

appendix C more about the Victorian Public Service Employment Capability Framework

The VPSECF was developed to improve recruitment decisions in Victorian Government organisations. The set assists managers and HR professionals to clearly define:

- personal qualities;
- knowledge and skills; and
- specialist expertise required to do a specific role.

The capabilities contain descriptions of commonly sought personal qualities and knowledge and skills. Therefore, all Victorian Government organisations (regardless of their classification structure) are likely to find these capabilities a useful tool for recruitment and other purposes.

C.1 personal qualities

These are the essential behaviours required for the role. It is important to select people with these characteristics, as they are difficult to develop and sustain where they don't come naturally to the individual.

Personal qualities	Behavioural indicators defined in the VPSECF	Personal qualities	Behavioural indicators defined in the VPSECF
PQ 1 Conceptual and analytical ability	Deals with concepts and complexity comfortably Uses analytical and conceptual skills to reason through problems Has creative ideas and can project how these can link to innovations	PQ 5 Decisiveness	Makes rational and sound decisions based on a consideration of the facts and alternatives Makes tough decisions, sometimes with incomplete information Evaluates rational and emotional elements of situations Makes quick decisions where required Commits to a definite course of action
PQ 2 Creativity and innovation	Generates new ideas Draws on a range of information sources to identify new ways of doing things Actively influences events and promotes ideas Translates creative ideas into workplace improvements Reflects on experience and is open to new ways to improve practice	PQ 6 Detail focus	Observes fine details Identifies gaps in information Looks for logical sequences of information Highlights practical considerations of plans and activities
PQ 3 Customer focus	Listens to customers Actively seeks to meet customer needs Seeks ways to improve services Committed to delivering high quality outcomes for clients	PQ 7 Developing others	Actively seeks to improve others' skills and talents by providing constructive feedback, coaching and training opportunities Empowers others by investing them with the authority and latitude to accomplish tasks Appropriately delegates responsibilities to further the development of others
PQ 4 Commercial acumen	Entrepreneurial Shrewd in business dealings Aware of business opportunities	PQ 8 Drive and commitment	Enthusiastic and committed Demonstrates capacity for sustained effort and hard work Sets high standards of performance for self and others Enjoys a vigorous and dynamic work environment

Personal qualities	Behavioural indicators defined in the VPSECF	Personal qualities	Behavioural indicators defined in the VPSECF
PQ 9 Empathy and cultural awareness	<p>Pays attention to words, expressions and body language</p> <p>Paraphrases messages to check understanding</p> <p>Shapes responses to individuals based on a range of information they have noted</p> <p>Communicates well with, relates to and sees issues from the perspective of, people from a diverse range of cultures and backgrounds</p>	PQ 14 Resilience	<p>Perseveres to achieve goals, even in the face of obstacles</p> <p>Copes effectively with setbacks and disappointments</p> <p>Remains calm and in control under pressure</p> <p>Accepts constructive criticism in an objective manner, without becoming defensive</p>
PQ 10 Flexibility	<p>Adaptable</p> <p>Open to new ideas</p> <p>Accepts changed priorities without undue discomfort</p> <p>Recognises the merits of different options and acts accordingly</p>	PQ 15 Self-confidence	<p>Conveys confidence through body language</p> <p>Trusts own ability</p> <p>Listens to, and considers criticism</p> <p>Reflects on their actions in a balanced way</p> <p>Viewed by others as confident</p>
PQ 11 Initiative and accountability	<p>Proactive and self-starting</p> <p>Seizes opportunities and acts upon them</p> <p>Takes responsibility for own actions</p>	PQ 16 Self-discipline	<p>Maintains a consistent and sensible pattern of behaviour under pressure</p> <p>Recognises and restrains inappropriate emotions during a situation or interaction</p> <p>Recognises own limitations and works with others to ensure plans are achieved</p>
PQ 12 Integrity	<p>Committed to the public interest</p> <p>Operates in a manner that is consistent with the organisation's code of conduct</p> <p>Inspires trust by treating all fairly</p>	PQ 17 Teamwork	<p>Cooperates and works well with others in the pursuit of team goals</p> <p>Collaborates and shares information</p> <p>Shows consideration, concern and respect for others' feelings and ideas</p> <p>Accommodates and works well with the different working styles of others</p> <p>Encourages resolution of conflict within group</p>
PQ 13 Relationship building	<p>Establishes and maintains relationships with people at all levels</p> <p>Promotes harmony and consensus through diplomatic handling of disagreements</p> <p>Forges useful partnerships with people across business areas, functions and organisations</p> <p>Builds trust through consistent actions, values and communication</p> <p>Minimises surprises</p>		

