



WORKFORCE CAPABILITY FRAMEWORK

Implementation Tips



Domestic, Family and
Sexual Violence and Women's
Health and Wellbeing Sector

The workforce is a powerful driver
of change in ending violence



WorkUP
QUEENSLAND



WorkUP Queensland is the Sexual Violence, Women's Health and Wellbeing, and Domestic and Family Violence Sector's partner in supporting a strong and skilled workforce.

We bring together The Healing Foundation's strong connection to Aboriginal and Torres Strait Islander cultures and healing, backed by the expertise of Australia's National Research Organisation for Women's Safety (ANROWS) in facilitating evidence-based policy and practice.

Informed and driven by frontline providers, our objective is to address workforce-related challenges and opportunities to grow the workforce and better support current and future workers.

Funded by the Queensland Government, we are proud to support the people who work in this sector who make a significant impact in ending violence against women.

Together, WorkUP Queensland and the sector have created a plan to grow, retain, develop, support, connect and sustain the workforce. The Workforce Capability Framework (the Framework) forms one part of this work.

Acknowledgements

We acknowledge Country, Custodians, and Community of the lands on which we live and work. We also pay our respects to Elders and to Stolen Generations survivors, of the Dreaming and of the here and now.

We recognise the ongoing nature of trauma experiences for First Nations peoples and commit each day to survivor-led intergenerational healing. WorkUP Queensland appreciates and values the ongoing contribution of Aboriginal and Torres Strait Islander Elders and community leaders in the development of our work.

We also acknowledge the input and contributions of the sector stakeholders who have provided feedback, shared insights, and contributed to the development of this and other resources to support implementation of The Framework in their own and other services.

This resource was developed by WorkUP Queensland with support from Rosalie Flynn from Precision Consultancy.

INTRODUCTION

Many people in the Domestic, Family and Sexual Violence and Womens' Health and Wellbeing Sector are aware that a Workforce Capability Framework (The Framework) was recently launched.

The document is a comprehensive, considered and meaningful new resource that can assist services and organisations and their workers to plan for, develop and retain the vital skills inherent in their workforces.

The Framework also offers the potential to support human resources processes and provide a shared language for, and common understanding of, the important work that we do.

PURPOSE

These tips have been developed to assist organisations to implement The Framework in their day-to-day work.

They provide ideas about how to prepare people for the introduction of The Framework, and offer some tangible examples of the different ways in which it can be used.

It's important to note at the outset that The Framework is not mandatory and there is no single 'right' way to use it. Rather it is a flexible resource that can be used to support reflective practice, job design, selection and recruitment, retention, development planning, and performance feedback. Organisations are invited to use it for all or some of these processes, or have other ideas of their own.

The sector is diverse and responsive to meet community needs: we hope that you will use The Framework in the ways that are most helpful to yours.



WHO IS THIS GUIDE FOR?

The tips are written primarily for those who will be involved in introducing and implementing The Framework.

