



Tasmania Prison Service

Department of Justice

Core Performance Framework

Version 4.0
March 2014

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| Date authorised: | 26 March 2014 |
| Developed by: | TPS Policy Unit |
| Date of last review: | November 2013 |
| Date for next review: | November 2015 |
| This document replaces: | TPS Core Performance Framework (Version 1.0, July 2013) (Version 2.0, November 2013) |

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Core Performance Framework

Purpose

The Core Performance Framework outlines core competencies and values that Tasmania Prison Service (TPS) staff are to employ. The framework has been developed to reflect a cultural change within the organisation by providing a framework to support leadership and reinforcing TPS values and commitment to equality and diversity. The framework focuses on the current and prospective business requirements of the organisation and reinforces TPS's commitment to workplace health and safety requirements.

Introduction

The framework consists of twelve behavioural capabilities, grouped under three headings:

- Working professionally
- Working with people
- Delivering results

The framework is designed to complement an employee's Statement of Duties (SoD). Whereas the employee's SoD identifies the tasks, activities and duties they are required to perform, the Core Performance Framework is intended to reflect how employees are to approach their work at a designated level.

There are three separate profiles that apply to; all staff, all staff who regularly work directly with prisoners and managers (consisting of supervisors, correctional managers and senior managers). Each behavioural capability specifies the specific behaviours, attributes and level of responsibility appropriate for the given profile.

Use of the framework

The Core Performance Framework is designed to support the Performance Management Framework.

Determining the capabilities relevant to the employee's role

- The employee and manager should use the relevant capabilities as a planning tool for preparing the formal meeting to develop the Performance and Development Plan (PDP).
- The capabilities can be used to consider the capabilities that are relevant to their role and whether the employee is currently meeting the capability requirements or requires further development in specific areas.
- This preparation will form a useful basis for the joint formal discussion to follow. At the formal discussion, the manager and employee are to identify the relevant capabilities and any exclusion.
- In determining the capabilities relevant to an employee's role, it should be noted that most of the capabilities should be relevant and required for all roles at the given classification profile. Exclusion of a particular capability would be an exception and should only occur when the capability reflects a requirement that is unrelated to their duties or role.

Employee self-assessment

- Prior to the formal assessment and review of the PDP, employees should be encouraged to use the relevant capabilities to undertake a self-assessment.

Formal assessment and review of the PDP

- Assessment against the capabilities forms part of the formal overall assessment and review of the PDP.
- During the formal discussion, the manager and employee should endeavour to reach agreement on whether the employee has demonstrated that they:
 - Meet the capability; or
 - Are progressing toward meeting the capability; or
 - Do not meet the capability.
- This will inform the overall assessment by the manager to be summarised in the PDP.
- Where an employee is identified as progressing toward meeting the capability, this should be reflected as a priority goal and area for improvement on the next PDP.

Performance Indicators

The framework consists of twelve behavioural capabilities, grouped under three headings:

- Working professionally
 - Achieving a safe and secure environment
Promotes and contributes to an orderly, safe and secure environment; both within own facility and across the TPS.
 - Showing resilience
Is consistently motivated, committed and able to perform duties in all situations.
 - Acting with integrity
Consistently acts in a principled, open and conscientious manner and challenges unacceptable behaviour (where applicable).
 - Respecting others
Promotes equality of opportunity, treating all people with fairness, dignity and respect. Challenges discriminatory behaviour, and upholds and fosters diversity.
- Working with people
 - Communicating effectively
Communicates in a respectful and professional manner and receives ideas, views and information to achieve understanding.
 - Building relationships and working as part of a team
Supporting colleagues and building relationships to achieve common goals, and treating others with respect. Demonstrates awareness of impact of own behaviour and performance on others.
 - Judgement and strategic thinking
Uses appropriate judgement and demonstrates an understanding of how own role contributes to team goals. Adapts to changes in work practices, goals and work environment.

- Delivering results
 - Problem solving and decision making
Gathers information from a range of sources, analyses information to identify issues and makes effective decisions.
 - Efficiency
Completes work accurately and works to set deadlines. Demonstrates ability to prioritise tasks and initiative in undertaking and completing work.
 - Embracing change
Acknowledges the need to achieve positive change and is adaptive and supportive of change in the work place.
 - Developing self and others
Takes ownership of personal development and encourages and support the development of others. Actively seeks to understand tasks, duties and performance expectations.

