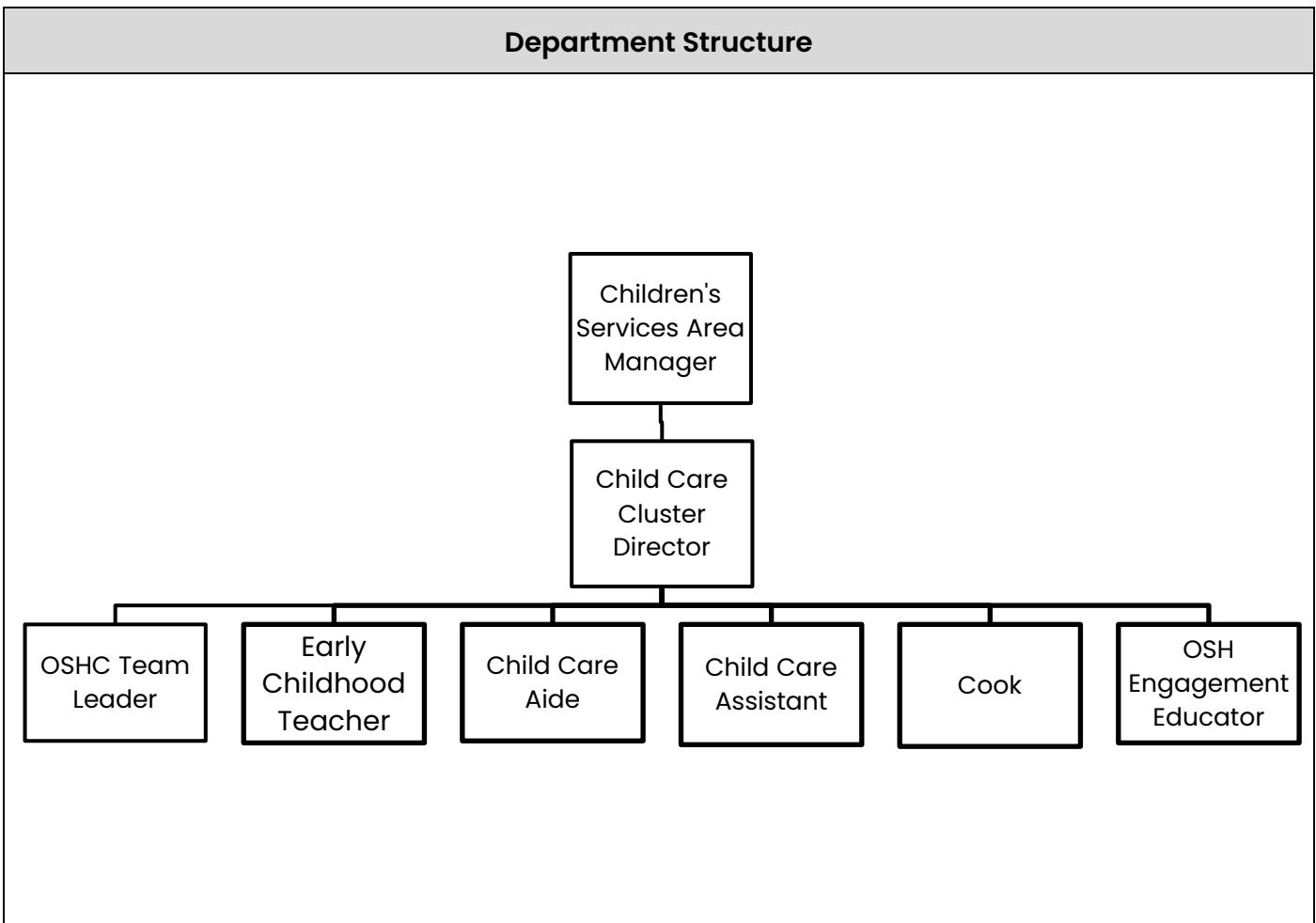


# Position Description

<b>Position Title:</b>	Child Care Cluster Director
<b>Grade:</b>	Grade I
<b>Department:</b>	Children's Services
<b>Date:</b>	January 2023

Position Purpose
To co-ordinate, manage and provide direction for a cluster of high quality child care services which are responsive to children, families and the community's needs while operating within local, state and federal government requirements, regulations and standards.



