



Community Housing
INDUSTRY ASSOCIATION **VICTORIA**

COMMUNITY HOUSING WORKFORCE CAPABILITY FRAMEWORK

Assessment Tool | July 2019

THE COMMUNITY HOUSING WORKFORCE CAPABILITY FRAMEWORK AND ASSESSMENT TOOL

In response to the 10-Year Community Services Industry Plan and to support their sector to meet complex challenges, sector peak body Community Housing Industry Association Victoria has worked in partnership with their members and the Department of Health and Human Services (DHHS) to develop a sector Transition Plan for the next four years. The Transition Plan identified the requirement to develop and implement sector capability frameworks to support workforce capacity building.

The Workforce capability and training project (the Project) responds to Priority 2 in the Community Services Industry Plan, which calls for a state-wide approach for building workforce capability to plan and respond more effectively to the challenges presented by the changing external environment. The Project supports community service sectors to work together to identify the required workforce capabilities, to identify any gaps and to deliver consistency in the respective workforce capability frameworks.

The required capabilities for community housing are clustered into 5 domains.

This assessment tool can help you determine your current strengths and areas for development, against the capabilities that are important.

You can use it in your conversations with your team leader or manager about your current performance, what is required in your current role and to inform decisions about what development you will undertake.

This booklet is best used by printing in booklet style in A4 size.

How to use the self-assessment

The purpose of this assessment is to understand your strengths and identify areas for development that are important for you to perform well in your current role, in your current team.

1. Assess your current performance against each of the capabilities in each domain on the 'assessment' line, on the scale from 'Foundational' to 'Leading', with reference to the behaviours described at each proficiency level.

2. Note examples of where you have demonstrated these capabilities.

3. Consider what level is required in your current role. You can refer to the proficiency levels for an indication of what level is most likely to be required in your role.

If you are considering an alternative role (such as for a promotion or move), consider what level is required for that role.

4. Ask your team leader or manager to complete the assessment (on the 'manager assessment' line), and meet to talk about how your views are alike and where they might differ.

5. Talk with your team leader or manager about what capabilities are most important given your portfolio, your program areas and the work that your team does.

6. Agree what you can do to further develop your skills and how you might use your strengths in different ways. Include these actions in your professional development plan.





