

# Place-based capability framework

Implementation tools



**Victorian  
Public Sector  
Commission**



# Place-based capability framework

The Place-based capability framework defines and describes the capabilities required by the Victorian Public Service (VPS) to work effectively with place-based approaches, and to use the [Place-based Framework](#) which provides a common starting point for understanding place-based approaches within the VPS.

It should be used in conjunction with those capabilities in the VPS capability framework that are relevant to place-based approaches.

## Who is the Place-based capability framework for?

The Place-based capability framework is designed for use by VPS employees who work with place-based approaches - and their managers, to support the development of capabilities required for their role. As government has been increasingly partnering with place-based approaches across Victoria in recent years, employees working in policy and strategy roles would also benefit from using the capability framework and developing capabilities in place-based approaches.

## Place-based capability framework

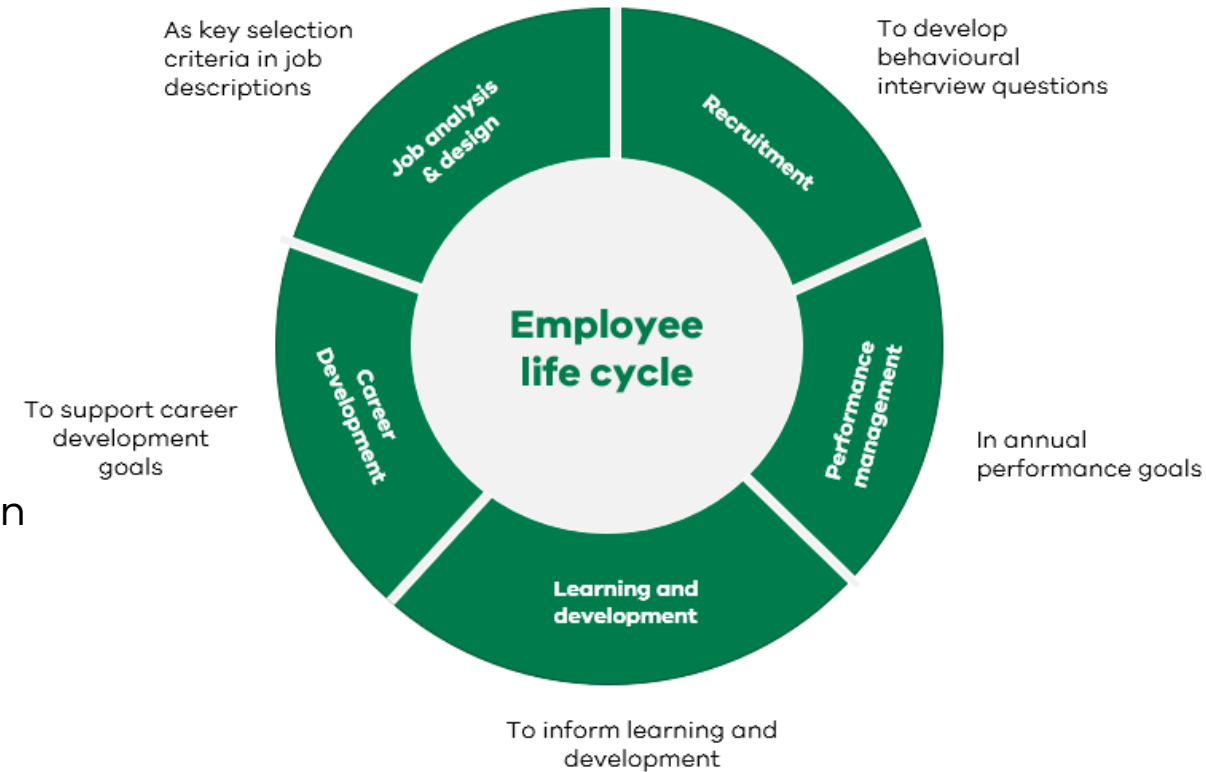
Adaptive and facilitative leadership	Balancing power and sharing accountability	Information and data sharing	Joined up work	Knowledge and application of place-based approaches	Place-based monitoring, evaluation and learning
<b>Capabilities to enable adaptive and facilitative leadership</b>	<b>Capabilities to enable balancing power and sharing accountability</b>	<b>Capabilities to enable information and data sharing</b>	<b>Capabilities to enable joined up work</b>	<b>Capabilities to enable the knowledge and application of place-based approaches</b>	<b>Capabilities to enable place-based monitoring, evaluation and learning</b>
<ul style="list-style-type: none"><li>• Demonstrates adaptive and facilitative leadership</li><li>• Helps move a group of people towards a goal</li><li>• Promotes a test and learn culture</li><li>• Encourages an iterative, learning approach</li></ul>	<ul style="list-style-type: none"><li>• Awareness of own power</li><li>• Shared accountability and trust</li><li>• Flexibility during co-creation</li><li>• Awareness of power dynamics</li></ul>	<ul style="list-style-type: none"><li>• Information and data sharing advocacy</li><li>• Accessing information and data through others</li><li>• Improving data access, quality and relevance</li><li>• Adherence to relevant legislation</li></ul>	<ul style="list-style-type: none"><li>• Connecting and convening</li><li>• Working better in government</li></ul>	<ul style="list-style-type: none"><li>• Application of place-based knowledge, tools and methodologies</li><li>• Enabling place-based approaches</li><li>• Flexible funding models</li></ul>	<ul style="list-style-type: none"><li>• Implementing place-based monitoring evaluation and learning</li><li>• Leveraging lessons learned</li><li>• Communicating the benefits</li></ul>

## VPS capabilities relevant to place-based approaches

Authentic relationships	Meaningful outcomes	People leadership	Personal attributes
<b>Capabilities to enable authentic relationships in place-based approaches</b>	<b>Capabilities to enable meaningful outcomes in place-based approaches</b>	<b>Capabilities to enable people leadership in place-based approaches</b>	<b>Personal attributes to enable place-based approaches</b>
<ul style="list-style-type: none"><li>• Influence and persuasion</li></ul>	<ul style="list-style-type: none"><li>• Systems thinking</li><li>• Partnering and co-creation</li></ul>	<ul style="list-style-type: none"><li>• Develop capability</li></ul>	<ul style="list-style-type: none"><li>• Promote inclusion</li><li>• Working collaboratively</li></ul>

## Implementation tools

- **Quick guides** have been developed to support employees and managers to use the place-based capability framework at each stage of the employee life cycle:
  - Job analysis and design
  - Recruitment
  - Performance management
  - Learning and development
  - Career development
- **Behaviourally anchored rating scales (BARS)** have been created to support implementation of the place-based capability framework.



## Quick guides - Place-based capability framework

- The Place-based capability framework quick guides have been created for VPS managers and employees working with place-based approaches.
- They are designed to help you use the Place-based capability framework in your day to day work.
- There are five guides that align with each stage of the employee lifecycle:
  1. Job design
  2. Recruitment
  3. Performance management
  4. Learning and development
  5. Career development
- Each guide contains:
  - an overview of how the capability framework relates to each stage of the employee lifecycle.
  - practical steps on how to use the place-based capability framework in each stage.

# Quick guide - Job analysis and design

This quick guide provides information for managers on how to use the Place-based capability framework to support job analysis and design of place-based roles.

**Job analysis and design determines the purpose of a role and the key accountabilities and capabilities required.**

The Place-based capability framework can be used to support job analysis and design by:

- determining the capabilities and proficiency levels required for a role.
- creating a position description for the role using the capabilities as key selection criteria.



## Using place-based capabilities in Job analysis and design

### 1. Job analysis

---

1. Consider the purpose, accountabilities and capabilities (knowledge, skills and behaviours) required for the role.
2. Review the Place-based capability framework and those capabilities relevant to place-based work in the VPS capability framework.
3. Make a list of all of the capabilities that are important in the role.
4. Rank the capabilities in order of importance.

#### Key resources

- Place-based capability framework and BARS.
- VPS capability framework.
- Your department's recruitment and selection guidelines.
- VPSC [Getting Recruitment Right](#).

### 2. Job design

---

1. Select your top 3 to 4 capabilities from the place-based capability framework and/or the VPS capability framework. These are the key capabilities required for the role.
2. Select the proficiency level required for each of the key capabilities identified.

### 3. Position description

---

1. Develop a position description in line with your department's recruitment guidelines, using the capabilities as the key selection criteria for the role.
2. Work with your People and Culture team to determine the VPS grade for the role.