## Key Result Areas

### 1. Legislative requirements, regulations, standards and Council policies

#### Major Actions

- Legislative requirements are acknowledged and adhered to at all times, demonstrating a complete understanding of and the value of these
- The Education and Care Services National Regulations set down are reflected in all areas of the provision of quality child care
- All current standards are continuously met
- All council policies are effectively administered, reviewed and evaluated to ensure contemporary child care practices are implemented and value is consistently added to the business
- All staff evaluative processes will be completed by the due date

#### Performance Measures

- All legislative requirements can be explained to members of the community and staff as required, demonstrating a complete awareness of both the content and application
- All legislative requirements will be included in the planning and development of the service including the written documentation of the process and resulting product
- National Regulations will be evident and documented throughout all facets of the service provision
- National Standards are met at all times
- Council policies will be adhered to at all times
- Systems will be developed and implemented to ensure council and centre policies are reviewed and evaluated on a regular basis for appropriateness and effectiveness
- Documentation will be kept regarding the director's ongoing support of staff in the facilitation of training and implementation of all legislative and regulatory requirements
- Employee Performance Planning and Review (EPPR) for all staff will be completed on time and clearly reflect overall performance measured against standards provided
- EPPR will define goals, which encourage and aim to develop the potential of individual staff to perform at an appropriate level
- Skills and Knowledge Assessments will be encouraged and staff level of current competency clearly defined against prescribed standards

## Key Result Areas

### 2. Program Management and Facilitation

#### Major Actions

- Manage the process, implementation and evaluation of centres programs
- Observe, write, implement and evaluate programs that holistically develop individual children and the assigned group
- Incorporate best practice and contemporary childhood practices within the programs development
- Research curriculum development, then recommend and make improvements to existing methods and techniques
- Provide ongoing support to all staff in the process, production and evaluation of centres programs

#### Performance Measures

- The holistic development of contemporary childhood programs are effectively managed with outcomes for children, community and staff measured through evaluation and documentation to ensure excellence
- Detailed information is gathered about all aspects of the child's development using a variety of techniques and information is recorded in the appropriate way
- Information is used to establish outcomes for each child in an environment that accommodates integrated curriculum and extends each child to their full potential
- Program clearly demonstrates inclusiveness and allows for full participation of all children
- Benefits of the experience for each child are clearly identified
- Staff are provided with support to ensure a continual cycle of evolution, analysis, planning, implementation and evaluation of the curriculum is developed and followed

## Key Result Areas

### 3. Policy and system development within the Children's Services unit

#### Major Actions

- Conduct research and establish trends in service provision
- Develop and deliver proposal for improvements to systems
- Initiate and manage change to implement policy improvement
- Analyse and resolve technical, staffing and management issues using, where necessary, innovative techniques and solutions
- Discuss issues and resolve problems at all levels
- Provide mediation where appropriate, and resolve conflicts promptly
- Participate, in a senior advisory role, in the Children's Services unit

#### Performance Measures

- Independent research will be conducted, documented and initiatives created to reflect the dynamic field of services to children and the community, and customer service
- Proposals will include a well researched, reasoned, justifiable and clearly articulated approach
- All systems are reviewed on a regular basis to ensure efficient results
- Training needs for changes in system or process requirements are identified and acted on
- Matters that surface in the course of work are resolved using contemporary conflict resolution and negotiation skills
- Consistently provide current and contemporary assistance and advice to all staff as required
- Represent Children's Services when required

## Key Result Areas

### 4. Effective communication with families and community

#### Major Actions

- Develop, manage and evaluate systems to ensure partnerships are developed with all families
- Create partnerships with each family that recognise the value of, and rights they have to be involved in the care and education of their child
- Ensure practices are inclusive of the diverse community
- Manage and contribute to the planning of major transitions e.g. to school, ensuring they are planned and resourced
- Contribute to building social capital within the community

#### Performance Measures

- Systems are developed to ensure the establishment, implementation and evaluation of effective parenting partnerships
- Relationships with family members are established using culturally appropriate and consultative communication
- Consultation occurs with families on centre care practices and negotiated where necessary with each family ensuring all practices are always within legislative requirements and centre philosophy
- Families are encouraged to be involved in centre decisions that affect their child
- Information provided to families is clear and appropriate to the reader and the situation
- Families concerns regarding their child are responded to sensitively. Strategies are developed and implemented in conjunction with the family and staff
- Manage the processes and contribute to the planning of transition programs
- Form positive relationships with other professionals in the community
- Link parents with other members of the community, professional and non-professional