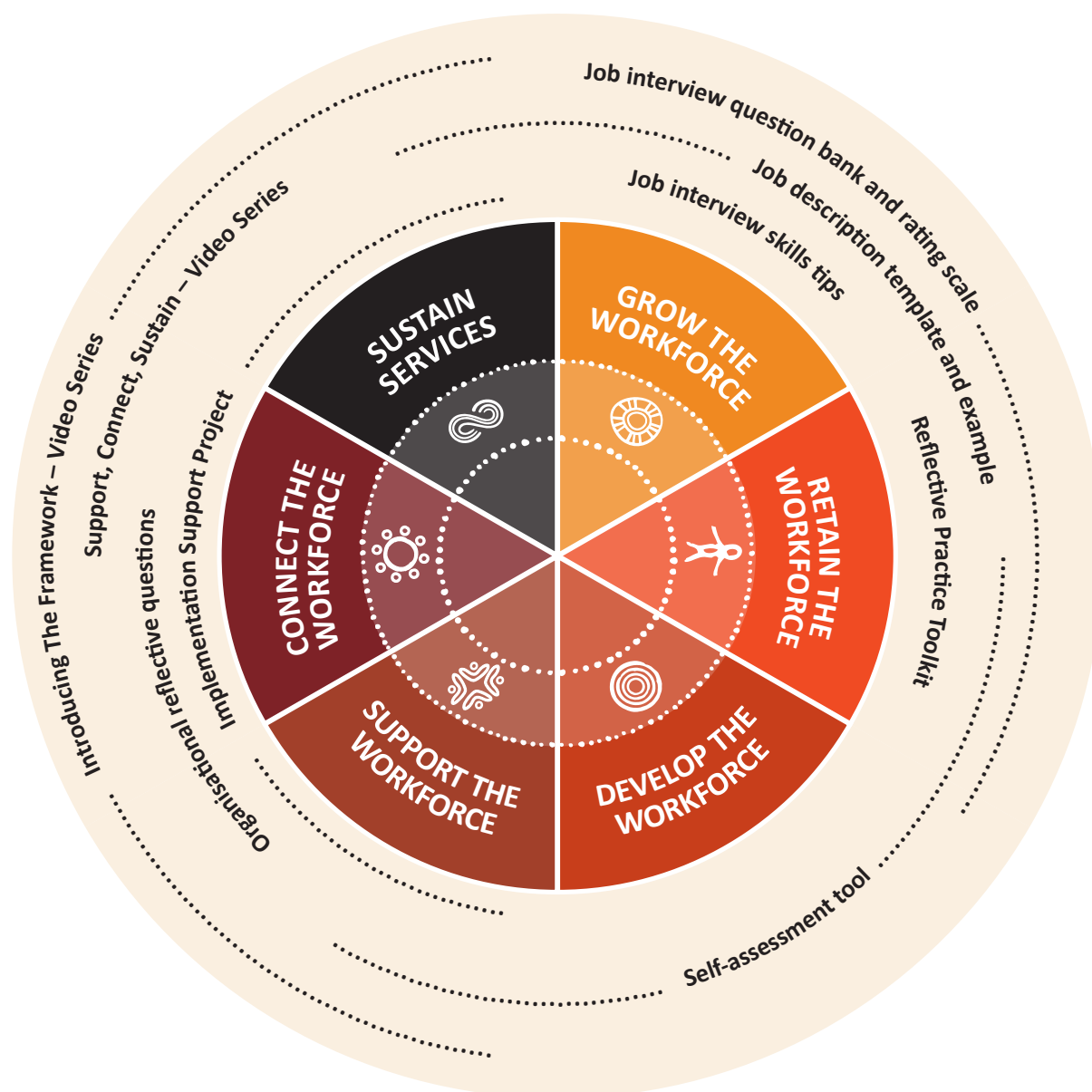
The focus is on assisting organisations to successfully introduce it and explore the most practical applications of The Framework for themselves.



WHERE DOES THIS RESOURCE FIT?

These tips are one of a suite of practical and flexible resources that will assist the sector to get the best value from The Framework. These resources are now available on the WorkUP Queensland website or will be made available as they are developed.

The diagram below provides an overview of the resources WorkUP Queensland has developed to assist organisations to implement The Framework. Services can also access the professional development calendar and other resources that may be useful.



*WorkUP Queensland uses the terms services and organisations interchangeably, recognising the diversity of the sector.

ABOUT THIS RESOURCE

There are two main sections to the resource:

SECTION 1 – Change and Innovation

The Framework will be new to many people and section one explains change and resistance – it gives ideas for how organisations can introduce change and prepare their workforce for The Framework. We have used the proven ADKAR (Awareness, Desire, Knowledge, Ability, Reinforcement) change model to help step through the process.

SECTION 2 – Applications of The Framework

This section proposes a range of methods for using The Framework for different applications including job design, recruitment and selection, training needs analysis, performance development, and supervision. We provide some general information about these applications and some scenarios to illustrate them in practice.

We invite you to read through the whole resource or head directly to the part that is most useful to you.

At the end of the resource, you will find an action plan template with examples. If you wish, you can use this in your own service to map out a plan for implementation of The Framework.

The action plan also lists resources and support provided by WorkUP Queensland. Once you have completed the plan you can also use it to identify any additional, flexible support you would like from WorkUP Queensland.

We welcome your feedback about The Framework and how you are using it. We encourage you to share your learnings to enable the sector to create a shared language and consistency in good practice which benefits not only workers but service users and organisations. You could do this by sharing your story with WorkUP for inclusion on our website and in our newsletter, telling us about your successes and challenges at network meetings and in conference presentations, or by sharing resources with WorkUP Queensland to communicate across the sector.

