

Band 8 Work Level Standards

1 ACHIEVES RESULTS	
Description	Behavioural Indicators
1.1 Achieves Team Objectives and Delivers on Intended Results	
Competent performers at this level take largely autonomous responsibility for the resources, outcomes and performance of one or more teams, often in demanding or complex environments, and invariably deliver on the desired outcomes	<ul style="list-style-type: none"> Plans, schedules, prioritises and delegates work within the team with skill and judgement Monitors the effective use of financial resources within the team in accord with AFP requirements Sets clear objectives for others, monitors their progress towards objectives and intervenes when necessary to overcome difficulties Takes total responsibility for achieving the objectives of the team and invariably delivers on the desired outcomes
1.2 Builds Capability and Responsiveness within the Team	
Competent performers at this level build the capability of their team systematically and in line with corporate objectives and strategies. They ensure the team responds flexibly to changing priorities and demands.	<ul style="list-style-type: none"> Plans capability development for the team and sets targets for the future – building capability consistently Clearly identifies critical skills and knowledge and ensures they are maintained and updated within the team Encourages a flexible and adaptable team environment Ensures team members are aware of and comply with legislative, policy and regulatory frameworks
1.3 Leads and Manages Change	
Competent performers at this level continually and actively seek ways to improve the work of the team or to drive more strategic, organisational change within the team. They also actively contribute to broader organisational change	<ul style="list-style-type: none"> Encourages innovation or suggestions for change within the team Implements broader organisational change within the team with strong commitment, personal example and good knowledge of change management techniques Actively seeks to contribute to broader organisational change within the AFP
1.4 Uses Expertise to Achieve Team Objectives	
Competent performers at this level build networks and registers of people and expertise beyond the immediate team that they can draw upon to achieve the team objectives. They make effective and efficient use of all available resources to achieve outcomes.	<ul style="list-style-type: none"> Identifies the professional or technical requirements critical for success in any investigation or project and sources this expertise quickly and efficiently Captures and shares information about relevant external expertise Strategically uses external expertise and challenging work to further develop and enhance the skills and knowledge of the team

2 CONTRIBUTES TO STRATEGIC THINKING	
Description	Behavioural Indicators
2.1 Promotes Shared Purpose and Direction	
Competent performers at this level inspire a sense of purpose and direction in their team. They set the direction of the team within the broader AFP and community context.	<ul style="list-style-type: none"> • Creates a shared understanding of what has to be achieved and why this is important • Encourages questions and reflections on the purpose of the work of the team • Links the broader objectives of the AFP to day to day work • Invariably keeps team members informed of changes in objectives, priorities or the way that work is done
2.2 Thinks Ahead and includes Broader Perspectives	
Competent performers at this level anticipate, discuss and plan for future requirements or broader AFP or community issues, and link this to changes in the day to day work of the team	<ul style="list-style-type: none"> • Ensures future requirements are discussed and analysed - identifies ways to modify current work to better meet anticipated needs • Communicates the broader context of the work of the team and anticipates changes in this context • Systematically seeks ways of keeping up to date and engaging with others to identify emerging trends in work, technical, political and social issues
2.3 Harnesses Information and Opportunities	
Competent performers at this level make time and systematically ensure they 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, adapt to changes and improve performance.	<ul style="list-style-type: none"> • Systematically collects information about the broader organisational, technical, political or social issues that might have an impact on the work of the team • Identifies issues that are likely to have an impact on the team and shares this information with the team • Compares the work of the team with best practice in other teams to encourage improved performance • Understands the broader relationships within AFP stakeholders and enhances the relationships in this area
2.4 Shows Judgement, Intelligence and Commonsense	
Competent performers at this level systematically make good decisions based on consideration of the issues, innovative approaches to identify options and logical arguments clearly supporting the decision. They cope well with high levels of complexity.	<ul style="list-style-type: none"> • Evaluates complex information quickly, critically and accurately to identify core issues and possible solutions • Develops innovative and effective options based on broad or detailed knowledge of the issues • Displays logic and strategic thinking in making a decision; balancing risks and ambiguity to make timely decisions • Systematically evaluates decisions once they are implemented and uses this to inform future decisions

3 CULTIVATES PRODUCTIVE WORKING RELATIONSHIPS	
Description	Behavioural Indicators
3.1	Develops Internal and External Networks
Competent performers at this level build strong and diverse networks on a systematic basis, and engage with their customers to ensure high levels of service.	<ul style="list-style-type: none"> • Sets targets and makes resources available to build organisational and professional networks • Systematically captures information on networks and encourages the sharing of networks within the team • Systematically and frequently engages with stakeholders and clients to ensure that their needs are met and high levels of service provided
3.2	Creates and Maintains a Cooperative Team Environment
Competent performers at this level create a cooperative and collaborative team environment; one that is responsive and flexible in meeting the team objectives and where each team member's contribution is recognised	<ul style="list-style-type: none"> • Balances the need to achieve team objectives with the individual needs of team members – makes reasonable demands of team members in order to achieve high performance • Systematically and regularly recognises the contribution of team members in ways that increase their motivation • Models cooperative and collaborative behaviours within the team in sharing workloads and assisting others, and rewards others for demonstrating collaborative behaviours
3.3	Values and Uses Individual Differences and Diversity
Competent performers at this level create a team culture that is based on tolerance and respect and which encourages 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"> • Actively seeks diversity in the make-up of the team to increase flexibility and responsiveness • Encourages team members to understand the preferred working styles of others and factors this into ways of working with each other • Encourages tolerance and understanding, including in honest discussion of sensitive issues • Treats people with respect and courtesy regardless of their views or style of argument and does not show favouritism or bias in dealing with people
3.4	Guides, Mentors and Develops People
Competent performers at this level take responsibility for building and encouraging the individual capabilities of team members. They support their development, suggest changes in behaviour, coach new skills and give honest feedback.	<ul style="list-style-type: none"> • Systematically supports the development of practical development and career plans, while encouraging team members to take responsibility to develop their own skills • Looks for opportunities outside the team to help meet the development needs of team members • Frequently provides clear, constructive and timely feedback to team members in a way that encourages learning • Sets clear performance standards and addresses under-performance with skill, courage and tenacity