The relevant capabilities are broken down in the tables below, corresponding to the relevant profiles; for all staff, all staff who regularly work directly with prisoners and managers (consisting of supervisors, correctional managers and senior managers).

Performance capabilities for all staff

| Working Professionally | |
|------------------------------------------------|------------------------------------------------------------------------------------|
| Achieving a safe and secure environment | Treats security as a matter of priority |
| | Accurately and urgently reports security incidents and breaches |
| | Takes responsibility for the control of personal equipment, alarms and keys |
| | Challenges behaviour among colleagues that might undermine safety or security |
| | Works collaboratively with others to achieve a safe and secure environment |
| Showing resilience | Responds calmly when under pressure |
| | Remains motivated and shows initiative |
| | Sees work through to completion |
| | Demonstrates enthusiasm and leads by example, seeking assistance where necessary |
| Acting with integrity | Applies standards and interacts with others honestly and consistently |
| | Accepts responsibility for own actions |
| | Ensures that processes are used openly and impartially |
| | Shows discretion when dealing with personal and sensitive information |
| | Maintains professional relationships with colleagues and prisoners |
| Respecting others | Shows respect for and consideration of others |
| | Takes account of the impact of own behaviour on others |
| | Shows respect for all cultures, religions and beliefs |
| | Applies consistent standards |
| | Treats others fairly, impartially and as individuals and values their contribution |
| | Challenges harassment and discriminatory behaviour on any grounds |

| Working with people | |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Communicating effectively | Communicates in a respectful and professional manner |
| | Uses the most effective means of communication |
| | Actively participates in team discussions |
| | Speaks and writes clearly, concisely and logically |
| | Shares operational information with colleagues as appropriate |
| | Encourages others with provide information and share their view |
| Building relationships and working as part of a team | Seeks to build positive relationships with colleagues and prisoners |
| | Works inclusively and supports others |
| | Shares knowledge and information for the good of the team |
| | Works towards shared objectives |
| | Builds team spirit and collectively celebrates success |
| Judgement and strategic thinking | Asks questions appropriately to get a better understanding of issues relation to own role |
| | Demonstrates an understanding of how own role contributes to team/organisation's goals |
| | Adapts to changes in work practices, goals and work environment |
| | Appropriately refers issues/problems to supervisor |
| Delivering results | |
| Problem solving and decision making | Makes decisions, appropriate to own level of authority, when needed |
| | Ensures that decisions are built on sufficient and objective evidence |
| | Assesses situations objectively |
| | Ensures decisions reflect TPS values, policies and procedures |
| | Makes accurate judgements about what is needed explains why a decision has been made |

| Delivering results | |
|-----------------------------------|---------------------------------------------------------------------------------------------|
| Efficiency | Completes work accurately |
| | Complete work to set deadlines |
| | Demonstrates ability to prioritise tasks |
| | Demonstrates initiative in undertaking and completing work |
| Embracing change | Adopts a positive attitude to changing circumstances |
| | Exchanges ideas for change with colleagues |
| | Tries out new ideas, working practices and technologies to improve on ways of working |
| | Constructively challenges existing practices and suggests improvements to existing practice |
| | Supports others in making change happen |
| Developing self and others | Actively seeks to understand tasks, duties and performance expectations |
| | Seeks feedback about performance and receives/responds appropriately to feedback |
| | Works with supervisor to understand areas of strength and areas for development |
| | Manages own development and seeks opportunities to develop own skills |
| | Regularly reviews and updates personal development plans |
| | Supports and mentors others |

Performance capabilities for all staff who work directly with prisoners

| Working Professionally | |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Achieving a safe and secure environment | Contributes to the maintenance of physical security |
| | Responds to and reports incidents of assault and injuries to prisoners |
| | Challenges, addresses and reports violence and bullying behaviours |
| | Enforces security and treats the needs of prisoners individually, developing controlled, professional relationships with prisoners |
| | Encourages prisoners to improve their behaviour |
| | Deals constructively and reasonably with prisoners' complaints and issues |
| Showing resilience | Responds calmly and consistently to incidents and disturbances |
| | Continues to respond positively to prisoners and their families in difficult circumstances |
| | Retains professional approach when confronted by aggression and strong emotion |
| | Demonstrates sensitivity to the risk of manipulation or conditioning |
| Acting with integrity | Interacts with prisoners in a firm and fair manner |
| | Achieves a balance between excessive distance and familiarity with prisoners |
| | Seeks to meet commitments made to prisoners |
| Respecting others | Shows respect for prisoners |
| | Encourages prisoners to treat each other with respect and challenges disrespectful behaviour |
| | Treats prisoners consistently |
| | Encourages prisoners to challenge/report discriminatory behaviour |