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This resource will be updated as feedback is provided, new resources are developed and stories and tips are shared by organisations using The Framework.

Before you get started a word of encouragement.

The Framework, these tips and the resources created have been designed with simplicity, flexibility, and practical utility in mind.

Feel free to take and use what is most helpful for you, adapt bits and pieces to suit your own organisation and prioritise one piece at a time, if that works for you.

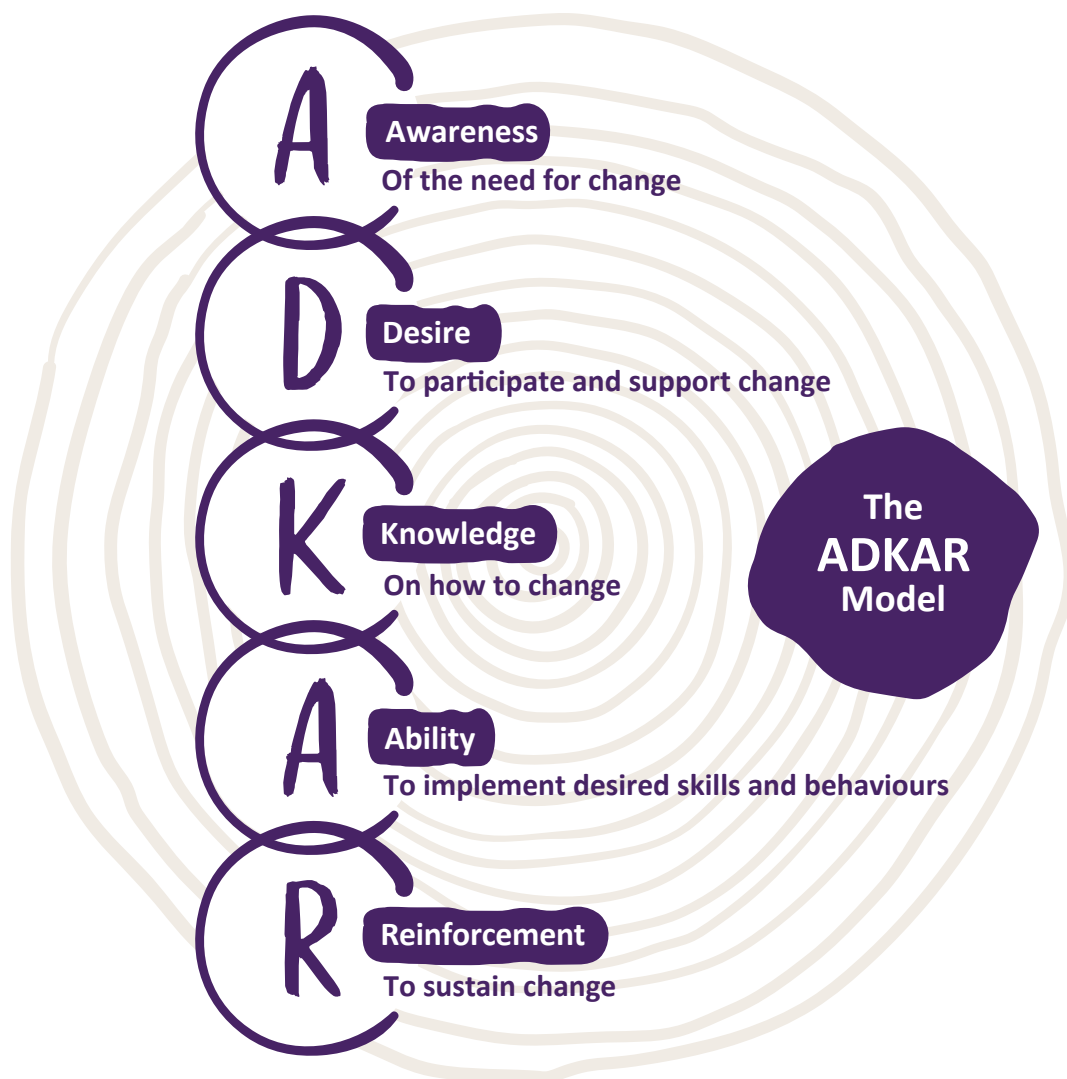
CHANGE AND INNOVATION

Organisations are continually responding to new policies, legislation, structural and social changes. The ability to adapt with commitment and drive, and to bring workers along with change, is critical to effective service provision.

