

### Capital Health Network Competency Framework:

The CHN competency framework is a way in which we, as an organisation, can define and communicate the competencies that are required in our workplace. They are the combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhanced employee performance and ultimately result in organisational success. They focus on 'how' tasks are achieved, not 'what' is achieved.

#### Competencies

Competencies set clear expectations and provide guidance for employees about the knowledge, skills, abilities and personal attributes that are consistent with the organisation's purpose, objectives and culture. They assist to create a shared understanding of what is needed and expected in the work environment. They are designed to encourage improvement in employee performance and provide employees with road maps to increase their capabilities incrementally.

Competencies focus on an organisation's culture and values – the way we do things. CHN has selected a range of competencies that support and facilitate achievement of organisational strategy and objectives. They focus on how results are achieved rather than outputs and so can serve to close skill gaps within the organisation.

Values and competencies are laid out with ascending observable and measurable descriptors. They provide indicative descriptions of the kind of skills, abilities and personal qualities but are not exhaustive or prescriptive.

Competencies differ from competence, which relates to tangible knowledge and skills relating to a particular job or task (normally covered in the skills and knowledge section of a role profile). Competencies are abilities or attributes, described in terms of behaviour, key to effective and/or highly effective performance. Not all levels of all competencies – core and/or managerial – will be applicable to all positions. Role design will determine which level is relevant to individual functions.

These competencies are not designed for rigid assessment and for best results should be used as a guide.

#### Benefits of applying the competencies

There are benefits for employees and for Capital Health Network to apply these competencies to our Human Resource Management (HRM) processes.

For employees, the competencies:

- Establish the framework for many HRM processes including attraction, performance appraisal and learning and development.
- Provide indicators of the skills, abilities and personal attributes expected of them as they increase in experience, skill and ability during their time with the organisation.
- Facilitate and support performance and professional development conversations between manager and team members.
- Align individual and collective efforts with strategic objectives and business plans.

For CHN, the competencies:

- Develop the workforce needed to meet the challenges of the future by providing a focus for corporate learning and development opportunities.
- Assist the prioritisation of learning and development needs against limited financial resources.
- Develop leadership capability across the organisation.

#### Strategic connections

The ambition for the CHN Strategic Plan 2019-2024 is to work in and for *an effective and connected primary health care system for everyone in the ACT*. We do this by seeking better health; better care; a better supported workforce; and better value.

The CHN competencies help us to achieve these outcomes by supporting staff attraction, development and engagement in line with strategic direction and organisational objectives.

### **Components of Capital Health Network's Competency Framework**

The four components of the Capital Health Network competency framework are:

1. *Core values* – those shared principles and beliefs that unite all staff and guide us in our actions.
2. *Core competencies* – a set of knowledge, skills and abilities that result in workplace behaviours expected of all employees at Capital Health Network irrespective of their level or function.
3. *Managerial competencies* – the additional knowledge, skills and abilities that represent those who are managers and/or leaders in the organisation.
4. *Functional competencies* – the specific professional, technical or specialist skills and knowledge required to perform functions across the organisation.

#### **Core values:**

Accountability	Collaboration
Integrity	Respect

#### **Core competencies:**

Knowledge of CHN strategic objectives	Commitment to continuous improvement
Embracing change	Communication and engagement
Innovation and creativity	Cultural Awareness

#### **Managerial competencies:**

Self-efficacy	Strategic thinking
Evaluation and measurement	Building relationships & networks
Leading and supervising	

#### **Functional competencies:**

Functional competencies are those 'job specific competencies' required for individual job functions. They may reflect required qualifications, specialist technical knowledge, specific experience or fields of expertise. Functional competencies can be found in the position description for each function.

#### **How competencies are used at Capital Health Network.**

Competencies are used to support HR practices at all stages of the employment relationship:

*Role Planning* - competencies are applied in job design and position descriptions - the determination of the work that is done and how it is done; skills and knowledge required; performance outcomes; and what constitutes success in the position. Competencies ensure that the necessary attributes, skills and behaviours are specified.

As competencies are indicative of the skills, abilities and personal attributes required, they can be contextualised to address the strategic priorities, workplace requirements and performance imperatives for individual functions. With this in mind, managers will need to identify what particular competences are relevant to the member of staff, their role and their level and what these may look like in their specific area of CHN.

*Recruitment* - competency-based factors (i.e. knowledge, skill, ability, and attributes) describe what is important for successfully performing the major job duties and support the assessment of applicants to determine their suitability for a particular job.

Once a new employee commences, the competencies will be part of induction and orientation and can be used by managers to affirm organisational expectations and to work with the new employee to identify learning and development opportunities early in their employment.

*Competency Based Performance Feedback* - competencies help establish a set of performance standards against which staff will be assessed and receive feedback.