1. Understand the contemporary housing context

	FOUNDATIONAL	EMERGENT	LEADING
1a. Knows and applies the rules and commitments under which we operate	<p>Is knowledgeable of straightforward legislation, policies and guidelines that relate to routine housing and building activities</p> <p>Is ready to access additional information or seek guidance</p> <p>Identifies tenant issues that relate to the Charter of Human Rights and Responsibilities Act 2006 and seeks advice where necessary</p> <p>Has a clear understanding of office delegation and assistance requirements</p> <p>Assists in preparing or presenting cases for VCAT in relation to the Residential Tenancies Act 1997</p>	<p>Has a sound understanding of legislation, policies and guidelines and applies them including in exceptional circumstances (with supervision where required)</p> <p>Has a good understanding of complex guidelines and confidently applies discretion appropriately to achieve the intent of these guidelines</p> <p>Confidently incorporates the Charter of Human Rights and Responsibilities Act 2006 into practice</p> <p>Prepares or presents cases for VCAT in relation to the Residential Tenancies Act 1997</p>	<p>Possesses detailed subject matter expertise on all housing policies, guidelines and relevant legislation. Draws on this detailed knowledge to deliver creative solutions to complex problems</p> <p>Provides guidance to staff on matters of legislation, policy and guidelines, particularly in complex and ambiguous circumstances</p> <p>Acts effectively as a point of contact for stakeholder management when complex legal or tenancy matters arise</p> <p>Competently prepares and manages complex cases in VCAT in relation to the Residential Tenancies Act 1997 and supports other staff in relation to VCAT matters</p>
1b. Is aware of available options for clients	<p>Demonstrates understanding of the organisation's scope of services and housing options</p> <p>Demonstrates a basic understanding of properties and waiting lists in the organisation's portfolio</p> <p>Possesses a basic understanding of alternatives to community housing when these alternatives are appropriate and directs clients to these other services where appropriate</p>	<p>Demonstrates strong familiarity with properties across the organisation's portfolio and waiting list clients</p> <p>Uses discretion to allocate properties based