a cornerstone of a comprehensive suite of complementary tools and corporate programs designed to guide Defence APS employees (and their Supervisors and Managers) through the challenges of recruitment and selection, learning and development, performance management, and career development. Part 5 of this User Guide lists other useful tools that may be relevant to your particular situation.

## INTRODUCTION TO THE CASE STUDY

The Management & Coordination Branch is tasked with managing procurement, monitoring and reporting on performance, coordination of bigger Group meetings, and providing secretariat services to a number of Committees within the Group.

The Branch is made up of two Directorates - one focused on finance and procurement, and the other focused on performance reporting and secretariat functions. The Branch staff is eight Defence APS employees and one Defence member.

The following image presents the organisational structure, classification levels, and main duties of each person in the Branch.



The following table provides a little background about each employee.

Name	Character Description
Meredith	Meredith is a very experienced SES Band 1 who has enjoyed a long, successful and well recognised career in the Department. Meredith is considering retirement.
Peter	Peter is an Air Force officer posted to the Branch who supervises three civilian APS administrative employees. He has been in this role for 6 months, and is likely to remain in the role for another 18 months until his next rotation.
Kim	Kim is an experienced APS Supervisor in Defence. Kim has been happily in her current role for 2 years.
Greg	Greg has been in the same role with the Department for six years. He has career aspirations to someday do Maria's job. He is a reliable and well liked APS 5 with promotion aspirations.
Jan	Jan is a high performing EL2 who manages a team of five APS employees, including directly supervising two EL1s.
David	Due to a recent promotion, David has recently been appointed as an EL1. He has no previous Supervisory experience in a Defence context.
Maria	Maria is an experienced EL1 and Supervisor. She is seeking promotion to the EL2 level, and would ultimately like to advance to becoming a Senior Executive within Defence.
Cath	Cath has been in her current role for 8 months. She has previous experience supervising employees.
Tony	Tony recently completed the Defence Graduate Program. He is a reliable and well liked APS 4 with promotion aspirations.

Each of the following scenarios occurs within the Management & Coordination Branch, with each scenario involving one or more of the people working in this Branch.

## SCENARIO 1: DEFINING A NEW ROLE

Peter asks Kim and Greg to work together to build the job description, duty statement and selection criteria documentation for a new APS 3 role in their team.

Kim and Greg get together to confirm their approach to completing the task. They set up a time to meet with Peter to discuss and clarify the duties of the new role. At this meeting they learn that the new role will need to support all aspects of Branch procurement, including stationary ordering, and will also need to act as the Branch security officer.

Greg checks the Defence Classification Manual and the Defence Work Level Standards to confirm that, given the required duties, APS 3 is the most appropriate level for the new role. Kim contacts their local Group HR representative to identify recruitment options and make sure that Group HR is aware that the role is being created and is engaged early on in the process.

Together Kim and Greg look at the type of work to be done and draft the job description and duty statement. They then look at the APS 3 core capabilities individual view contained in the Framework. By talking through each capability descriptor, as well as considering more technical elements of the role (for example finance skills and knowledge of simple procurement), Kim and Greg use some of the specific language describing capabilities contained in the Framework to draft selection criteria and frame some selection/interview questions for the new APS 3 role.

Kim and Greg meet again with Peter. At this meeting they take Peter through the draft role documentation, and advise him of the recruitment advice from Group HR. Peter approves the role documentation and gives Kim and Greg the go ahead to begin recruiting for the position.

Kim has advised Greg that he will be responsible for supervising the new APS 3 role. Greg doesn't have experience supervising employees. He takes a look through the Supervisory capabilities outlined in the Framework and assesses these against his current capabilities. He identifies Supervisor capabilities which he does not possess. Given that Greg will soon be supervising employees for the first time in Defence, Kim nominates him for the New Supervisors Program as it is mandatory for new Supervisors. Greg also plans to look into the PFADS for Supervisors and Merit Selection training programs to make sure he can develop his Supervisory and merit selection capabilities to meet the needs of his imminent future role.

### SCENARIO SUMMARY

In this scenario Kim and Greg used the Framework to:

- Align capabilities with the new role;
- Help draft the Defence APS Level 3 job description, duty statement, selection criteria, and frame selection/interview questions; and
- Learn about and self-assess against Defence APS Supervisor specific capabilities.



## SCENARIO 2: PREPARING A JOB APPLICATION

Greg is interested in applying for the vacant APS 6 position in the Branch that is currently being advertised.

Greg reviews the position information, including the duty statement and selection criteria. He also takes a look at the capabilities listed in the Framework at his current level (APS 5) and his desired level (APS 6). Using this information, Greg analyses his current capabilities and the capabilities required at the APS 6 level for the vacant position. Based on this research, Greg prepares a list of questions he has about the role, and then makes a time to speak with David (the contact officer for the vacant position).

At their meeting Greg asks David his prepared questions about the role. Greg takes notes so that he'll be able to remember the key points of their conversation. As a result of this conversation Greg feels like the APS 6 position fits with his longer term career aspirations, and he decides to submit an application.

Greg talks to his Supervisor, Kim, about his interest in the role, and asks if Kim would provide him with a reference. Kim believes that Greg is ready for the APS 6 role, and agrees to be a referee.

Greg updates his resume. He uses the APS 6 core capabilities described in the Framework to frame his application and draft his response to the selection criteria. Greg asks Kim and another colleague to read through his application for typos, and when he is happy with everything Greg submits his application by the due date.

Crossing his fingers, Greg hopes that he'll be selected for interview. He makes a note to himself to start thinking about possible interview questions and to plan his responses. If selected for interview, Greg also plans to ask Kim to help him practice his interview techniques.

### SCENARIO SUMMARY

In this scenario Greg used the Framework to:

- Review core capabilities at his current and desired APS levels; and
- Frame his response to the selection criteria.

## SCENARIO 3: PREPARING FOR A PFADS REVIEW

Cath has just completed her PFADS review with her Supervisor. It's now time for Cath and Tony to sit down, review and set up a new PFADS for Tony. Cath requests an initial meeting with Tony to begin their conversation about Tony's PFADS.

Cath prepares for this meeting by revisiting Tony's current PFADS and thinking about whether or not Tony met the documented KERs. Cath thinks especially about examples demonstrating the ways in which Tony did or did not meet these KERs. Cath also chats with Tony's second level Manager, Maria, to gauge Maria's perspective on Tony's performance.

After reviewing the Branch Business Plan to get an idea of the work outcomes required by the Branch over the next 12 months, Cath identifies the technical job-specific capabilities that Tony is likely to need to perform well in his current role and to support delivery of Branch objectives. Cath reviews the Framework to see what core capabilities are required at the APS 4 level (Tony's current level). She considers Tony's performance and the degree to which Tony does or does not demonstrate each of the relevant capability descriptors.

Cath is also interested in learning about Tony's career aspirations as well as the specific skills and knowledge Tony would like to develop longer term. She makes a note to herself to ask Tony about these during their conversation.

Remembering that PFADS conversations are an opportunity for Supervisors to get feedback on their Supervisory skills, Cath also reviews the specific Supervisory capabilities described in the Framework and self-assesses against each of these descriptors. Cath wonders if she could improve her Supervisory capabilities, and prepares some specific questions she would like to ask Tony to get his opinion on how she could better support him.

When Tony gets Cath's meeting request, he sets aside time to review his current PFADS. Tony thinks about how he did or did not meet the documented KERs in the past 12 months.

Tony reviews the Framework to see what's expected of him at the APS 4 level, and he thinks about how his current capabilities compare to those required at this level. Tony thinks about whether any gaps or strengths exist from his perspective, and he also thinks about his longer term career aspirations. Based on this assessment, Tony identifies some key capabilities that he is interested in developing. As well as his own self-assessment, Tony chats with his mentor and gets their perspective on his capabilities.

Tony also thinks about his work-style preferences and the type of Supervisory support that he would most appreciate.

Tony takes notes as he goes through this process of self-assessment so he is ready to refer to them in his initial meeting with Cath.

### SCENARIO SUMMARY

In this scenario Cath and Tony used the Framework to review core capability descriptors at the APS 4 level. Tony assessed himself against the capability descriptors. Cath also undertook a self-assessment against the Supervisor specific core capabilities.

## SCENARIO 4: MANAGING PERFORMANCE EXPECTATIONS

Maria never seems to be on top of her resourcing and financial responsibilities as a team leader and Manager. After a couple of informal chats without result, Jan wants to discuss this issue with Maria and see a positive change in behaviour.

To prepare for this discussion Jan gathers information that specifically demonstrates her concerns. For example, Jan remembers that Maria was very late with budget reporting for the past two months. Jan has also noticed in previous informal chats that Maria has indicated that she is unclear about her financial delegations.

Once Jan is clear on the specific demonstrable concerns she has, Jan invites Maria to have a meeting and outlines the key items for discussion.

Jan reviews the EL1 comparative view and the Manager's comparative view of the Framework, and decides to use these aspects of the Framework as the vehicle to have a conversation about Maria's resourcing and financial responsibilities.

In the meeting, Jan and Maria work through the 'Resourcefulness' capability cluster for Managers, and together assess Maria's demonstrated competency against each capability descriptor. Maria tells Jan that she isn't sure about her financial delegations. They agree that Maria should complete a Simple Procurement course to increase her confidence, skills and knowledge in this area.

Through conversation it becomes clear that Maria has been managing a heavy workload with a number of conflicting priorities, and that this is the critical factor in Maria missing recent reporting due dates. Jan and Maria agree that it would be useful to hold a Directorate Planning Day to review priorities, key stakeholders, and individual workloads to make sure that the team resourcing effort is being put to the best use possible. They agree to hold this Planning Day sometime in the next four weeks.

### SCENARIO SUMMARY

In this scenario Maria and Jan used the Framework to review core capability descriptors at both the EL1 level and Managerial role to clarify performance expectations and improve employee behaviour.

## SCENARIO 5: SUPERVISING INTEGRATED TEAMS

Peter is new to managing APS employees, and he wants to make sure that he is doing the best job he possibly can.

Even though Peter is a member of the ADF and not an APS employee, he sees the value of using the Supervisor and Manager capabilities described in the Framework to help him in his current role of supervising APS employees.

Peter discusses the results of his APS Supervisor self-assessment with his Supervisor Meredith. Peter tells Meredith that he would like to improve his knowledge of APS career structures and career development initiatives to strengthen his Managerial capabilities under the 'Learning' capability cluster. Meredith offers to coach Peter to help him develop this capability, and suggests that Jan may be a valuable peer mentor for Peter given her experience managing Defence APS employees.

Peter also uses the Framework to understand the expected core capabilities of his team members by reading through the individual views for each team member level (EL1, APS 5, and APS 3). Peter sets up a team meeting to talk about ways that he and the team as a whole can promote and support capability and career development within the team.

Peter meets with Jan over coffee to talk about her experiences as a Manager of Defence APS employees. Jan recommends a number of development programs that Peter decides to look into, including PFADS for Supervisors, DECA Awareness, and Supervising Integrated Teams. Jan also offers to support Peter in the workplace by identifying shadowing opportunities for him as well as offering to field any questions Peter might have as they arise in the workplace.

### SCENARIO SUMMARY

Peter used the Framework to review core capability descriptors for both Supervisor and Manager roles. He also reviewed the capability descriptors for each level corresponding to the members of his team. He used this information to identify opportunities to strengthen his Managerial capabilities.

## SCENARIO 6: TAKING ACTION FOR CAREER DEVELOPMENT

Meredith has announced that she will be retiring in 12 months time. Jan is very interested in applying for promotion to Meredith's position when it's advertised. Jan is eager to increase her chance of success in future promotion to the role.

Jan reviews the Manager, Executive Manager, and Senior Executive Manager role capabilities and assesses her current capabilities with those that will be expected at the SES level as an Executive Manager. Jan requests a meeting with Meredith to discuss her strengths as well as areas where development may be required. Jan also asks for Meredith's feedback on her recent performance and for Meredith's opinion on her readiness for a role at the Executive Manager level. During their conversation Jan identifies some capabilities she would like to develop.

In consultation with Meredith, as well as talking with some people in her mentor network, Jan builds a personal Capability Development Plan designed to build a bank of capability development opportunities and experiences over the next 12 months. Jan's personal plan includes advising Senior Executives within her network of her intentions, identifying ARP opportunities in other Directorates, requesting to act as Branch Head when Meredith takes annual leave, and letting Meredith know that she would like to be considered for participation in the APSC CDAC Program (a capability development program targeted at EL2s) if the opportunity arises.

As the year progresses, Jan makes sure that key milestones in her personal Capability Development Plan stay on track, and she actively seeks coaching from Meredith and other Senior Executives as appropriate. Jan also asks Meredith to be a referee and to support Jan's interview skilling (if Meredith is not on the selection panel). Jan makes a note to herself to use language contained in relevant aspects of the Framework when it is time to write her application.

### SCENARIO SUMMARY

In this scenario Jan used the Framework to review core capability descriptors for Manager, Executive Manager and Senior Executive Manager roles. The information in the Framework helped Jan to assess her current capabilities and put together her personal Capability Development Plan. Jan will also use language contained in the Framework to help frame her application.

## SCENARIO 7: SEEKING FUTURE PROMOTION

Tony recently found out that he wasn't successful in his application for an APS 5 role in the Group. Initial feedback from the interview panel indicates that he did not demonstrate strong enough problem solving skills.

Tony is eager to improve his chances of internal promotion in the future so he takes a look at descriptors for the 'Problem Solving' capability cluster from APS 4 to APS 5 in the Framework. Using this information as a benchmark, Tony thinks about how his skills, knowledge and workplace behaviours match the descriptions in the Framework.

Tony sets up a meeting with his Supervisor Cath, to get her perspective on his current problem solving capabilities, and together they work through the relevant capability descriptors in the Framework and do a gap analysis. Together they agree on a plan for Tony to work on developing both his problem solving skills and his interview skills.

As part of this plan, Cath agrees to coach Tony by setting up more opportunities for him to shadow her when problem solving. They also agree to add some stretch assignments to Tony's current workload to provide him with more development opportunities.

Tony asks the selection panel for more specific feedback and for any advice they can offer him on ways to develop his capabilities.

Tony talks to Greg (who is already an APS 5) and asks him for tips on how he could further develop his skills in these areas. For more ideas, Tony also talks with others from his Graduate Program network and his mentor about how they developed problem solving capabilities and interview skills. With his mentor, Tony chats about ways to best articulate and demonstrate capabilities at interview. His mentor agrees to help out by doing some mock interviews with Tony before his next interview.