Competencies can be used to inform ongoing performance expectation conversations by identifying the key skills, abilities and personal attributes that are important for success in the role. In turn, the manager and employee can then agree on the what and how of work to be delivered.

*Learning and development* – the Competency Framework articulates the connection between learning and development and CHN’s strategic objectives. Each staff member will have an individual learning and development plan. These plans might incorporate learning and development focused on developing an employee in competency-based areas. It will also help management identify organisation wide learning and development opportunities to address current or future strategic needs.

*Career development/progression* – the organisation may consider competencies in making the decision as to promotion or backfill opportunities.

Career development and success is an individual thing so employees are encouraged to use the competencies to balance their career development in a way that suits their circumstances with the strategic objectives of the organisation.

### **How the competencies were developed**

As part of the 2019 Performance Management Review Project, a Manager Advisory Group and a Staff Advisory Group were established to provide advice and a point of consultation for the Competency Framework and the competencies themselves.

A draft framework and competencies were provided to executive management for comment. After feedback from executive management, the second draft of this framework and the competencies were circulated to all staff for comment and consultation. All comments were considered and contributors were provided with feedback on the outcome of their contribution.

The final document was accepted by staff and management on 14/10/2019.

### **Review and modification of competencies**

This framework is not designed to be static. Rather it is a living document that will be discussed, refreshed and modified to address the identified emerging needs of the organisation. The functional competencies will evolve over time as the job specific know-how and skill requirements for individual job functions develop and grow.

### **Glossary of the participants in Competency Based Performance Management:**

*Employees:* all staff of Capital Health Network excluding contractors, GP Advisors and Community HealthPathways Clinical Editors. Each employee fulfils a function for Capital Health Network (i.e. a role)

*Line Manager:* the person who has direct day to day management responsibilities for one or more employees.

*Skip Manager:* the Line Manager’s Manager. Usually this will be a Senior Manager or a member of the Executive.

### **Competency Based Performance Management Process Map**

Below is a brief explanation of the performance feedback processes. The competencies form an integral part of the process as they underpin all elements of the performance feedback paperwork from position descriptions through performance planning processes, establishing learning and development plans and providing performance feedback.

## Job Analysis and Position Description development

- Establish the role and function of the position. What are the skills, experience, attributes and competencies specific to this function?
- Develop a position description that forms the basis of the Competency Based Performance Management Processes.
- Recruit to the function using the position description and competencies to identify the best recruit.

## Establish performance expectations of the function

- **Timing** - June each year.
- Identify relevant aspects of the organisational plans [i.e. Strategic Plan, Annual Business Plan, work plans submitted to the Department of Health, team plans] that are relevant to the function.
- Discuss the goals/objectives for the function and how the employee will achieve them over the performance period.
- Establish the performance outcomes/expectations for the performance period
- If the employee starts with the organisation after 1 July, then the performance period will be from their start date until the next 30th May.

## Establish a Learning and Development (L&D) Plan for the employee

- **Timing** - June each year
- Once the goals and objectives are set for the function, then the employee and their line manager establish any learning and development requirements the employee may have. These L&D needs may be competency related, skill related or attribute based.
- The L&D plan is designed to build on the employees recognised strengths, skills and attributes and helps their continued development.
- The L&D plan will not necessarily involve external training - coaching, mentoring, shadowing, reflective practice all support learning and development too.
- The organisation has a responsibility, through the line manager to ensure that employees are given the opportunities to address their L&D needs over the performance period.

## Provide Performance Feedback

- **Timing** - at least once during the performance period (suggested Nov-Dec) and in May each year
- Employees do best when they receive validation and feedback about their performance on a regular basis. The timing will be what works best for both employee and line manager.
- Issues with performance must be addressed in a timely manner and not left until formal feedback times.
- In May, discuss the performance of your staff with the Skip Manager who will provide organisational feedback and discuss with the line manager feedback strategies if needed.
- Complete feedback paperwork that incorporates feedback from skip manager, peers, subordinates and/or stakeholders.
- Meet with the employee, provide them with your feedback, discuss their feedback and finalise paperwork which will be placed on the employees HR record

## **Values**

### **Accountability:**

1. Takes personal responsibility for the quality and timeliness of their work.
2. Actively seeks feedback from peers, managers and stakeholders and reflects before responding/following up.
3. Shares information with all key stakeholders to the degree that allows informed decisions to be made.
4. Makes sound decisions informed by analysis and experience and can explain the rationale for those decisions.

### **Integrity:**

1. Sets an example to others by acting honestly, professionally and ethically.
2. Instils trust in others by being transparent, respectful and objective.
3. Identifies own strengths and weaknesses in different contexts and seeks to develop required skills and knowledge.