# Quick guide – Recruitment

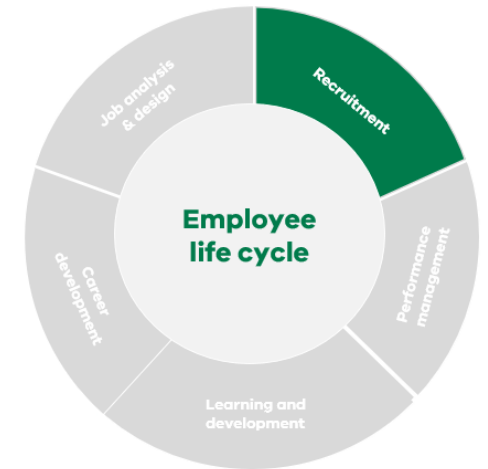
This quick guide provides information for managers on how to use the Place-based capability framework and the behaviourally anchored rating scales (BARS) to support the recruitment of employees for place-based roles.

**Recruitment involves identifying the right person with the right experience and the right knowledge, skills and behaviours (capabilities) for a role.**

The Place-based capability framework and the BARS can assist you in recruitment and selection by:

- identifying the Place-based capabilities required by an individual for success within a role.
- distinguishing between unsatisfactory, competent and outstanding behaviours, as reported by the candidate.
- enabling fair and consistent appraisal by minimising interpretation and unconscious bias.

## Using place-based capabilities in Recruitment



### 1. Advertise

1. Review the key capabilities for the role identified in the job analysis and design stage.
2. Develop a job advertisement, using your department's templates, highlighting the accountabilities and the key capabilities (key selection criteria) you are looking for in a candidate.
3. Work with your People and Culture team to finalise the job advertisement and advertise on the JSE and/or externally.

### 2. Shortlist

1. Select the BARS that relate to the capabilities required for the job.
2. Review the candidate applications, using the BARS to determine the level to which they meet the criteria:
  - 1 – unsatisfactory
  - 2 – needs improvement
  - 3 – meets expectations
  - 4 – exceeds expectations
3. Rank the candidates based on the degree to which they meet the BARS for the role.

### 3. Interview

1. Develop interview questions that relate to the key capabilities required for the role. Review your departmental recruitment guidelines or the VPSC Recruitment tools for support with this.
2. During the interview use the BARS to determine the extent to which the candidates answers meet the key selection criteria.
3. Select the candidate whose responses to the interview questions best meet or exceeds the expectations for the key capabilities required for the role, in line with your department guidelines.

#### Key resources

- Place-based capability framework and BARS.
- VPS capability framework.
- Your department's recruitment and selection guidelines.
- VPSC [Getting Recruitment Right](#).

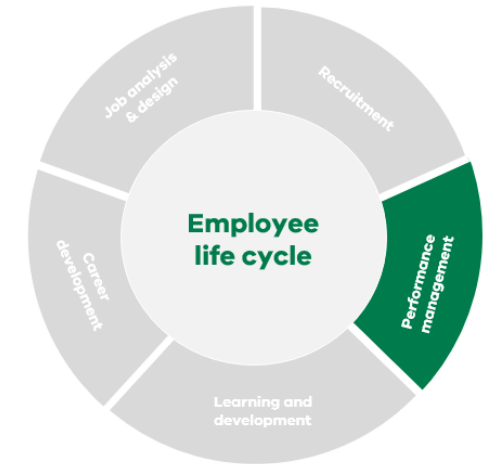
# Quick guide – Performance management

This quick guide provides information for managers on how to use the Place-based capability framework and the behaviourally anchored rating scales (BARS) to support the performance management of employees working in place-based roles.

**Performance management supports the individual, team and organisation to achieve their goals in the most efficient and effective way.**

The Place-based capability framework and the BARS can assist you in performance management to:

- identify unsatisfactory, competent and outstanding behaviours, as observed by the manager and as reported by the employee.
- compare an individual's performance against specific examples of behaviour that are anchored to numerical ratings.
- allow both positive and negative behaviours displayed to be incorporated into assessment and evaluation.
- enable fair and consistent appraisal by minimising interpretation and unconscious bias



## Using place-based capabilities in Performance management

### 1. Ongoing feedback and development

1. Use the Place-based capability framework and BARS in ongoing discussions with your employee to identify the behaviours required for success in their role.
2. Work with your employee to identify any capabilities that require development.
3. Provide your employee with regular feedback on their performance and the behaviours observed using BARS.

### 2. PDP goal setting

1. Following your department's PDP guidelines work with your employee to identify any capabilities that require development.
2. Develop SMART (specific, measurable, achievable, realistic and time bound) goals to plan for the development of the capabilities required.

### 3. PDP review

1. Work with your employee to review their performance using your departmental guidelines.
2. Use the BARS to identify alignment between the behaviours observed and those required for the role, using the following ratings as a guideline:
  - 1 – unsatisfactory.
  - 2 – needs improvement.
  - 3 – meets expectations.
  - 4 – exceeds expectations.

#### Key resources

- Place-based capability framework and BARS.
- VPS capability framework.
- Your department's performance development process (PDP) guidelines.

# Quick guide – Learning and development

This quick guide provides information for managers on how to use the Place-based capability framework and the behaviourally anchored rating scales (BARS) to support the learning and development of teams and individuals working in place-based roles.

**Learning and development is about ensuring employees have the capabilities (knowledge, skills and behaviours) to succeed in their roles.**

The Place-based capability framework and the BARS can be used in learning and development to:

- identify the place-based capabilities required for development by an individual or teams.
- develop learning outcomes for learning interventions.
- track and monitor the development of capabilities.



## Using place-based capabilities in Learning and development

### 1. Identify

---

1. Work with your team member to identify the capabilities and behaviours they want to develop using the place-based capability framework and BARS relevant to their roles.

#### Key resources

- Place-based capability framework and BARS.
- VPS capability framework.
- Your department's learning and development opportunities.
- The place-based guide.

### 2. Develop

---

1. Use the BARS to inform the development of learning outcomes.
2. Focus on the capabilities that are critical or will have the biggest impact on the business.
3. Create a capability development plan tailored to each employee's needs and individual preferences to support them to develop their capabilities.
4. Consider following the 70:20:10 model of learning where approximately :
  - 70% of learning is on the job in day to day work situations.
  - 20% is through social learning through interactions with others e.g. coaching or mentoring.
  - 10% is undertaken through formal learning and development programs.

### 3. Track

---

1. Regularly track the development of your team capabilities, through the PDP process and regular one to one meetings. Remember – capabilities need to be used to be maintained.



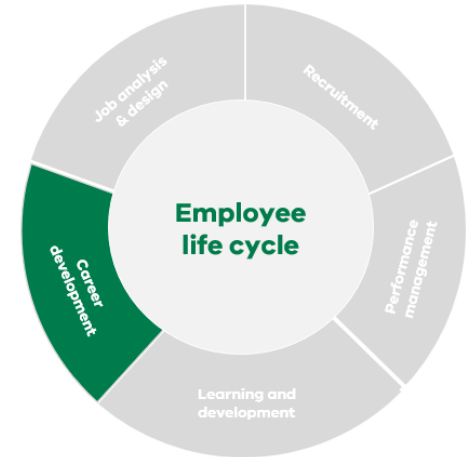
# Quick guide – Career development

This quick guide provides information for employees and their managers on how to use the Place-based capability framework and the behaviourally anchored rating scales (BARS) to support career development in place-based roles.

**Career development supports people to understand and develop their capabilities and preferences to manage their career. It also supports the retention of talent, employee engagement and succession planning.**

The Place-based capability framework and the BARS can be used in career development to:

- help your employees identify the place-based capabilities required for roles they aspire to move into.
- develop plans to help your employees build their capabilities and realise their career ambitions.
- ensure succession plans are in place for when employees leave the team.



## Using place-based capabilities in Career development

### 1. Discover

---

1. Meet with your employee to discuss their career ambitions, the capabilities they enjoy using and those they wish to develop further. Use the place-based capability framework and BARS to prompt discussion.
2. Support your employee to identify potential opportunities and the capabilities required for this. Consider networking events, community of practice and career discovery conversations.

### 2. Plan and support

---

1. Develop a Career Development Plan with your employee to help them stay on track with their career development goals. Consider including these in the PDP process.
2. Support your employee to develop their capabilities in line with the BARS to achieve their career development goals. Consider on the job opportunities, social learning (e.g. coaching and mentoring) and through formal training where required.