### SCENARIO SUMMARY

In this scenario Tony used the Framework to review core capability descriptors under the 'Problem Solving' capability cluster from APS levels 4 and 5. Tony and his Supervisor Cath worked through this information together to do a gap analysis of Tony's demonstrated capabilities and the descriptors to help them build a personal Capability Development Plan for Tony.

## PART 3: INDIVIDUAL VIEWS

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### PART 3 OVERVIEW & INTENT

Part 3 presents individual level and role-based views of the capability clusters that make up the Framework.

This part of the User Guide covers the following levels and roles:

- APS 1 & 2;
- APS 3;
- APS 4;
- APS 5;
- APS 6;
- EL1;
- EL2;
- Supervisor;
- Manager;
- Executive Manager; and
- Senior Executive Manager.

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## INDIVIDUAL VIEW: APS 1 & 2

COMMUNICATION	TEAMWORK	PROBLEM SOLVING	RESOURCEFULNESS	PLANNING AND ORGANISING	SELF-MANAGEMENT	LEARNING
<p>Contributes to productive and harmonious relations between employees, teams and stakeholders through the use of effective communication skills. Specifically this means listening, interpreting and conveying information in a clear and accurate manner, providing timely delivery of information and selecting the most appropriate method of communication.</p> <ul style="list-style-type: none"> <li>• Responds to routine enquiries</li> <li>• Understands and follows direction</li> <li>• Engages in workplace discussions</li> <li>• Proficiently uses established communication channels and tools including: <ul style="list-style-type: none"> <li>– telephones</li> <li>– computers</li> <li>– voicemail</li> <li>– emails and facsimile machines</li> </ul> </li> <li>• Creates basic documents using appropriate templates</li> <li>• Prepares, reads, interprets and acts on written material</li> <li>• Records information in accordance with Defence standards and policies</li> <li>• Provides ideas and personal views to others in the team</li> <li>• Develops good listening skills</li> <li>• Communicates messages clearly</li> <li>• Provides accurate information</li> <li>• Provides feedback on issues and impacts of designated tasks</li> <li>• Recognises and understands miscommunication and assists in clarification</li> <li>• Uses correct spelling, punctuation and grammar in workplace documents</li> </ul>	<p>Inputs constructively towards building productive working relationships and outcomes to achieve team and organisational objectives. Specifically this means working within a team environment, cooperating with others, considering the needs of others, and helping others within the team to achieve objectives.</p> <ul style="list-style-type: none"> <li>• Shares ideas and information and seeks guidance from others</li> <li>• Works cooperatively and productively in a team</li> <li>• Applies procedures for dealing with employees at all levels of the organisation</li> <li>• Treats others with respect and courtesy and values different approaches</li> <li>• Contributes to the team by supporting others to achieve team goals</li> <li>• Uses personal strengths to contribute to the team</li> <li>• Actively contributes to team goals through cooperation and building good team relationships</li> <li>• Recognises conflict within the team</li> <li>• Seeks guidance on addressing tensions and conflict in the workplace</li> <li>• Contributes to maintaining an environment of trust</li> <li>• Understands where they fit into the organisation</li> <li>• Understands and acknowledges diversity, cultural and ethnic differences including gender and disability</li> <li>• Participates in the change process within the team</li> </ul>	<p>Contributes to identifying and managing risks or issues, and achieving productive outcomes. Specifically this means identifying and analysing situations and/or issues, considering options, choosing solutions and deciding on, implementing, and monitoring appropriate solutions.</p> <ul style="list-style-type: none"> <li>• Develops ability to think analytically, to recognise and deal with problems and make decisions</li> <li>• Resolves problems in accordance with standard procedures, refers problems (when required) to others through the appropriate channels</li> <li>• Is aware of the need to improve processes and practices</li> <li>• Understands and engages in the outcomes of decision-making</li> <li>• Provides feedback on issues and impacts of designated tasks</li> <li>• Develops an understanding of organisational policies, procedures, systems and processes including EEO, WHS and Security</li> <li>• Understands and applies the Defence and APS values</li> </ul>	<p>Contributes to overcoming difficulties and implementing innovative outcomes. Specifically this means exercising judgement, initiative and skill in overcoming difficulties.</p> <ul style="list-style-type: none"> <li>• Develops an understanding of the Defence Organisation and its mission</li> <li>• Develops an understanding of the broader Public Sector</li> <li>• Uses resources correctly to achieve work objectives and outcomes</li> </ul>	<p>Manages assigned tasks and timelines for long-term and short-term strategic planning. Specifically this means identifying goals, objectives, methods and resources needed to carry out and complete tasks.</p> <ul style="list-style-type: none"> <li>• Uses manuals, training booklets, online/telephone assistance or help desk to achieve work outcomes</li> <li>• Understands Defence processes in relation to job function</li> </ul>	<p>Takes ownership of self-management, contributes to employee satisfaction, personal growth, and effective administration of work duties. Specifically this means proactively managing one's own time, initiating change, and delivering work in a highly effective and professional manner.</p> <ul style="list-style-type: none"> <li>• Manages own work and works with others to achieve outcomes</li> <li>• Works in accordance with legislation, policies and guidelines</li> <li>• Keeps self informed of what is happening in the workplace</li> <li>• Keeps Supervisor informed on work progress</li> <li>• Looks for and applies strategies to maintain personal health and wellbeing</li> <li>• Seeks guidance from others on workplace matters</li> <li>• Is receptive to feedback</li> <li>• Accepts personal accountability and responsibility for actions and decisions</li> <li>• Learns from the consequences of own behaviour</li> <li>• Seeks help from Supervisor when assessing own performance</li> <li>• Recognises own and others' emotions in the workplace</li> <li>• Uses experience and knowledge when completing tasks</li> <li>• Accesses and uses information ethically and legally</li> </ul>	<p>Contributes toward ongoing self-improvement and professional development to expand organisational operations and outcomes. Specifically this means collaborating with your supervisor to identify opportunities for current and future roles.</p> <ul style="list-style-type: none"> <li>• Seeks learning opportunities in line with personal work goals to develop new skills, knowledge and behaviours</li> <li>• Acquires the skills, knowledge and behaviours to do the job</li> <li>• Discusses and explores career paths and prepares for career discussion with Supervisor</li> <li>• Uses feedback on performance to develop learning and development plans</li> <li>• Transfers acquired knowledge into the workplace</li> </ul>



# DEFENCE APS CORE CAPABILITY FRAMEWORK

## INDIVIDUAL VIEW: APS 3

COMMUNICATION	TEAMWORK	PROBLEM SOLVING	RESOURCEFULNESS	PLANNING AND ORGANISING	SELF-MANAGEMENT	LEARNING
<p>Contributes to productive and harmonious relations between employees, teams and stakeholders through the use of effective communication skills. Specifically this means listening, interpreting and conveying information in a clear and accurate manner, providing timely delivery of information and selecting the most appropriate method of communication.</p>	<p>Inputs constructively towards building productive working relationships and outcomes to achieve team and organisational objectives. Specifically this means working within a team environment, cooperating with others, considering the needs of others, and helping others within the team to achieve objectives.</p>	<p>Contributes to identifying and managing risks or issues, and achieving productive outcomes. Specifically this means identifying and analysing situations and/or issues, considering options, choosing solutions and deciding on, implementing, and monitoring appropriate solutions.</p>	<p>Contributes to overcoming difficulties and implementing innovative outcomes. Specifically this means exercising judgement, initiative and skill in overcoming difficulties.</p>	<p>Manages assigned tasks and timelines for long-term and short-term strategic planning. Specifically this means identifying goals, objectives, methods and resources needed to carry out and complete tasks.</p>	<p>Takes ownership of self-management, contributes to employee satisfaction, personal growth, and effective administration of work duties. Specifically this means proactively managing one's own time, initiating change, and delivering work in a highly effective and professional manner.</p>	<p>Contributes toward ongoing self-improvement and professional development to expand organisational operations and outcomes. Specifically this means collaborating with your Supervisor to identify and support development opportunities for current and future roles.</p>
<ul style="list-style-type: none"> <li>• Responds to enquiries, receives direction, and participates in team meetings</li> <li>• Interprets and composes a range of workplace documents from a number of resources</li> <li>• Tailors communication to suit diverse and different audiences</li> <li>• Develops strategies to overcome barriers to communication</li> <li>• Develops and uses appropriate communication skills including: <ul style="list-style-type: none"> <li>– effective listening</li> <li>– questioning</li> <li>– issues identification and</li> <li>– constructive feedback</li> </ul> </li> <li>• Provides ideas, arguments and personal viewpoints to individuals and in group discussions</li> <li>• Organises written work in a manner that is clear and easy to follow</li> <li>• Uses vocabulary that is appropriate to the audience</li> <li>• Discusses issues credibly and thoughtfully</li> <li>• Listens to and evaluates differing ideas</li> <li>• Checks information in order to confirm own understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the team's position in the organisational structure</li> <li>• Understands how the team contributes to the organisation's vision, goals and outcomes</li> <li>• Understands the importance of developing and maintaining networks, including working relationships</li> <li>• Clarifies roles, responsibilities and professional working relationships in the team</li> <li>• Maintains professional working relationships including cooperating with others in the team and shares knowledge to complete tasks</li> <li>• Recognises and supports others and contributes to the development of an environment of trust, challenge and reward</li> <li>• Understands, provides and acts on feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Resolves routine workplace problems using collaboration and assistance from colleagues</li> <li>• Deals ethically with colleagues, members of the public and industry</li> <li>• Uses ethical and values based decision-making techniques</li> <li>• Understands the reason for decisions</li> <li>• Effectively uses software applications to assist in decision-making, analysis and to display information</li> <li>• Exercises judgement to resolve workplace issues and apply relevant standards</li> </ul>	<ul style="list-style-type: none"> <li>• Uses public resources in accordance with Defence and Public Sector policies, guidelines and standards</li> <li>• Understands and complies with legislation, policy and regulatory frameworks</li> <li>• Is innovative and looks for better ways to do things</li> <li>• Understands and applies Defence and Public Sector financial processes</li> </ul>	<ul style="list-style-type: none"> <li>• Thinks and plans ahead</li> <li>• Demonstrates planning and time management in routine work activities</li> <li>• Uses required resources and systems to achieve work objectives</li> <li>• Accesses and uses resources</li> <li>• Operates within financial systems relevant to job role and identifies and deals with discrepancies</li> <li>• Monitors and evaluates work progress against tasks</li> <li>• Achieves work goals and revises work plans to attend to ongoing or new responsibilities</li> <li>• Uses computer technology for record management and financial management</li> <li>• Provides input to the development of plans and the team goals</li> <li>• Identifies risks and uncertainties of processes and tasks</li> <li>• Maintains records in a manner that is accurate, up-to-date and in accordance with Defence procedures, policies and format</li> <li>• Evaluates progress and outcomes in a realistic manner and communicates this to Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures personal work practices comply with Public Sector and Defence ethical standards, policy and guidelines</li> <li>• Works in a manner that has regard for the organisations structure, functions, culture and values</li> <li>• Identifies work goals and clarifies and prioritises work in accordance with organisational requirements</li> <li>• Accepts responsibility for accurate completion of work and seeks help when required</li> <li>• Performs under direction and works within agreed priorities</li> <li>• Develops self-awareness and relationship management skills</li> <li>• Is aware of own impact on workgroup outcomes</li> <li>• Recognises work trends and impacts on own work</li> <li>• Demonstrates flexibility, adaptability and focus through day-to-day work changes and shifting priorities</li> <li>• Seeks and uses feedback from Supervisor/Manager and work colleagues to continuously improve personal effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Sets personal learning and development goals and monitors progress</li> <li>• Seeks and applies ongoing learning and improvement</li> <li>• Uses coaching and/or mentoring to identify and develop areas that require improvement and to build on strengths</li> </ul>

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## INDIVIDUAL VIEW: APS 4

COMMUNICATION	TEAMWORK	PROBLEM SOLVING	RESOURCEFULNESS	PLANNING AND ORGANISING	SELF-MANAGEMENT	LEARNING
<p>Contributes to productive and harmonious relations between employees, teams and stakeholders through the use of effective communication skills. Specifically this means listening, interpreting and conveying information in a clear and accurate manner, providing timely delivery of information and selecting the most appropriate method of communication.</p> <ul style="list-style-type: none"> <li>Prepares written documents and reports containing information which is impartial, substantiated, accurate, complete and timely</li> <li>Interprets and evaluates information</li> <li>Develops more complex written information</li> <li>Engages in discussions with other teams</li> <li>Explains more complex workplace issues, legislation and policy in a way that is suitable to the needs of the audience and the situation</li> <li>Links ideas in written material through selection and use of words, grammatical structures, headings and punctuation appropriate to the purpose</li> <li>Effectively edits to improve written communication</li> </ul>	<p>Inputs constructively towards building productive working relationships and outcomes to achieve team and organisational objectives. Specifically this means working within a team environment, cooperating with others, considering the needs of others, and helping others within the team to achieve objectives.</p> <ul style="list-style-type: none"> <li>Responds positively to suggestions for improvements made by team members and acts on them where appropriate</li> <li>Considers and responds to team dynamics</li> <li>Maintains communication within own and other workgroups and teams</li> <li>Shares knowledge to complete tasks</li> <li>Makes constructive contributions to teamwork, providing formal and informal feedback on team effectiveness</li> <li>Works with others to build relationships with internal and external clients</li> </ul>	<p>Contributes to identifying and managing risks or issues, and achieving productive outcomes. Specifically this means identifying and analysing situations and/or issues, considering options, choosing solutions and deciding on, implementing, and monitoring appropriate solutions.</p> <ul style="list-style-type: none"> <li>Analyses issues, impacts, options and consequences for the delivery of timely and considered advice</li> <li>Uses experience and common sense, exercises judgement, intelligence and discretion in conducting work tasks</li> <li>Proactively anticipates issues and problems and works to resolve them</li> <li>Maintains awareness of policies and applies procedures to daily work activities</li> </ul>	<p>Contributes to overcoming difficulties and implementing innovative outcomes. Specifically this means exercising judgement, initiative and skill in overcoming difficulties.</p> <ul style="list-style-type: none"> <li>Identifies cost effective options for achieving objectives and aligns options to organisational aims</li> <li>Develops analytical and research skills</li> <li>Researches legislation, regulations and policy for relevance</li> <li>Applies and monitors customer focus and responsiveness</li> <li>Demonstrates familiarity and compliance with legislation, policy and regulatory frameworks</li> <li>Identifies opportunities for continuous improvement in the workplace</li> </ul>	<p>Manages assigned tasks and timelines for long-term and short-term strategic planning. Specifically this means identifying goals, objectives, methods and resources needed to carry out and complete tasks.</p> <ul style="list-style-type: none"> <li>Considers environmental requirements in the context of resource usage, storage and maintenance</li> <li>Prepares for, implements and monitors change and works with ambiguity in the face of change</li> <li>Uses workplace technology for increased efficiency and effectiveness</li> </ul>	<p>Takes ownership of self-management, contributes to employee satisfaction, personal growth, and effective administration of work duties. Specifically this means proactively managing one's own time, initiating change, and delivering work in a highly effective and professional manner.</p> <ul style="list-style-type: none"> <li>Monitors work progress to set goals, strategies and outcomes</li> <li>Applies and develops professional/technical skills and expertise of a level and standard appropriate to work demands</li> <li>Promotes the value of workplace diversity and how it contributes to effective work practices</li> </ul>	<p>Contributes toward ongoing self-improvement and professional development to expand organisational operations and outcomes. Specifically this means collaborating with your Supervisor to identify and support development opportunities for current and future roles.</p> <ul style="list-style-type: none"> <li>Shares learning and workplace experience with others</li> </ul>