on an understanding of individual needs of clients and application of policies and processes</p> <p>Balances the needs of multiple clients in allocating properties</p> <p>Actively rebalance allocations so that housing options are matched to tenants' current requirements</p> <p>Demonstrates strong familiarity with alternatives to community housing and refers clients to other services where appropriate</p>	<p>Draws on knowledge of available properties outside of own portfolio to provide creative options to clients in line with policies, regulations and procedures</p> <p>Supports other staff in determining relevant options</p> <p>Shares best practice across the organisation and with other housing providers</p> <p>Facilitates links with other community and health services e.g. mental health, disability, drug and alcohol</p>
1c. Establishes and maintains relationships	<p>Works to develop relationships with other service providers and specialists</p> <p>Proactively and appropriately shares information with other client facing services and specialists for the benefit of applicants and tenants</p> <p>Participates in multi-service discussions about client support at critical points in the tenancy journey and seeks to refer to other services where appropriate</p>	<p>Identifies gaps in services accessed by a client and contributes to the development of relationships with additional service providers to bridge this gap</p> <p>Develops close working relationships with local services to effectively refer to other services</p> <p>Understands the legislation and operational policies and guidelines for information sharing and seeks to do so within these limitations for the benefit of clients</p> <p>Actively participates in case conferences as required to enable coordination between services and develop relationships with other providers</p>	<p>Develops strong working relationships with the department of health and human services (DHHS) and other services</p> <p>Provides mentoring and guidance on contemporary housing practice across disciplines within the organisation</p> <p>Takes a lead role to maintain relationships with other service providers through relationship building and proactive information sharing for the benefit of clients and assets</p>

Assessment

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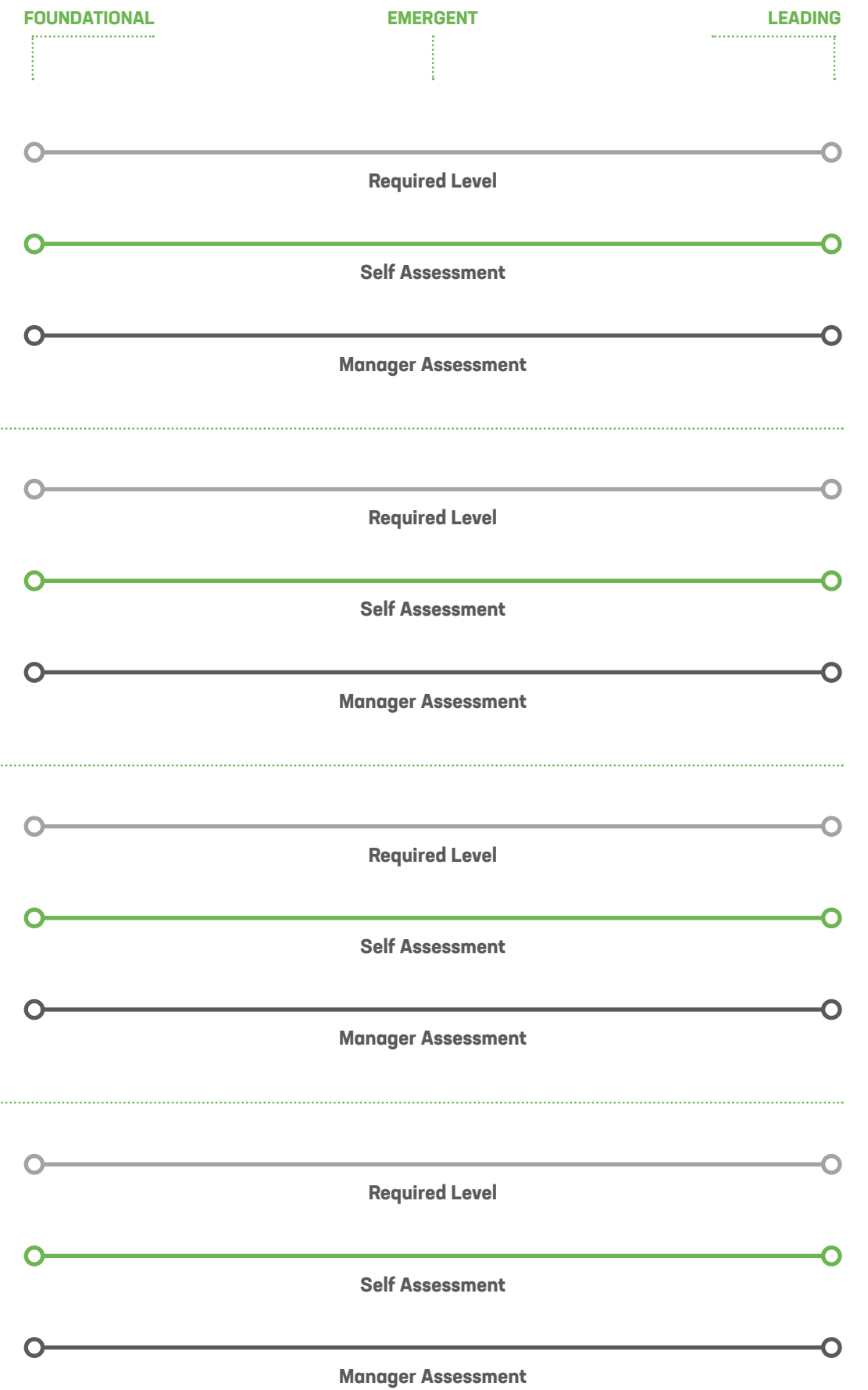