## Key Result Areas

### 5. Effective leadership and communication with Children's Services, the staff team and Council

#### Major Actions

- Develop and evaluate processes to ensure effective communication with each staff member and Council representatives
- Consistently demonstrate leadership skills through the development of competency and confidence within the staff team
- Follow communication channels set down by Penrith City Council
- Demonstrate positive written and verbal communication, including active listening skills, within the team environment
- Demonstrate a proactive approach to communication
- Ensure all attempts are made to effectively resolve conflicts within the team environment
- Provide a mediating role to support staff in any conflict situation
- Inform staff of any significant information pertaining to the daily happenings in the centre
- Attend and manage the processes involved in staff meetings
- Provide a mentoring role for less experienced staff within Children's Services
- Maintain confidentiality at all times

#### Performance Measures

- Written systems are developed, implemented and evaluated to provide evidence of effective communication
- Knowledge of, and adherence to, PCC communication channels is demonstrated
- Cooperation with staff team is demonstrated through team meeting minutes.
- Communication is clear, concise and positive
- Consultation occurs with staff to determine strengths and areas to be developed. Development is planned using both formal and informal training
- Staff members are given both the authority and accountability for changes that result from developing competency
- Respect of others opinions and suggestions, and listening skills are demonstrated
- Regular communication will be initiated with each staff member to encourage thoughts and reflection on processes which develop changes to improve outcomes
- Decisions are made that clearly reflect the goals and philosophy of the service
- Strategies to cope with unexpected demands or time constraints are developed with supervisor
- Conflicts or problems are dealt with at appropriate time and place using joint decision making wherever possible
- Staff and network meetings are regularly attended and all administrative processes are supported
- Demonstrate leadership through initiating mentor role with new or less experienced Director's
- Understanding and commitment to confidentiality in all issues pertaining to employment is consistently demonstrated

## Key Result Areas

### 6. Operation and development of the business

#### Major Actions

- Coordinate and manage all functions of the business
- Implementation and adherence to budgetary requirements are clearly documented using sound business principles
- Develop and manage all processes that ensure the provision of a developmentally appropriate and safe working environment
- Plan strategically for the cluster development

#### Performance Measures

- Operational processes are developed in conjunction with relevant stakeholders ie Clerical Services Coordinator and Management Accountant
- Systems are developed and documented that ensure the implementation of processes which meet contemporary business guidelines
- All budget requirements are clearly identified and communicated to all staff and relevant committees
- All income and expenditure is documented and complies with budgetary constraints
- The environment is set up in a safe, non-threatening, challenging and stimulating way
- The range of experiences offered reflects identified and documented individual skills and interests
- All equipment/resources that are purchased for any use within the service meets current WH&S requirements Any concerns are documented and fixed or referred to supervisor
- The centre is set out and packed away appropriately every working day
- Centre's meet all OH&S standards at all times
- Safe work method statements and policy and procedure are developed, implemented and evaluated in conjunction with council staff
- All safe work method statements and policy and procedure set down by the centre and Council are adhered to at all times
- WH&S is discussed at all staff meetings
- Research is completed and plans, proposals and submissions to improve service delivery and Risk Management are developed and presented to Children's Services Coordination Unit every 12 months or as required by CSM

### 7. Customer Service

#### Major Actions

- Provide effective service to Council customers, internal and the community
- Accurately identify the needs of customers and take appropriate action to satisfy customer needs
- Present a positive image of Council

## Key Result Areas

### 8. Corporate Governance and Effective Work Practices

#### Major Actions

- Carry out work in line with relevant legislative and statutory requirements and /or industry codes, practices and standards
- Adhere to Council's Code of Conduct, Values and relevant policies and procedures
- Take responsibility for and manage own work and contribute to a productive work environment
- Accept and contribute to workplace change
- Undertake workplace tasks as directed
- Work cooperatively with others and use positive communication techniques
- Resolve workplace conflict in line with Council policy
- Undertake recordkeeping activities in accordance with Council's Records Management business rules, procedures, policies and State Records Legislation

### 9. Work Health and Safety (WHS)

#### Major Actions

- Attend training as required and ensure completion of training by supervised staff
- Perform work in accordance with WHS policies and procedures
- Ensure all procedures have been risk assessed, and risk assessments are reviewed in line with designated timeframes
- Monitor implementation and use of risk control measures
- Participate in consultative processes for the management of WHS, and ensure consultation processes are available to, and used by, supervised staff
- Coordinate and assist, as required, in the injury management process to ensure the earliest possible return to work for injured employees