### 3. Transition

---

1. Support mobility within your team to provide opportunities for your employees to take on new opportunities, build their capabilities and realise their career ambitions.
2. Plan for team transitions by creating succession plans ensuring others have the capabilities to move into vacant roles.

#### Key resources

- Place-based capability framework and BARS.
- VPS capability framework.
- Your department's learning and development opportunities.
- [VPSC Career Development plan](#).

# **Place-based capability framework**

## **Behaviourally Anchored Rating Scales (BARS)**



**Victorian  
Public Sector  
Commission**



# Introduction

## What are behaviourally anchored rating scales?

Behaviourally Anchored Rating Scales (BARS) are a standardised scoring method to distinguish between unsatisfactory, competent and outstanding behaviours within a capability proficiency.

BARS compare an individual's performance against specific examples of behaviour that are anchored to numerical ratings. BARS allow both established and developing behaviours displayed to be incorporated into assessment and evaluation.

This allows a more accurate assessment of an individual's performance than more traditional methods where typically only positive behaviours are recorded. BARS also enable fairer and more consistent selection decisions by minimising interpretation and unconscious bias.

BARS can be used throughout the employee life cycle, from recruitment and selection through to performance development and career development.

The Place-based capability framework BARS have been developed to support the implementation of the Place-based capability framework.

BARS have also been developed by the Department of Justice and Community Safety (DJCS) for the VPS Capability framework. The following introduction has been adapted based on the DJCS BARS guides.

## How do you use BARS?

BARS have a 4-point rating system which ranges from Unsatisfactory (1) to Exceeds expectations (4) and have specific, observable behaviours as descriptors for each score.

The following table describes the standard of behaviours you would expect to see at each rating.

Level	Description
<b>1 – Unsatisfactory</b>	The behaviours (described or observed) do not meet expectations. Performance/ examples are consistently below the expectations of the role and agreed performance goals / key selection criteria were not met. Performance / example displays considerable and consistent deficiency in work compared to the required standard and significant improvement is required to achieve performance goals.
<b>2 – Needs improvement</b>	Performance / examples regularly did not meet the expectations of the role and achievement of performance goals /key selection criteria was deficient in on or more areas and needs improvement. Sometimes performs /provides examples to the required standard however performance /example is inconsistent tor regularly deficient and needs improvement to achieve performance goals.
<b>3 – Meets expectations</b>	Consistently performs/ provides examples to the required standard meeting all agreed performance goals/ key selection criteria.
<b>4 – Exceeds expectations</b>	Has exceeded one or more of the agreed performance goals/key selection criteria. Performs / provides examples to a standard that consistently produces a high-quality outcome / exceeds the requirements for the role.
End of table	

Each row of the BARS focuses on a specific behaviour across a capability proficiency level. As you assess each capability, you read across row by row to determine whether the behaviour was evidenced in the candidate's response (for recruitment) or in the individual's performance, and if so, whether the behaviour was unsatisfactory, needed improvement, met expectations or exceeded expectations.

In some cases, there will be descriptors that do not best describe the evidence presented by the candidate or reported by the employee. Should this happen, consider an appropriate score based on the capability statement.

## Using BARS for behavioural based interviews

Behaviourally based interview questions should be developed with consideration for how they will be scored. For example, take the following behavioural question for assessing **working collaboratively**:

*'Please describe a situation that required you to consider a different perspective from your own when exploring an issue. How did you approach the situation? What would you do differently next time?'*

Some considerations for refining this question might be:

- Does the question itself give the candidate the opportunity to score or 'hit' the Unsatisfactory or Exceeds expectations behaviours?
  - The above question might not elicit the collaborative aspects of **working collaboratively**. An alternative might be: *In your opinion, please tell us what makes up a successful team culture. How have you individually contributed to a successful team culture/s in the past?*
- Does the question target the capability you are asking about?
  - The original question might elicit a response to **partnering and co-creation** rather than working collaboratively. An alternative might be: *Can you tell us about a time you worked collaboratively with your team to achieve a goal? How did you contribute to the team's goals?*

N.B. In circumstances where the problem cannot be solved by amending the question, you may need to amend some of the minor wording in the BARS.

## Using BARS for observable behaviours

As well as using the BARS to assess a behavioural interview, you can use BARS for performance development with your employee where you directly observe an employee's behaviour.

## When BARS should not be used

BARS are not advisable when:

- Asking hypothetical or questions that assess a candidate's situational judgement, e.g., 'what would you do if'.
- None of the assessors on the panel have an understanding of how to use BARS correctly.
- Reviewing reference check or other probity/security information.

# **Place-based capabilities**

## **Behaviourally Anchored Rating Scales**

# Knowledge and application of place-based approaches

**Capability cluster definition: apply specialised knowledge to establish, support and successfully enable place-based approaches.**

Capabilities under this domain include:

- Application of place-based knowledge, tools and methodologies
- Enabling place-based approaches
- Flexible funding models



## Application of place-based knowledge, tools and methodologies – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Researches and discusses the basic principles and stages of place-based and place-focused approaches.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Minimal or no understanding of the basic principles of place-based approaches.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Explains some of the stages of place-based and place-focused approaches.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Researches and discusses the basic principles and stages of place-based and place-focused approaches.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Identifies the stage a place-based initiative is at. <input type="checkbox"/> Explains the different stages of place-based approaches to others.
End of table	

## Application of place-based knowledge, tools and methodologies – Applied

**APPLIED - CAPABILITY DEFINITION - Applies knowledge of place-based approaches, tools and methodologies to identify and interpret emerging trends.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Fails to identify emerging trends or trends identified are not relevant.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Limited understanding of place-based approaches, tools and methodologies.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Applies knowledge of place-based approaches, tools and methodologies to identify and interpret emerging trends.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Applies knowledge of place-based approaches, tools and methodologies to identify and interpret emerging trends and articulates how these could impact own work with place-based initiatives.
End of table	

## Application of place-based knowledge, tools and methodologies – Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION – Applies in-depth knowledge of place-based approaches, tools and methodologies to address emerging trends and to support community-led work.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Approaches, tools and methodologies not applied or used in own work. <input type="checkbox"/> Fails to identify and / or take into consideration relevant trends
<b>2 – Needs improvement</b>	<input type="checkbox"/> Limited knowledge of how to apply place-based approaches, tools and methodologies to address emerging trends and to support community-led work.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Applies in-depth knowledge of place-based approaches, tools and methodologies to address emerging trends and to support community-led work.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Supports others to address emerging trends by sharing knowledge of place-based approaches, tools and methodologies. <input type="checkbox"/> Uses in-depth knowledge of place-based approaches to identify emerging trends and adapt work accordingly.
End of table	

## Application of place-based knowledge, tools and methodologies – Leading

**LEADING - CAPABILITY DEFINITION - Draws on own expert knowledge of place-based approaches, tools and methodologies to support community-led work in diverse settings.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Fails to apply practical knowledge of place-based tools and methodologies to support community-led work <input type="checkbox"/> Uses same approach in different settings without consideration for context.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Uses limited knowledge of place-based approaches, tools and methodologies to support community-led work in diverse settings.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Draws on own expert knowledge of place-based approaches, tools and methodologies to support community-led work in diverse settings.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Shares expert knowledge of place-based approaches, tools and methodologies to support and empower communities to adapt these to their own context. <input type="checkbox"/> Uses in-depth knowledge of place-based approaches to identify emerging trends and adapt work accordingly.
End of table	

## Enabling place-based approaches – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Recognises when place-based approaches might be useful to a community.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Has limited understanding of when place-based approaches might be useful to a community.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Recognises when place-based approaches might be useful to a community on some occasions.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Recognises when place-based approaches might be useful to a community.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Identifies when place-based approaches might be useful to a community and is able to articulate the benefits of place-based work.
End of table	

## Enabling place-based approaches – Applied

**APPLIED - CAPABILITY DEFINITION - Supports government and community partners to enable the delivery of place-based approaches.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Supports government only in the delivery of place-based approaches.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Tries to lead, rather than support delivery of place-based approaches.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Supports government and community partners to enable the delivery of place-based approaches.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Creates an environment for sharing and collaboration between government and community partners.
End of table	

## Enabling place-based approaches – Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION** – Enables place-based approaches, proactively modifying the approach or cycling back to earlier stages in the process as needed.