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## INDIVIDUAL VIEW: APS 5

COMMUNICATION	TEAMWORK	PROBLEM SOLVING	RESOURCEFULNESS	PLANNING AND ORGANISING	SELF-MANAGEMENT	LEARNING
<p>Contributes to productive and harmonious relations between employees, teams and stakeholders through the use of effective communication skills. Specifically this means listening, interpreting and conveying information in a clear and accurate manner, providing timely delivery of information and selecting the most appropriate method of communication.</p> <ul style="list-style-type: none"> <li>• Deals with complex enquiries and complaints</li> <li>• Manages meetings, and is able to make workplace and public presentations</li> <li>• Collects and analyses information to achieve team objectives</li> <li>• Readily adapts communication methods with a diverse range of clients and colleagues, at different levels in the department</li> <li>• Collects, organises, records and reports information in accordance with organisational procedures and guidelines</li> <li>• Presents information in a variety of formats to aid understanding including: <ul style="list-style-type: none"> <li>- text</li> <li>- tables and diagrams</li> </ul> </li> <li>• Influences others by using credible and persuasive discussion and displaying a clear understanding of the issues</li> </ul>	<p>Inputs constructively towards building productive working relationships and outcomes to achieve team and organisational objectives. Specifically this means working within a team environment, cooperating with others, considering the needs of others, and helping others within the team to achieve objectives.</p> <ul style="list-style-type: none"> <li>• Builds, expands and utilises internal networks, including identifying key stakeholders</li> <li>• Represents and promotes the organisation or workplace</li> <li>• Acknowledges the contribution diversity makes to the workplace</li> <li>• Understands the need for change and identifies options and opportunities to improve efficiency and effectiveness of the team and the work environment</li> <li>• Uses collaborative planning with other team members to build working relationships</li> <li>• Encourages others in the workplace to comply with legislation</li> <li>• Shows understanding and skill in negotiating and working to resolve conflict</li> <li>• Represents the organisation effectively</li> </ul>	<p>Contributes to identifying and managing risks or issues, and achieving productive outcomes. Specifically this means identifying and/or analysing situations and/or issues, considering options, choosing solutions and deciding on, implementing, and monitoring appropriate solutions.</p> <ul style="list-style-type: none"> <li>• Identifies ambiguity and uncertainty relating to changed roles, functions and procedures and uses problem-focused strategies</li> <li>• Identifies and collects information, analyses and interprets information as required</li> <li>• Identifies the relationship between organisational goals and operational tasks</li> </ul>	<p>Contributes to overcoming difficulties and implementing innovative outcomes. Specifically this means exercising judgement, initiative and skill in overcoming difficulties.</p> <ul style="list-style-type: none"> <li>• Selects innovative and cost-effective options for achieving objectives and aligns options to organisational aims</li> <li>• Reschedules and re-organises work to reflect changes in priorities</li> <li>• Assesses impacts and encourages collaboration and cooperation in coping with change</li> <li>• Applies objective and impartial evaluation of conflicting requirements</li> </ul>	<p>Manages assigned tasks and timelines for long-term and short-term strategic planning. Specifically this means identifying goals, objectives, methods and resources needed to carry out and complete tasks.</p> <ul style="list-style-type: none"> <li>• Completes planning activities within defined timeframe and meets organisation's requirements</li> <li>• Recognises and understands links and inter-relationships between work tasks and areas</li> <li>• Undertakes research and analysis to support policy development</li> <li>• Contributes to development of policy</li> <li>• Develops an awareness of contractual procedures and processes</li> <li>• Responds to risk using risk management procedures and treatments</li> </ul>	<p>Takes ownership of self-management, contributes to employee satisfaction, personal growth, and effective administration of work duties. Specifically this means proactively managing one's own time, initiating change, and delivering work in a highly effective and professional manner.</p> <ul style="list-style-type: none"> <li>• Recognises and accepts the need to operate within constraints beyond one's own control</li> <li>• Commits energy and drive to achieve goals</li> <li>• Shows initiative</li> <li>• Actively participates in decision-making and incorporates outcomes of decisions into work plans</li> </ul>	<p>Contributes toward ongoing self-improvement and professional development to expand organisational operations and outcomes. Specifically this means collaborating with your Supervisor to identify and support development opportunities for current and future roles.</p> <ul style="list-style-type: none"> <li>• Undertakes a gap analysis to identify skills that are common to both career aspirations and Defence's requirements</li> <li>• Plans career development and pathways, including self-assessment of skills and abilities</li> <li>• Implements a career plan and monitors progress</li> <li>• Monitors the acquisition of skills, knowledge and behaviours</li> </ul>

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## INDIVIDUAL VIEW: APS 6

COMMUNICATION	TEAMWORK	PROBLEM SOLVING	RESOURCEFULNESS	PLANNING AND ORGANISING	SELF-MANAGEMENT	LEARNING
<p>Contributes to productive and harmonious relations between employees, teams and stakeholders through the use of effective communication skills. Specifically this means listening, interpreting and conveying information in a clear and accurate manner, providing timely delivery of information and selecting the most appropriate method of communication.</p> <ul style="list-style-type: none"> <li>Communicates effectively and influences across the organisation</li> <li>Understands and can explain workplace issues and complex formal documents such as legislation</li> <li>Uses language and supporting materials appropriate to the needs of the audience</li> <li>Negotiates as an individual or as part of a team, including planning for negotiation, conducting the negotiation and finalising the outcome</li> </ul>	<p>Inputs constructively towards building productive working relationships and outcomes to achieve team and organisational objectives. Specifically this means working within a team environment, cooperating with others, considering the needs of others, and helping others within the team to achieve objectives.</p> <ul style="list-style-type: none"> <li>Identifies the needs and viewpoints of individuals and considers them when implementing change</li> <li>Identifies the causes of conflict and is able to establish and implement strategies for dealing with conflict</li> <li>Encourages the exploration of diverse views and harnesses the benefits of such views</li> <li>Recognises the benefits of diversity and works to build diversity in teams</li> </ul>	<p>Contributes to identifying and managing risks or issues, and achieving productive outcomes. Specifically this means identifying and analysing situations and/or issues, considering options, choosing solutions and deciding on, implementing, and monitoring appropriate solutions.</p> <ul style="list-style-type: none"> <li>Handles difficult interpersonal situations and addresses conflict that may arise in day-to-day work activities</li> <li>Applies analysis and reasoning to solve more complex and ambiguous problems</li> <li>Addresses complex workplace issues including monitoring problems in implementing work plans and proposes solutions within area of responsibility</li> </ul>	<p>Contributes to overcoming difficulties and implementing innovative outcomes. Specifically this means exercising judgement, initiative and skill in overcoming difficulties.</p> <ul style="list-style-type: none"> <li>Exercises delegations in Defence, including confirming the delegation, applying other interacting legislation, policy and guidelines</li> <li>Conducts cost benefit analysis and provides written analysis to support this</li> <li>Clarifies requirements, establishes costs and availability of resources</li> <li>Remains flexible and responsive to change</li> </ul>	<p>Manages assigned tasks and timelines for long-term and short-term strategic planning. Specifically this means identifying goals, objectives, methods and resources needed to carry out and complete tasks.</p> <ul style="list-style-type: none"> <li>Develops contingency plans to ensure operational continuity</li> <li>Revises work plans according to changes in work priorities or organisational needs</li> <li>Applies analysis and reasoning to solve problems accurately</li> <li>Provides and ensures accurate, consistent and timely decisions/policy</li> <li>Applies and promotes frameworks for ethical decision-making and policy setting</li> <li>Contributes to program objectives, develops and implements simple project plans</li> <li>Maintains awareness of contractual procedures and processes</li> <li>Demonstrates an understanding of the inter-relationships of risks across multiple tasks and activities</li> <li>Establishes risk treatment strategies, monitors and reviews these strategies</li> <li>Develops and/or uses evaluation strategies to monitor and improve policy and/or service delivery</li> <li>Contributes sound policy, proposals, business cases and/or service delivery strategies</li> <li>Participates in the review and development of policy and utilises policies and procedures to guide work practices</li> </ul>	<p>Takes ownership of self-management, contributes to employee satisfaction, personal growth, and effective administration of work duties. Specifically this means proactively managing one's own time, initiating change, and delivering work in a highly effective and professional manner.</p> <ul style="list-style-type: none"> <li>Evaluates work activities based on feedback from team members and other stakeholders</li> <li>Develops options for dealing with ambiguity</li> <li>Understands own impact on workgroup and how this affects outcomes and behaviours</li> </ul>	<p>Contributes toward ongoing self-improvement and professional development to expand organisational operations and outcomes. Specifically this means collaborating with your supervisor to identify and support development opportunities for current and future roles.</p> <ul style="list-style-type: none"> <li>Identifies learning from workplace experiences, shares outcomes with others and transfers learning to other initiatives</li> <li>Identifies and promotes training and awareness programs to encourage and promote skills development</li> </ul>



# DEFENCE APS CORE CAPABILITY FRAMEWORK

## INDIVIDUAL VIEW: EL1

COMMUNICATION	TEAMWORK	PROBLEM SOLVING	RESOURCEFULNESS	PLANNING AND ORGANISING	SELF-MANAGEMENT	LEARNING
<p>Contributes to productive and harmonious relations between employees, teams and stakeholders through the use of effective communication skills. Specifically this means listening, interpreting and conveying information in a clear and accurate manner, providing timely delivery of information and selecting the most appropriate method of communication.</p> <ul style="list-style-type: none"> <li>• Develops concepts logically and concisely, and constructs clear arguments to support preferred position</li> <li>• Uses a range of complex communication techniques</li> <li>• Speaks with confidence and listens critically and clarifies meaning</li> <li>• Reviews written work of others and provides comment and advice to ensure documents contain necessary information and meet audience needs</li> <li>• Composes complex written documents, refines content, structure and sequence according to the required purpose</li> <li>• Effectively conveys difficult or complex material in an easy to understand manner</li> <li>• Uses diplomacy and tact to negotiate in difficult situations</li> <li>• Actively communicates and engages with senior stakeholders</li> </ul>	<p>Inputs constructively towards building productive working relationships and outcomes to achieve team and organisational objectives. Specifically this means working within a team environment, cooperating with others, considering the needs of others, and helping others within the team to achieve objectives.</p> <ul style="list-style-type: none"> <li>• Contributes own expertise to achieve outcomes for the business unit</li> <li>• Involves people, encourages them and recognises their contribution</li> <li>• Operates as an effective member of the team</li> <li>• Actively seeks the views and opinions of team members</li> <li>• Cultivates a cohesive team</li> <li>• Tailors approach to suit different individuals and situations</li> </ul>	<p>Contributes to identifying and managing risks or issues, and achieving productive outcomes. Specifically this means identifying and analysing situations and/or issues, considering options, choosing solutions and deciding on, implementing, and monitoring appropriate solutions.</p> <ul style="list-style-type: none"> <li>• Conducts research and analysis to develop advice and recommendations</li> <li>• Recognises the links between interconnected issues</li> <li>• Analyses problems and weighs up the options to identify solutions</li> <li>• Participates in policy development through consultation, stakeholder engagement, scoping needs, development, implementation and review</li> <li>• Encourages debate and identifies common ground to facilitate agreement and acceptance of mutually beneficial solutions</li> </ul>	<p>Contributes to overcoming difficulties and implementing innovative outcomes. Specifically this means exercising judgement, initiative and skill in overcoming difficulties.</p> <ul style="list-style-type: none"> <li>• Condenses complex issues into clear and understandable goals</li> <li>• Thinks outside the boundaries or apparent limitations to develop solutions or more effective ways of operating</li> <li>• Understands the organisational environment, internal and external linkages and how these support overall objectives</li> <li>• Keeps up-to-date with Government and organisational issues and initiatives</li> <li>• Displays a good understanding of Defence's purpose and objectives</li> <li>• Identifies sources of data, develops project documentation, determines project resources and confirms project feasibility</li> </ul>	<p>Manages assigned tasks and timelines for long-term and short-term strategic planning. Specifically this means identifying goals, objectives, methods and resources needed to carry out and complete tasks.</p> <ul style="list-style-type: none"> <li>• Conducts risk management activities</li> <li>• Applies project scope controls</li> <li>• Manages contracts</li> <li>• Implements project monitoring frameworks</li> <li>• Demonstrates an advanced knowledge of planning and organisational methodologies as applied to projects and broad management areas</li> <li>• Illustrates the relationships between operational tasks and organisational goals</li> <li>• Researches options and consults with stakeholders to develop clear and workable policies and procedures that align with organisational mission</li> <li>• Identifies and engages with internal and external stakeholders when reviewing and/or developing policy</li> <li>• Monitors contracts and checks that contractual obligations of both parties are met</li> <li>• Understands the context in which the policy will be used</li> <li>• Independently drafts policy</li> <li>• Monitors and reviews risk management in the workplace</li> </ul>	<p>Takes ownership of self-management, contributes to employee satisfaction, personal growth, and effective administration of work duties. Specifically this means proactively managing one's own time, initiating change, and delivering work in a highly effective and professional manner.</p> <ul style="list-style-type: none"> <li>• Initiates change where and when required</li> <li>• Actively consults others affected by change</li> <li>• Develops and clearly communicates the need for change and the desired outcome</li> <li>• Measures the progress of change</li> <li>• Actively seeks out improvements to existing processes in a structured way</li> <li>• Assesses new approaches or issues as they relate to the organisation and provides sound strategic advice</li> <li>• Gathers knowledge and information from networks, assesses activities in other areas and looks for linkages to support own work</li> <li>• Maintains momentum and sustains effort despite criticism or setbacks</li> <li>• Critically analyses own performance and seeks feedback from others</li> <li>• Acknowledges mistakes and learns from them, and seeks guidance and advice when required</li> <li>• Exercises judgement, intelligence and discretion in applying delegations, determining policy, and implementing strategies/ service delivery methods</li> </ul>	<p>Contributes toward ongoing self-improvement and professional development to expand organisational operations and outcomes. Specifically this means collaborating with your Supervisor to identify and support development opportunities for current and future roles.</p> <ul style="list-style-type: none"> <li>• Is committed to learning and self-development and accepts new opportunities</li> <li>• Establishes systems and processes for reviewing skills and professional development</li> </ul>