## Key Result Areas

### Qualifications, Experience and Specialist Skills & Knowledge

#### Essential

- A degree in Teaching (Early Childhood) or nearing completion
- Ability to lead the development and implementation of educational programs and undertake the role of a Nominated Supervisor
- Child Protection Certificate or the willingness to obtain
- Demonstrated experience and understanding of The National Quality Standards including contemporary curriculum frameworks
- Demonstrated experience and understanding of The Education and Care Services National Law and Regulations
- Demonstrated strong leadership and staff management skills
- Experience working with children 0 to 12 years in a children's centre
- Demonstrated strong written and verbal communication skills
- Commitment to Work Health and Safety and Equal Employment Opportunity
- A current First Aid Certificate
- Asthma and Anaphylaxis Management Training

#### Desirable

- A current Class C Driver Licence

## PENRITH CITY COUNCIL CAPABILITY FRAMEWORK

Our Capability Framework provides a set of 25 capabilities, expressed as behaviours, which set out clear expectations about performance and articulates what 'good' looks like in our organisation. The capabilities are underpinned by our core values and are grouped into 5 clusters: 'Leading Best Self,' 'Leading Human Connection,' 'Leading Optimal Results,' 'Leading People Authentically' and 'Leading Strategic Direction.' The capabilities act like building blocks and increase in complexity from the bottom to the top, as well as from left to right, across the framework. The capabilities are shaded according to the expectation for the role, being 'Core', 'Growth', 'Assumed' or 'Not in Scope' capabilities. The cumulative nature of the capabilities under each cluster, means an employee should be able to demonstrate the behaviours required of each capability, up to and including the capability deemed 'Core' for their role.

### CHILD CARE CLUSTER DIRECTOR CAPABILITY MAPPING

LEADING BEST SELF	LEADING HUMAN CONNECTION	LEADING OPTIMAL RESULTS	LEADING PEOPLE AUTHENTICALLY	LEADING STRATEGIC DIRECTION
<b>INNOVATING</b> Creative thinker that finds and implements new ways of doing things	<b>INFLUENCING</b> Can think on their feet and persuade a group of individuals towards their ideas and thinking	<b>LEADING PROJECTS AND CHANGE</b> Leads projects and change initiatives, demonstrating the 'art' and 'science' of project and change management	<b>LEADING ORGANISATIONAL CULTURE</b> Emanates inspirational and authentic leadership, walking the talk, creating a culture of trust and leading through ambiguity	<b>CREATING ORGANISATIONAL VISION AND STRATEGY</b> Creates a compelling vision and strategy to meet the needs of the community both now and into the future
<b>EMBRACING CHANGE</b> Open to change, takes on a positive outlook and adapts well to new ways of doing things	<b>FACILITATING DISCUSSION</b> Confident in presenting ideas to a group, facilitating discussion and managing group dynamics	<b>WORKING COLLABORATIVELY</b> Actively networks, builds relationships and works with others cross-functionally and/or with a broad range of stakeholders, to drive stronger results	<b>FOSTERING TEAM EFFECTIVENESS</b> Builds a supportive and collaborative team environment, fosters team spirit and trust	<b>DEMONSTRATING BUSINESS ACUMEN AND PLANNING</b> Understands business principles and financial implications and uses this to optimise business performance and inform strategic planning
<b>MAINTAINING COMPOSURE</b> Stays calm under pressure and practices self-care to manage stress	<b>DELIVERING THE 'CUSTOMER PROMISE'</b> Dedicated to serving the customer needs, both internal and external, and other stakeholders	<b>CONTINUOUSLY IMPROVING</b> Committed to improving the quality, efficiency and effectiveness of work processes and projects	<b>LEADING WITH COURAGE</b> Confident in having difficult conversations and is able to provide constructive feedback whilst maintaining the relationship	<b>DECISION MAKING</b> Makes decisions which are strategic and likely to have long-term impacts
<b>DEVELOPING SELF</b> Committed to self-improvement, welcomes feedback, seeks learning opportunities and is self-aware	<b>WORKING TOGETHER</b> Team player who helps and cooperates with others	<b>PROBLEM SOLVING</b> Uses sound judgement and logic to solve day-to-day problems	<b>LEADING A TEAM</b> Leads a team to perform by delegating effectively, setting clear expectations and providing feedback on performance and behaviour	<b>MANAGING RESOURCES</b> Effectively manages budgets, time, costs and other resources
<b>TAKING ACCOUNTABILITY</b> Reliably contributes, follows policies and procedures, upholds organisational values and keeps promises	<b>COMMUNICATING</b> Effective communicator (verbal and written) including the use of appropriate body language	<b>PLANNING AND ORGANISING</b> Prioritises tasks and works in an organised way to get things done effectively	<b>MENTORING OTHERS</b> Mentors others to help them learn and develop	<b>ANALYSING AND INTERPRETING</b> Uses analytical thinking to critically evaluate information and data in order to provide meaningful insights