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Does not modify approach. <input type="checkbox"/> Lacks understanding of when to cycle back to earlier stages in the process.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Has limited understanding of when to modify approach or cycle back to earlier stages in the process.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Enables place-based approaches, proactively modifying the approach or cycling back to earlier stages in the process as needed.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Coaches and empowers others to identify when the approach should be modified and stages in the process should be revisited.
End of table	

## Enabling place-based approaches – Leading

**LEADING - CAPABILITY DEFINITION** - Identifies local strengths as well as local capability and capacity gaps to ensure the success of place-based approaches.

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Does not support capability and capacity building. <input type="checkbox"/> Fails to effectively leverage local strengths.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Identifies only capability and capacity gaps within place-based approaches.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Identifies local strengths as well as local capability and capacity gaps to ensure the success of place-based approaches.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Leverages local strengths to enhance place-based approaches. <input type="checkbox"/> Supports plans to build capability and capacity when gaps are identified.
End of table	

## Flexible Funding Models – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Articulates the importance of flexibility, security, and coordination in place-based funding models.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Does not understand why flexibility, security and coordination are important in place-based funding models.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Limited ability to articulate or explain why flexibility, security and coordination are important in place-based funding models.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Articulates the importance of flexibility, security, and coordination in place-based funding models.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Articulates and supports others to understand the importance of flexibility, security and coordination in place-based approaches.
End of table	

## Flexible Funding Models – Applied

**APPLIED - CAPABILITY DEFINITION - Identifies opportunities associated with potential funding partners, seeking flexibility and alignment where possible.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Fails to create opportunities with potential funding partners.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Creates funding arrangements without flexibility.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Identifies opportunities associated with potential funding partners, seeking flexibility and alignment where possible.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Actively seeks out opportunities with potential funding partners to create aligned, flexible funding arrangements.
End of table	

## Flexible Funding Models – Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION –Proactively partners with funders from other organisations or jurisdictions to influence and align flexible funding agreements.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Does not engage effectively with funding partners resulting in inflexible and/or misaligned funding agreements.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Partners with funders from other organisations or jurisdictions but fails to adequately influence and align flexible funding agreements.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Proactively partners with funders from other organisations or jurisdictions to influence and align flexible funding agreements.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Coaches others in how to partner with funders and influence and align flexible funding agreements. <input type="checkbox"/> Creates opportunities for flexibility.
End of table	

## Flexible Funding Models – Leading

**LEADING - CAPABILITY DEFINITION - Advocates for changes to government funding systems and processes to ensure best practice flexible funding principles are met**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Does not identify opportunities to promote changes to government funding to create more flexibility.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Fails to effectively leverage opportunities to promote changes to government funding to create more flexibility.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Advocates for changes to government funding systems and processes to ensure best practice flexible funding principles are met.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Effectively brokers changes to government funding systems and processes, in line with best practice flexible funding principles.
End of table	



## **Balancing Power and Sharing Accountability**

**Capability cluster definition: Understand and utilise power dynamics to share accountability and build trusting relationships with government and community partners.**

Capabilities under this domain include:

- Awareness of own power
- Shared accountability and trust
- Flexibility during co-creation
- Awareness of power dynamics
- Balances government and community needs appropriately



## Awareness of own power – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Identifies own power in each interaction and acts accordingly.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Uses own power inappropriately.
2 – Needs improvement	<input type="checkbox"/> Has limited understanding of own power.
3 – Meets expectations	<input type="checkbox"/> Identifies own power in each interaction and acts accordingly.
4 – Exceeds expectations	<input type="checkbox"/> Identifies and articulates own power in interactions with others. <input type="checkbox"/> Shows consideration of different power dynamics in interactions with others.
End of table	

## Awareness of own power – Applied

**APPLIED - CAPABILITY DEFINITION - Declares own agenda to help make power dynamics more transparent.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Uses own power inappropriately.
2 – Needs improvement	<input type="checkbox"/> Does not declare own agenda.
3 – Meets expectations	<input type="checkbox"/> Declares own agenda to help make power dynamics more transparent.
4 – Exceeds expectations	<input type="checkbox"/> Declares own agenda to help make power dynamics more transparent and encourages others to do so.
End of table	

## Awareness of own power – Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION – Balances dynamics of power to ensure all stakeholders are empowered to make decisions.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Uses power or allows others to use their power to create outcomes which favour some stakeholders over others.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Is unaware of power dynamics in stakeholder groups.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Balances dynamics of power to ensure all stakeholders are empowered to make decisions.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Coaches others on power dynamics and how to balance this to empower stakeholders to make decisions.
End of table	

## Awareness of own power – Leading

**LEADING - CAPABILITY DEFINITION - Role models effective use of own power to create a culture where power-sharing is expected and embraced.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Uses power or allows others to use their power to create outcomes which favour some stakeholders over others.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Has limited understanding of power dynamics in stakeholder groups.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Role models effective use of own power to create a culture where power-sharing is expected and embraced.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Provides thought leadership and direction on how to share power and create a culture where this is expected and embraced. Anticipates power imbalances and takes proactive action to address this.
End of table	

## Shared accountability and trust – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Outlines how transparency and shared accountability can build trust.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Fails to outline how transparency and accountability can build trust.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Has limited understanding of how transparency and accountability can build trust.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Outlines how transparency and shared accountability can build trust.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Is transparent in interactions with others. <input type="checkbox"/> Encourages shared accountability with stakeholders.
End of table	

## Shared accountability and trust – Applied

**APPLIED - CAPABILITY DEFINITION - Consistently delivers on commitments to build and maintain trusting relationships.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Fails to deliver on commitments to stakeholders.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Inconsistently delivers on commitments to build and maintain trusting relationships.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Consistently delivers on commitments to build and maintain trusting relationships.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Builds and maintains long-term trusting relationships by consistently delivering on commitments.
End of table	

## Shared accountability and trust – Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION – Role-models respectful and trusting relationships amongst stakeholders, encouraging shared accountability.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Fails to build trust with stakeholders.
2 – Needs improvement	<input type="checkbox"/> Inconsistent relationships with stakeholders where trust and shared accountability is limited.
3 – Meets expectations	<input type="checkbox"/> Role-models respectful and trusting relationships amongst stakeholders, encouraging shared accountability.
4 – Exceeds expectations	<input type="checkbox"/> Seeks input from stakeholders on working relationship with a view to developing trust and respect and encouraging accountability.
End of table	

## Shared accountability and trust – Leading

**LEADING - CAPABILITY DEFINITION - Fosters a culture of shared accountability and transparency by prioritising community needs to build and maintain trusting relationships.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Does not share responsibility for outcomes with community. <input type="checkbox"/> Is not transparent with stakeholders.
2 – Needs improvement	<input type="checkbox"/> Focuses on government needs above those of the community. <input type="checkbox"/> Fails to sufficiently advocate for community needs within government.
3 – Meets expectations	<input type="checkbox"/> Fosters a culture of shared accountability and transparency by prioritising community needs to build and maintain trusting relationships.
4 – Exceeds expectations	<input type="checkbox"/> Provides thought leadership and direction within government on creating shared accountability and transparency. <input type="checkbox"/> Creates long term strategies to develop shared accountability and transparency between communities, government and other stakeholders.
End of table	

## Flexibility during co-creation – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Discusses the importance of collaborative engagement principles and how they relate to place-based approaches.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Fails to articulate the importance of collaborative engagement principles and how they relate to place-based approaches.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Has limited understanding of collaborative engagement principles and their relevance to place-based approaches.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Discusses the importance of collaborative engagement principles and how they relate to place-based approaches.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Discusses how collaborative engagement principles relate to own work with place-based initiatives.
End of table	

## Flexibility during co-creation – Applied

**APPLIED - CAPABILITY DEFINITION - Demonstrates openness when working with new ideas or suggestions during collaborative engagement.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Is not open to the ideas of others.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Demonstrates limited openness to new ideas or suggestions during collaborative engagement.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Demonstrates openness when working with new ideas or suggestions during collaborative engagement.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Actively encourages different ideas and suggestions from a wide range of stakeholders during collaborative engagement.
End of table	

## Flexibility during co-creation – Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION – Encourages openness and flexibility when collaborating under challenging circumstances.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Does not engage with stakeholders or is inflexible under challenging circumstances.
2 – Needs improvement	<input type="checkbox"/> Shows limited flexibility when collaborating in challenging circumstances.
3 – Meets expectations	<input type="checkbox"/> Encourages openness and flexibility when collaborating under challenging circumstances.
4 – Exceeds expectations	<input type="checkbox"/> Uses openness and flexibility as a strategy to navigate through challenging circumstances to seek mutually beneficial outcomes.
End of table	