C.2 knowledge and skills

These are the generic knowledge and skills that may be required for a role. Not all will be required for any role and the four levels reflect increasing levels of complexity. They have been mapped to VPS classifications as a guide for managers. Candidates will see these described as levels A–D with examples of typical roles. However, the content is the same as shown here.

Typical grade	Grade 1-2	Grade 3-4	Grade 5-6	Executive officer
Generic Skills	Level A	Level B	Level C	Level D
KS 1 Written Communication	Prepares basic letters, emails and reports using clear, concise and grammatically correct language Organises information in a logical sequence Includes content appropriate for the purpose and audience	Prepares briefs, letters, emails and reports using clear, concise and grammatically correct language Ensures written communications contain necessary information to achieve their purpose Uses appropriate style and formats	Prepares complex briefs, letters, emails and reports using clear, concise and grammatically correct language Edits written communications to ensure they contain the information necessary to achieve their purpose and meet audience needs Ensures appropriate style and formats are used	Identifies key messages and information required for decision making Provides advice on influencing and the needs of target audiences Provides advice on the content and style appropriate for audience
KS 2 Verbal Communication	Clearly explains information and listens to feedback Speaks clearly and concisely and keeps people interested when speaking Uses a polite and considerate manner when dealing with others	Confidently conveys ideas and information in a clear and interesting way Understands and meets the needs of target audiences (i.e. the right information to the right people) Welcomes constructive feedback Sees things from others' points of view and confirms understanding	Confidently conveys ideas and information in a clear and interesting way Clearly understands the target audience and the objectives of the communication Uses audience feedback to refine communication and ensure communications are understood Handles difficult and sensitive communications well	Clearly and confidently communicates with people at all levels of the organisation Understands and meets the needs of target audience Uses audience feedback to refine communication and ensure communications are understood Handles difficult and sensitive communications well
KS 3 Presentation Skills	Prepares and delivers short presentations using clear language and visual aids such as PowerPoint or printed material	Prepares and delivers logical, sequential and succinct presentations Use clear and concise language Answers queries and creates an understanding of the presentation topic	Quickly makes a positive impression on others and comes across with credibility Communicates orally in a manner which is clear, fluent and holds the audience's attention Prepares and delivers logical, sequential and succinct presentations Deals well with difficult and sensitive topics and questions	Quickly makes a positive impression on others and comes across with presence and credibility Communicates orally in a manner which is clear, fluent and holds the audience's attention Prepares and delivers logical, sequential and succinct presentations Deals well with difficult and sensitive topics and questions

