

## Band 6 Work Level Standards

<b>1 ACHIEVES RESULTS</b>	
<b>Description</b>	<b>Behavioural Indicators</b>
<b>1.1 Achieves Team Objectives and Delivers on Intended Results</b>	
Competent performers at this level plan the activities of the team, allocate resources wisely and take responsibility for the outcomes and performance of the team despite challenging objectives.	<ul style="list-style-type: none"> <li>Plans, schedules, prioritises and delegates work within the team effectively</li> <li>Monitors the effective use of financial resources within the team in accord with AFP requirements</li> <li>Monitors progress towards objectives and intervenes when necessary to overcome difficulties</li> <li>Takes personal responsibility for achieving the objectives of the team</li> </ul>
<b>1.2 Builds Capability and Responsiveness within the Team</b>	
Competent performers at this level make sure that the team has the skills required to meet the objectives, both now and in the future, and that the team responds flexibly to changing priorities and demands.	<ul style="list-style-type: none"> <li>Ensures critical skills and knowledge are maintained and updated within the team</li> <li>Ensures team members use information technology effectively and record information to AFP standards</li> <li>Is flexible and able to adapt the work of the team to changing priorities and the demands of investigations or projects</li> </ul>
<b>1.3 Adapts to, Supports and Manages Change</b>	
Competent performers at this level seek ways to improve the work of the team and support the changes and improvements from the broader organisation.	<ul style="list-style-type: none"> <li>Seeks ways to improve the way that the work is done or ways to save money</li> <li>Implements change within the team with skill and with a good understanding of the difficulty of achieving lasting change</li> <li>Supports organisational change and encourages team members to understand and adapt to change</li> </ul>
<b>1.4 Uses Expertise to Achieve Team Objectives</b>	
Competent performers at this level make use of the skills and knowledge available to them both within the team or externally to ensure that they meet the team's objectives.	<ul style="list-style-type: none"> <li>Identifies the professional or technical requirements critical for success in any investigation or project and makes sure this is available to achieve the objectives</li> <li>Uses external expertise to further develop and enhance the skills and knowledge of the team</li> <li>Provides challenging work for team members that provides them with development opportunities in professional and technical areas</li> </ul>

<b>2 CONTRIBUTES TO STRATEGIC THINKING</b>	
<b>Description</b>	<b>Behavioural Indicators</b>
<b>2.1</b>	<b>Supports Shared Purpose and Direction</b>
Competent performers at this level communicate with the team about the purpose of their work and how this relates to the broader organisational objectives.	<ul style="list-style-type: none"> <li>• Provide opportunities for team members to question and reflect on the purpose of their work</li> <li>• Supports and promotes the broader objectives of the AFP</li> <li>• Keeps team members informed of changes in objectives, priorities or the way that work is done</li> </ul>
<b>2.2</b>	<b>Thinks Ahead and Anticipates Changes</b>
Competent performers at this level take time to consider the impact of day to day work or decisions on future needs, and modify their decisions. They anticipate likely changes and make changes proactively.	<ul style="list-style-type: none"> <li>• Takes time to consider future requirements and identifies ways to modify current work to better meet anticipated needs</li> <li>• Communicates the likely future needs and changes to the team in a way that helps the team to adapt and anticipate</li> <li>• Engages with others to identify emerging trends in work, technical, political and social issues</li> </ul>
<b>2.3</b>	<b>Seeks, Shares and Applies Information on Broader Issues</b>
Competent performers at this level keep up to date with the broader environment in which the team operates, and use this broader perspective to help the team achieve its objectives.	<ul style="list-style-type: none"> <li>• Systematically collects information about the broader organisational, technical, political or social issues that might have an impact on the work of the team</li> <li>• Identifies issues that are likely to have an impact on the team and shares this information with the team</li> <li>• Compares the work of the team with best practice in other teams to encourage improved performance</li> </ul>
<b>2.4</b>	<b>Shows Judgement, Intelligence and Commonsense</b>
Competent performers at this level systematically make or recommend good decisions based on good consideration of the issues, identification of the options and logical arguments clearly supporting the decision or recommendation.	<ul style="list-style-type: none"> <li>• Draws on information from a range of sources and uses experience and commonsense to analyse what is important and how it should be used</li> <li>• Develops innovative and effective options based on good knowledge of the issues</li> <li>• Displays logic and strategic thinking in recommending an option or in making a decision</li> <li>• Systematically evaluates recommendations and decisions once they are implemented and uses this to inform future decisions</li> </ul>