### **Collaboration:**

1. Promotes a positive team culture that respects diversity and addresses the barriers to inclusion.
2. Identifies and takes up the opportunities for joint working to achieve shared goals.
3. Seeks out and considers different ideas, feedback and ways of doing things.
4. Shares knowledge with colleagues and partners to enhance performance and foster knowledge transfer.

### **Respect:**

1. Treats all people with respect and dignity regardless of their differences, capacity or perspective.
2. Actively listens, asks clarifying questions, shares information and proposes suggestions and solutions.
3. Listens intently, observes cues and poses questions to engage with the moment and the person.

## **Core competencies:**

### **Knowledge of CHN strategic objectives**

1. Understands and can explain how they contribute to the achievement of CHN's strategic goals and objectives.
2. Understands and can explain CHN's purpose and role in the health sector.
3. Understands and can explain how the work of CHN relates to the Primary Health Network Program.

### **Commitment to continuous improvement**

1. Demonstrates knowledge and understanding of standards, policy and procedures in own area of work.
2. Sets challenging and realistic goals and clear measures of success for themselves.
3. Challenges the status quo by looking for ways to improve processes, enhance efficiency and increase effectiveness.
4. Plans, implements and maintains quality improvement activities.

### **Embracing change**

1. Responds positively to change and deals constructively with uncertainty.
2. Influences others to embrace changing priorities in order to achieve team outcomes.
3. Understands and can apply the principles and practices of change management utilised by CHN.
4. Mobilises team members towards change and encourages and empowers people to implement change.

### **Communication and engagement**

1. Is responsive to stakeholder needs with a focus on stakeholder satisfaction.
2. Builds positive and productive relationships and cooperates with colleagues from all areas of CHN.
3. Appropriately engages consumers, health professionals, researchers and community partners.
4. Develops and maintains trusting relationships with both internal and external stakeholders.
5. Engages in complex discussions such as exploring issues, problem solving or reconciling differing points of view.
6. Engages in discussion and brokers agreement by synthesising the viewpoints of others and recognising where compromise is necessary.
7. Clearly communicates intention, expectation and limitations to stakeholders.

### **Innovation and creativity**

1. Generates unique but workable and useful solutions to difficult problems.
2. Uses technology and data to identify innovative opportunities to achieve excellence and sustainability.
3. Uses evidence and good practice to underpin suggestions for development and implementation of innovative ideas.

## **Cultural awareness**

1. Understands the concept of culture and how it influences behaviours.
2. Demonstrates a willingness to identify and explore one's own cultural values, beliefs and attitudes.
3. Demonstrates an openness and willingness to explore cultural values, beliefs and attitudes from the perspective of people from cultural backgrounds other than their own.
4. Demonstrates the ability to identify useful and culturally appropriate strategies for working with people from diverse backgrounds.
5. Facilitates the implementation of culturally capable strategies and activities both internally and externally.

## ***Managerial competencies:***

### **Self-efficacy**

1. Appreciates that continuous learning is a fundamental part of personal and professional development.
2. Aware of and acts on own strengths, knowledge, skills and disposition and reflects on areas for growth.
3. Has confidence in their own ability, strengths decisions and opinions in increasingly challenging circumstances.
4. Determines necessary sequence of activities and the efficient use of resources needed to achieve outcomes.

### **Strategic thinking**

1. Proactively translates how the strategic objectives inform the work priorities and plans across all areas of CHN.
2. Understands the internal and external influences that require organisational response or action.
3. Anticipates strategic risks and consequences of issues, helps others to recognise them and addresses them quickly.
4. Finds new ways of looking at issues using experience to draw out new insights from diverse and complex information.

### **Evaluation and measurement**

1. Identifies, collects and organises data for analysis, decision-making and evaluation.
2. Analyses and integrates qualitative and quantitative data to find new insights.
3. Builds research, analysis and evaluation activities into project and activity planning and implementation.
4. Consistently applies a contextual perspective and ensures that this is integrated into the analysis of evaluation needs.

### **Building relationships & networks**

1. Maintains an open, respectful manner that encourages productive discussion or negotiation.
2. Seeks to resolve disagreements or confrontations constructively by focussing on the situation, issue or behaviours.
3. Understands when and how to build alliances and partnerships that facilitate achievement of CHN objectives.
4. Manages high value/high risk relationships to negotiate mutually beneficial working relationships and outcomes.

### **Leading and supervising**

1. Aligns the right work with the right people by delegating tasks according to people's strengths and interests.
2. Provides specific, constructive, timely, regular feedback and coaching to support staff growth and development.
3. Actively encourages and supports creative and innovative thinking in others.
4. Inspires commitment and determination to deliver best practice and innovative programs and services.
5. Manages performance issues effectively to avoid adverse impact on team morale and performance.
6. Finds ways to motivate and build team member strengths through training, new assignments, project participation or increased responsibilities.