## Flexibility during co-creation – Leading

**LEADING - CAPABILITY DEFINITION - Acts as a role model for collaboration by owning mistakes and encouraging similar openness and flexibility in others.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Hides mistakes from others. <input type="checkbox"/> Repeats same mistakes in future work.
2 – Needs improvement	<input type="checkbox"/> Fails to take adequate ownership of mistakes or encourage openness in others.
3 – Meets expectations	<input type="checkbox"/> Acts as a role model for collaboration by owning mistakes and encouraging similar openness and flexibility in others.
4 – Exceeds expectations	<input type="checkbox"/> Creates opportunities for others to learn from their own mistakes and those of others.
End of table	

## Awareness of power dynamics – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Articulates and maps intersecting power dynamics.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Is unaware of power dynamics within a place-based initiative.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Shows limited awareness of power dynamics within a place-based initiative.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Articulates and maps intersecting power dynamics.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Articulates, maps and creates transparency around intersecting power dynamics.
End of table	

## Awareness of power dynamics – Applied

**APPLIED - CAPABILITY DEFINITION - Uses understanding of power dynamics to get better outcomes for a place-based initiative.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Shows limited understanding of power dynamics and how they can impact a place-based initiative.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Fails to use understanding of power dynamics to create opportunities for a place-based initiative.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Uses understanding of power dynamics to get better outcomes for a place-based initiative.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Shares knowledge with others about how to leverage power dynamics to create opportunities for better outcomes for a place-based initiative.
End of table	

## Awareness of power dynamics – Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION – Supports others to understand power dynamics and their impact on place-based initiatives.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Does not share information on power dynamics with others.
2 – Needs improvement	<input type="checkbox"/> Fails to support others to understand power dynamics and their impact on place-based initiatives.
3 – Meets expectations	<input type="checkbox"/> Supports others to understand power dynamics and their impact on place-based initiatives.
4 – Exceeds expectations	<input type="checkbox"/> Supports others to understand power dynamics in place-based initiatives and creates transparency around this.
End of table	

## Awareness of power dynamics – Leading

**LEADING - CAPABILITY DEFINITION - Holds others to account for the ethical use of power dynamics to achieve effective place-based outcomes.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Fails to hold others to account when unethical use of power dynamics is occurring in a place-based initiative.
2 – Needs improvement	<input type="checkbox"/> Limited understanding of what an unethical use of power looks like in a place-based initiative.
3 – Meets expectations	<input type="checkbox"/> Holds others to account for the ethical use of power dynamics to achieve effective place-based outcomes.
4 – Exceeds expectations	<input type="checkbox"/> Provides thought leadership across government about power dynamics in place-based initiatives. <input type="checkbox"/> Creates policies and/or systems to hold others to account for the ethical use of power dynamics to achieve outcomes in place-based initiatives.
End of table	



## Balances government and community needs appropriately – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Balances listening with contributing, in order to represent government and community appropriately.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Does not effectively listen to others.
2 – Needs improvement	<input type="checkbox"/> Takes an overactive role in contributing to government and community discussions at the expense of providing others with the opportunity to contribute.
3 – Meets expectations	<input type="checkbox"/> Balances listening with contributing, in order to represent government and community appropriately.
4 – Exceeds expectations	<input type="checkbox"/> Has awareness of the right opportunities and forums to contribute and when it is more appropriate to listen and learn.
End of table	

## Balances government and community needs appropriately – Applied

**APPLIED - CAPABILITY DEFINITION - Balances government priorities with community needs and opportunities when making recommendations.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Makes recommendations that are unduly favoured towards government or community.
2 – Needs improvement	<input type="checkbox"/> Inconsistently balances government priorities with community needs and opportunities when making recommendations
3 – Meets expectations	<input type="checkbox"/> Balances government priorities with community needs and opportunities when making recommendations.
4 – Exceeds expectations	<input type="checkbox"/> Makes recommendations that create mutually beneficial opportunities for both government and communities.
End of table	

## **Balances government and community needs appropriately – Accomplished**

**ACCOMPLISHED - CAPABILITY DEFINITION – Advocates for government priorities while seeking alignment amongst diverse stakeholder groups.**

### **Behaviourally Anchored Rating Scale**

<b>Level</b>	<b>Description</b>
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Fails to create alignment between diverse stakeholders. <input type="checkbox"/> Unable to get buy-in for government priorities from stakeholders.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Advocates inconsistently for government priorities while seeking alignment amongst diverse stakeholder groups.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Advocates for government priorities while seeking alignment amongst diverse stakeholder groups.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Creates win-win solutions and outcomes for both government and diverse stakeholder groups.
End of table	

## Balances government and community needs appropriately – Leading

**LEADING - CAPABILITY DEFINITION - Anticipates how changing government priorities may impact various stakeholder groups and manages these relationships accordingly.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Fails to communicate with stakeholders about changing government priorities.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Does not recognise impact of changed priorities on stakeholders.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Anticipates how changing government priorities may impact various stakeholder groups and manages these relationships accordingly.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Scans horizon and strategically influences government priorities to minimise any negative impact on stakeholders. <input type="checkbox"/> Provides clear advice on how changing priorities may impact stakeholders and works with stakeholders to manage any resulting issues.
End of table	

## **Adaptive and facilitative leadership**

**Capability cluster definition: Contribute to and foster a culture of iteration and learning from successes and failures.**

Capabilities under this domain include:

- Demonstrates adaptive and facilitative leadership
- Helps move groups of people toward a goal
- Promotes a 'test and learn culture'
- Encourages iterative learning approach

## **Demonstrates adaptive and facilitative leadership – Foundational**

**FOUNDATIONAL - CAPABILITY DEFINITION - Applies the basic principles of adaptive and facilitative leadership to proactively learn about the viewpoints of various stakeholders.**

### **Behaviourally Anchored Rating Scale**

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Does not take into consideration the viewpoints of various stakeholders.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Has limited understanding of adaptive and facilitative leadership.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Applies the basic principles of adaptive and facilitative leadership to proactively learn about the viewpoints of various stakeholders.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Uses adaptive leadership principles to learn from other viewpoints and apply learnings to own work / perspectives.
End of table	

## **Demonstrates adaptive and facilitative leadership – Applied**

**APPLIED - CAPABILITY DEFINITION - Appropriately exercises own authority to vary from own organisation's agenda.**

### **Behaviourally Anchored Rating Scale**

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Adopts a rigid mindset prioritising only government objectives.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Requires support to understand authority to vary from own organisation's agenda.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Appropriately exercises own authority to vary from own organisation's agenda.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Acts as an effective facilitator between stakeholders to support an agenda outside government.
End of table	

## **Demonstrates adaptive and facilitative leadership – Accomplished**

**ACCOMPLISHED - CAPABILITY DEFINITION – Creates an environment where all government and community stakeholders have an equal voice and contribution to decision making.**

### **Behaviourally Anchored Rating Scale**

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Prioritises government or specific stakeholders' voices over others.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Decisions are made by some stakeholders and not others.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Creates an environment where all government and community stakeholders have an equal voice and contribution to decision making.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Effectively brokers and supports decision making where all government and community stakeholders have an equal voice and contribution.
End of table	

## **Demonstrates adaptive and facilitative leadership – Leading**

**LEADING - CAPABILITY DEFINITION - Leads the development and implementation of organisational frameworks and structures that enable adaptive and facilitative leadership to thrive.**

### **Behaviourally Anchored Rating Scale**

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Has limited understanding of the organisational frameworks or systems that support adaptive and facilitative leadership.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Requires support to develop and implement the organisational frameworks and structures that enable adaptive and facilitative leadership to thrive.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Leads the development and implementation of organisational frameworks and structures that enable adaptive and facilitative leadership to thrive.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Champions organisational and government wide frameworks that enable and support adaptive and facilitative leadership
End of table	

## Helps move groups of people toward a goal – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Identifies a common goal as a first priority and articulates associated benefits.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Unable to identify common goal.
2 – Needs improvement	<input type="checkbox"/> Requires significant support to identify a common goal as a first priority and articulate associated benefits.
3 – Meets expectations	<input type="checkbox"/> Identifies a common goal as a first priority and articulates associated benefits.
4 – Exceeds expectations	<input type="checkbox"/> Supports others to identify common goals and benefits.
End of table	