<b>3 CULTIVATES PRODUCTIVE WORKING RELATIONSHIPS</b>	
<b>Description</b>	<b>Behavioural Indicators</b>
<b>3.1</b>	<b>Develops Internal and External Networks</b>
Competent performers at this level make time to develop and enhance their professional and organisational networks, and engage with their customers to ensure high levels of service.	<ul style="list-style-type: none"> <li>• Takes time to participate in and enhance professional and organisational networks</li> <li>• Captures information on networks and shares this with the team</li> <li>• Engages with stakeholders and clients to ensure that their needs are met and high levels of service provided</li> <li>• Exchanges information with others to develop high levels of cooperation and sharing</li> </ul>
<b>3.2</b>	<b>Creates and Maintains a Cooperative Team Environment</b>
Competent performers at this level involve team members in the work of the team, recognise their contribution and encourage collaboration and cooperation.	<ul style="list-style-type: none"> <li>• Builds rapport and an understanding of the needs of others within the team, encouraging shared objectives</li> <li>• Makes an effort to recognise the contribution of team members in ways that increase their motivation</li> <li>• Models cooperative and collaborative behaviours within the team in sharing workloads and assisting others to achieve shared objectives</li> </ul>
<b>3.3</b>	<b>Values and Uses Individual Differences and Diversity</b>
Competent performers at this level model tolerance and respect and encourage diversity within the team in terms of ways of working, new ideas, interpersonal style and knowledge of other cultures.	<ul style="list-style-type: none"> <li>• Actively seeks diversity in the make-up of the team to increase flexibility and responsiveness</li> <li>• Discerns the preferred working styles of team members and factors this into management of people and tasks</li> <li>• Encourages tolerance and understanding, including in honest discussion of sensitive issues</li> <li>• Treats people with respect and courtesy regardless of their views or style of argument</li> <li>• Does not show favouritism or bias in dealing with people</li> </ul>
<b>3.4</b>	<b>Guides, Mentors and Develops People</b>
Competent performers at this level make time to engage with team members to assist them to develop their capabilities. They support their development, suggest changes in behaviour, coach new skills and give honest feedback.	<ul style="list-style-type: none"> <li>• Makes time to discuss development issues with team members despite competing or more urgent priorities</li> <li>• Encourages teams members to develop their own skills</li> <li>• Looks for opportunities outside the team to help meet the development needs of team members</li> <li>• Provides clear, constructive and timely feedback to team members in a way that encourages learning</li> <li>• Set clear performance standards and addresses under-performance with skill, courage and tenacity</li> </ul>