**KEY:**

ASSUMED CAPABILITY

CORE CAPABILITY

GROWTH CAPABILITY

NOT IN SCOPE

## CAPABILITY FRAMEWORK - BEHAVIOURAL DESCRIPTORS

Each capability has a set of 'Behavioural Descriptors' which describes the types of behaviours (the 'how') linked to each capability. The table below outlines the day to day 'behavioural expectations' of the 'Core' and 'Growth' capabilities of a proficient employee in the role. It also details the 'Enhancing Behaviours' to articulate what 'going the extra mile' or 'above and beyond' looks like. The list of 'Behavioural Descriptors' are not intended to be exhaustive, rather they are provided as examples of the types of behaviours expected, to help bring the capability to life.

CAPABILITY	BEHAVIOURAL EXPECTATIONS	ENHANCING BEHAVIOURS
<p><b>MAINTAINING COMPOSURE</b> Stays calm under pressure and practices self-care to manage stress</p> <p>LEADING <b>BEST SELF</b></p>	<ul style="list-style-type: none"> <li>Can handle stressful situations calmly</li> <li>Stays focused on the issues at hand</li> <li>Does not allow anger, frustration or anxiety to get the better of them</li> <li>Does not allow emotion to cloud their judgement</li> <li>Actively listens and responds appropriately</li> <li>Seeks support and takes time out when necessary</li> <li>Does not take things personally</li> <li>Maintains a positive attitude to neutralise disruption</li> <li>Includes self-care practices in their day-to-day routine</li> </ul>	<ul style="list-style-type: none"> <li>Calming influence on others</li> <li>Reliable and can be counted on in tough times</li> <li>Shows appropriate vulnerability</li> <li>Demonstrates emotional intelligence</li> <li>Solution driven and looks for ways to keep moving forward</li> <li>Speaks with conviction and confidence</li> <li>Is in tune with their emotional and mental reserves and finds balance to alleviate stress</li> </ul>
<p><b>EMBRACING CHANGE</b> Open to change, takes on a positive outlook and adapts well to new ways of doing things</p> <p>LEADING <b>BEST SELF</b></p>	<ul style="list-style-type: none"> <li>Shows openness</li> <li>Willing to try a new approach</li> <li>Copes with ambiguity</li> <li>Easily transitions to the new and different</li> <li>Supports change initiatives</li> <li>Open to hearing diverse points of view</li> <li>Focuses on and shares the benefits</li> <li>Maintains a positive outlook</li> <li>Enthusiastic and excited by new ideas</li> </ul>	<ul style="list-style-type: none"> <li>Learns new things quickly</li> <li>Resilient and persists when faced with challenges and setbacks</li> <li>Shifts gears and pivots easily</li> <li>Acts as a change advocate</li> <li>Willing to be the only champion for an idea or position</li> <li>Will stand up and be counted</li> <li>Challenges constructively but then supports change, even if they do not totally agree</li> <li>Actively supports and shows empathy towards people who are struggling with the change</li> </ul>