2. Understand clients and their needs

	FOUNDATIONAL	EMERGENT	LEADING
2a. Applies client-centred practice	<p>Conducts basic background research into a client's circumstances so that their experience is respectful and is tailored to individual needs</p> <p>Looks beyond housing specific services and provides clients with options to address their needs and support sustainable tenancies (including via referrals to other services)</p> <p>Understands the need for cultural competency and works towards building an understanding of how to speak and work with culturally diverse clients and seeks secondary consults as required</p> <p>Provides clients with options where possible</p>	<p>Develops a clear understanding of a client's background including complex needs and works collaboratively with the client to tailor activities and decisions to address those needs</p> <p>Forms a holistic view of client's needs that recognises housing as a component of a client's broader life circumstances and works collaboratively with clients to refer to other services providing an integrated service</p> <p>Confidently considers situations, activities, decisions and outcomes from the perspective of how people of different ethnic, religious, or social identifications might see them</p> <p>Looks for opportunities to provide clients with options to make decisions and increase their sense of empowerment</p>	<p>Develops a detailed understanding of client's needs and draws on expertise to provide a bespoke service</p> <p>Works expertly and collaboratively with clients including those with complex needs and refers to complementary services to provide an integrated service</p> <p>Provides advice and guidance to other staff on culturally competent practice</p> <p>Consistently finds opportunities to provide clients with options to make decisions and increase their sense of empowerment</p>
2b. Listens actively	<p>Asks open ended questions that allow clients the opportunity to express themselves</p> <p>Actively works to avoid making personal judgements about a client and to avoid acting or communicating in a manner that expresses judgement</p> <p>Understands the need to express empathy to clients in difficult circumstances</p> <p>Understands the need to exercise patience when working with clients</p> <p>Works to identify when a client or situation has crossed a boundary and active listening is no longer an appropriate course of action</p>	<p>Creates time and space for the client to speak and be heard and demonstrates non-verbally that they are listening</p> <p>Works with a range of clients without making personal judgements</p> <p>Regularly expresses genuine empathy to clients</p> <p>Works patiently with clients in challenging circumstances</p> <p>Has a clear understanding of when a client has crossed boundaries and active listening is no longer appropriate</p>	<p>Provides guidance to other staff on expressing empathy, creating a 'space' for client to speak and demonstrating patience when working with clients with challenging or complex needs</p> <p>Expert at working with clients with highly complex needs or presenting with challenging behaviours without expressing any judgement</p> <p>Coaches other staff on when to actively listen and when to remove oneself from a situation</p>
2c. Communicates appropriately and effectively	<p>Provides information and directions about routine matters to clients in clear and simple language that is easy to understand, is sensitive to the client's circumstances and is culturally appropriate</p> <p>Writes in clear, simple language that avoids jargon to convey and obtain information, insights and ideas</p> <p>Is clear with clients about likely outcomes and the reason for a decision</p> <p>Is cautious of using language that will aggravate a distressed client</p>	<p>Confidently translates instructions, rules, procedures and operational policies into simple language that can be easily understood</p> <p>Competently communicates with culturally diverse clients and clients with complex needs</p> <p>Writes succinct, high quality communications</p> <p>Understands the need for gentle but strategic communication to manage client expectations and explain the rationale for decisions</p> <p>Demonstrates the skills and ability to deescalate situations with a client in a heightened state of emotion including calm communication</p>	<p>Comfortably communicates with culturally diverse clients or those with complex needs in a manner that is tailored to their circumstances</p> <p>Produces high quality, influential written communication that is tailored to the audience</p> <p>Skilfully communicates in a way that brings the client along the decision-making journey to create reasonable expectations so that the client understands the rationale for decisions and actions</p> <p>Skilfully communicates with clients in a heightened state of emotion in a sensitive manner</p> <p>Provides communication guidance to less experienced colleagues</p>