| Working with people | |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Communicating effectively | Encourages prisoners to express their concerns |
| | Takes time to listen to prisoners' concerns |
| | Informs prisoners of changes within the facility as appropriate |
| | Ensures prisoners understand the reasons behind decisions made and changes that affect them |
| Building relationships and working as part of a team | Builds positive relationships with prisoners |
| | Encourages prisoners to adopt supportive behaviours so that they might be considered for roles such as Peer Supporters, etc. |
| Judgement and strategic thinking | Demonstrates appropriate knowledge of tasks and procedures |
| | Demonstrates appropriate understanding and application of safe work practices |
| | Seeks to defuse situations before they result in disorder |
| | Supports TPS policies and promotes them to prisoners |
| Delivering results | |
| Problem solving and decision making | Ensures that prisoner applications, complaints and problems are dealt with speedily and accurately |
| | Works with prisoners to find solutions to problems |
| Efficiency | Effectively manages and supervises prisoner activities and movements |
| | Clearly informs prisoners of their duties and responsibilities when supervising them |
| | Consistently acknowledges and rewards good behaviour of prisoners and addresses poor performance of prisoners |
| Embracing change | Encourages prisoners to participate in positive change |
| | Provides prisoners with a clear and positive explanation of the reasons for change, expressed in a clear and understandable manner |

| Delivering results | |
|-----------------------------------|------------------------------------------------------------------------------------------------------|
| Developing self and others | Encourages prisoners to take personal responsibility for their development of social and life skills |
| | Encourages prisoners to take responsibility for developing themselves |
| | Ensures that prisoners attend work, programs and other scheduled purposeful activities |

Additional performance capabilities for managers

| Working Professionally | |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| First Line Management (Supervisor level, Level 4) | |
| Achieving a safe and secure environment | Ensures the team contributes to the achievement of key indicators for achieving a safe and secure environment |
| | Ensures the team contributes to the maintenance of physical security |
| | Adopts and promotes the principles of dynamic security and translates them into plans and actions |
| | Ensures staff support victims of bullying, violence, self-harm or substance abuse |
| | Encourages staff to make best use of incentive schemes to improve prisoner behaviour |
| | Supports and implements strategies, policies and processes that contribute to the achievement of a safe and secure living and working environment |
| Showing resilience | Maintains and communicates a clear sense of purpose in all circumstances |
| | Encourages and recognises personal commitment amongst own staff |
| | Motivates the team, supporting and encouraging team members |
| Acting with integrity | Ensures own work and that of the team supports TPS principles and objectives |
| | Deals with team members, other colleagues and prisoners consistently and impartially and meets commitments made to them |
| | Ensures staff behave with integrity |
| | Fosters a culture in which people can report wrongdoing and they are protected from victimisation |
| Respecting others | Supports a culture that promotes equality of opportunity and diversity |
| | Makes the most of the diverse skills and experience of others |
| | Intervenes and if necessary, initiates formal action when others' behaviour undermines equality of opportunity and diversity |

| Working with people | |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| First Line Management (Supervisor level, Level 4) | |
| Communicating effectively | Briefs own team in a clear, timely and targeted way, ensuring that what has been communicated has been understood by all |
| | Communicates clearly and with authority to prisoners, using methods and styles that will engage and motivate, whilst ensuring that what has been communicated has been understood by all |
| | Communicates key messages |
| | Provides feedback to staff |
| | Creates opportunities for others to express themselves |
| | Ensures that own team members communicate effectively amongst themselves |
| Building relationships and working as part of a team | Encourages a sense of common purpose and mutual support and responsibility |
| | Allocates work fairly |
| | Keeps informed of the work done by staff and others and values their efforts |
| | Addresses problems and disputes |
| | Provides support to people in other functions as well as agencies, welcomes ideas/suggestions from others and encourages collaborative working |
| | Takes into account the impact of own actions and plans on other functions and agencies |
| Judgement and strategic thinking | Demonstrates understanding and support for TPS' strategic direction |
| | Exercises judgement and common sense on complex and/or ambiguous issues |
| | Makes informed and appropriate decisions in relation to operational issues |
| | Supports change initiatives and assists others to adapt to change |

