

## Band 3 Work Level Standards

### 1. Organising your work, making sound decisions and achieving outcomes

| ACHIEVES RESULTS   |   |
|--|---|
| Description  | Behavioural Indicators  |
| <p>Competent performers at this level take responsibility for managing their own work through to completion, work cooperatively with others to achieve shared outcomes, share knowledge and skills with others and adapt to changing priorities and ways of working within the team.</p> | <ul style="list-style-type: none"> <li>• Commits to action and takes personal responsibility for getting things done</li> <li>• Delivers results within agreed timeframes</li> <li>• Enhances own knowledge and skills by learning from more experienced members of the team</li> <li>• Takes time to develop knowledge of legislative, policy and regulatory frameworks</li> <li>• Approaches changes to priorities and ways of working with enthusiasm and focus</li> <li>• Shares knowledge and skills with others to achieve team outcomes</li> </ul> |

| SUPPORTS A CORPORATE PERSPECTIVE  |   |
|---|---|
| Description   | Behavioural Indicators  |
| <p>Competent performers at this level are aware of the corporate objectives and priorities and apply these to their day to day work. They anticipate the impact on their work of decisions and seek to find ways to improve the way that the work is done within the team. When making decisions, they include all relevant facts, display logic in choosing options and in making recommendations.</p> | <ul style="list-style-type: none"> <li>• Keeps up to date with the corporate and team objectives and priorities</li> <li>• Can describe the purpose of their work and how this links to the overall objectives</li> <li>• Shows good judgement in allocating priorities to day to day work tasks – seeking guidance when required</li> <li>• Thinks and plans ahead – anticipates problems and works to resolve them</li> <li>• Suggests improvements in the way that the work can be done within the team</li> <li>• Consistently demonstrates good judgement in decision making by researching information, considering options and making logical recommendations</li> </ul> |

## SHOWS PERSONAL DRIVE AND INTEGRITY

| Description   | Behavioural Indicators  |
|---|---|
| <p>Competent performers at this level work hard to understand the key cultural values of the AFP and practice this in their day to day work. They are enthusiastic about their work, show initiative and cope well with setbacks or criticism. They are also self-motivated in further developing their own skills and careers.</p> | <ul style="list-style-type: none"> <li>• Understands the AFP's ethical and professional standards and displays these at all times</li> <li>• Bounces back after setbacks or criticism and remains positive</li> <li>• Learns from and accepts responsibility for the consequences of own actions</li> <li>• Takes giving a commitment seriously and then delivers on that commitment</li> <li>• Has a clear idea of future career directions and has set personal development objectives</li> <li>• Balances the competing demands of work and life and respects this balance in other team members</li> <li>• Enthusiastically seeks opportunities to develop knowledge and skills within the AFP to improve work performance or career options</li> </ul> |

## 2. Communicating and working effectively with other people

## CULTIVATES PRODUCTIVE WORKING RELATIONSHIPS

| Description   | Behavioural Indicators   |
|---|--|
| <p>Competent performers at this level build strong, effective working relationships with other members of their team, key people within the AFP and with their clients. These working relationships are built on mutual respect and a genuine understanding of the needs of others. They also actively seek feedback from others about how their own work can be improved and act on the advice received.</p> | <ul style="list-style-type: none"> <li>• Treats other people with respect and courtesy</li> <li>• Recognises differences in ideas and individual styles of working and values these differences</li> <li>• Actively participates in developing a strong team relationship by listening to others, anticipating their needs and sharing responsibility for the objectives of the team</li> <li>• Provides, seeks, values and acts upon constructive and regular feedback</li> <li>• Acts to reduce tensions and conflicts in the workplace</li> </ul> |

## COMMUNICATES WITH INFLUENCE

| Description  | Behavioural Indicators  |
|--|---|
| <p>Competent performers at this level have the ability to communicate clearly and concisely with work colleagues or clients either face to face, within a group or in writing. They listen carefully and actively to others and test their understanding of the issues by reflecting back or summarising. They also understand the protocols and established pathways for sharing information within the team and the AFP.</p> | <ul style="list-style-type: none"> <li>• Produces written work that is concise, well-expressed and accurately conveys the intended message</li> <li>• Takes time to listen and ask questions, modifying the message accordingly, in face to face communication</li> <li>• Shows judgement and maturity in group discussions, balancing their own contribution with the contribution of others</li> <li>• Keeps supervisor and other team members informed on work progress</li> <li>• Encourages the contribution of others in an open, honest and non-judgemental way</li> <li>• Recognises information that is sensitive and uses established guidelines or seeks supervisor guidance in determining if that information can be shared or disseminated</li> </ul> |

### 3. Applying technical knowledge, expertise and skills

## TECHNICAL KNOWLEDGE

| Description   | Knowledge Areas   |
|---|---|
| <p>Competent performers at this level are actively acquiring the basic technical knowledge they will need to contribute effectively to day to day tasks and projects. They have a solid grounding from their studies and now add to this knowledge with practical examples and tasks, combined with research and discussions with more senior colleagues.</p> | <ul style="list-style-type: none"> <li>• AFP's policies, procedures and practices in their specialist area – how things are done, what the quality standards are and how the IT systems assist the work</li> <li>• Legislation, Regulations and external standards that apply to the work of the team – the legal and accountability requirements that impact on the work of the team</li> <li>• Contemporary issues in the technical area of expertise – the social, political and broader technological issues that impact on the work of the team</li> </ul> |

## TECHNICAL SKILLS

| Description  | Skill Areas   |
|--|---|
| <p>Competent performers at this level are fine-tuning the basic skills they have acquired through training, and developing the more advanced skills that will enable them to take more responsibility in the future without the need for extensive or close supervision. They are able to carry out basic day to day tasks, but require supervision to integrate the individual task to produce a competent project.</p> | <ul style="list-style-type: none"><li>• Takes the appropriate actions in following up either day to day tasks or assigned work in an effective, timely and professional way – according to the standards set within the team</li><li>• Collects and evaluates information accurately and efficiently with little supervision</li><li>• Maintains files, information and equipment in accord with AFP standards</li><li>• Under supervision, assist with the overall integration of tasks and activities to produce effective project outcomes or meet ongoing standards of service delivery</li></ul> |