Assessment

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3. Determine solutions

	FOUNDATIONAL	EMERGENT	LEADING
3a. Investigates and solves problems	<p>Demonstrates a mindset of curiosity and an appetite to understand each client's story and experience</p> <p>Seeks advice from senior colleagues as to where to gather relevant information and other relevant factors to consider</p> <p>Is able to design and conduct formal conversations to obtain specific insights or pieces of information</p> <p>Summarises the current situation logically, and poses possible questions</p> <p>Draws on available tools and supports to solve problems</p>	<p>Undertakes investigative research regarding clients' stories, circumstances and histories</p> <p>Seeks information from peers and partners to support the development of solutions</p> <p>Skilfully asks non-confronting questions to understand underlying issues</p> <p>Articulates issues logically and defines logical and appropriate pathways to resolution</p> <p>Suggests alternative or creative approaches to get better outcomes for clients and assets</p>	<p>Uses a range of sources to identify possible or emerging issues that may require intervention</p> <p>Expertly asks non-confronting questions to the client to understand underlying issues</p> <p>Defines multiple pathways to resolution (as appropriate) including arriving at creative solutions where needed</p> <p>Mentors others on investigative research and problem solving</p> <p>Identifies trends in need or changing circumstances among client and community groups</p>
3b. Makes decisions appropriately and transparently	<p>Regularly engages in set processes and uses organisational tools to identify risk factors to the client, community and self</p> <p>Determines an appropriate course of action when faced with a choice between feasible alternatives with the support of a supervisor where necessary</p> <p>Adapts processes under supervision when timeliness of a decision is critical</p> <p>Identifies complex factors (such as mental illness, family violence, AOD etc.) that must be considered when making decisions about actions or solutions with clients</p> <p>Regularly seeks guidance and feedback on own decisions from more experienced staff</p> <p>Demonstrates a high degree of personal and professional integrity, ensures that all decisions and behaviours are in accordance with the organisation's code of conduct and seeks guidance from a manager when dealing with ambiguous cases</p>	<p>Confidently identifies and mitigates potential harm to the client, community and self</p> <p>Comfortably exercises discretion to manage circumstances where a routine process or procedure will result in a negative outcome</p> <p>Accurately accounts for complex factors (such as mental illness, family violence, AOD etc.) to ensure decision making is fair and appropriate</p> <p>Makes robust decisions even when under pressure</p> <p>Seeks confirmation from senior staff when uncertain about a decision</p> <p>Demonstrates a high degree of personal and professional integrity, ensures that all decisions and behaviours are in accordance with the organisation's code of conduct, understands various trade-offs when dealing with ambiguous cases and seeks guidance from a manager when needed</p>	<p>Expertly identifies and mitigates risk towards clients, community and self</p> <p>Exercises professional judgment to manage circumstances where a routine process or procedure will result in a negative outcome</p> <p>Provides guidance to other staff on how to accurately account for complex factors (such as mental illness, family violence, AOD etc.) to ensure decision making is fair and appropriate</p> <p>Provides feedback to new staff on their application of guidelines in ambiguous circumstances</p> <p>Seeks support from supervisors to support decision making as required</p> <p>Demonstrates a high degree of personal and professional integrity, ensures that all decisions and behaviours are in accordance with the organisation's code of conduct and provides guidance to less experienced staff dealing with ambiguous cases</p>