<b>4 SHOWS PERSONAL DRIVE AND INTEGRITY</b>	
<b>Description</b>	<b>Behavioural Indicators</b>
<b>4.1</b>	<b>Demonstrates Professional and Ethical Behaviours</b>
Competent performers at this level not only adhere to the AFP standards and values and act in accord with legislation, policies and regulations; they also create that professional and ethical environment within the team.	<ul style="list-style-type: none"> <li>• Models the AFP professional and ethical behaviours at all times</li> <li>• Meets commitments given to others</li> <li>• Has a strong knowledge of the legislative, policy and regulation framework relevant to the team, adheres to the requirements and encourages conformance within the team</li> <li>• Shows commitment to the AFP and always supports organisational policies despite personal preferences</li> </ul>
<b>4.2</b>	<b>Displays Initiative, Courage and Resilience</b>
Competent performers at this level are proactive and display initiative in addressing issues, show courage when the risks and consequences are substantial, and display resilience in the face of setbacks and criticism. They acknowledge mistakes and learn from them.	<ul style="list-style-type: none"> <li>• Proactively identifies issues that need to be addressed and takes action to solve the problem</li> <li>• Evaluates the risks of action or inaction, makes an informed decision and accepts the consequences</li> <li>• Displays drive and energy in achieving outcomes despite setbacks, challenges and changes in priorities or resources</li> <li>• Acknowledges mistakes and learns from them – admits to a lack of knowledge and seeks clarification or assistance</li> </ul>
<b>4.3</b>	<b>Models an Effective Work-Life Balance</b>
Competent performers at this level not only model an effective work-life balance, they also assist team members to achieve the right balance for the individual.	<ul style="list-style-type: none"> <li>• Promotes and models an informed work-life balance</li> <li>• Considers the personal health and well-being of team members in the allocation of work and the achievement of objectives</li> <li>• Ensures team members actively support and access AFP work-life strategies</li> </ul>
<b>4.4</b>	<b>Demonstrates Self-Knowledge and a Commitment to Growth</b>
Competent performers at this level have an informed view of their own strengths and weaknesses, have a plan to develop their own capabilities and take personal responsibility for advancing their career.	<ul style="list-style-type: none"> <li>• Makes time to discuss own development options with others</li> <li>• Has an agreed plan to further develop own capabilities and then implements it despite competing priorities</li> <li>• Makes time to hear feedback and to reflect on views in order to understand own strengths and weaknesses</li> <li>• Monitors progress in developing new capabilities and sets new targets to be achieved</li> </ul>

<b>5 COMMUNICATES WITH INFLUENCE</b>	
<b>Description</b>	<b>Behavioural Indicators</b>
<b>5.1</b>	<b>Communicates Clearly</b>
Competent performers at this level have the ability to communicate clearly and concisely with work colleagues or clients either orally or in writing, often skilfully using presentations, project plans and meetings to communicate more effectively.	<ul style="list-style-type: none"> <li>• Shows skill in facilitating and encouraging others' input in meetings, including non-verbal communication</li> <li>• Produces written work that is concise, well-expressed and accurately conveys the intended message, with minimal need for correction</li> <li>• Makes presentations to groups that engage the audience and leaves clear messages</li> <li>• Chooses the best available way to communicate messages to others in order to produce the desired outcome</li> </ul>
<b>5.2</b>	<b>Keeps Self and Others Informed</b>
Competent performers at this level use their own knowledge to anticipate what information is important to others and ensure that it is shared. They also seek opportunities to hear the views of others and share their own views with team members	<ul style="list-style-type: none"> <li>• Proposes innovative or challenging ideas in a group discussion with skill; inviting feedback and discussion and seeking a mutually beneficial outcome</li> <li>• Anticipates information that would have an impact on others' work and brings this to their attention – keeping in mind the established pathways within the AFP and the need to treat some information as sensitive</li> </ul>
<b>5.3</b>	<b>Listens, Understands and Adapts to Audience</b>
Competent performers at this level take time to understand the ideas and concerns of others and modify their arguments to better meet the needs of the intended audience. They encourage others to talk, share ideas and different views.	<ul style="list-style-type: none"> <li>• Displays active listening skills – asking questions and reflecting back understanding to ensure effective communication</li> <li>• Takes time to develop a deep understanding of key issues or problems of clients, including the rational and emotional issues, and then proposes a more effective solution to the whole problem</li> <li>• Influences others by thoughtful understanding of the issues and an appreciation of the needs and motives of the audience.</li> </ul>
<b>5.4</b>	<b>Negotiates and Works to Reconcile Diverse Views</b>
Competent performers at this level have a basic understanding of negotiation skills and apply this to resolving issues within the team.	<ul style="list-style-type: none"> <li>• Displays a basic understanding of negotiation techniques, but shows sensitivity and understanding at all times</li> <li>• Listens to and evaluates differing ideas and views and attempts to bring these together in a mutually satisfactory way</li> <li>• Recognises when to escalate workplace conflicts to a higher level for resolution</li> </ul>