Typical grade	Grade 1-2	Grade 3-4	Grade 5-6	Executive officer
Generic Skills	Level A	Level B	Level C	Level D
KS 4	Understands the purpose of, and is able to use, common software applications for word processing and email			
Computer Skills				
KS 5	Uses a wide range of software application features for word processing, spreadsheets, etc.			
Advanced Computer Skills	Assists others with problem-solving on word processing and related applications			
KS 6	Polite and considerate in dealing with others Aware of peoples' moods and temperament	Sees things from others' point of view and confirms understanding Expresses own views in a constructive and diplomatic way Reflects on how own emotions impact on others	Detects the underlying concerns, interests or emotions that lie behind what is being said and done Presents as genuine and sincere when dealing with others Projects an objective view of another's position Uses understanding of individuals to get the best outcomes for the person and organisation	Tunes into others' emotions and ways of thinking Realises the complex causes (underlying concerns) of others long- term behaviour patterns and plans responses and reactions accordingly Uses understanding of individuals to get the best outcomes for the person and organisation
Interpersonal Skills				
KS 7	Regularly plans and tracks progress on work tasks Takes an organised, methodical approach to work Addresses priority tasks first	Identifies processes, tasks and resources required to achieve a goal Identifies more and less critical activities and operates accordingly, reviewing and adjusting as required Develops and implements systems and procedures to guide work and track progress Recognises barriers and finds effective ways to deal with them	Sets clearly defined objectives and priorities and operates accordingly, reviewing and adjusting as required Identifies processes, tasks and resources required to achieve a goal Establishes systems and procedures to guide work and track progress Recognises actual and potential barriers and finds effective ways to deal with them	Sets time aside to think Sets clearly defined objectives and priorities Delegates responsibilities to ensure goals are met Liaises with others when organising work Anticipates barriers and finds effective ways to deal with them
Planning and Organising				
KS 8	Accepts responsibilities for own actions Focuses on the most important goals Has a realistic and balanced view of own strengths and weaknesses Recognises own feelings and personal prejudices and understands why they occur	Plans and prioritises work to ensure outcomes are achieved Resists the temptation to react immediately without taking time to think things through Uses strengths to contribute constructively, and consciously manages the impact of own weaknesses Anticipates own reactions to situations and prepares accordingly	Invites feedback on own behaviour and impact Uses new knowledge or information about self to build a broader understanding of own behaviour and the impact it has on others Understands strong emotional reactions and seeks ways to more effectively manage them	Applies special techniques and develops personal strategies to effectively manage strong emotions in high pressure situations Actively monitors own preferences and manages behaviour to always ensure maximum impact Builds a balanced team to compensate for own limitations
Self-Management				

Typical grade	Grade 1-2	Grade 3-4	Grade 5-6	Executive officer
Generic Skills	Level A	Level B	Level C	Level D
KS 9 Leadership	Explains what needs to be done and ensures people have the necessary information Identifies information and resources required for others to work effectively and makes sure their practical needs are met	Builds a cohesive team with clarity around goals and accountabilities Obtains needed personnel, resources and information for the team Supports individuals and the team, delegating responsibilities appropriately Brings together the best possible group to achieve objectives	Builds team commitment by demonstrating personal conviction Translates organisational strategy into meaningful long-term plans and objectives for own area of responsibility Motivates others to deliver against goals	Communicates a vision that generates enthusiasm and commitment Recognises and rewards behaviour that is aligned with the vision Identifies potential issues and setbacks and guides team to optimise outcomes Models the behaviour expected of others
KS 10 Influence and Negotiation	Outlines the 'pros and cons' of a particular approach to influence the decision making of others Uses direct, logical persuasion in a discussion or presentation by appealing to reason and by using concrete examples, facts and figures	Adapts the content, style, message or tone of a presentation to suit the audience and plans how to tackle objections Sells own ideas by linking them to others' values, needs and goals Negotiates and implements a well-planned course of action to achieve a specific impact	Gains agreement to proposals and ideas Builds behind-the-scenes support for ideas to ensure buy-in and ownership Uses chains of indirect influence to achieve outcomes (eg 'Gets A to show B so B will tell C') Involves experts or other third parties to strengthen a case	Develops long-term, complex and multi-phased plans to influence others Implements complex strategies to build buy-in and support from key internal and external clients or stakeholders Uses a variety of different influencing approaches tailored to different clients Effectively negotiates with clients/stake-holders to achieve desired outcomes
KS 11 Strategic Planning	Contributes ideas and perspectives Seeks information about how their work fits within the overall objectives of their work group	Plans and reviews work based on what is important to achieve, rather than what tasks are usually done Identifies or develops overall team goals and links strategies and actions required to achieve these goals	Thinks at the big picture level Entertains wide-ranging possibilities in developing a vision for the future Works across a number of timeframes Translates strategic direction into day-to-day activities	Inspires a sense of purpose and direction within context Understands the organisation's current and future role Considers the ramifications of issues and long-term impact of work being done