| Delivering results | |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------|
| First Line Management (Supervisor level, Level 4) | |
| Problem solving and decision making | Systematically assesses risks and issues before taking action |
| | Prioritises problem solving to focus on main issue first |
| | Consults relevant parties to exchange information and to identify alternative solutions |
| | Addresses difficult problems and takes prompt action to resolve them |
| | Confidently deals with feedback and challenge |
| | Interprets information, draws conclusions and makes recommendations |
| | Encourages innovation amongst the team to solve problems |
| Efficiency | Strives to ensure that objectives and targets are met |
| | Makes the best use of resources |
| | Clearly informs the team as to their tasks and responsibilities |
| | Obtains regular updates on progress against objectives |
| | Modifies plans and reorganises tasks to meet changing circumstances |
| Embracing change | Encourages staff to provide feedback/suggestions on how to improve existing practice |
| | Involves team members in planning and preparation for change |
| | Manages and supports the team in implementing change |
| | Takes a long term view when introducing change |
| Developing self and others | Supports a culture in which learning and development are encouraged and supported |
| | Recognises and develops skills in others and provides opportunities which allow others to develop |
| | Devise strategies to meet individual development needs |
| | Encourages individuals to take ownership of their own development |
| | Coaches and develops staff and encourages peer-group mentoring and support |

| Working Professionally | |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Middle Management (Correctional Manager, Manager level, Level 5) | |
| Achieving a safe and secure environment | Promotes an understanding of key priorities concerning safety and security |
| | Supports and implements strategies, policies and processes that contribute to the achievement of a safe and secure living and working environment |
| | Adopts and promotes the principles of dynamic security and translates them into plans and actions |
| | Supports a culture in which violence and bullying are not tolerated |
| | Supports a culture in which victims of bullying or violence and prisoners who are subject to self-harm or substance abuse, are assisted consistently and constructively |
| | Empowers staff to make the best use of incentive schemes to improve prisoner behaviour |
| | Develops and applies strategies that contribute to the control and re-settlement of high risk offenders |
| Showing resilience | Remains focussed on achieving objectives in the face of resistance, organisational constraints or unforeseen problems |
| | Supports a culture that motivates people and acknowledges and rewards commitment |
| | Accommodates changing circumstances, whilst sticking to overall objectives and principles |
| | Provides command, direction and promotes calmness |
| Acting with integrity | Ensures own work, and that of the unit, support TPS principles and objectives, and others do the same |
| | Deals with team members, other colleagues and prisoners consistently and impartially and meets commitments made to them, and ensures that others do the same |
| | Supports a culture of personal integrity and a culture in which people can report wrongdoing and they are protected from victimisation |
| | Takes and supports action against corrupt and unprincipled practices |

| Working Professionally | |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Middle Management (Correctional Manager, Manager level, Level 5) | |
| Respecting others | Implements plans that support a culture which encourages diversity and eliminates discrimination |
| | Through a range of techniques and by personal example, encourages managers to promote equality of opportunity and diversity among their staff |
| | Supports the unit in making the most of the diverse skills and experience of its members |
| | Contributes to and implements plans that ensure the work and priorities of the establishment reflect and support the diversity of the prisoner population |
| | Intervenes and if necessary, initiates and supports formal action when others' behaviour undermines equality of opportunity and diversity |
| Communicating effectively | Implements strategies for communication with own staff and to others within the TPS and externally |
| | Briefs own team and managers in a clear and timely way, ensuring that what has been communicated has been understood by all; and to ensure that supervisors/other managers do the same |

| Working with people | |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Middle Management (Correctional Manager, Manager level, Level 5) | |
| Communicating effectively | Communicates clearly and with authority to prisoners, using methods and styles that will engage and motivate, whilst ensuring that what has been communicated has been understood by all |
| | Reinforces key messages through a variety of channels |
| | Provides feedback to senior management |
| | Fosters an environment in which feedback and ideas are encouraged |
| | Ensures supervisors and other managerial staff communicate effectively amongst themselves and that they do the same with their own staff |
| Building relationships and working as part of a team | Promotes a sense of common purpose and mutual support and responsibility |
| | Implements strategies for building relationships and team work, both internally and externally |