Assessment

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3a. Investigates and solves problems



3b. Makes decisions appropriately



OVERALL CAPABILITY - determine solutions





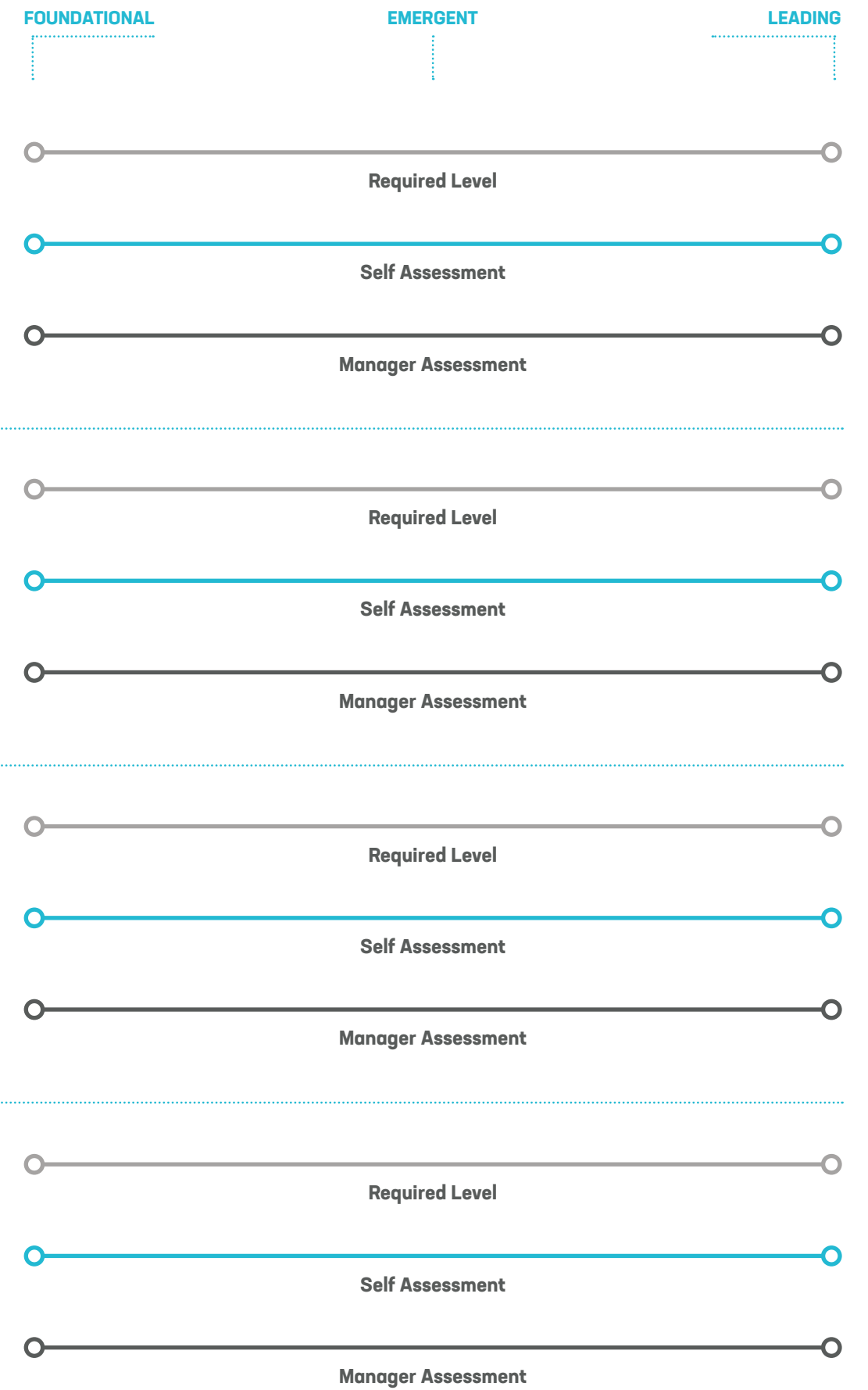
4. Deliver services

	FOUNDATIONAL	EMERGENT	LEADING
4a. Uses internal systems and processes	<p>Familiar with core processes and procedures and sources procedural information where needed</p> <p>Works accurately with core computer (or IT) systems</p> <p>Navigates available sources to access organisational policies, housing guidelines and forms</p> <p>Ready to adapt practices to maximise use of digital tools and technologies</p> <p>Maintains accurate electronic records</p> <p>Monitors and utilises critical information</p>	<p>Completes core processes in line with published procedural information</p> <p>Uses discretion to adapt core procedures and processes to better deliver the organisation's mission for clients</p> <p>Demonstrates competence across issue management processes</p> <p>Extracts information and evidence from computer (or IT) systems to support investigative research</p>	<p>Where relevant, contributes to procedural information to ensure accessibility and accuracy</p> <p>Demonstrates competence across issue management processes</p> <p>Guides others on issue management processes</p> <p>Extracts data from core computer systems to identify trends and guide planning</p> <p>Initiates improvements to procedures</p>
4b. Negotiates and influences	<p>Asks thoughtful questions and engages respectfully to understand client's motivations</p> <p>Encourages clients to consider alternatives</p> <p>Successfully works with clients to ensure compliance where required</p> <p>Attempts to arrive at an agreed compromise in cases of disputes with support from a supervisor</p>	<p>Develops skills in motivational interviewing to encourage clients to engage in additional supports and modify problematic behaviours</p> <p>Uses incidental conversations to - raise and discuss sensitive barriers to action with clients</p> <p>Negotiates with clients in areas of dispute to arrive at a resolution</p> <p>Negotiates with neighbours and community members in areas of dispute to arrive at a resolution,</p> <p>Provides clients with an opportunity to come up with alternative ideas that suit the organisation, the community and the client</p>	<p>Skilfully utilises motivational interviewing to promote help seeking behaviours, discourage problematic behaviours and ensures compliance with rules and regulations</p> <p>Resolves disputes with mutually beneficial outcomes to client and the community with arbitration in VCAT used only as a last resort</p> <p>Guides other staff members to manage clients who are resistant to change</p> <p>Seeks common interests and mutually beneficial solutions were possible for the organisation, the community and the client</p>
4c. Manages assets	<p>Understands the organisation's obligations in assessing, managing and repairing properties</p> <p>Conducts or commissions repairs and modifications consistent with relevant codes and regulations</p>	<p>Understands standard practices in protecting and managing organisational properties</p> <p>Identifies risks and issues quickly</p> <p>Monitors trends in repair requirements across a portfolio to inform proactive intervention, where possible</p> <p>Able to answer questions of new staff on the obligations of the organisation in assessing, managing and repairing assets</p>	<p>Effectively manages assessment and repair of properties</p> <p>Monitors trends in asset requirements across a portfolio to inform proactive intervention, where possible</p> <p>Shares knowledge with others on the obligations of the organisation in assessing, managing and repairing assets</p> <p>Provides guidance and expert advice on the lifecycle of assets</p>