Typical grade	Grade 1-2	Grade 3-4	Grade 5-6	Executive officer
Generic Skills	Level A	Level B	Level C	Level D
KS 12 Organisational Awareness	Recognises the formal structure or hierarchy of an organisation and its policies and procedures	Uses formal and informal influencing relationships and decision making processes Appreciates the responsibilities, legal obligations and limits that apply to an organisation Actively seeks to understand the priorities and interests of various groups and key individuals	Understands issues and pressures to which the organisation has to respond Understands the reasons behind the organisational climate and culture	Understands and addresses underlying problems, opportunities or external forces affecting the organisation Uses strategic relationships and knowledge to predict and prepare for the impact of events on the organisation Understands the impact of external events and changing stakeholder needs on the organisation and government
KS 13 Environmental Scanning	Consults available sources to gather relevant information Seeks the expertise and advice of the people around them Keeps up-to-date with relevant information	Contacts others, not immediately involved, to obtain their perspective and expertise Consults experts to gain broader and deeper understanding of a specific issue Seeks underlying reasons for a presenting issue	Monitors external sources and identifies underlying trends Develops, maintains and uses a variety of systems, processes, and sources to gather information and gain deeper understanding Uses a range of references and professional networks to conduct specific research	Builds awareness and understanding of economic and political trends that may affect the organisation Establishes and uses references and networks to gather strategic information from local, interstate and overseas sources
KS 14 Systems Thinking	Understands the specific short-term implications of a particular course of action Understands how individual jobs impact the work area's service delivery Seeks information about relevant systems necessary to solve work problems	Identifies and understands the long-term impact of particular courses of action on the organisation's objectives Understands how various processes within an organisation integrate Recognises components of a system and their interconnections	Diagnoses trends, obstacles and opportunities in the internal and external environment Understands the linkages between natural systems and communities to inform policy Conceptualises and defines the systems working within the organisation	Formulates potential courses of action to achieve objectives based on an in-depth understanding of the business environment and its systems Establishes an integrated perspective of their organisation's services and identifies the leverage points where intervention will add value
KS 15 Policy Skills	Understands the purpose of policies Uses operational policies to guide their work	Aware of, interprets and applies policies Drafts simple policies using research skills and consults with stakeholders Provides feedback on draft policies	Formulates and communicates public policy options and recommendations Keeps up-to-date with a broad range of contemporary issues Scans for links and potential implications of proposed policy options Liaises with stakeholders	Builds trusting relationships with stake-holders to inform policy development and gain commitment to implementation Formulates and communicates public policy options and recommendations Scans for links and potential implications of proposed policy options Keeps up-to-date with a broad range of contemporary issues

Typical grade	Grade 1-2	Grade 3-4	Grade 5-6	Executive officer
Generic Skills	Level A	Level B	Level C	Level D
KS 16 Problem Solving	<p>Seeks information needed to solve work problems</p> <p>Identifies and proposes practical solutions to problems</p> <p>Implements and adjusts solutions when endorsed by manager</p>	<p>Seeks all relevant information for problem-solving</p> <p>Investigates and probes for the facts</p> <p>Liaises with stakeholders</p> <p>Analyses issues from different perspectives and draws sound inferences from information available</p> <p>Identifies and proposes workable solutions to problems</p>	<p>Seeks all relevant information for problem-solving</p> <p>Liaises with stakeholders</p> <p>Analyses issues from different perspectives and draws sound inferences from information available</p> <p>Identifies and proposes workable solutions to problems</p> <p>Implements solutions, evaluates effectiveness and adjusts actions as required</p>	<p>Anticipates potential problems and pre-empts required actions</p> <p>Continually liaises with key stakeholders to ensure full understanding of the issues</p> <p>Evaluates implemented courses of action and makes adjustments as required</p>
KS 17 Project Management	<p>Maintains accurate project records</p> <p>Organises and coordinates project meetings</p>	<p>Produces project plans where objectives are clearly defined and action steps for achieving them are clearly specified</p> <p>Regularly communicates with, and supports, project team members</p> <p>Ensures project objectives are met by anticipating and managing potential and emerging issues</p>	<p>Consults, liaises with and influences key stakeholders</p> <p>Produces detailed project plans where objectives are clearly defined and action steps for achieving them are clearly specified</p> <p>Monitors performance against objectives and manages project risks and issues</p> <p>Ensures project objectives are met</p>	<p>Uses understanding of political sensitivities to actively champion the project</p> <p>Provides guidance and support to project managers to identify risks and overcome obstacles</p> <p>Quickly sums up complex options and recommends a clear way forward</p> <p>Monitors overall project performance against project plans</p> <p>Influences key stakeholders to support the project</p>
KS 18 Stakeholder Management	<p>Responds to clients' needs</p> <p>Keeps the client or stakeholder up-to-date with issues and developments</p> <p>Promptly follows through on inquiries, requests and complaints</p> <p>Takes responsibility for correcting problems promptly, without becoming defensive</p>	<p>Takes concrete steps to add value for the stakeholder</p> <p>Links people with other areas (as appropriate)</p> <p>Monitors client and stakeholder satisfaction</p> <p>Constructively deals with stakeholder issues</p>	<p>Identifies issues in common for one or more stakeholders and uses to build mutually beneficial partnerships</p> <p>Identifies and responds to stakeholder's underlying needs</p> <p>Uses understanding of the stakeholder's organisational context to ensure outcomes are achieved</p> <p>Finds innovative solutions to resolve stakeholder issues</p>	<p>Identifies and manages a range of complex and often competing needs</p> <p>Identifies issues in common for one or more stakeholders and uses them to build mutually beneficial partnerships</p> <p>Finds innovative solutions to resolve stakeholder issues</p>