## Helps move groups of people toward a goal– Applied

**APPLIED - CAPABILITY DEFINITION - Facilitates diverse stakeholders towards a common goal.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Unable to identify common goal. <input type="checkbox"/> Fails to see the needs and perspectives of diverse stakeholders. <input type="checkbox"/> Engages with some but not all stakeholders.
2 – Needs improvement	<input type="checkbox"/> Requires significant support to facilitate diverse stakeholders towards a common goal.
3 – Meets expectations	<input type="checkbox"/> Facilitates diverse stakeholders towards a common goal.
4 – Exceeds expectations	<input type="checkbox"/> Able to support stakeholders individually and as a group to see the benefits of moving towards a common goal.
End of table	

## Helps move groups of people toward a goal–Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION – Balances diverse group motivations, needs and values to find common ground.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Prioritises the needs of some stakeholders over others. <input type="checkbox"/> Unable to articulate common ground for stakeholders.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Requires support to articulate common ground for stakeholders.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Balances diverse group motivations, needs and values to find common ground.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Understands stakeholder motivations, needs and values and balances these to find common ground and shared goals.
End of table	

## Helps move groups of people toward a goal – Leading

**LEADING - CAPABILITY DEFINITION - Puts the needs of the group as a whole above the needs of any group member to help move groups of people towards a goal.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Prioritises the needs of some stakeholders over others. <input type="checkbox"/> Gives some stakeholders more opportunities for contribution and/or decision making than others.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Requires support to articulate common ground for stakeholders.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Puts the needs of the group as a whole above the needs of any group member to help move groups of people towards a goal.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Influences stakeholders to prioritise the needs of the group above their own individual needs. <input type="checkbox"/> Seeks opportunities to strengthen relationships with individual stakeholders to enhance the overall strength of the group.
End of table	



## Promotes a 'test and learn' culture – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Develops plans that include possibilities of failure and what the positive outcomes of those may be.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Does not take risks and fears failure.
2 – Needs improvement	<input type="checkbox"/> Requires significant support to develop plans that include possibilities of failure and what the positive outcomes of those may be.
3 – Meets expectations	<input type="checkbox"/> Develops plans that include possibilities of failure and what the positive outcomes of those may be.
4 – Exceeds expectations	<input type="checkbox"/> Turns failures into learning opportunities for self and others.
End of table	

## Promotes a 'test and learn' culture – Applied

**APPLIED - CAPABILITY DEFINITION - Creates opportunities for stakeholders to share successes and failures and learn from them.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Discourages sharing of failures with/between stakeholders.
2 – Needs improvement	<input type="checkbox"/> Fails to create opportunities for stakeholders to share successes and failures and learn from them.
3 – Meets expectations	<input type="checkbox"/> Creates opportunities for stakeholders to share successes and failures and learn from them.
4 – Exceeds expectations	<input type="checkbox"/> Is transparent with own successes and failures so others can learn from them.
End of table	

## Promotes a ‘test and learn’ culture –Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION – Creates an environment where people feel safe to “test and learn” and take appropriate risks.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Critical of others’ mistakes.
2 – Needs improvement	<input type="checkbox"/> Fails to take calculated risks when it would be appropriate to do so.
3 – Meets expectations	<input type="checkbox"/> Creates an environment where people feel safe to “test and learn” and take appropriate risks.
4 – Exceeds expectations	<input type="checkbox"/> Seeks regular feedback from others about culture and how this can support opportunities to “test and learn”.
End of table	

## Promotes a ‘test and learn’ culture – Leading

**LEADING - CAPABILITY DEFINITION - Fosters a “test and learn” culture by placing value on and promoting innovative approaches, lessons learned and trying new ways of working.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Does not acknowledge or is critical of failure.
2 – Needs improvement	<input type="checkbox"/> Celebrates success only. Struggles to adopt “test and learn” culture and learn from the lessons of others.
3 – Meets expectations	<input type="checkbox"/> Fosters a ‘test and learn’ culture by placing value on and promoting innovative approaches, lessons learned and trying new ways of working.
4 – Exceeds expectations	<input type="checkbox"/> Role models and encourages others to share the benefits of creating a ‘test and learn’ culture to promote learning.
End of table	

## Encourages an iterative, learning approach – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Uses self-reflection to identify ways to improve the current state.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Blames others for challenges or errors.
2 – Needs improvement	<input type="checkbox"/> Limited self-reflection and identification of ways to improve the current state.
3 – Meets expectations	<input type="checkbox"/> Uses self-reflection to identify ways to improve the current state.
4 – Exceeds expectations	<input type="checkbox"/> Takes accountability for making changes to own way of working to help improve current state.
End of table	

## Encourages an iterative, learning approach – Applied

**APPLIED - CAPABILITY DEFINITION - Consistently adopts an iterative approach and learning mindset to problem solving and learning.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Gives up when things don't go according to plan.
2 – Needs improvement	<input type="checkbox"/> Limited application of past learnings to current work.
3 – Meets expectations	<input type="checkbox"/> Consistently adopts an iterative approach and learning mindset to problem solving and learning.
4 – Exceeds expectations	<input type="checkbox"/> Role models using an iterative approach and learning mindset to solving problems and overcome setbacks.
End of table	

## Encourages an iterative, learning approach –Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION – Encourages and participates in regular review discussions to evaluate lessons learned and apply these to next steps.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Does not undertake review sessions to evaluate lessons learned.
2 – Needs improvement	<input type="checkbox"/> Lessons learned are not applied effectively to next steps.
3 – Meets expectations	<input type="checkbox"/> Encourages and participates in regular review discussions to evaluate lessons learned and apply these to next steps.
4 – Exceeds expectations	<input type="checkbox"/> Leads review and evaluation sessions to evaluate lessons learned and shares findings with others.
End of table	

## Encourages an iterative, learning approach – Leading

**LEADING - CAPABILITY DEFINITION - Creates and leads a culture of continuous improvement and learning.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Does not encourage, value or apply continuous improvement and learning.
2 – Needs improvement	<input type="checkbox"/> Inconsistently values and encourages continuous improvement and learning across team.
3 – Meets expectations	<input type="checkbox"/> Creates and leads a culture of continuous improvement and learning.
4 – Exceeds expectations	<input type="checkbox"/> Leads and embeds a culture of continuous improvement and learning by being transparent with own lessons learned.
End of table	

# Place-based monitoring, evaluation and learning

**Capability cluster definition: Conduct monitoring, evaluation and learning of place-based approaches.**

Capabilities under this domain include:

- Application of place-based monitoring, evaluation and learning
- Leveraging lessons learned
- Communicating the benefits

## Application of place-based monitoring, evaluation and learning – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Discusses the importance of monitoring, evaluation and learning when supporting place-based approaches.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Does not encourage or discuss monitoring, evaluation or learning with stakeholders.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Inconsistently discusses monitoring, evaluation or learning with stakeholders.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Discusses the importance of monitoring, evaluation and learning when supporting place-based approaches.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Coaches others in monitoring, evaluation and learning.
End of table	

## Application of place-based monitoring, evaluation and learning – Applied

**APPLIED - CAPABILITY DEFINITION - Undertakes monitoring, evaluation and learning in a way that is informed by the needs and interests of community stakeholders.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Monitoring, evaluation and learning is not consistently undertaken.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Conducts monitoring, evaluation and learning using standard approach with no tailoring to the needs of the community and stakeholders.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Undertakes monitoring, evaluation and learning in a way that is informed by the needs and interests of community stakeholders.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Supports active engagement and ownership by community and stakeholders in monitoring, evaluation and learning processes.
End of table	

## Application of place-based monitoring, evaluation and learning – Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION – Discusses and develops monitoring, evaluation and learning approaches with a variety of stakeholders to enhance outcomes and to strengthen this capability in others.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Undertakes monitoring, evaluation and learning with little discussion with stakeholders. <input type="checkbox"/> Develops monitoring, evaluation and learning outcomes in isolation.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Requires support to discuss and develop monitoring, evaluation and learning approaches with stakeholders
<b>3 – Meets expectations</b>	<input type="checkbox"/> Discusses and develops monitoring, evaluation and learning approaches with stakeholders to enhance outcomes and to strengthen this capability in others.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Generates enthusiasm in others to develop collaborative outcomes in monitoring, evaluation and learning. <input type="checkbox"/> Creates opportunities for capability development of others in monitoring, evaluation and learning.
End of table	