Assessment

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 **5. Manage self**

	FOUNDATIONAL	EMERGENT	LEADING
5a. Manages time effectively	<p>Comfortably uses the organisation's technology and tools to manage the allocation of time</p> <p>Undertakes a structured process to prioritise activities</p> <p>Recognises the difference between urgent and important activities to attend to both types</p> <p>Is aware of the likely duration for core tasks</p> <p>Is organised and diligent in completing tasks on time</p> <p>Seeks guidance on reorganising tasks when unexpected interruptions arise</p>	<p>Prioritises own tasks to ensure own workload is managed as effectively as possible</p> <p>Plans activities in advance to ensure deadlines are met and interdependent tasks are completed in the appropriate sequence</p> <p>Completes both day to day tasks and high priority tasks in timely manner</p> <p>Reorganises activities when unexpected interruptions arrive</p>	<p>Actively manages interruptions to ensure sufficient productivity of self (and others)</p> <p>Supports others to prioritise tasks to ensure workload is managed as effectively as possible</p> <p>Completes high volumes of work keeping a rapid pace without sacrificing accuracy</p> <p>Meets and exceeds deadlines through efficiencies</p>
5b. Is adaptable and flexible	<p>Demonstrates an appetite to learn new skills</p> <p>Demonstrates readiness to learn from others through asking questions, observation, mentoring and shadowing</p> <p>Demonstrates readiness to assist or take on resolution of an urgent issue</p> <p>Accepts new and different situations as a matter of course</p> <p>Identifies opportunities to improve own efficiency</p> <p>Takes on board feedback from peers and manager on work practices and performance</p> <p>Able to collaborate productively with other team members and accommodate a wide range of work practices contributing to a positive work environment</p>	<p>Demonstrates an appetite for learning new approaches (to reflect organisational priorities)</p> <p>Reflects on own approach to inform improved practices</p> <p>Suggests alternative or innovative approaches to get better outcomes for clients and assets</p> <p>Uses discretion to adapt a previously decided pathway when new information reveals an alternative, and preferred, solution</p> <p>Seeks out feedback from peers and manager regarding work practices and performance</p> <p>Actively looks for opportunities to work with others within the organisation</p>	<p>Demonstrates established patterns of self-reflection and modifying own practice to integrate new approaches that achieve better outcomes for clients and the organisation</p> <p>Encourages others to reflect on and learn from experiences</p> <p>Actively seeks out alternate approaches or services to support clients when conventional options are not available or in the client's best interest</p> <p>Encourages others to think 'outside of the box' to get better outcomes for clients or communities</p> <p>Role models receiving and giving useful feedback</p> <p>Fosters an environment of collaboration, team work and flexibility</p>
5c. Demonstrates resilience and self-care	<p>Applies tools and techniques for maintaining composure when dealing with challenging client interactions or exposure to vulnerability and disadvantage</p> <p>Applies self-care tools and techniques for building resilience and ensuring own wellbeing</p> <p>Has a clear understanding of own limitations and can identify when to seek support</p> <p>Seeks support proactively</p> <p>Is aware of personal reactions to clients, monitors its influence on the quality of service delivery and seeks support where required</p>	<p>Comfortably works with clients with complex or challenging circumstances and in stressful environments while appropriately applying techniques for maintaining own wellbeing</p> <p>Implements self-care techniques to address feelings of being overwhelmed</p> <p>Employs a range of self-care tools and techniques to prevent burn-out and enable quick recovery following challenging events</p> <p>Seeks support proactively</p> <p>Is aware of their own personal triggers that may create a negative reaction towards a client and ensures that all clients receive the same level of high quality service</p>	<p>Is expert at utilising tools and techniques for maintaining wellbeing and self-care when dealing with clients in extremely challenging circumstances and stressful environments</p> <p>Role models help-seeking behaviour</p> <p>Supports other staff members to manage challenging situations and contributes to the development of processes and procedures for supporting staff wellbeing within the team</p>

 **Assessment**

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