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## INDIVIDUAL VIEW: EL2

COMMUNICATION	TEAMWORK	PROBLEM SOLVING	RESOURCEFULNESS	PLANNING AND ORGANISING	SELF-MANAGEMENT	LEARNING
<p>Contributes to productive and harmonious relations between employees, teams and stakeholders through the use of effective communication skills. Specifically this means listening, interpreting and conveying information in a clear and accurate manner, providing timely delivery of information and selecting the most appropriate method of communication.</p> <ul style="list-style-type: none"> <li>• Develops briefs and recommendations which carefully balance competing ideas and argue soundly for a preferred course of action based on expertise, breadth and depth of knowledge of the broader issues and organisational context</li> <li>• Prepares high-level written communications including the preparation of complex and sensitive material</li> <li>• Facilitates and encourages collaboration across different levels of the organisation</li> <li>• Focuses on the desired objectives and ensures negotiations remain on track</li> <li>• Anticipates reactions and is prepared to respond</li> </ul>	<p>Inputs constructively towards building productive working relationships and outcomes to achieve team and organisational objectives. Specifically this means working within a team environment, cooperating with others, considering the needs of others, and helping others within the team to achieve objectives.</p> <ul style="list-style-type: none"> <li>• Brings people together and encourages input from key stakeholders</li> <li>• Finds opportunities to share information and ensures that others are kept informed of issues</li> <li>• Consults and promotes open discussion</li> <li>• Develops long-term relationships with stakeholders so that emerging conflicts are addressed quickly and calmly by all involved</li> <li>• Establishes a creative environment as an essential component of business development</li> </ul>	<p>Contributes to identifying and managing risks or issues, achieving productive outcomes. Specifically this means identifying and/or analysing situations and/or issues, considering options, choosing solutions and deciding on, implementing, and monitoring appropriate solutions.</p> <ul style="list-style-type: none"> <li>• Recommends policies, plans and strategies and implements these throughout Defence</li> <li>• Creates policy frameworks and strategic initiatives that impact on programs or policies</li> <li>• Consults widely and encourages joint ownership in solutions development</li> <li>• Leads policy development through consultation, stakeholder engagement, implementation and review</li> <li>• Presents logical arguments and draws accurate conclusions</li> <li>• Develops high-level policy frameworks, program development documents and business plans</li> <li>• Ensures problems are resolved promptly</li> </ul>	<p>Contributes to overcoming difficulties and implementing innovative outcomes. Specifically this means exercising judgement, initiative and skill in overcoming difficulties.</p> <ul style="list-style-type: none"> <li>• Uses information from multiple sources to make critical strategic decisions</li> <li>• Conceptualises and aligns functional strategy with overall organisational strategy</li> </ul>	<p>Manages assigned tasks and timelines for long-term and short-term strategic planning. Specifically this means identifying goals, objectives, methods and resources needed to carry out and complete tasks.</p> <ul style="list-style-type: none"> <li>• Ensures projects are integrated and consistent with other projects; does not work in isolation</li> <li>• Implements project governance systems</li> <li>• Coordinates and develops long-term strategic plans to contribute to the achievement of Defence goals</li> <li>• Anticipates and seeks to minimise risks</li> <li>• Undertakes rigorous analysis to determine whether policy intervention is justified</li> <li>• Demonstrates an awareness of political implications of policies being developed</li> <li>• Adjusts plans as required</li> <li>• Leads one or more teams in the development of policy</li> <li>• Develops high-level policy frameworks, program development documents, business plans</li> <li>• Negotiates and establishes contracts, and maintains relationships with key stakeholders</li> <li>• Develops measures to track progress against strategic business objectives and assess outcomes</li> </ul>	<p>Takes ownership of self-management, contributes to employee satisfaction, personal growth, and effective administration of work duties. Specifically this means proactively managing one's own time, initiating change, and delivering work in a highly effective and professional manner.</p> <ul style="list-style-type: none"> <li>• Plans and successfully manages significant change</li> <li>• Translates change agenda into strategic and operational plans</li> <li>• Evaluates internal and external trends and recommends changes to policies and processes</li> <li>• Acts decisively to ensure strategies are implemented and issues are addressed</li> <li>• Retains focus on end goal and overcomes significant barriers and obstacles</li> </ul>	<p>Contributes toward ongoing self-improvement and professional development to expand organisational operations and outcomes. Specifically this means collaborating with your Supervisor to identify opportunities for current and future roles.</p> <ul style="list-style-type: none"> <li>• Shows strong commitment to learning and self-development and embraces challenging new opportunities</li> <li>• Demonstrates self-awareness and a commitment to personal development</li> <li>• Is open to coaching and mentoring</li> </ul>

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## INDIVIDUAL VIEW: Supervisor

COMMUNICATION	TEAMWORK	PROBLEM SOLVING	RESOURCEFULNESS	PLANNING AND ORGANISING	SELF-MANAGEMENT	LEARNING
<p>Contributes to productive and harmonious relations between employees, teams and stakeholders through the use of effective communication skills. Specifically this means listening, interpreting and conveying information in a clear and accurate manner, providing timely delivery of information and selecting the most appropriate method of communication.</p>	<p>Inputs constructively towards building productive working relationships and outcomes to achieve team and organisational objectives. Specifically this means working within a team environment, cooperating with others, considering the needs of others, and helping others within the team to achieve objectives.</p>	<p>Contributes to identifying and managing risks or issues, and achieving productive outcomes. Specifically this means identifying and analysing situations and/or issues, considering options, choosing solutions and deciding on, implementing, and monitoring appropriate solutions.</p>	<p>Contributes to overcoming difficulties and implementing innovative outcomes. Specifically this means exercising judgement, initiative and skill in overcoming difficulties.</p>	<p>Manages assigned tasks and timelines for long-term and short-term strategic planning. Specifically this means identifying goals, objectives, methods and resources needed to carry out and complete tasks.</p>	<p>Takes ownership of self-management, contributes to employee satisfaction, personal growth, and effective administration of work duties. Specifically this means proactively managing one's own time, initiating change, and delivering work in a highly effective and professional manner.</p>	<p>Contributes toward ongoing self-improvement and professional development to expand organisational operations and outcomes. Specifically this means collaborating with your Supervisor to identify and support development opportunities for current and future roles.</p>
<ul style="list-style-type: none"> <li>Provides formal and informal feedback to the team</li> <li>Seeks and acts on workplace feedback</li> <li>Coaches, counsels and disciplines individuals within the team to assist team performance</li> <li>Develops negotiation skills within the team</li> <li>Provides clear direction to the team</li> <li>Communicates more complex information/ concepts concisely and consistently</li> <li>Engages in discussions with other teams</li> <li>Identifies and overcomes barriers and develops strategies that promote effective communication</li> <li>Keeps the team informed about key issues and explains reasons for instructions</li> <li>Maintains communication within own and other workgroups and teams</li> <li>Encourages others to talk and share ideas</li> <li>Shows understanding and skill in negotiating and working to resolve conflict</li> </ul>	<ul style="list-style-type: none"> <li>Reviews and evaluates performance and identifies opportunities for improvement</li> <li>Considers and responds to team dynamics</li> <li>Appreciates and utilises different approaches within the team</li> <li>Identifies and supports development needs of team members</li> <li>Coordinates and contributes to the work of the team</li> <li>Promotes the benefits of a balanced work approach and facilitates this within the team</li> <li>Demonstrates and promotes organisational values and codes of conduct in the team</li> <li>Displays and promotes high ethical and professional work standards in the team</li> <li>Provides advice and assistance on the method of task completion to employees of equal or lower levels</li> <li>Educates the team in the duties of other team members</li> <li>Works to harness the positive effects of diversity in work approaches</li> <li>Fosters an open environment where employees feel safe providing constructive feedback</li> <li>Makes time for people and offers full support when required</li> </ul>	<ul style="list-style-type: none"> <li>Develops the ability to analytically identify and deal with problems and decisions in people management within the team</li> <li>Identifies, implements and monitors problem-solving and decision-making in the team</li> <li>Develops and uses different conflict resolution methods</li> <li>Is accountable for decisions and actions</li> </ul>	<ul style="list-style-type: none"> <li>Fosters innovation and creative thinking within the team</li> <li>Uses available resources and systems appropriately to enable the team to do its work</li> <li>Focuses on improving work practices</li> <li>Applies and monitors customer focus and responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>Sets team goals</li> <li>Prioritises tasks for the team</li> <li>Takes responsibility for personal administration, which may include selection, performance assessment and monitoring, and taking action, such as counselling, to ensure employee attendance and performance is acceptable</li> <li>Provides advice and assistance on the method of task completion to team members</li> <li>Understands the reasons for change and communicates this to the team</li> <li>Develops work plans at both the individual and team level to achieve results through planning and people</li> <li>Develops time management skills in self and others</li> <li>Understands job analysis and job design principles and can put these into practice</li> <li>Devises and defines the team's work plan</li> <li>Develops project management skills/ principles to manage work for the team</li> <li>Delegates manageable tasks and assignments to employees based on their interests and development needs</li> </ul>	<ul style="list-style-type: none"> <li>Promotes the benefits of a balanced approach to work, life balance, and to facilitates this within the team</li> <li>Uses emotional intelligence principles of self-awareness, self-management, social awareness and relationship management in the context of the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and supports development needs of team members</li> <li>Develops learning and development plans for the team and individuals</li> <li>Takes responsibility for developing themselves and team members</li> <li>Discusses learning needs with individual team members</li> <li>Ensures team members have the skills and knowledge to do their job</li> <li>Counsels individuals within the team to assist with their individual career development</li> <li>Seeks and/or provides development opportunities</li> <li>Coaches team members for improved performance</li> <li>Supports mentoring in the workplace</li> </ul>

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## INDIVIDUAL VIEW: Manager

COMMUNICATION	TEAMWORK	PROBLEM SOLVING	RESOURCEFULNESS	PLANNING AND ORGANISING	SELF-MANAGEMENT	LEARNING
<p>Contributes to productive and harmonious relations between employees, teams and stakeholders through the use of effective communication skills. Specifically this means listening, interpreting and conveying information in a clear and accurate manner, providing timely delivery of information and selecting the most appropriate method of communication.</p> <ul style="list-style-type: none"> <li>• Consults and shares information and ensures others are kept informed</li> <li>• Resolves conflict using appropriate strategies</li> <li>• Listens carefully to others and checks to ensure their views have been understood</li> <li>• Strives to achieve outcomes that deliver benefits for both parties</li> <li>• Uses appropriate communication skills present, facilitate, influence and to negotiate</li> </ul>	<p>Inputs constructively towards building productive working relationships and outcomes to achieve team and organisational objectives. Specifically this means working within a team environment, cooperating with others, considering the needs of others, and helping others within the team to achieve objectives.</p> <ul style="list-style-type: none"> <li>• Provides direction to others regarding the purpose and importance of their work</li> <li>• Is accountable for the outcomes of the team/s work</li> <li>• Sets appropriate direction for the team/s in line with broader objectives</li> <li>• Consults with team members prior to making decisions that affect them</li> <li>• Encourages the exploration of diverse views and harnesses the benefits</li> <li>• Involves and encourages individuals and recognises their contribution</li> <li>• Recognises and appreciates the emotional strengths and weaknesses of others</li> <li>• Agrees on clear performance standards and gives timely praise and recognition</li> <li>• Resolves conflict using appropriate strategies</li> <li>• Looks for and promotes strategies to maintain personal health and wellbeing for team/s</li> <li>• Leverages individual and team expertise and seeks expertise when not available within team/s</li> <li>• Builds team/s with complementary skills</li> </ul>	<p>Contributes to identifying and managing risks or issues, achieving productive outcomes. Specifically this means identifying and/or analysing situations and/or issues, considering options, choosing solutions and deciding on, implementing, and monitoring appropriate solutions.</p> <ul style="list-style-type: none"> <li>• Ability to integrate results to solve problems and make decisions in multi-disciplinary team/s</li> <li>• Makes informed choices about resource allocation within and between team/s</li> <li>• Fosters innovation and creative thinking in multi-disciplinary team/s</li> <li>• Recognises and differentiates between structural, cultural and human causes of conflict</li> <li>• Implements solutions through delegation including schedule changes, adaptations in resource allocation, budgeting and recommendations for procedural or structural changes that have an organisational impact</li> <li>• Resolves conflict using appropriate strategies</li> <li>• Makes principles based decisions by consulting others and considering advice</li> </ul>	<p>Contributes to overcoming difficulties and implementing innovative outcomes. Specifically this means exercising judgement, initiative and skill in overcoming difficulties.</p> <ul style="list-style-type: none"> <li>• Uses diagnostic skills to evaluate achievement of objective/s</li> <li>• Monitors and evaluates the appropriateness of resources and systems used by team/s</li> <li>• Adjusts resources flexibly</li> <li>• Implements and evaluates continuous quality improvement in team/s</li> <li>• Promotes the development of emotional intelligence in others and utilises emotional intelligence to maximise team/s outcomes</li> <li>• Prepares and manages budget for team/s</li> <li>• Exercises financial responsibilities, including financial delegations, to achieve team/s and/or corporate objectives</li> <li>• Manages resources to achieve team/s outcomes</li> <li>• Is accountable for the appropriate use of resources to produce outcomes</li> </ul>	<p>Manages assigned tasks and timelines for long-term and short-term strategic planning. Specifically this means identifying goals, objectives, methods and resources needed to carry out and complete tasks.</p> <ul style="list-style-type: none"> <li>• Plans, prioritises and organises work for team/s</li> <li>• Takes responsibility for performance of team/s</li> <li>• Plans activities including identifying goals, objectives, methods, resources, responsibilities and dates for completion of tasks</li> <li>• Organises resources, including finance/budget to achieve goals in an efficient fashion</li> <li>• Controls and coordinates activities, processes and structures to effectively and efficiently achieve goals and objectives, including collection of feedback, monitoring and adjustment of systems, processes and structures</li> <li>• Creates and manages project plans</li> <li>• Monitors, controls and coordinates activities across team/s and adjusts team/s priorities as required</li> </ul>	<p>Takes ownership of self-management, contributes to employee satisfaction, personal growth, and effective administration of work duties. Specifically this means proactively managing one's own time, initiating change, and delivering work in a highly effective and professional manner.</p> <ul style="list-style-type: none"> <li>• Actively manages own career to meet goals and contributes to career management of team members</li> <li>• Demonstrates self-awareness and a commitment to self-development</li> </ul>	<p>Contributes toward ongoing self-improvement and professional development to expand organisational operations and outcomes. Specifically this means collaborating with your Supervisor to identify and support development opportunities for current and future roles.</p> <ul style="list-style-type: none"> <li>• Develops and monitors career development of team/s and individuals</li> <li>• Assesses, advises and counsels team members on their development and career</li> <li>• Maintains knowledge of APS career structures and ensures a balance between business requirements and employee development needs</li> <li>• Participates in evaluating the effectiveness of training and development of employees in the workplace</li> <li>• Promotes a culture where learning and development is supported</li> <li>• Promotes and supports coaching and mentoring in the workplace</li> <li>• Manages and develops performance through a range of learning and development strategies including formal course participation, on-the-job training, work experience, employee exchanges, mentoring, coaching and work shadowing opportunities for team/s</li> <li>• Encourages and motivates individuals to engage in continuous learning and empower them by delegating tasks</li> </ul>