<p><b>INNOVATING</b> Creative thinker that finds and implements new ways of doing things</p> <p><b>LEADING BEST SELF</b></p>	<ul style="list-style-type: none"> <li>• Creative, original thinker</li> <li>• Generates new ideas</li> <li>• Recognises the value of individual differences to support broader thinking</li> <li>• Adds value in brainstorming settings</li> <li>• Is focused on solutions</li> <li>• Draws on multiple sources for ideas and inspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Shows initiative, implements new ideas</li> <li>• Shows courage</li> <li>• Challenges the status quo</li> <li>• Fosters diversity and inclusion to encourage innovative thinking</li> <li>• Looks at problems from different angles - is not limited by the thoughts or approaches of others</li> <li>• Finds ways to do more with less</li> <li>• Believes they can make a difference</li> <li>• Thinks expansively, combining or drawing out ideas</li> </ul>
<p><b>DELIVERING THE 'CUSTOMER PROMISE'</b> Dedicated to serving the customer needs, both internal and external, and other stakeholders</p> <p><b>LEADING HUMAN CONNECTION</b></p>	<ul style="list-style-type: none"> <li>• Greets promptly, reaches out to help and gives full attention</li> <li>• Presents a positive image of Council</li> <li>• Builds rapport and respectful relationships</li> <li>• Polite, friendly, smiles and uses the customer's name (when available)</li> <li>• Uses appropriate body language</li> <li>• Actively listens, shows empathy and uses effective questioning</li> <li>• Acts promptly in routine situations and agrees on a clear course of action in non-routine situations</li> <li>• Takes ownership of a problem and customises the best solution</li> <li>• Understands that anyone who contacts you is a customer</li> <li>• Puts the customer at the centre - both internal and external customers</li> <li>• Keeps things simple and shares quality information</li> <li>• Is professional and calm when dealing with difficult customers</li> <li>• Hears the customer out, empathising, apologising and taking personal responsibility for the resolution of the customer's problems/issues</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes a strong personal brand with key stakeholders</li> <li>• Builds customer loyalty and 'promoters'</li> <li>• Learns and uses a customer's name (even when not readily available)</li> <li>• Takes opportunities to exceed customer expectations without making unreasonable commitments</li> <li>• Monitors and evaluates customer concerns, issues, and satisfaction</li> <li>• Gets first-hand customer exposure and uses it for improvements</li> <li>• Involves the customer in decisions that impact them (when appropriate)</li> <li>• Promptly de-escalates upset customers</li> <li>• Uses effective conflict resolution skills</li> </ul>

<p><b>FACILITATING DISCUSSION</b> Confident in presenting ideas to a group, facilitating discussion and managing group dynamics</p> <p>LEADING <b>HUMAN CONNECTION</b></p>	<ul style="list-style-type: none"> <li>• Confident leading a group discussion or presenting</li> <li>• Commands attention and keeps the group focused on the agenda</li> <li>• Creates opportunities to include all members of the group</li> <li>• Engages the group with analogies, humour, confidence, eye contact, hand gestures, body language, voice inflection etc. at the appropriate times</li> <li>• Adjusts for different learning styles</li> <li>• Draws questions and input from the audience</li> <li>• Can change tack when something isn't working</li> <li>• Leverages presentation technology to engage and encourage participation</li> </ul>	<ul style="list-style-type: none"> <li>• Incites the best from others in order to generate meaningful dialogue</li> <li>• Responsive to and in control of group dynamics</li> <li>• Demonstrates emotional intelligence</li> <li>• Able to deliver a difficult message while maintaining relationships</li> <li>• Calmly deals with hecklers</li> <li>• Leads impactful group activities</li> <li>• Innovative delivery of key messages</li> <li>• Gets the group thinking with effective questions</li> <li>• Handles a range of questions well</li> <li>• Acts quickly when problems arise</li> </ul>
<p><b>INFLUENCING</b> Can think on their feet and persuade a group of individuals towards their ideas and thinking</p> <p>LEADING <b>HUMAN CONNECTION</b></p>	<ul style="list-style-type: none"> <li>• Presents a persuasive and sound argument, backed up by data, research, best practice and expert opinions</li> <li>• Creates a clear, influential message</li> <li>• Establishes credibility quickly</li> <li>• Strong reputation and personal brand</li> <li>• Anticipates and addresses key concerns</li> <li>• Can think on their feet and provide strong counter arguments</li> <li>• Adjusts their style to fit the audience</li> <li>• Can influence and gain commitment at all levels</li> <li>• Knows the right thing to do and say, to the right people</li> <li>• Speaks up in a respectful way, irrespective of the seniority of their audience</li> </ul>	<ul style="list-style-type: none"> <li>• Makes a strong impact and has an inspirational personal brand</li> <li>• Excels in pressure situations</li> <li>• Anticipates resistance and adapts/plans accordingly</li> <li>• Is able to effectively respond when thrown a curve ball</li> <li>• Strong negotiator</li> <li>• Achieves a 'win/win' outcome</li> <li>• Politically savvy</li> <li>• Effectively manages up</li> </ul>
<p><b>CONTINUOUSLY IMPROVING</b> Committed to improving the quality, efficiency and effectiveness of work processes and projects</p> <p>LEADING <b>OPTIMAL RESULTS</b></p>	<ul style="list-style-type: none"> <li>• Strives towards best practice</li> <li>• Committed to continuous improvement</li> <li>• Spots opportunities to do things differently</li> <li>• Uses technology to generate efficiencies</li> <li>• Seeks expert opinions and advice</li> <li>• Uses business data and trends to inform improvements</li> <li>• Focused on results and desired outcomes</li> <li>• Values diversity - leveraging on individual/ personal and professional differences to come up with creative solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Sets a high standard for quality</li> <li>• Driven by excellence</li> <li>• Re-engineers processes to optimise them</li> <li>• Creates opportunities for others to contribute to discussion and debate</li> <li>• Creates a safe learning environment and encourages experimentation</li> <li>• Finds innovative ways to measure, review and implement improvements</li> <li>• Values and engages people with cognitive diversity to foster creative problem solving and innovation</li> </ul>