## Application of place-based monitoring, evaluation and learning – Leading

**LEADING - CAPABILITY DEFINITION - Promotes monitoring, evaluation and learning practice and approaches that enhance outcomes and responds to local context including the diverse needs of stakeholders.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Stakeholders are not consulted on monitoring, evaluation and learning approaches.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Stakeholders are consulted on monitoring, evaluation and learning approaches designed by government.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Promotes monitoring, evaluation and learning practice and approaches that enhance outcomes and responds to local context including the diverse needs of stakeholders.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Creates high levels of partner engagement in the development of collaborative outcomes in monitoring, evaluation and learning approaches.
End of table	



## Leveraging lessons learned – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Carefully listens to and reviews partners' feedback to identify and address opportunities for continuous improvement.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Does not consider feedback about areas for improvement.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Requires considerable support to identify areas for continuous improvement.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Carefully listens to and reviews partners' feedback to identify and address opportunities for continuous improvement.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Identifies and implements opportunities for continuous improvement based on partners' feedback.
End of table	

## Leveraging lessons learned – Applied

**APPLIED - CAPABILITY DEFINITION - Proactively and confidently uses lessons learned to identify and address opportunities for continuous improvement.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Adopts an attitude of blame.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Is resistant to self- reflection and identifying when things didn't go well.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Proactively and confidently uses lessons learned to identify and address opportunities for continuous improvement.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Role models learning from failure or mistakes to create opportunities for improvement.
End of table	

## Leveraging lessons learned – Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION - Shares lessons learned to anticipate community partner concerns and leverage opportunities for continuous improvement.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Does not share learnings with partners. <input type="checkbox"/> Fails to identify opportunities for improvement based on past failures.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Requires support to adequately identify opportunities for improvement based on past failures.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Shares lessons learned to anticipate community partner concerns and leverage opportunities for continuous improvement
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Addresses community partner concerns and builds support for continuous improvement opportunities.
End of table	

## Leveraging lessons learned – Leading

**LEADING - CAPABILITY DEFINITION - Leads and promotes a culture of continuous improvement alongside community partners based on lessons learned through monitoring, evaluation and learning.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Creates a culture where people are afraid to make mistakes or fail.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Takes the lead in continuous improvement without adequate input or buy-in from community partners.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Leads and promotes a culture of continuous improvement alongside community partners based on lessons learned through monitoring, evaluation and learning.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Works across government to promote the benefits of working with community partners to identify lessons learned and build a culture of continuous improvement.
End of table	

## Communicating the benefits – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Describes the benefits of monitoring, evaluation and learning for place-based approaches.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Is unable to describe the benefits of monitoring, evaluation and learning for place-based approaches.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Has limited understanding of benefits of monitoring, evaluation and learning.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Describes the benefits of monitoring, evaluation and learning for place-based approaches.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Describes and promotes the benefits of monitoring, evaluation and learning to both government and community partners.
End of table	

## Communicating the benefits – Applied

**APPLIED - CAPABILITY DEFINITION - Clearly documents and communicates monitoring, evaluation and learning outcomes for a variety of stakeholder audiences.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Documentation of monitoring, evaluation and learning outcomes is unclear or incomplete.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Communication of documented monitoring, evaluation and learning outcomes is sporadic or unclear.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Clearly documents and communicates monitoring, evaluation and learning outcomes for a variety of stakeholder audiences.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Clearly documents and communicates monitoring, evaluation and learning outcomes, tailoring these to different audiences and proactively engaging with stakeholders to ensure clear understanding.
End of table	

## Communicating the benefits – Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION - Proactively shares monitoring, evaluation and learning outcomes with the community so that all parties can benefit equally.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Does not share monitoring, evaluation and learning outcomes.
2 – Needs improvement	<input type="checkbox"/> Only shares monitoring, evaluation and learning outcomes within government.
3 – Meets expectations	<input type="checkbox"/> Proactively shares monitoring, evaluation and learning outcomes with the community so that all parties can benefit equally.
4 – Exceeds expectations	<input type="checkbox"/> Shares monitoring, evaluation and learning outcomes with the community and explains the learnings, benefits and opportunities this presents.
End of table	

## Communicating the benefits – Leading

**LEADING - CAPABILITY DEFINITION - Uses evidence gained from shared monitoring, evaluation and learning to advocate the value of lessons learned.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Fails to identify evidence from shared monitoring, evaluation and learning
2 – Needs improvement	<input type="checkbox"/> Does not advocate the value of mistakes or lessons learned.
3 – Meets expectations	<input type="checkbox"/> Uses evidence gained from shared monitoring, evaluation and learning to advocate the value of lessons learned.
4 – Exceeds expectations	<input type="checkbox"/> Champions shared monitoring, evaluation and learning across government and the community.
End of table	

## Information and data sharing

**Capability cluster definition: Improve information and data quality and sharing in line with privacy standards and other relevant information.**

Capabilities under this domain include:

- Information and data sharing / advocacy
- Accessing information and data through others
- Improving data access, quality and relevance
- Adherence to relevant legislation

## Information and data sharing advocacy – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Describes information and data sharing requirements and restrictions, and why these exist.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Lacks an understanding about own responsibilities relating to data sharing
<b>2 – Needs improvement</b>	<input type="checkbox"/> Limited understanding of data sharing requirements and restrictions and the reasons for these.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Describes information and data sharing requirements and restrictions, and why these exist.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Supports others to understand responsibilities around data sharing requirements and restrictions.
End of table	

## Information and data sharing advocacy – Applied

**APPLIED - CAPABILITY DEFINITION - Appropriately accesses and shares information and data internally and externally.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Shares information internally or externally that should not be shared.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Unsure how to seek advice or further information on whether it would be appropriate to access and share information and data.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Appropriately accesses and shares information and data internally and externally.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Anticipates what information is required and accesses and shares this appropriately internally and externally. <input type="checkbox"/> Supports others to access and share information appropriately.
End of table	

## Information and data sharing advocacy – Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION - Proactively shares information and data with relevant internal and external stakeholders.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Shares information or data internally or externally that should not be shared
2 – Needs improvement	<input type="checkbox"/> Requires prompting and ongoing follow up to share information and data with relevant internal and external stakeholders
3 – Meets expectations	<input type="checkbox"/> Proactively shares information and data with relevant internal and external stakeholders.
4 – Exceeds expectations	<input type="checkbox"/> Proactively seeks requests from stakeholders on data and information required and shares this as appropriate.
End of table	

## Information and data sharing advocacy – Leading

**LEADING - CAPABILITY DEFINITION - Leads or contributes to a culture of greater data transparency and efficiency and influences information and data sharing protocols both within and across organisations and communities.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Fails to encourage and support culture of data transparency and efficiency in own organisation or with communities. <input type="checkbox"/> Represents government needs and requirements only
2 – Needs improvement	<input type="checkbox"/> Does not effectively influence information and data sharing protocols within and across organisations and communities.
3 – Meets expectations	<input type="checkbox"/> Leads or contributes to a culture of greater data transparency and efficiency and influences information and data sharing protocols both within and across organisations and communities.
4 – Exceeds expectations	<input type="checkbox"/> Champions a culture of data transparency and efficiency across both government and community, influencing information and data sharing protocols at a whole of government level.
End of table	

## Accessing information and data through others – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Knows how and where to find relevant information and data and shares appropriately.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Shares information or data internally or externally that should not be shared.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Requires substantial support to find relevant data.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Knows how and where to find relevant information and data and shares appropriately.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Finds new sources of relevant data and determines how to share this appropriately.
End of table	

## Accessing information and data through others – Applied

**APPLIED - CAPABILITY DEFINITION - Confidently works with relevant internal and external stakeholders to obtain, share and interpret information and data.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Shares information or data internally or externally that should not be shared. <input type="checkbox"/> Interprets information or data incorrectly.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Requires substantial support to work with internal and external stakeholders to obtain, share and interpret information and data.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Confidently works with relevant internal and external stakeholders to obtain, share and interpret information and data.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Supports others to obtain, share and interpret information and data.
End of table	



## Accessing information and data through others – Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION - Proactively develops and maintains relationships with government and community stakeholders to build a culture of information and data sharing.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Has limited engagement with stakeholders and community around the need to share information and data.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Does not proactively develop and maintain relationships with government and community stakeholders to build a culture of information and data sharing.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Proactively develops and maintains relationships with government and community stakeholders to build a culture of information and data sharing.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Coaches others to building strong relationships between government and communities to creating information and data sharing culture.
End of table	

## Accessing information and data through others – Leading

**LEADING - CAPABILITY DEFINITION - Leads, champions or enhances sustainable and ongoing information and data sharing arrangements between government and community data custodians.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Fails to create ongoing data sharing arrangements between government and community data custodians.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Creates information and data sharing arrangements between government and community data custodians that are not sustainable.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Leads, champions or enhances sustainable and ongoing information and data sharing arrangements between government and community data custodians.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Provides thought leadership and direction around sustainable information and data sharing between government and community data custodians.
End of table	