# DEFENCE APS CORE CAPABILITY FRAMEWORK

## INDIVIDUAL VIEW: Executive Manager

COMMUNICATION	TEAMWORK	PROBLEM SOLVING	RESOURCEFULNESS	PLANNING AND ORGANISING	SELF-MANAGEMENT	LEARNING
<p>Contributes to productive and harmonious relations between employees, teams and stakeholders through the use of effective communication skills. Specifically this means listening, interpreting and conveying information in a clear and accurate manner, providing timely delivery of information and selecting the most appropriate method of communication.</p> <ul style="list-style-type: none"> <li>• Networks with external environment</li> <li>• Uses appropriate influencing strategies with external and internal networks</li> <li>• Effectively communicates issues to external stakeholders</li> <li>• Develops a range of organisational communication strategies</li> <li>• Confidently presents messages in a clear, concise and articulate manner</li> <li>• Focuses on key points for the audience and states the facts</li> <li>• Creates meaning for the audience by using analogies and stories to illustrate key points</li> <li>• Provides advice to government that reflects analysis of a broad range of issues and the Whole-of-Government agenda</li> <li>• Focuses on the way in which message is delivered and uses techniques to illustrate the argument persuasively</li> </ul>	<p>Inputs constructively towards building productive working relationships and outcomes to achieve team and organisational objectives. Specifically this means working within a team environment, cooperating with others, considering the needs of others, and helping others within the team to achieve objectives.</p> <ul style="list-style-type: none"> <li>• Integrates and evaluates team performance within an area of responsibility and across the organisation</li> <li>• Facilitates cooperation within and between organisations</li> <li>• Offers support in times of high pressure and engages in activities to maintain morale</li> <li>• Recognises shared agendas and works toward mutually beneficial outcomes</li> <li>• Facilitates information accessibility and sharing</li> <li>• Overcomes organisational silos by facilitating cooperation between groups</li> <li>• Translates strategy into operational goals and creates a shared sense of purpose within the business unit</li> </ul>	<p>Contributes to identifying and managing risks or issues, and achieving productive outcomes. Specifically this means identifying and/or analysing situations and/or issues, considering options, choosing solutions and deciding on, implementing, and monitoring appropriate solutions.</p> <ul style="list-style-type: none"> <li>• Applies intellect and knowledge to weigh up complex information and identifies critical factors and issues</li> <li>• Applies lateral thinking and identifies innovative solutions</li> <li>• Integrates results to solve problems and make decisions across and beyond the organisation</li> <li>• Makes choices about business unit resource allocation and considers impact on broader organisation</li> <li>• Solves organisation-wide problems creatively and innovatively</li> <li>• Focuses strategically on planning activities for the business unit</li> <li>• Monitors, controls and coordinates activities across the business unit and adjusts sub-group priorities as required</li> <li>• Explores options in full and makes sound decisions under pressure</li> </ul>	<p>Contributes to overcoming difficulties and implementing innovative outcomes. Specifically this means exercising judgement, initiative and skill in overcoming difficulties.</p> <ul style="list-style-type: none"> <li>• Identifies strategic opportunities for growth in resources</li> <li>• Establishes a culture of achievement and quality</li> <li>• Persists and focuses on achieving organisational objectives even in difficult circumstances</li> <li>• Puts systems in place to establish and measure accountabilities</li> <li>• Enables the achievement of outcomes by identifying and removing potential barriers to success</li> <li>• Focuses on activities that support organisational sustainability</li> <li>• Balances future goals and present needs</li> </ul>	<p>Manages assigned tasks and timelines for long-term and short-term strategic planning. Specifically this means identifying goals, objectives, methods and resources needed to carry out and complete tasks.</p> <ul style="list-style-type: none"> <li>• Plans, prioritises and organises work across workgroups</li> <li>• Uses project management principles to manage work across workgroups</li> <li>• Is prepared to make tough corporate decisions to achieve desired outcomes</li> <li>• Takes responsibility for outcomes of decisions</li> <li>• Actively ensures stakeholders are kept informed during times of change</li> <li>• Addresses breaches of protocol and probity</li> <li>• Facilitates information accessibility and sharing</li> <li>• Seeks to align business unit activities with strategic priorities</li> <li>• Uses knowledge of the organisation to provide a context for others</li> <li>• Puts systems in place to establish and measure accountabilities</li> <li>• Oversees the implementation of multiple change initiatives with a focus on the desired outcomes</li> </ul>	<p>Takes ownership of self-management, contributes to employee satisfaction, personal growth, and effective administration of work duties. Specifically this means proactively managing one's own time, initiating change, and delivering work in a highly effective and professional manner.</p> <ul style="list-style-type: none"> <li>• Is aware of own impact and behaviour on others and is responsive in adjusting behaviour</li> <li>• Acts decisively to ensure strategies are implemented and issues are addressed</li> <li>• Maintains control and initiates urgent action to resolve issues when required</li> </ul>	<p>Contributes toward ongoing self-improvement and professional development to expand organisational operations and outcomes. Specifically this means collaborating with your Supervisor to identify and support development opportunities for current and future roles.</p> <ul style="list-style-type: none"> <li>• Promotes and supports a culture of continuous learning and development</li> <li>• Understands the importance of career development for employees</li> <li>• Builds team/s with complementary skills and engages in succession planning</li> <li>• Identifies and develops talent</li> <li>• Guides, mentors and develops individuals</li> </ul>

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## INDIVIDUAL VIEW: Senior Executive Manager

COMMUNICATION	TEAMWORK	PROBLEM SOLVING	RESOURCEFULNESS	PLANNING AND ORGANISING	SELF-MANAGEMENT	LEARNING
<p>Contributes to productive and harmonious relations between employees, teams and stakeholders through the use of effective communication skills. Specifically this means listening, interpreting and conveying information in a clear and accurate manner, providing timely delivery of information and selecting the most appropriate method of communication.</p> <ul style="list-style-type: none"> <li>Effectively communicates key organisational messages in a clear and articulate manner</li> <li>Focuses on key points for the audience and selects the most appropriate medium for conveying information</li> <li>States the facts and uses straight forward language to aid transparency</li> <li>Communicates the message to motivate and inspire workgroups</li> </ul>	<p>Inputs constructively towards building productive working relationships and outcomes to achieve team and organisational objectives. Specifically this means working within a team environment, cooperating with others, considering the needs of others, and helping others within the team to achieve objectives.</p> <ul style="list-style-type: none"> <li>Engages effectively with the Ministers offices and across Government</li> <li>Takes a Whole-of-Government approach in realising government direction</li> <li>Promotes and adopts a positive and balanced approach to work</li> </ul>	<p>Contributes to identifying and managing risks or issues, and achieving productive outcomes. Specifically this means identifying and analysing situations and/or issues, considering options, choosing solutions and deciding on, implementing, and monitoring appropriate solutions.</p> <ul style="list-style-type: none"> <li>Uses appropriate decision-making and problem-solving skills to advise Ministers</li> <li>Considers multiple perspectives when assessing the impact of key issues and develops viable long-term solutions for the organisation</li> <li>Implements organisation-wide infrastructure and governance structures</li> <li>Anticipates long-term and strategic risks, addresses them quickly and helps others to recognise them</li> </ul>	<p>Contributes to overcoming difficulties and implementing innovative outcomes. Specifically this means exercising judgement, initiative and skill in overcoming difficulties.</p> <ul style="list-style-type: none"> <li>Promotes ethical standards and leadership</li> <li>Retains focus on the end goal and overcomes significant barriers and obstacles</li> <li>By example, inspires others in the organisation to use resources ethically and efficiently</li> </ul>	<p>Manages assigned tasks and timelines for long-term and short-term strategic planning. Specifically this means identifying goals, objectives, methods and resources needed to carry out and complete tasks.</p> <ul style="list-style-type: none"> <li>Plans, prioritises and organises work across the organisation</li> <li>Looks beyond the organisational boundaries to plan, organise, coordinate and achieve outcomes</li> <li>Coordinates projects across multiple agencies</li> <li>Plans and manages organisational risk</li> <li>Ensures government policy, principles and standards are communicated and adhered to</li> </ul>	<p>Takes ownership of self-management, contributes to employee satisfaction, personal growth, and effective administration of work duties. Specifically this means proactively managing one's own time, initiating change, and delivering work in a highly effective and professional manner.</p> <ul style="list-style-type: none"> <li>Uses self insight to identify areas in which own capabilities complement others</li> </ul>	<p>Contributes toward ongoing self-improvement and professional development to expand organisational operations and outcomes. Specifically this means collaborating with your supervisor to identify and support development opportunities for current and future roles.</p> <ul style="list-style-type: none"> <li>Nurtures talent by actively engaging in talent identification and succession planning</li> <li>Strives for continual learning</li> <li>Demonstrates a high-level of self-awareness and acts as a role model by openly communicating strengths and development needs</li> </ul>

## PART 4: COMPARATIVE VIEWS

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### PART 4 OVERVIEW & INTENT

Part 4 presents comparative views of the capability clusters that make up the Framework.

This part of the User Guide covers the following capability clusters:

- Communication
- Teamwork
- Problem Solving
- Resourcefulness
- Planning & Organising
- Self-Management
- Learning

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## COMPARATIVE VIEW: APS 1 – 6 and EL1 & 2

### COMMUNICATION

Contributes to productive and harmonious relations between employees, teams and stakeholders through the use of effective communication skills.

Specifically this means listening, interpreting and conveying information in a clear and accurate manner, providing timely delivery of information and selecting the most appropriate method of communication.

APS 1 & 2	APS3	APS 4	APS 5	APS 6
<ul style="list-style-type: none"> <li>• Responds to routine enquiries</li> <li>• Understands and follows direction</li> <li>• Engages in workplace discussions</li> <li>• Proficiently uses established communication channels and tools including: <ul style="list-style-type: none"> <li>– telephones</li> <li>– computers</li> <li>– voicemail</li> <li>– emails and</li> <li>– facsimile machines</li> </ul> </li> <li>• Creates basic documents using appropriate templates</li> <li>• Prepares, reads, interprets and acts on written material</li> <li>• Records information in accordance with Defence standards and policies</li> <li>• Provides ideas and personal views to others in the team</li> <li>• Develops good listening skills</li> <li>• Communicates messages clearly</li> <li>• Provides accurate information</li> <li>• Provides feedback on issues and impacts of designated tasks</li> <li>• Recognises and understands miscommunication and assists in clarification</li> <li>• Uses correct spelling, punctuation and grammar in workplace documents</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to enquiries, receives direction, and participates in team meetings</li> <li>• Interprets and composes a range of workplace documents from a number of resources</li> <li>• Tailors communication to suit diverse and different audiences</li> <li>• Develops strategies to overcome barriers to communication</li> <li>• Develops and uses appropriate communication skills including: <ul style="list-style-type: none"> <li>– effective listening</li> <li>– questioning</li> <li>– issues identification and</li> <li>– constructive feedback</li> </ul> </li> <li>• Provides ideas, arguments and personal viewpoints to individuals and in group discussions</li> <li>• Organises written work in a manner that is clear and easy to follow</li> <li>• Uses vocabulary that is appropriate to the audience</li> <li>• Discusses issues credibly and thoughtfully</li> <li>• Listens to and evaluates differing ideas</li> <li>• Checks information in order to confirm own understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares written documents and reports containing information which is impartial, substantiated, accurate, complete and timely</li> <li>• Interprets and evaluates information</li> <li>• Develops more complex written information</li> <li>• Engages in discussions with other teams</li> <li>• Explains more complex workplace issues, legislation and policy in a way that is suitable to the needs of the audience and the situation</li> <li>• Links ideas in written material through selection and use of words, grammatical structures, headings and punctuation appropriate to the purpose</li> <li>• Effectively edits to improve written communication</li> </ul>	<ul style="list-style-type: none"> <li>• Deals with complex enquiries and complaints</li> <li>• Manages meetings, and is able to make workplace and public presentations</li> <li>• Collects and analyses information to achieve team objectives</li> <li>• Readily adapts communication methods with a diverse range of clients and colleagues, at different levels in the department</li> <li>• Collects, organises, records and reports information in accordance with organisational procedures and guidelines</li> <li>• Presents information in a variety of formats to aid understanding including: <ul style="list-style-type: none"> <li>– text</li> <li>– tables and</li> <li>– diagrams</li> </ul> </li> <li>• Influences others by using credible and persuasive discussion and displaying a clear understanding of the issues</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates effectively and influences across the organisation</li> <li>• Understands and can explain workplace issues and complex formal documents such as legislation.</li> <li>• Uses language and supporting materials appropriate to the needs of the audience</li> <li>• Negotiates as an individual or as part of a team, including planning for negotiation, conducting the negotiation and finalising the outcome</li> </ul>
EL1			EL2	
<ul style="list-style-type: none"> <li>• Develops concepts logically and concisely, and constructs clear arguments to support preferred position</li> <li>• Uses a range of complex communication techniques</li> <li>• Speaks with confidence and listens critically and clarifies meaning</li> <li>• Reviews written work of others and provides comment and advice to ensure documents contain necessary information and meet audience needs</li> <li>• Composes complex written documents, refines content, structure and sequence according to the required purpose</li> <li>• Effectively conveys difficult or complex material in an easy to understand manner</li> <li>• Uses diplomacy and tact to negotiate in difficult situations</li> <li>• Actively communicates and engages with senior stakeholders</li> </ul>			<ul style="list-style-type: none"> <li>• Develops briefs and recommendations which carefully balance competing ideas and argue soundly for a preferred course of action based on expertise, breadth and depth of knowledge of the broader issues and organisational context</li> <li>• Prepares high-level written communications including the preparation of complex and sensitive material</li> <li>• Facilitates and encourages collaboration across different levels of the organisation</li> <li>• Focuses on the desired objectives and ensures negotiations remain on track</li> <li>• Anticipates reactions and is prepared to respond</li> </ul>	

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## COMPARATIVE VIEW: Supervisors and Managers

### COMMUNICATION

Contributes to productive and harmonious relations between employees, teams and stakeholders through the use of effective communication skills.