| Working with people | |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Middle Management (Correctional Manager, Manager level, Level 5) | |
| Building relationships and working as part of a team | Keeps informed of the work done by staff and others and values their efforts |
| | Addresses problems and disputes and encourages supervisors and other managers to do the same |
| | Seeks and promotes opportunities for collaborative working with other functions as well as agencies and encourages supervisors and other managers to do the same |
| Judgement and strategic thinking | Promotes and encourages a shared understanding of TPS' strategic goals and objectives |
| | Makes informed decisions in relation to ambiguous and/or complex issues, taking into account relevant strategic context |
| | Provides input to policy and decision making at a strategic level |
| | Plans appropriately to meet current and future priorities, incorporating contingencies to manage risk |
| | Maintains focus and persistence despite an environment of change, and supports others to adapt and remain focused |
| | Provides impartial advice in a constructive manner to facilitate the achievement of outcomes |

| Delivering results | |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Middle Management (Correctional Manager, Manager level, Level 5) | |
| Problem solving and decision making | Strives to ensure that plans are implemented, and targets and outcomes are achieved |
| | Systematically organises activities, clarifying tasks and responsibilities and making best use of resources and ensures that supervisors/other managerial staff do the same |
| | Sets clear standards, expectations and boundaries |
| | Obtains regular updates on progress against objectives and ensures that supervisors/other managerial staff do the same |
| | Consistently acknowledges good performance and addresses poor performances and ensures that supervisors/other managerial staff do the same |

| Delivering results | |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Middle Management (Correctional Manager, Manager level, Level 5) | |
| Efficiency | Strives to ensure that objectives and targets are met |
| | Makes the best use of resources |
| | Clearly informs the team as to their tasks and responsibilities |
| | Obtains regular updates on progress against objectives and ensures supervisors/other managerial staff do the same |
| | Modifies plans and reorganises tasks to meet changing circumstances |
| Embracing change | Supports a culture that encourages people to provide feedback/suggestions to improve existing practice |
| | Ensures that those who will implement or be affected by change are involved in the preparation for change and are supported through the change |
| | Where change is being implemented, communicates the need for change and ensures that supervisors/other managerial staff do the same |
| | Takes a long term view when introducing change |
| Developing self and others | Supports a culture in which learning and development are encouraged and supported |
| | Recognises and develops skills within others and supports efforts to ensure people are given opportunities to develop their skills |
| | Supports a culture in which individuals are encouraged to take ownership of their own development |
| | Promotes and facilitates coaching, development and peer-group mentoring and support |
| | Ensures that structured support is provided prior to and after promotion |
| | Supports individuals when putting learning into practice and encourages managers to do the same |

| Working Professionally | |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Senior Management | |
| Achieving a safe and secure environment | Takes responsibility for the delivery of a safe and secure environment |
| | Promotes an understanding of key priorities concerning safety and security |
| | Creates strategies, policies and processes that contribute to the achievement of a safe and secure living and working environment |
| | Ensures the principles of dynamic security are understood and adopted at all levels and are embedded in strategies and plans |
| | Promotes a culture in which violence and bullying are not tolerated |
| | Promotes a culture in which victims of bullying or violence, and prisoners who are subject to self-harm or substance abuse, are assisted consistently and constructively |
| Showing resilience | Provides command, direction and promotes calmness, routinely and in the face of incidents |
| | Remains focussed on achieving objectives in the face of resistance, organisational constraints or unforeseen problems |
| | Promotes a culture that motivates people and acknowledges and rewards commitment |
| | Adapts plans and arrangements to changing circumstances whilst adhering to overall TPS principles |
| Acting with integrity | Ensures own work, and that of the unit, support TPS principles and objectives, and others do the same |
| | Deals with team members, other colleagues and prisoners consistently and impartially and meets commitments made to them, and ensures that others do the same |
| | Promotes a culture of personal integrity and a culture in which people can report wrongdoing and they are protected from victimisation |
| | Directs formal action against corrupt and unprincipled practices |
| | Promotes and enforces business rules and good practice when incurring expenditure, and when managing business relationships and risks |