Typical grade	Grade 1-2	Grade 3-4	Grade 5-6	Executive officer
Generic Skills	Level A	Level B	Level C	Level D
KS 19	N/A	Aligns team with the organisational values and goals through effective people management and modelling	Aligns team with the organisational values and goals through effective people management and modelling	Aligns team with the organisational values and goals through effective people management and modelling
People Management (not applicable to Level A roles)		Maximises effectiveness by selecting, developing, managing, deploying and motivating a high performing team	Maximises effectiveness by selecting, developing, managing and motivating a high performing team	Maximises effectiveness by selecting, developing, managing and motivating a high performing team
		Clearly defines role expectations, monitors performance, provides timely and constructive feedback and facilitates employee development	Clearly defines role expectations, monitors performance, provides timely and constructive feedback and facilitates employee development	Clearly defines role expectations, monitors performance, provides timely and constructive feedback and facilitates employee development
		Ensures staff are effectively deployed through effective workforce planning practices	Ensures staff are effectively deployed through effective workforce planning practices	
KS 20	Understands the need for change and seeks more information to clarify questions	Identifies the need to change	Identifies the need to change	Scans the environment to identify necessary changes
Change Management	Actively supports changes by adjusting work practices	Describes the reasons for the change	Describes the reasons for the change and the risks of not changing	Gains commitment by communicating the reasons for the change and the risks of not changing
	Remains calm and optimistic, even when things don't go as planned	Actively promotes and manages change	Actively promotes and drives change using broad influencing skills to overcome barriers and gain support	Actively promotes and drives change using broad influencing skills to overcome barriers and gain support
	Contributes feedback and suggestions	Remains calm and optimistic, even when things don't go as planned	Remains calm and optimistic, even when things don't go as planned	Manages complex stakeholder issues that are integral to the change process
		Draws upon a range of sources for ideas and solutions	Draws upon a range of sources for ideas and solutions	
KS 21	Accurately estimates resource requirements for particular tasks	Prepares and monitors expenditure against budgets	Develops and manages complex budgets	Oversees development and management of complex budgets with multiple cost centre managers
Resource Management	Monitors and keeps accurate records of resource use	Raises resource issues in a constructive and solution-focussed way	Negotiates for resources	Anticipates and manages risks
	Maintains formal records required for resource management	Uses honest, transparent and appropriate purchasing processes	Monitors expenditure against budget projections	Negotiates for necessary resources from corporate budgets and other sources
			Plans for and manages risks	Ensures value for investment is achieved
			Ensures the use of honest, transparent and appropriate purchasing processes	