**WORKING COLLABORATIVELY**

Actively networks, builds relationships and works with others cross-functionally and/or with a broad range of stakeholders, to drive stronger results

**LEADING OPTIMAL RESULTS**

- Identifies key relationships for optimal results
- Values collaboration
- Consults broadly and with great thought
- Strong diplomacy
- Builds relationships quickly
- Relates well to, and builds networks with, a wide spectrum of people, inside and outside of the organisation
- Makes a positive impression on stakeholders
- Resolves conflicts quickly
- Leverages appropriate technology to collaborate and share information
- Uses informal networks to get things done (whilst adhering to process)
- Listens and responds empathetically to understand different points of view

- Actively breaks down silos
- Builds strategic alliances
- Demonstrates inclusiveness by seeking input from diverse perspectives to foster creative thinking
- Challenges in a positive way
- Leverages networks for quality outcomes
- Fosters psychological safety, by ensuring those involved feel included, safe to contribute and safe to challenge
- Creates an atmosphere of high trust through honest and transparent communication

**LEADING A TEAM**

Leads a team to perform by delegating effectively, setting clear expectations and providing feedback on performance and behaviour

**LEADING PEOPLE AUTHENTICALLY**

- Leads by example in all they do
- Creates a common team purpose
- Keeps team members informed
- Conducts effective team meetings
- Sets clear expectations for performance and behaviour
- Communicates roles and responsibilities
- Delegates work appropriately
- Provides ongoing support and guidance
- Makes sure team members have the right tools and resources for the job
- Gives timely, appropriate and regular feedback on both strengths and development areas
- Holds people accountable
- Recognises achievements
- Prioritises team members safety and wellbeing
- Shows genuine care and concern

- Fosters teamwork
- Helps team members understand how their role fits with the vision and strategy
- Works collaboratively with team members to set clear performance and development goals
- Provides stretch tasks and growth assignments
- Strives to set tasks that are meaningful, challenging and varied
- Applies 'situational leadership' by adjusting their leadership style to suit the team, individual, and the context
- Communicates the 'what' and 'why' and leaves the 'how' up to team members (where appropriate)
- Coaches and empowers team members to realise their full potential
- Addresses under performance quickly and in appropriate forums
- Shares wins and celebrates successes
- Actively and consistently finds ways to demonstrate genuine care and concern for their team members' well being