| Working Professionally | |
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| Senior Management | |
| Respecting others | Develops and applies strategies to promote a culture which encourages diversity |
| | Demonstrates a personal commitment and leadership towards equality of opportunity and diversity across the TPS |
| | Ensures that the organisation makes the most of the diverse skills and experience of its staff |
| | Determines how the work and priorities of the prison will reflect and support the diversity of the prisoner population |
| | Consults experts, unions, staff and prisoner groups on diversity issues |
| | Directs formal action when others' behaviour undermines equality of opportunity and diversity |

| Working with people | |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Senior Management | |
| Communicating effectively | Implements strategies for communication with own staff and to others within the TPS and externally |
| | Briefs own team in a clear, timely and targeted way, ensuring that what has been communicated has been understood by all |
| | Communicates clearly and with authority to prisoners, using methods and styles that will engage and motivate, whilst ensuring that what has been communicated has been understood by all |
| | Identifies key messages and reinforces them through a variety of channels |
| | Provides feedback to senior management |
| | Promotes a culture in which two-way communication is encouraged |
| | Encourages cross-functional and external/stakeholder communication |
| | Manages external communications constructively and confidently; fostering trust and respect for TPS |
| | Challenges undeserved criticism of the TPS |
| | Ensures managers are effectively communicating amongst themselves and that they do the same with |

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|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| | their own staff |
| Working with people | |
| Senior Management | |
| Building relationships and working as part of a team | Builds strong relationships with stakeholders, developing trust and respect for the TPS |
| | Develops and sustains a sense of common purpose, mutual support and responsibility |
| | Develops strategies for building relationships and team work, both internally and externally |
| | Keeps informed of the work done by staff and others and values their efforts |
| | Leads by example in ensuring problems and issues are addressed |
| | Creates and exploits opportunities for collaborative working with other functions and agencies |
| | Builds mutually supportive networks across the organisation |
| | Promotes and maintains constructive and inclusive relationships with unions and staff groups |
| Judgement and strategic thinking | Promotes and encourages a shared understanding of TPS' strategic goals and objectives |
| | Demonstrates a high level strategic view and provides authoritative advice that balances TPS requirements with external/stakeholder interests |
| | Makes informed decisions in relation to ambiguous and/or complex issues, taking into account relevant strategic context |
| | Publicly supports and actively implements organisational decisions |
| | Maintains focus and persistence despite an environment of change, and supports others to adapt and remain focused |
| | Anticipates and champions change, embeds change outcomes and leads others to adapt to change |
| | Provides impartial advice in a constructive manner to facilitate the achievement of outcomes |

| Delivering results | |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Senior Management | |
| Problem solving and decision making | Sets the vision and direction; communicates priorities and business plans and ensures individual and ensures that all staff are aligned with them |
| | Defines targets and outcomes and strives to ensure they are achieved |
| | Systematically organises activities, clarifying tasks and responsibilities and making best use of resources and ensures that supervisors/other managerial staff do the same |
| | Sets clear standards, expectations and boundaries |
| | Ensures progress is regularly monitored at all levels |
| | Ensures risks are systematically managed and mitigated at all levels |
| | Realigns plans to meet the changing needs of the organisation and consolidates before initiating change |
| Efficiency | Systematically organises activities, clarifying tasks and responsibilities and making best use of resources and ensures that supervisors/other managerial staff do the same |
| | Realigns plans to meet the changing needs of the organisation and consolidates before initiating change |
| Embracing change | Promotes a culture that acknowledges the value of positive change |
| | Promotes a culture that encourages people to provide suggestions to improve existing practice |
| | Plans, manages and monitors the implementation of change |
| | Creates strategies to involve those who will be affected by change in planning and preparation, and to support them through the change |
| | Where change is being implemented, communicates the need for change and ensures that supervisors/other managerial staff do the same |
| | Takes into account the bigger picture, political context and sensitivities |
| | Promotes the exchange of ideas within the TPS and more widely |

| Delivering results | |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Senior Management | |
| Developing self and others | Creates a culture in which learning and development are encouraged and supported |
| | Recognises and develops skills in others and ensures that TPS staff are given opportunities to develop their skills |
| | Creates a culture in which individuals are encouraged to take ownership of their own development |
| | Promotes and facilitates coaching, development and peer-group mentoring and support, and ensures that managers do the same |
| | Ensures that structured support is provided prior to and after promotion |
| | Supports individuals when putting learning into practice and encourages managers to do the same |
| | Manages own development |