Typical grade	Grade 1-2	Grade 3-4	Grade 5-6	Executive officer
Generic Skills	Level A	Level B	Level C	Level D
KS 22 Conflict Management	<p>Considers other's points of view</p> <p>Understands that there are different ways of interpreting words and actions</p> <p>Constructively communicates concerns and issues</p>	<p>Listens to, and acknowledges that the concerns of others have been heard</p> <p>Clarifies the problems</p> <p>Seeks options to resolve conflict</p> <p>Negotiates agreed actions to deal with conflict</p>	<p>Listens to and acknowledges that the concerns of others have been heard</p> <p>Clarifies the problems</p> <p>Seeks and evaluates options to resolve problem</p> <p>Negotiates agreed actions to deal with problems</p>	<p>Negotiates agreed actions to deal with problem</p> <p>Listens to, and acknowledges that the concerns of others have been heard</p> <p>Clarifies the problems and seeks options to resolve</p> <p>Actively deals with conflict to achieve a timely and pragmatic resolution</p>
KS 23 Service Excellence	<p>Aims to exceed targets</p> <p>Sets personal standards of excellence and measures outcomes against them</p> <p>Strives to deliver outcomes in a timely manner</p> <p>Looks for new or more precise ways of meeting goals set by others</p> <p>Maintains quality in the face of time pressure</p>	<p>Constantly looks for continuous improvement opportunities and ways to innovate, and encourages others to do the same</p> <p>Takes responsibility for correcting problems promptly and without becoming defensive</p> <p>Makes specific changes in work methods to improve outcomes, quality and timeliness of service</p> <p>Monitors client and stakeholder satisfaction</p>	<p>Identifies and responds to clients' underlying needs</p> <p>Uses understanding of the client or stakeholder's organisational context to tailor services and ensure a high quality response</p> <p>Looks beyond the obvious to provide outstanding levels of service</p> <p>Constructively deals with service issues that arise in a timely manner</p> <p>Effectively manages risks to service delivery</p>	<p>Encourages and supports others in taking calculated risks to deliver service excellence</p> <p>Challenges others to deliver outstanding service</p> <p>Looks for long-term benefits to the client or stakeholder</p> <p>Creates a climate of service excellence</p> <p>Encourages new and different approaches and solutions that will deliver benefits beyond client or stakeholder expectations</p>
KS 24 Commercial Skills	<p>Considers the cost implications of different ways of working</p> <p>Looks for ways to reduce cost whilst maintaining or improving services or products</p>	<p>Continually seeks more efficient ways of operating</p> <p>Costs whatever work is done</p> <p>Focuses on strategies to achieve the greatest benefits for investment</p> <p>Continually strives to achieve the best service or product with the resources available</p> <p>Operates comfortably in a fee-for-service environment</p>	<p>Undertakes and acts on cost benefit analysis</p> <p>Knowledgeable about financial issues and responsibilities</p> <p>Proactively seeks more efficient ways of doing things</p> <p>Focuses on activities and projects that will bring the best business return for the team and organisation</p>	<p>Guides and challenges team to continually strive for the best impact from resources invested</p> <p>Decisively manages financial issues and responsibilities</p> <p>Challenges others to seek more efficient ways of doing things</p> <p>Focuses on activities and projects that will bring the best long-term return for the organisation</p>

Typical grade	Grade 1-2	Grade 3-4	Grade 5-6	Executive officer
Generic Skills	Level A	Level B	Level C	Level D
KS 25 Contract Management	Understands contract management processes Prepares simple documents, manages records and processes	Negotiates and records various elements of contracts Monitors expenditure and service delivery against contract specifications Liaises with stakeholders	Uses fair, transparent and competitive purchasing processes Establishes clear and comprehensive contracts Establishes and maintains strong working relationships Actively monitors expenditure and risks and resolves problems where these arise	Oversees the management of the contracts to ensure timelines, budgets and other objectives are met Resolves contract difficulties as required Ensures good working relationships exist between stakeholders
KS 26 Consultancy	NA	Clarifies expectations of the roles, process and outcomes Responds flexibly to client needs Develops practical solutions to problems Provides advice in area of expertise Liaises regularly with clients	Assists clients to clarify their needs Clarifies expectations of the roles, process and outcomes Responds flexibly to client needs Develops practical solutions to complex problems Provides advice in area of expertise Liaises regularly with clients	Assists clients to clarify their needs Clarifies expectations of the roles, process and outcomes Responds flexibly to client needs Develops practical solutions to complex problems Provides advice in area of expertise Liaises regularly with clients

C.3 specialist expertise

These capabilities need to be written by the individual manager. This is done by describing the specialist knowledge and expertise required for a job. It is best to start with the key words and then a short description of what is required. Two examples are as follows:

capability	behavioural indicators
KS 27	
Construction Expertise	A good knowledge of construction techniques and methods including scheduling construction activities
Learning and Performance	An advanced understanding of learning, development and performance management theory, principals and strategic issues Ability to relate these concepts to business operations