4 SHOWS PERSONAL DRIVE AND INTEGRITY	
Description	Behavioural Indicators
4.1	Demonstrates Professional and Ethical Behaviours
Competent performers at this level create clear expectations of an ethical and professional environment within the team; they conform to those values themselves and expect others to do the same. They act on non-conformance or unethical behaviours consistently	<ul style="list-style-type: none"> • Models the AFP professional and ethical behaviours at all times • Encourages a strong knowledge of the legislative, policy and regulation framework within the team, and encourages conformance to these requirements within the team • Shows commitment to the AFP and always supports organisational policies despite personal preferences • Acts quickly to address non-conformance with values or other examples of unprofessional or unethical behaviour
4.2	Displays Initiative, Courage and Resilience
Competent performers at this level are proactive and display initiative in addressing issues, show courage when required, and display resilience in the face of setbacks and criticism. They support and encourage other team members in displaying initiative, courage and resilience.	<ul style="list-style-type: none"> • Proactively identifies issues that need to be addressed and takes action to solve the problem • Evaluates the risks of action or inaction, makes an informed decision and accepts the consequences • Consistently displays drive and energy in achieving outcomes • Acknowledges mistakes and learns from them – admits to a lack of knowledge and seeks clarification or assistance • Supports team members when they need to display courage or resilience in challenging circumstances
4.3	Models an Effective Work-Life Balance
Competent performers at this level create an environment in the team where achieving an effective work-life balance over the longer-term is given a high priority.	<ul style="list-style-type: none"> • Promotes and models an informed work-life balance • Considers the personal health and well-being of team members in the allocation of work and the achievement of objectives • Encourages discussion and a longer-term perspective of the importance of work-life balance within the team
4.4	Demonstrates Self-Knowledge and a Commitment to Growth
Competent performers at this level aspire to being more effective by building their own capabilities. They ensure they have a well-informed view of their own strengths and weaknesses, have articulated a plan, make time for development and take personal responsibility for advancing their career.	<ul style="list-style-type: none"> • Makes time to discuss own development options with others, both within and outside the immediate work area • Has an agreed and documented plan to further develop own capabilities and then implements it despite competing priorities • Ensures feedback and views of own strengths and weaknesses are systematically and regularly collected – acts on the feedback • Sets targets for personal development, monitors progress in developing new capabilities and applies them to work situations

5 COMMUNICATES WITH INFLUENCE	
Description	Behavioural Indicators
5.1	Communicates Clearly
Competent performers at this level not only communicate clearly and concisely either orally or in writing, they also display high level communication skills in common situations such as meetings, presentations, facilitating discussions and interviews.	<ul style="list-style-type: none"> • Shows sophisticated and professional skill in facilitating and encouraging others' input in meetings or interviews • Produces written work that is concise, well-expressed and accurately conveys the intended message, with minimal need for correction • Makes presentations to groups that engage the audience, leaves clear messages and achieves the objectives • Chooses the best available style and technique to communicate messages to others in order to produce the desired outcome
5.2	Keeps Self and Others Informed
Competent performers at this level create a shared understanding within the team on how to share information and what factors to consider in making the decision to share information or not. They encourage open discussions.	<ul style="list-style-type: none"> • Sets standards and shapes values of the team around the decisions to share or not to share key information • Anticipates information that would have an impact on others' work and brings this to their attention – balancing the need to treat some information as sensitive with the benefits of sharing information
5.3	Listens, Understands and Adapts to Audience
Competent performers at this level devote considerable effort to understanding the needs of the intended audience, so that they can adapt their messages to be more effective in engaging, influencing or persuading	<ul style="list-style-type: none"> • Displays highly developed listening skills – asking questions and reflecting back understanding to ensure effective communication • Ensures the development of 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 • Clearly identifies the needs and level of understanding of any audience before adapting the messages to have greater influence over the way they are received.
5.4	Negotiates and Works to Reconcile Diverse Views
Competent performers at this level are beginning to develop professional negotiation skills based on a formal understanding of negotiation strategies and tactics and the practice of basic principles	<ul style="list-style-type: none"> • Displays a thorough understanding of negotiation strategies and tactics based on formal training and practice • Takes time to prepare thoroughly for a negotiation, identifying objectives, strategies and potential issues to be raised • Listens to and evaluates differing ideas and views and attempts to bring these together in a mutually satisfactory way • Creates a team environment that genuinely and openly tests ideas and finds common ground