<p><b>LEADING WITH COURAGE</b> Confident in having difficult conversations and is able to provide constructive feedback whilst maintaining the relationship</p> <p><b>LEADING PEOPLE AUTHENTICALLY</b></p>	<ul style="list-style-type: none"> <li>• Has candid discussions with the team</li> <li>• Deals with problems firmly and in a timely manner</li> <li>• Regularly reviews performance and holds timely discussions</li> <li>• Deals effectively with troublemakers</li> <li>• Is able to accurately judge when performance needs to be managed formally</li> <li>• Keeps a focus on the issues or behaviours</li> <li>• Setbacks are analysed for the purpose of learning (not laying blame)</li> <li>• Uses appropriate language (verbal and non-verbal)</li> <li>• Actively listens by paying attention, clarifying, paraphrasing/summarising, and responding appropriately</li> <li>• Can have tough discussions and settle disputes equitably</li> <li>• Is able to have difficult conversations while maintaining the relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Deals with problems efficiently and effectively</li> <li>• Steps up to issues or conflicts and sees them as opportunities</li> <li>• Forward plans the conversation, including the desired outcome, so the meeting is meaningful, and solution driven</li> <li>• Has their finger on the pulse for potential issues or conflicts, and is proactive in addressing them</li> <li>• Encourages a process of self-reflection in order to help achieve self-awareness for team members</li> <li>• Leads by example by welcoming holistic feedback from their People Leader, peers, direct reports, and other relevant parties</li> </ul>
<p><b>FOSTERING TEAM EFFECTIVENESS</b> Builds a supportive and collaborative team environment, fosters team spirit and trust</p> <p><b>LEADING PEOPLE AUTHENTICALLY</b></p>	<ul style="list-style-type: none"> <li>• Is consistent, fair and shares rationale</li> <li>• Builds trust, is honest and maintains commitments</li> <li>• Brings the team together to drive a unified team purpose, building cohesion and enabling connection</li> <li>• Helps remove obstacles for the team</li> <li>• Involves team members in longer term/larger scale/high impact decisions, to gain buy-in where appropriate</li> <li>• Values diversity, leveraging on teams individual/personal and professional differences to bring the best out of people</li> <li>• Encourages debate and open dialogue, whilst keeping the team on track</li> <li>• Aware of team dynamics and is able to resolve conflicts quickly</li> <li>• Recruits team members that are a good culture 'fit' to compliment team dynamics</li> <li>• Good judge of talent and can leverage that to undertake succession planning</li> <li>• Coaches and mentors team members to realise their potential</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters psychological safety, by ensuring the team feel included, safe to learn, safe to contribute and safe to challenge</li> <li>• Builds a supportive and collaborative team environment by prioritising psychological safety</li> <li>• Fosters team spirit by connecting the team in a way that incites a culture of growth/higher standard</li> <li>• Able to pre-empt and remove challenging roadblocks that might derail momentum</li> <li>• Builds a team of people with cognitive diversity who think differently, in useful ways, to foster creative problem solving and innovation</li> <li>• Has their finger on the pulse on what's happening in the team and is able to predict and minimise potential issues/conflicts</li> <li>• Recruits team members that are a culture 'add' to enhance team dynamics</li> <li>• Understands and leverages succession planning to future proof the business</li> <li>• Understands and articulates what talent is needed with a future-forward lens</li> <li>• Enhances team culture and dynamics by empowering team members to realise their full potential through active coaching and mentoring</li> </ul>

<p><b>MANAGING RESOURCES</b> Effectively manages budgets, time, costs and other resources</p> <p>LEADING <b>STRATEGIC DIRECTION</b></p>	<ul style="list-style-type: none"> <li>• Resourceful use of budgeted funds, human resources, time, and other resources</li> <li>• Accurately estimates costs and allows for contingency costs</li> <li>• Assesses relative cost benefits of various purchasing options</li> <li>• Assesses quotes and tenders objectively</li> <li>• Tracks all income and expenditure and complies with budgetary constraints</li> <li>• Follows procurement processes</li> <li>• Follows compliance obligations around resources and record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses and mitigates financial risks</li> <li>• Uses resources effectively and efficiently</li> <li>• Builds a strong business case for use of, or request for resources</li> <li>• Ensures that resources are aligned to strategic goals by integrating strategy, planning and delivery</li> <li>• Aligns resources to changes in the market, with a future forward lens</li> <li>• Ensures projects and initiatives are on track, on time, and on budget, to deliver on prioritised and strategic initiatives</li> </ul>
<p><b>DECISION MAKING</b> Makes decisions which are strategic and likely to have long-term impacts</p> <p>LEADING <b>STRATEGIC DIRECTION</b></p>	<ul style="list-style-type: none"> <li>• Makes timely decisions in alignment with strategy</li> <li>• Recognises potential issues or opportunities that require action</li> <li>• Generates relevant and workable options</li> <li>• Formulates clear decision criteria and evaluates options logically and insightfully</li> <li>• Evaluates financial considerations, risks, priorities, and regulatory constraints</li> <li>• Is composed and makes objective and rational decisions based on merit</li> <li>• Involves others in longer term/larger scale/higher impact decisions, to gain buy-in, where appropriate</li> <li>• Aware of delegations and acts within authority levels</li> </ul>	<ul style="list-style-type: none"> <li>• Strong intuition and willingness to trust their own judgement</li> <li>• Can decide and act without having the total picture</li> <li>• Has courage to make tough decisions when required and shares their 'why'</li> <li>• Generates innovative options</li> <li>• Uses a mixture of analysis, wisdom, experience, and judgment, when making decisions</li> <li>• Recognises and manages any bias in decision making</li> </ul>