Specifically this means listening, interpreting and conveying information in a clear and accurate manner, providing timely delivery of information and selecting the most appropriate method of communication.

Supervisor	Manager	Executive Manager	Senior Executive Manager
<ul style="list-style-type: none"> <li>Provides formal and informal feedback to the team</li> <li>Seeks and acts on workplace feedback</li> <li>Coaches, counsels and disciplines individuals within the team to assist team performance</li> <li>Develops negotiation skills within the team</li> <li>Provides clear direction to the team</li> <li>Communicates more complex information/concepts concisely and consistently</li> <li>Engages in discussions with other teams</li> <li>Identifies and overcomes barriers and develops strategies that promote effective communication</li> <li>Keeps the team informed about key issues and explains reasons for instructions</li> <li>Maintains communication within own and other workgroups and teams</li> <li>Encourages others to talk and share ideas</li> <li>Shows understanding and skill in negotiating and working to resolve conflict</li> </ul>	<ul style="list-style-type: none"> <li>Consults and shares information and ensures others are kept informed</li> <li>Resolves conflict using appropriate strategies</li> <li>Listens carefully to others and checks to ensure their views have been understood</li> <li>Strives to achieve outcomes that deliver benefits for both parties</li> <li>Uses appropriate communication skills to present, facilitate, influence and negotiate</li> </ul>	<ul style="list-style-type: none"> <li>Networks with external environment</li> <li>Uses appropriate influencing strategies with external and internal networks</li> <li>Effectively communicates issues to external stakeholders</li> <li>Develops a range of organisational communication strategies</li> <li>Confidently presents messages in a clear, concise and articulate manner</li> <li>Focuses on key points for the audience and states the facts</li> <li>Creates meaning for the audience by using analogies and stories to illustrate key points</li> <li>Provides advice to government that reflects analysis of a broad range of issues and the Whole-of-Government agenda</li> <li>Focuses on the way in which message is delivered and uses techniques to illustrate the argument persuasively</li> </ul>	<ul style="list-style-type: none"> <li>Effectively communicates key organisational messages in a clear and articulate manner</li> <li>Focuses on key points for the audience and selects the most appropriate medium for conveying information</li> <li>States the facts and uses straight forward language to aid transparency</li> <li>Communicates the message to motivate and inspire workgroups</li> </ul>

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## COMPARATIVE VIEW: APS 1 – 6 and EL1 & 2

### TEAMWORK

Inputs constructively towards building productive working relationships and outcomes to achieve team and organisational objectives.

Specifically this means working within a team environment, cooperating with others, considering the needs of others, and helping others within the team to achieve objectives.

APS 1 & 2	APS3	APS 4	APS 5	APS 6
<ul style="list-style-type: none"> <li>• Shares ideas and information and seeks guidance from others</li> <li>• Works cooperatively and productively in a team</li> <li>• Applies procedures for dealing with employees at all levels of the organisation</li> <li>• Treats others with respect and courtesy and values different approaches</li> <li>• Contributes to the team by supporting others to achieve team goals</li> <li>• Uses personal strengths to contribute to the team</li> <li>• Actively contributes to team goals through cooperation and building good team relationships</li> <li>• Recognises conflict within the team</li> <li>• Seeks guidance on addressing tensions and conflict in the workplace</li> <li>• Contributes to maintaining an environment of trust</li> <li>• Understands where they fit into the organisation</li> <li>• Understands and acknowledges diversity, cultural and ethnic differences including gender and disability</li> <li>• Participates in the change process within the team</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the team's position in the organisational structure</li> <li>• Understands how the team contributes to the organisation's vision, goals and outcomes</li> <li>• Understands the importance of developing and maintaining networks, including working relationships</li> <li>• Clarifies roles, responsibilities and professional working relationships in the team</li> <li>• Maintains professional working relationships with colleagues including cooperating with others in the team and shares knowledge to complete tasks</li> <li>• Recognises and supports others and contributes to the development of an environment of trust, challenge and reward</li> <li>• Understands, provides and acts on feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Responds positively to suggestions for improvements made by team members and acts on them where appropriate</li> <li>• Considers and responds to team dynamics</li> <li>• Maintains communication within own and other workgroups and teams</li> <li>• Shares knowledge to complete tasks</li> <li>• Makes constructive contributions to teamwork, providing formal and informal feedback on team effectiveness</li> <li>• Works with others to build relationships with internal and external clients</li> </ul>	<ul style="list-style-type: none"> <li>• Builds, expands and utilises internal networks, including identifying key stakeholders</li> <li>• Represents and promotes the organisation or workplace</li> <li>• Acknowledges the contribution diversity makes to the workplace</li> <li>• Understands the need for change and identifies options and opportunities to improve efficiency and effectiveness of the team and the work environment</li> <li>• Uses collaborative planning with other team members to build working relationships</li> <li>• Encourages others in the workplace to comply with legislation</li> <li>• Shows understanding and skill in negotiating and working to resolve conflict</li> <li>• Represents the organisation effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the needs and viewpoints of individuals and considers them when implementing change</li> <li>• Identifies the causes of conflict and is able to establish and implement strategies for dealing with conflict</li> <li>• Encourages the exploration of diverse views and harnesses the benefits of such views.</li> <li>• Recognises the benefits of diversity and works to build diversity in teams</li> </ul>
EL1		EL2		
<ul style="list-style-type: none"> <li>• Contributes own expertise to achieve outcomes for the business unit</li> <li>• Involves people, encourages them and recognises their contribution</li> <li>• Operates as an effective member of the team</li> <li>• Actively seeks the views and opinions of team members</li> <li>• Cultivates a cohesive team</li> <li>• Tailors approach to suit different individuals and situations</li> </ul>		<ul style="list-style-type: none"> <li>• Brings people together and encourages input from key stakeholders</li> <li>• Finds opportunities to share information and ensures that others are kept informed of issues</li> <li>• Consults and promotes open discussion</li> <li>• Develops long-term relationships with stakeholders so that emerging conflicts are addressed quickly and calmly by all involved</li> <li>• Establishes a creative environment as an essential component of business development</li> </ul>		



# DEFENCE APS CORE CAPABILITY FRAMEWORK

## COMPARATIVE VIEW: Supervisors and Managers

### TEAMWORK

Inputs constructively towards building productive working relationships and outcomes to achieve team and organisational objectives.

Specifically this means working within a team environment, cooperating with others, considering the needs of others, and helping others within the team to achieve objectives.

Supervisor	Manager	Executive Manager	Senior Executive Manager
<ul style="list-style-type: none"> <li>Reviews and evaluates performance and identifies opportunities for improvement</li> <li>Considers and responds to team dynamics</li> <li>Appreciates and utilises different approaches within the team</li> <li>Identifies and supports development needs of team members</li> <li>Coordinates and contributes to the work of the team consistent with the work plan</li> <li>Promotes the benefits of a balanced work approach and facilitates this within the team</li> <li>Demonstrates and promotes organisational values and codes of conduct in the team</li> <li>Displays and promotes high ethical and professional work standards in the team</li> <li>Provides advice and assistance on the method of task completion to employees of equal or lower levels</li> <li>Educates the team in the duties of other team members</li> <li>Works to harness the positive effects of diversity in work approaches</li> <li>Fosters an open environment where employees feel safe providing constructive feedback</li> <li>Makes time for people and offers full support when required</li> </ul>	<ul style="list-style-type: none"> <li>Provides direction to others regarding the purpose and importance of their work</li> <li>Is accountable for the outcomes of the team/s work</li> <li>Sets appropriate direction for their team/s in line with broader objectives</li> <li>Consults with team members prior to making decisions that affect them</li> <li>Encourages the exploration of diverse views and harnesses the benefits</li> <li>Involves and encourages individuals and recognises their contribution</li> <li>Recognises and appreciates the emotional strengths and weaknesses of others</li> <li>Agrees on clear performance standards and gives timely praise and recognition</li> <li>Resolves conflict using appropriate strategies</li> <li>Looks for and promotes strategies to maintain personal health and wellbeing for team/s</li> <li>Leverages individual and team expertise and seeks expertise when not available within team/s</li> <li>Builds team/s with complementary skills</li> </ul>	<ul style="list-style-type: none"> <li>Integrates and evaluates team performance within an area of responsibility and across the organisation</li> <li>Facilitates cooperation within and between organisations</li> <li>Offers support in times of high pressure and engages in activities to maintain morale</li> <li>Recognises shared agendas and works toward mutually beneficial outcomes</li> <li>Facilitates information accessibility and sharing</li> <li>Overcomes organisational silos by facilitating cooperation between groups</li> <li>Translates strategy into operational goals and creates a shared sense of purpose within the business unit</li> </ul>	<ul style="list-style-type: none"> <li>Engages effectively with the Ministers' offices and across Government</li> <li>Takes a Whole-of-Government approach in realising Government direction</li> <li>Promotes and adopts a positive and balanced approach to work</li> </ul>

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## COMPARATIVE VIEW: APS 1 – 6 and EL1 & 2

### PROBLEM SOLVING

Contributes to identifying and managing risks or issues, and achieving productive outcomes.

Specifically this means identifying and analysing situations and/or issues, considering options, choosing solutions and deciding on, implementing, and monitoring appropriate solutions.

APS 1 & 2	APS3	APS 4	APS 5	APS 6
<ul style="list-style-type: none"> <li>Develops ability to think analytically to recognise and deal with problems and make decisions</li> <li>Resolves problems in accordance with standard procedures, refers problems (when required) to others through the appropriate channels</li> <li>Is aware of the need to improve processes and practices</li> <li>Understands and engages in the outcomes of decision-making</li> <li>Provides feedback on issues and impacts of designated tasks</li> <li>Develops an understanding of and complies with organisational policies, procedures, systems and processes including EEO, WHS and Security</li> <li>Understands and applies the Defence and APS values</li> </ul>	<ul style="list-style-type: none"> <li>Resolves routine workplace problems using collaboration and assistance from colleagues</li> <li>Deals ethically with colleagues, members of the public and industry</li> <li>Uses ethical and values based decision-making techniques</li> <li>Understands the reason for decisions</li> <li>Effectively uses software applications to assist in decision-making, analysis and to display information</li> <li>Exercises judgement to resolve workplace issues and apply relevant standards</li> </ul>	<ul style="list-style-type: none"> <li>Analyses issues, impacts, options and consequences for the delivery of timely and considered advice</li> <li>Uses experience and common sense, exercises judgement, intelligence and discretion in conducting work tasks</li> <li>Proactively anticipates issues and problems and works to resolve them</li> <li>Maintains awareness of policies and applies procedures to daily work activities</li> </ul>	<ul style="list-style-type: none"> <li>Identifies ambiguity and uncertainty relating to changed roles, functions and procedures and uses problem-focused strategies</li> <li>Identifies and collects information, analyses and interprets information as required</li> <li>Identifies the relationship between organisational goals and operational tasks</li> </ul>	<ul style="list-style-type: none"> <li>Handles difficult interpersonal situations and addresses conflict that may arise in day-to-day work activities</li> <li>Applies analysis and reasoning to solve more complex and ambiguous problems</li> <li>Addresses complex workplace issues including monitoring problems in implementing work plans and proposes solutions within area of responsibility</li> </ul>
EL1		EL2		
<ul style="list-style-type: none"> <li>Conducts research and analysis to develop advice and recommendations</li> <li>Recognises the linkages between interconnected issues</li> <li>Analyses problems and weighs up the options to identify solutions</li> <li>Participates in policy development through consultation, stakeholder engagement, scoping needs, development, implementation and review</li> <li>Encourages debate and identifies common ground to facilitate agreement and acceptance of mutually beneficial solutions</li> </ul>		<ul style="list-style-type: none"> <li>Recommends policies, plans and strategies and implements these throughout Defence</li> <li>Creates policy frameworks and strategic initiatives that impact on programs or policies</li> <li>Consults widely and encourages joint ownership in solutions development</li> <li>Leads policy development through consultation, stakeholder engagement, implementation and review</li> <li>Presents logical arguments and draws accurate conclusions</li> <li>Develops high-level policy frameworks, program development documents and business plans</li> <li>Ensures problems are resolved promptly</li> </ul>		



# DEFENCE APS CORE CAPABILITY FRAMEWORK

## COMPARATIVE VIEW: Supervisors and Managers

### PROBLEM SOLVING

Contributes to identifying and managing risks or issues, and achieving productive outcomes.

Specifically this means identifying and analysing situations and/or issues, considering options, choosing solutions and deciding on, implementing, and monitoring appropriate solutions.

Supervisor	Manager	Executive Manager	Senior Executive Manager
<ul style="list-style-type: none"> <li>• Develops the ability to analytically identify and deal with problems and decisions in people management within the team</li> <li>• Identifies, implements and monitors problem-solving and decision-making in the team</li> <li>• Develops and uses different conflict resolution methods</li> <li>• Is accountable for decisions and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to integrate results to solve problems and make decisions in multi-disciplinary team/s</li> <li>• Makes informed choices about resource allocation within and between team/s</li> <li>• Fosters innovation and creative thinking in multi-disciplinary team/s</li> <li>• Recognises and differentiates between structural, cultural and human causes of conflict</li> <li>• Implements solutions through delegation including schedule changes, adaptations in resource allocation, budgeting and recommendations for procedural or structural changes that have an organisational impact</li> <li>• Resolves conflict using appropriate strategies</li> <li>• Makes principles based decisions by consulting others and considering advice</li> </ul>	<ul style="list-style-type: none"> <li>• Applies intellect and knowledge to weigh up complex information and identifies critical factors and issues</li> <li>• Applies lateral thinking and identifies innovative solutions</li> <li>• Integrates results to solve problems and make decisions across and beyond the organisation</li> <li>• Makes choices about business unit resource allocation and considers impact on broader organisation</li> <li>• Solves organisation-wide problems creatively and innovatively</li> <li>• Focuses strategically on planning activities for the business unit</li> <li>• Monitors, controls and coordinates activities across the business unit and adjusts sub-group priorities as required</li> <li>• Explores options in full and makes sound decisions under pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate decision-making and problem-solving skills to advise Ministers</li> <li>• Considers multiple perspectives when assessing the impact of key issues and develops viable long-term solutions for the organisation</li> <li>• Implements organisation-wide infrastructure and governance structures</li> <li>• Anticipates long-term and strategic risks, addresses them quickly and helps others to recognise them</li> </ul>

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## COMPARATIVE VIEW: APS 1 – 6 and EL1 & 2

### RESOURCEFULNESS

Contributes to overcoming difficulties and implementing innovative outcomes.