## Improving data access, quality and relevance – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Recognises the importance of quality and relevance when collecting information and data.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Does not understand the importance of quality and relevance when collecting information and data.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Information and data collected is of limited relevance.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Recognises the importance of quality and relevance when collecting information and data.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Consults carefully with data custodians to ensure data and information collected is relevant
End of table	

## Improving data access, quality and relevance – Applied

**APPLIED - CAPABILITY DEFINITION - Prepares carefully considered data requests to relevant stakeholders to ensure that data received is appropriate and relevant.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Data requests are incomplete or inadequate to collect data or information required.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Requires support to prepare data requests to relevant stakeholders.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Prepares carefully considered data requests to relevant stakeholders to ensure that data received is appropriate and relevant.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Supports others to develop high quality data requests to obtain appropriate and relevant data.
End of table	

## Improving data access, quality and relevance – Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION - Identifies data access, quality and relevance issues, flagging concerns or seeking to influence change where possible.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Gives up when it is difficult to obtain data.
2 – Needs improvement	<input type="checkbox"/> Requires support to identify opportunities to influence or change data access, quality or relevance issues.
3 – Meets expectations	<input type="checkbox"/> Identifies data access, quality and relevance issues, flagging concerns or seeking to influence change where possible.
4 – Exceeds expectations	<input type="checkbox"/> Proactively partners with stakeholders to improve access, quality and relevance of data and information.
End of table	

## Improving data access, quality and relevance – Leading

**LEADING - CAPABILITY DEFINITION - Leads or contributes to a culture of continuous improvement in data access, quality and relevance.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Fails to create and build a culture of continuous improvement in data access, quality and relevance.
2 – Needs improvement	<input type="checkbox"/> Maintains the same approach despite the need to make changes to the improvement of data access, quality and relevance.
3 – Meets expectations	<input type="checkbox"/> Leads or contributes to a culture of continuous improvement in data access, quality and relevance.
4 – Exceeds expectations	<input type="checkbox"/> Identifies champions to create and build a culture of continuous improvement in data access, quality and relevance.
End of table	

## Adherence to relevant legislation – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Describes how seeking and sharing information is impacted by privacy standards and other relevant legislation.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Is unable to describe how seeking and sharing information is impacted by privacy standards and other relevant legislation up when it is difficult to obtain data.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Has limited understanding of privacy standards and/or relevant legislation relating to data sharing.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Describes how seeking and sharing information is impacted by privacy standards and other relevant legislation
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Actively applies understanding of privacy standards and other legislation by sharing information and data appropriately.
End of table	

## Adherence to relevant legislation – Applied

**APPLIED - CAPABILITY DEFINITION - Appropriately applies and communicates privacy standards and other relevant legislation related to own work.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Shares or fails to share information appropriately.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Has limited understanding of privacy standards and/or relevant legislation.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Appropriately applies and communicates privacy standards and other relevant legislation related to own work.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Supports others to apply and communicate privacy standards and relevant legislation as they apply to sharing information and data.
End of table	

## Adherence to relevant legislation – Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION - Complies with privacy standards and other relevant legislation, flagging or addressing concerns.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Fails to comply with privacy standards or relevant legislation. <input type="checkbox"/> Shares information inappropriately. <input type="checkbox"/> Fails to share relevant information.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Has limited understanding of privacy standards and/or relevant legislation.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Complies with privacy standards and other relevant legislation, flagging or addressing concerns.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Coaches others on privacy standards and legislation and their relevance to data and information sharing.
End of table	

## Adherence to relevant legislation – Leading

**LEADING - CAPABILITY DEFINITION - Promotes compliance with government standards to create an expectation of legislation-informed practice.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Fails to identify opportunities to promote or encourage compliance with government standards around sharing data and information.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Limited compliance with government standards to create an expectation of legislation-informed practice.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Promotes compliance with government standards to create an expectation of legislation-informed practice.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Champions compliance with government standards to create an expectation of legislation-informed practice at a whole of government level.
End of table	

## Joined up work

**Balance government and community needs to delivery effective place-based outcomes.**

Capabilities under this domain include:

- Connecting and convening
- Working better in government

## Connecting and convening – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Identifies the roles of local government and community in place-based approaches.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Does not understand the different roles played by government and community in place-based approaches.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Has limited understanding of the different roles played by government and community in place-based approaches.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Identifies the roles of local government and community in place-based approaches.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Supports others to identify the roles of government and community in place-based approaches.
End of table	

## Connecting and convening – Applied

**APPLIED - CAPABILITY DEFINITION - Acts as a conduit between government and community to ensure the communities' needs are met.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Has a limited understanding of the community's needs.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Prioritises government needs over those of the community.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Acts as a conduit between government and community to ensure the communities needs are met.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Supports and coaches others to act as a conduit between government and community to ensure the communities needs are met.
End of table	

## Connecting and convening – Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION - Connects and convenes across government organisations and communities to provide seamless solutions for partners.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Gives up easily when facing resistance.
2 – Needs improvement	<input type="checkbox"/> Requires considerable support to identify and connect with government and stakeholders.
3 – Meets expectations	<input type="checkbox"/> Connects and convenes across government organisations and communities to provide seamless solutions for partners.
4 – Exceeds expectations	<input type="checkbox"/> Builds long term relationships by connecting and convening government organisations and communities to provide sustainable solutions for partners.
End of table	

## Connecting and convening – Leading

**LEADING - CAPABILITY DEFINITION - Uses convening and influencing skills to promote collective buy-in and influence the agenda for how community needs can be met.**

### Behaviourally Anchored Rating Scale

Level	Description
1 – Unsatisfactory	<input type="checkbox"/> Uses own power to create solutions that benefit one stakeholder over another.
2 – Needs improvement	<input type="checkbox"/> Limited use of convening and influencing skills to promote collective buy-in and influence the agenda for how community needs can be met.
3 – Meets expectations	<input type="checkbox"/> Uses convening and influencing skills to promote collective buy-in and influence the agenda for how community needs can be met.
4 – Exceeds expectations	<input type="checkbox"/> Coaches others to convene and influence to create collective buy in.
End of table	



## Working better in government – Foundational

**FOUNDATIONAL - CAPABILITY DEFINITION - Identifies the nuances of the relationship between government and community when undertaking place-based work.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Rushes in without taking time to adequately understand the dynamic between government and community in place-based approaches.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Has a limited understanding of the nuances of the relationship between government and community when undertaking place-based work.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Identifies the nuances of the relationship between government and community when undertaking place-based work.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Identifies and can explain to others the nuances of the relationship between government and community when undertaking place-based work.
End of table	

## Working better in government – Applied

**APPLIED - CAPABILITY DEFINITION - Effectively uses organisational politics to achieve effective community-led outcomes.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Is unaware of organisational politics and how they could impact community led outcomes.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Requires significant support to use organisational politics to achieve effective community-led outcomes.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Effectively uses organisational politics to achieve effective community-led outcomes.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Has a strong understanding of organisational politics and advocates within this for community-led outcomes.
End of table	

## Working better in government – Accomplished

**ACCOMPLISHED - CAPABILITY DEFINITION - Leverages lateral relationships to achieve effective community-led outcomes.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Fails to identify and build lateral relationships with relevant stakeholders.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Requires support to leverage lateral relationships to achieve effective community-led outcomes.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Leverages lateral relationships to achieve effective community-led outcomes.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Builds strong lateral relationships with key stakeholders across government to achieve lasting community-led outcomes.
End of table	

## Working better in government – Leading

**LEADING - CAPABILITY DEFINITION - Effectively breaks down silos internally to improve community-led outcomes.**

### Behaviourally Anchored Rating Scale

Level	Description
<b>1 – Unsatisfactory</b>	<input type="checkbox"/> Fails to identify and build lateral relationships with relevant stakeholders.
<b>2 – Needs improvement</b>	<input type="checkbox"/> Operates in a silo within own department / team only.
<b>3 – Meets expectations</b>	<input type="checkbox"/> Effectively breaks down silos internally to improve community-led outcomes.
<b>4 – Exceeds expectations</b>	<input type="checkbox"/> Works seamlessly across government to improve community-led outcomes. <input type="checkbox"/> Acts as a role model to others demonstrating how to break down silos across government to achieve community-led outcomes.
End of table	