Specifically this means exercising judgement, initiative and skill in overcoming difficulties.

APS 1 & 2	APS3	APS 4	APS 5	APS 6
<ul style="list-style-type: none"> <li>• Develops an understanding of the Defence Organisation and its mission</li> <li>• Develops an understanding of the broader Public Sector</li> <li>• Uses resources correctly to achieve work objectives and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Uses public resources in accordance with Defence and Public Sector policies, guidelines and standards</li> <li>• Understands and complies with legislation, policy and regulatory frameworks</li> <li>• Is innovative and looks for better ways to do things</li> <li>• Understands and applies Defence and Public Sector financial processes</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies cost effective options for achieving objectives and aligns options to organisational aims</li> <li>• Develops analytical and research skills</li> <li>• Researches legislation, regulations and policy for relevance</li> <li>• Applies and monitors customer focus and responsiveness</li> <li>• Demonstrates familiarity and compliance with legislation, policy and regulatory frameworks</li> <li>• Identifies opportunities for continuous improvement in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Selects innovative and cost-effective options for achieving objectives and aligns options to organisational aims</li> <li>• Reschedules and re-organises work to reflect changes in priorities</li> <li>• Assesses impacts and encourages collaboration and cooperation in coping with change</li> <li>• Applies objective and impartial evaluation of conflicting requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Exercises delegations in Defence, including confirming the delegation, applying other interacting legislation, policy and guidelines</li> <li>• Conducts cost benefit analysis and provides written analysis to support this</li> <li>• Clarifies requirements, establishes costs and availability of resources</li> <li>• Remains flexible and responsive to change</li> </ul>
EL1		EL2		
<ul style="list-style-type: none"> <li>• Condenses complex issues into clear and understandable goals</li> <li>• Thinks outside the boundaries or apparent limitations to develop solutions or more effective ways of operating</li> <li>• Understands the organisational environment, internal and external linkages and how these support overall objectives</li> <li>• Keeps up-to-date with Government and organisational issues and initiatives</li> <li>• Displays a good understanding of Defence's purpose and objectives</li> <li>• Identifies sources of data, develops project documentation, determines project resources and confirms project feasibility</li> </ul>		<ul style="list-style-type: none"> <li>• Uses information from multiple sources to make critical strategic decisions</li> <li>• Conceptualises and aligns functional strategy with overall organisational strategy</li> </ul>		

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## COMPARATIVE VIEW: Supervisors and Managers

### RESOURCEFULNESS

Contributes to overcoming difficulties and implementing innovative outcomes.

Specifically this means exercising judgement, initiative and skill in overcoming difficulties.

Supervisor	Manager	Executive Manager	Senior Executive Manager
<ul style="list-style-type: none"> <li>• Fosters innovation and creative thinking within the team</li> <li>• Uses available resources and systems appropriately to enable the team to do its work</li> <li>• Focuses on improving work practices</li> <li>• Applies and monitors customer focus and responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Uses diagnostic skills to evaluate achievement of objective/s</li> <li>• Monitors and evaluates the appropriateness of resources and systems used by team/s</li> <li>• Adjusts resources flexibly</li> <li>• Implements and evaluates continuous quality improvement in team/s</li> <li>• Promotes the development of emotional intelligence in others and utilises emotional intelligence to maximise team/s outcomes</li> <li>• Prepares and manages budget for team/s</li> <li>• Exercises financial responsibilities, including financial delegations, to achieve team/s and/or corporate objectives</li> <li>• Manages resources to achieve team/s outcomes</li> <li>• Is accountable for the appropriate use of resources to produce outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies strategic opportunities for growth in resources</li> <li>• Establishes a culture of achievement and quality</li> <li>• Persists and focuses on achieving organisational objectives even in difficult circumstances</li> <li>• Puts systems in place to establish and measure accountabilities</li> <li>• Enables the achievement of outcomes by identifying and removing potential barriers to success</li> <li>• Focuses on activities that support organisational sustainability</li> <li>• Balances future goals and present needs</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes ethical standards and leadership</li> <li>• Retains focus on the end goal and overcomes significant barriers and obstacles</li> <li>• By example, inspires others in the organisation to use resources ethically and efficiently</li> </ul>

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## COMPARATIVE VIEW: APS 1 – 6 and EL1 & 2

### PLANNING AND ORGANISING

Manages assigned tasks and timelines for long-term and short-term strategic planning.

Specifically this means identifying goals, objectives, methods and resources needed to carry out and complete tasks.

APS 1 & 2	APS3	APS 4	APS 5	APS 6
<ul style="list-style-type: none"> <li>• Uses manuals, training booklets, online/telephone assistance or help desk to achieve work outcomes</li> <li>• Understands Defence processes in relation to job function</li> </ul>	<ul style="list-style-type: none"> <li>• Thinks and plans ahead</li> <li>• Demonstrates planning and time management in routine work activities</li> <li>• Uses required resources and systems to achieve work objectives</li> <li>• Accesses and uses resources</li> <li>• Operates within financial systems relevant to job role and identifies and deals with discrepancies</li> <li>• Monitors and evaluates work progress against tasks</li> <li>• Achieves work goals and revises work plans to attend to ongoing or new responsibilities</li> <li>• Uses computer technology for record management and financial management</li> <li>• Provides input to the development of plans and the team goals</li> <li>• Identifies risks and uncertainties of processes and tasks</li> <li>• Maintains records in a manner that is accurate, up-to-date and in accordance with Defence procedures, policies and format</li> <li>• Evaluates progress and outcomes in a realistic manner and communicates this to Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Considers environmental requirements in the context of resource usage, storage and maintenance</li> <li>• Prepares for, implements and monitors change and works with ambiguity in the face of change</li> <li>• Uses workplace technology for increased efficiency and effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Completes planning activities within defined timeframe and meets organisation's requirements</li> <li>• Recognises and understands links and inter-relationships between work tasks and areas</li> <li>• Undertakes research and analysis to support policy development</li> <li>• Contributes to policy development</li> <li>• Develops an awareness of contractual procedures and processes</li> <li>• Responds to risk using risk management procedures and treatments</li> </ul>	<ul style="list-style-type: none"> <li>• Develops contingency plans to ensure operational continuity</li> <li>• Revises work plans according to changes in work priorities or organisational needs</li> <li>• Applies analysis and reasoning to solve problems accurately</li> <li>• Provides and ensures accurate, consistent and timely decisions/policy</li> <li>• Applies and promotes frameworks for ethical decision-making and policy setting</li> <li>• Contributes to program objectives, develops and implements simple project plans</li> <li>• Maintains awareness of contractual procedures and processes</li> <li>• Demonstrates an understanding of the inter-relationships of risks across multiple tasks and activities</li> <li>• Establishes risk treatment strategies, monitors and reviews these strategies</li> <li>• Develops and/or uses evaluation strategies to monitor and improve policy and/or service delivery</li> <li>• Contributes sound policy, proposals, business cases and/or service delivery strategies</li> <li>• Participates in the review and development of policy and utilises policies and procedures to guide work practices</li> </ul>
EL1			EL2	
<ul style="list-style-type: none"> <li>• Conducts risk management activities</li> <li>• Applies project scope controls</li> <li>• Manages contracts</li> <li>• Implements project monitoring frameworks</li> <li>• Demonstrates an advanced knowledge of planning and organisational methodologies as applied to projects and broad management areas</li> <li>• Illustrates the relationships between operational tasks and organisational goals</li> <li>• Researches options and consults with stakeholders to develop clear and workable policies and procedures that align with organisational mission</li> <li>• Identifies and engages with internal and external stakeholders when reviewing and/or developing policy</li> <li>• Monitors contracts and checks that contractual obligations of both parties are met</li> <li>• Understands the context in which the policy will be used</li> <li>• Independently drafts policy</li> <li>• Monitors and reviews risk management in the workplace</li> </ul>			<ul style="list-style-type: none"> <li>• Ensures projects are integrated and consistent with other projects; does not work in isolation</li> <li>• Implements project governance systems</li> <li>• Coordinates and develops long-term strategic plans to contribute to the achievement of Defence goals</li> <li>• Anticipates and seeks to minimise risks</li> <li>• Undertakes rigorous analysis to determine whether policy intervention is justified</li> <li>• Demonstrates an awareness of political implications of policies being developed</li> <li>• Adjusts plans as required</li> <li>• Leads one or more teams in the development of policy</li> <li>• Develops high-level policy frameworks, program development documents, business plans</li> <li>• Negotiates and establishes contracts, and maintains relationships with key stakeholders</li> <li>• Develops measures to track progress against strategic business objectives and assess outcomes</li> </ul>	

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## COMPARATIVE VIEW: Supervisors and Managers

### PLANNING AND ORGANISING

Manages assigned tasks and timelines for long-term and short-term strategic planning.

Specifically this means identifying goals, objectives, methods and resources needed to carry out and complete tasks.

Supervisor	Manager	Executive Manager	Senior Executive Manager
<ul style="list-style-type: none"> <li>• Sets team goals</li> <li>• Prioritises tasks for the team</li> <li>• Takes responsibility for personal administration, which may include selection, performance assessment and monitoring, and taking action, such as counselling, to ensure employee attendance and performance is acceptable</li> <li>• Provides advice and assistance on the method of task completion to team members</li> <li>• Understands the reasons for change and communicates this to the team</li> <li>• Develops work plans at both the individual and team level to achieve results through planning and people</li> <li>• Develops time management skills in self and others</li> <li>• Understands job analysis and job design principles and can put these into practice</li> <li>• Devises and defines the team/s work plan</li> <li>• Develops project management skills/principles to manage work for the team</li> <li>• Delegates manageable tasks and assignments to employees based on their interests and development needs</li> </ul>	<ul style="list-style-type: none"> <li>• Plans, prioritises and organises work for team/s</li> <li>• Takes responsibility for performance of team/s</li> <li>• Plans activities including identifying goals, objectives, methods, resources, responsibilities and dates for completion of tasks</li> <li>• Organises resources, including finance/budget, to achieve goals in an efficient fashion</li> <li>• Controls and coordinates activities, processes and structures to effectively and efficiently achieve goals and objectives, including collection of feedback, monitoring and adjustment of systems, processes and structures</li> <li>• Creates and manages project plans</li> <li>• Monitors, controls and coordinates activities across team/s and adjusts team/s priorities as required</li> </ul>	<ul style="list-style-type: none"> <li>• Plans, prioritises and organises work across workgroups</li> <li>• Uses project management principles to manage work across workgroups</li> <li>• Is prepared to make tough corporate decisions to achieve desired outcomes</li> <li>• Takes responsibility for outcomes of decisions</li> <li>• Actively ensures stakeholders are kept informed during times of change</li> <li>• Addresses breaches of protocol and probity</li> <li>• Facilitates information accessibility and sharing</li> <li>• Seeks to align business unit activities with strategic priorities</li> <li>• Uses knowledge of the organisation to provide a context for others</li> <li>• Puts systems in place to establish and measure accountabilities</li> <li>• Oversees the implementation of multiple change initiatives with a focus on the desired outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Plans, prioritises and organises work across the organisation</li> <li>• Looks beyond the organisational boundaries to plan, organise, coordinate and achieve outcomes</li> <li>• Coordinates projects across multiple agencies</li> <li>• Plans and manages organisational risk</li> <li>• Ensures government policy, principles and standards are communicated and adhered to</li> </ul>

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## COMPARATIVE VIEW: APS 1 – 6 and EL1 & 2

### SELF-MANAGEMENT

Takes ownership of self-management, contributes to employee satisfaction, personal growth, and effective administration of work duties.

Specifically this means proactively managing one's own time, initiating change, and delivering work in a highly effective and professional manner.

APS 1 & 2	APS3	APS 4	APS 5	APS 6
<ul style="list-style-type: none"> <li>Manages own work and works with others to achieve outcomes</li> <li>Works in accordance with legislation, policies and guidelines</li> <li>Keeps self informed of what is happening in the workplace</li> <li>Keeps Supervisor informed on work progress</li> <li>Looks for and applies strategies to maintain personal health and wellbeing</li> <li>Seeks guidance from others on workplace matters</li> <li>Is receptive to feedback</li> <li>Accepts personal accountability and responsibility for actions and decisions</li> <li>Learns from the consequences of own behaviour</li> <li>Seeks help from Supervisor when assessing own performance</li> <li>Recognises own and others' emotions in the workplace</li> <li>Uses experience and knowledge when completing tasks</li> <li>Accesses and uses information ethically and legally</li> </ul>	<ul style="list-style-type: none"> <li>Ensures personal work practices comply with Public Sector and Defence ethical standards, policy and guidelines</li> <li>Works in a manner that has regard for the organisation's structure, functions, culture and values</li> <li>Identifies work goals and clarifies and prioritises work in accordance with organisational requirements</li> <li>Accepts responsibility for accurate completion of work and seeks help when required</li> <li>Performs under direction and works within agreed priorities</li> <li>Develops self-management, social awareness and relationship management skills</li> <li>Is aware of own impact on workgroup outcomes</li> <li>Recognises work trends and impacts on own work</li> <li>Demonstrates flexibility, adaptability and focus through day-to-day work changes and shifting priorities</li> <li>Seeks and uses feedback from Supervisor/Manager and work colleagues to continuously improve personal effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Monitors work progress to set goals, strategies and outcomes</li> <li>Applies and develops professional/technical skills and expertise of a level and standard appropriate to work demands</li> <li>Promotes the value of workplace diversity and how it contributes to effective work practices</li> </ul>	<ul style="list-style-type: none"> <li>Recognises and accepts the need to operate within constraints beyond one's own control</li> <li>Commits energy and drive to achieve goals</li> <li>Shows initiative</li> <li>Actively participates in decision-making and incorporates outcomes of decisions into work plans</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates work activities based on feedback from team members and other stakeholders</li> <li>Develops options for dealing with ambiguity</li> <li>Understands own impact on workgroup and how this effects outcomes and behaviours</li> </ul>
EL1			EL2	
<ul style="list-style-type: none"> <li>Initiates change where and when required</li> <li>Actively consults others affected by change</li> <li>Develops and clearly communicates the need for change and the desired outcome</li> <li>Measures the progress of change</li> <li>Actively seeks out improvements to existing processes in a structured way</li> <li>Assesses new approaches or issues as they relate to the organisation and provides sound strategic advice</li> <li>Gathers knowledge and information from networks, assesses activities in other areas and looks for linkages to support own work</li> <li>Maintains momentum and sustains effort despite criticism or setbacks</li> <li>Critically analyses own performance and seeks feedback from others</li> <li>Acknowledges mistakes and learns from them, and seeks guidance and advice when required</li> <li>Exercises judgement, intelligence and discretion in applying delegations, determining policy, and implementing strategies/service delivery methods</li> </ul>			<ul style="list-style-type: none"> <li>Plans and successfully manages significant change</li> <li>Translates change agenda into strategic and operational plans</li> <li>Evaluates internal and external trends and recommends changes to policies and processes</li> <li>Acts decisively to ensure strategies are implemented and issues are addressed</li> <li>Retains focus on end goal and overcomes significant barriers and obstacles</li> </ul>	

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## COMPARATIVE VIEW: Supervisors and Managers

### SELF-MANAGEMENT

Takes ownership of self-management, contributes to employee satisfaction, personal growth, and effective administration of work duties.

Specifically this means proactively managing one's own time, initiating change, and delivering work in a highly effective and professional manner.

Supervisor	Manager	Executive Manager	Senior Executive Manager
<ul style="list-style-type: none"> <li>• Promotes the benefits of a balanced approach to work life balance, and to the use of resources and facilitates this within the team</li> <li>• Uses emotional intelligence principles of self-awareness, self-management, social awareness and relationship management in the context of the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Actively manages own career to meet goals and contributes to career management of team members</li> <li>• Demonstrates self-awareness and a commitment to self-development</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of own impact and behaviour on others and is responsive in adjusting behaviour</li> <li>• Acts decisively to ensure strategies are implemented and issues are addressed</li> <li>• Maintains control and initiates urgent action to resolve issues when required</li> </ul>	<ul style="list-style-type: none"> <li>• Uses self insight to identify areas in which own capabilities complement others</li> </ul>

# DEFENCE APS CORE CAPABILITY FRAMEWORK

## COMPARATIVE VIEW: APS 1 – 6 and EL1 & 2

### LEARNING

Contributes toward ongoing self-improvement and professional development to expand organisational operations and outcomes.

Specifically this means collaborating with your Supervisor to identify and support development opportunities for current and future roles.

APS 1 & 2	APS3	APS 4	APS 5	APS 6
<ul style="list-style-type: none"> <li>Seeks learning opportunities in line with personal work goals to develop new skills, knowledge and behaviours</li> <li>Acquires the skills, knowledge and behaviours to do the job</li> <li>Discusses and explores career paths and prepares for career discussion with Supervisor</li> <li>Uses feedback on performance to develop learning and development plans</li> <li>Transfers acquired knowledge into the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Sets personal learning and development goals and monitors progress</li> <li>Seeks and applies ongoing learning and improvement</li> <li>Uses coaching and/or mentoring to identify and develop areas that require improvement and to build on strengths</li> </ul>	<ul style="list-style-type: none"> <li>Shares learning and workplace experience with others</li> </ul>	<ul style="list-style-type: none"> <li>Undertakes a gap analysis to identify skills that are common to both career aspirations and Defence's requirements</li> <li>Plans career development and pathways, including self-assessment of skills and abilities</li> <li>Implements a career plan and monitors progress</li> <li>Monitors the acquisition of skills, knowledge and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Identifies learning from workplace experiences, shares outcomes with others and transfers learning to other initiatives</li> <li>Identifies and promotes training and awareness programs to encourage and promote skills development</li> </ul>
EL1			EL2	
<ul style="list-style-type: none"> <li>Is committed to learning and self-development and accepts new opportunities</li> <li>Establishes systems and processes for reviewing skills and professional development</li> </ul>			<ul style="list-style-type: none"> <li>Shows strong commitment to learning and self-development and embraces challenging new opportunities</li> <li>Demonstrates self-awareness and commitment to personal development</li> <li>Is open to coaching and mentoring</li> </ul>	



# DEFENCE APS CORE CAPABILITY FRAMEWORK

## COMPARATIVE VIEW: Supervisors and Managers

### LEARNING

Contributes toward ongoing self-improvement and professional development to expand organisational operations and outcomes.

Specifically this means collaborating with your Supervisor to identify and support development opportunities for current and future roles.

Supervisor	Manager	Executive Manager	Senior Executive Manager
<ul style="list-style-type: none"> <li>Identifies and supports development needs of team members</li> <li>Develops learning and development plans for the team and individuals</li> <li>Takes responsibility for developing themselves and team members</li> <li>Discusses learning needs with individual team members</li> <li>Ensures team members have the skills and knowledge to do their job</li> <li>Counsels individuals within the team to assist with their individual career development</li> <li>Seeks and/or provides development opportunities</li> <li>Coaches team members for improved performance</li> <li>Supports mentoring in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Develops and monitors career development of team/s and individuals</li> <li>Assesses, advises and counsels team members on their development and career</li> <li>Maintains knowledge of APS career structures and ensures a balance between business requirements and team/s development needs</li> <li>Participates in evaluating the effectiveness of training and development of team/s in the workplace</li> <li>Promotes a culture where learning and development is supported</li> <li>Promotes and supports coaching and mentoring in the workplace</li> <li>Manages and develops performance through a range of learning and development strategies including formal course participation, on-the-job training, work experience, employee exchanges, mentoring, coaching and work shadowing opportunities for team/s</li> <li>Encourages and motivates individuals to engage in continuous learning and empowers them by delegating tasks</li> </ul>	<ul style="list-style-type: none"> <li>Promotes and supports a culture of continuous learning and development</li> <li>Understands the importance of career development for employees</li> <li>Builds team/s with complementary skills and engages in succession planning</li> <li>Identifies and develops talent</li> <li>Guides, mentors and develops individuals</li> </ul>	<ul style="list-style-type: none"> <li>Nurtures talent by actively engaging in talent identification and succession planning</li> <li>Strives for continual learning</li> <li>Demonstrates a high-level of self-awareness and acts as a role model by openly communicating strengths and development needs</li> </ul>

## PART 5: USEFUL RESOURCES

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### PART 5 OVERVIEW & INTENT

Part 5 presents a glossary of terms used in this User Guide, as well as a list of useful Departmental resources for use in conjunction with the Framework.

This part of the User Guide covers the following sections:

- Glossary of terms; and
- Useful resources

## GLOSSARY OF TERMS

As many of the terms used in this Framework are used with specific meanings the following definitions are included to ensure consistency in interpretation.

APSC	Australian Public Service Commission
ARP	Additional Responsibility Pay
Behaviour	The manner in which someone operates.
Capability	The ability to do the job. It covers the skills, knowledge and behaviours needed at level to produce the output of the workplace role.
Capability Clusters	<p>The broad capability groups that define the capabilities required of Defence employees. These are:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Teamwork</li> <li>• Problem Solving</li> <li>• Planning and Organising</li> <li>• Self-Management</li> <li>• Resourcefulness</li> <li>• Learning</li> </ul>
Capability Development	Capability development processes focus on building individual or team skills, knowledge and behaviours to meet the current and future needs of the organisation and the individual.
Capability Framework	A list of skills, knowledge and behaviours that we need our people to have to do their jobs.
Career Development	<p>How individuals manage their career within and between jobs and how organisations structure development opportunities to meet identified priorities or business needs. Career development focuses on managing an individual's development in the context of role transition at level or between levels. Career development activities also focus on maintaining engagement and providing an enriching experience for employees in their current role as well as preparing them for role transition.</p> <p>Career development may imply career progression, but does not guarantee it. Career development does imply career enrichment.</p>
Career pathway	A visible sequence of job options that a person has held and intends to hold in the course of their employment.
CDAC	Career Development Assessment Centre
Competency	The application of skills, knowledge and behaviour. An individual who is competent currently exhibits the abilities required to perform a set task. Competence is a prerequisite for capability.
Descriptors	Describe a specific capability at an APS classification level.
Knowledge	Cognitive and emotional ability.
PFADS	Performance Feedback and Development Scheme
Skill	The ability to do something usually gained through training and/or experience.
Work Level Standards	The Work Level Standards provide a methodology for evaluating the worth of jobs. The value of a particular job is determined by a combination of factors such as principal role, direction received, direction given and complexity.

## DEPARTMENTAL RESOURCES

This User Guide refers to a range of resources that work together with the Defence APS Core Capability Framework to support recruitment and selection, learning and development, performance management, and career development in Defence. These resources are listed here.

### APS Code of Conduct

The APS Code of Conduct outlines the behaviours required of all APS employees to uphold the APS Values.

The APS Code of Conduct can be accessed at <http://www.apsc.gov.au/conduct>

### APS Values

The APS Values shape an ethical and productive workplace culture, and define our legal commitment to both the government and the people we serve.

The APS Values can be accessed at <http://www.apsc.gov.au/values>

### CAMPUS

Campus is the on-line learning platform for Defence. You can now nominate for face-to-face learning opportunities on CAMPUS.

For more information on CAMPUS visit <http://intranet.defence.gov.au/pspg/sites/CAMPUS>

### Defence APS Standard Classification of Occupations (DAPSSCO)

DAPSSCO is how Defence classifies each occupation within its APS workforce. DAPSSCO is a four level hierarchical occupational classification system. The classification levels in descending order are Family, Function, Sub-Function and Occupation. The DAPSSCO construct identifies the principal role and related skill-level or work value of each existing occupation within the Defence APS workforce, and assigns these within the other hierarchical categories of family, function and sub-function.

The DAPSSCO User Guide can be accessed at: [http://intranet.defence.gov.au/isgroup/pss/docs/DAPSSCO\\_Guide.pdf](http://intranet.defence.gov.au/isgroup/pss/docs/DAPSSCO_Guide.pdf)

### Defence Enterprise Certified Agreement (DECA)

The DECA sets out many of the terms and conditions of employment for Defence's Australian Public Service Employees.

The DECA can be accessed via the Defence Intranet at: <http://intranet.defence.gov.au/dwr/>

### Defence APS Job Families Framework

The Defence APS Job Families Framework describes the specific technical and learning requirements for all of the different streams of APS work across the organisation.

A Job Family identifies at the broadest level the categories of related occupations across the workforce. APS Job Families are the major groupings of APS occupations within Defence. All APS positions in Defence are coded to a Job Family using the Defence APS Standard Classification of Occupations (DAPSSCO).

For more information on the APS Defence Job Families Framework contact: [ctm@defence.gov.au](mailto:ctm@defence.gov.au)

### **Defence Manager's Helpline**

The Defence Manager's Helpline is a confidential telephone consulting service designed specifically for Managers and Supervisors who require some practical advice about issues they are facing in the workplace. It is available for both APS and ADF Managers of APS employees and is staffed by qualified psychologists experienced in dealing with organisational and people management issues. It is available 24 hours a day, seven days a week.

The Defence Manager's Helpline can be accessed on **1800 451 138**

### **Defence Values Framework**

The Defence Values Framework reflects the long traditions and distinctive identities of the three services and the APS. The Defence Values - Professionalism, Loyalty, Integrity, Courage, Innovation and Teamwork (PLICIT) - have been formulated as a unifying factor across all facets of Defence. They form the basis of the behaviours expected of all our people and leaders (both APS and ADF) in Defence.

For more information on the Defence Values Framework go to: <http://defweb.cbr.defence.gov.au/lvce/>

### **Local HR Representatives**

For information on how to use the Framework and what is happening within your Group contact your local HR representative.

For more information on how to contact your local HR representative review your Group homepage.

### **Mutual Responsibilities**

As APS employees, we all have an obligation to display behaviours which support the Defence and APS values. Adherence to these behaviours will promote teamwork and innovation and support the delivery of better results to government.

More on Mutual Responsibilities can be found in the DECA: <http://intranet.defence.gov.au/dwr>

### **New Managers Program**

The New Managers Program (when developed) seeks to equip newly appointed Managers with the leadership, management and administration skills, knowledge, and workplace behaviours they need to be effective as Managers in Defence.

For more information on the New Managers Program contact: [ctm@defence.gov.au](mailto:ctm@defence.gov.au)

### **New Starters Program**

The New Starters Program is a corporate induction program applicable to all new APS Defence employees. The intent is to give all new starters a basic level of understanding of what Defence is, what the organisation expects of its employees and the career development opportunities that Defence can provide for their future employment with the Department.

For more information on the New Starters Program contact: [ctm@defence.gov.au](mailto:ctm@defence.gov.au)

### **New Supervisors Program**

The New Supervisors Program seeks to equip newly appointed Supervisors with the leadership, management and administration skills, knowledge, and workplace behaviours they need to be effective as Supervisors in Defence.

For more information on the New Supervisors Program contact: [ctm@defence.gov.au](mailto:ctm@defence.gov.au)

### **Performance Feedback Assessment and Development Scheme (PFADS)**

The Performance Feedback Assessment and Development Scheme is the performance management scheme for all Defence APS employees. The scheme provides a clear link between employee effort and achievement goals, allowing employees to see the relationship between what they do and the contribution they make to the achievement of Defence goals.

Go to “You and Your Job” at [http://intranet.defence.gov.au/drinhome/links\\_137.htm](http://intranet.defence.gov.au/drinhome/links_137.htm) and click on “Performance Management (PFADS)”. This will take you to further information about PFADS.

### **PFADS Form**

The PFADS form is used to capture information relating to employee performance such as expected standards of behaviour, learning and career development activities and/or opportunities, and work arrangements. It also documents the employee’s self-assessment, Supervisor performance assessment comments, recommended performance ratings and progression decisions.

The current PFADS form can be accessed via the Defence Intranet at: <http://intranet.defence.gov.au/webforms/>

### **Public Service Act 1999**

The principal Act governing the establishment and operation of, and employment in, the Australian Public Service.

The Public Service Act can be accessed from: <http://www.apsc.gov.au/publications/legislation.htm>





**Australian Government**  
**Department of Defence**

Internet [www.defence.gov.au/dpe](http://www.defence.gov.au/dpe)

Intranet <http://intranet.defence.gov.au/pspg/sites/APSCareerDevelopment>

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