Any new initiative will more likely succeed if there is proper planning. People are better motivated when they understand why the change is being introduced and what benefits it will deliver.

The Awareness, Desire, Knowledge, Ability, Reinforcement, or ADKAR, model is a flexible approach that can be used to support change processes. It may be helpful to prepare for introducing and implementing The Framework. We have used the ADKAR model to guide the development of this resource to support implementation of The Framework.

The ADKAR model focusses on the following five-step approach.



Hiatt, J. M. (2006). ADKAR: a Model for Change in Business, Government and our Community.

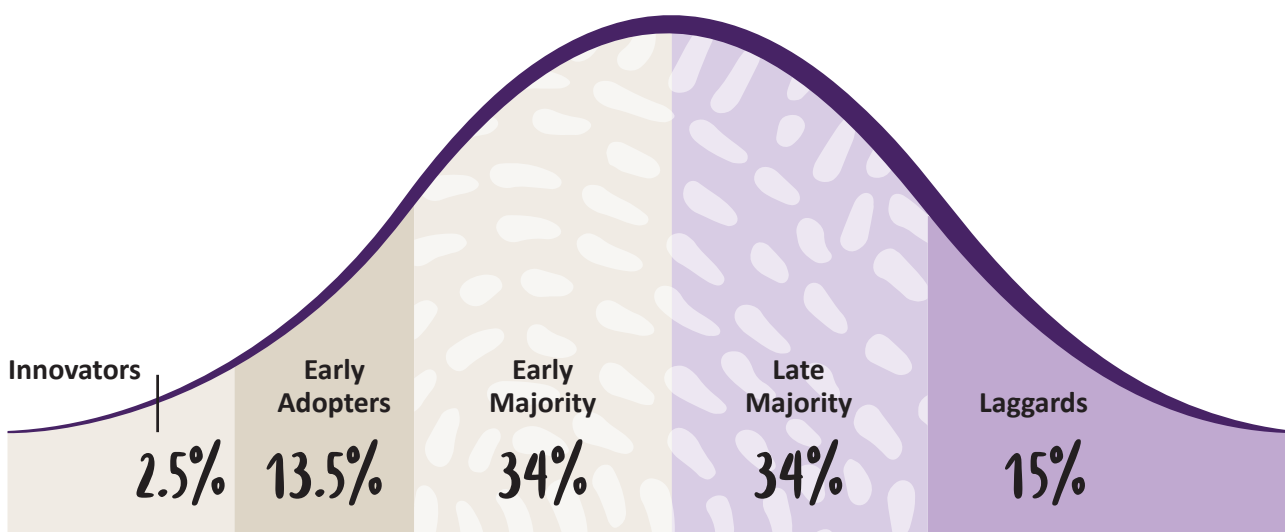
BRINGING PEOPLE ALONG

Implementation of new ways of working or change can take time, particularly when people are busy and have a range of competing priorities.

Some will quickly grasp the benefits of The Framework and be keen to 'dive in', for others it will start to make sense and their enthusiasm will grow when they use it and see the practical benefits. Some people might not be interested and take longer to 'warm up'.

Everett Rogers' *Diffusion of Innovations* model can help us to understand how people adapt to change and that these reactions are normal and expected.

The steps described in this resource are designed to assist organisations to implement The Framework and bring all people along over time.



Rogers Everett, M. (1995). *Diffusion of Innovations*

Thinking about the different ways people engage with change is helpful in designing strategies to spread and test new ideas.

People adapt to change in their own ways. No way is strictly right or wrong. Flexibility is key!

A PROCESS FOR CHANGE AND INNOVATION

In practice, a process for introducing The Framework, by working through the ADKAR model, might look like this:

STEPS	WHO	WHAT	HOW
Raise AWARENESS – Of the need for change	Form a coalition of key people within the organisation to lead and support implementation. > Executive and Board > People leaders.	Raise awareness of The Framework and how it will benefit people and organisation. > CEO and leadership team use positive messaging to convey the need for change.	Introduce The Framework using a range of approaches. Resources are listed in this document.
Create DESIRE – To participate and support change	Create a vision for use of The Framework in the organisation. > Executive > People leaders > Interested people with influence.	Create a vision to help everyone to understand how The Framework will benefit organisations, workforce, and service users. > Build interest and find out how people would like to be involved. The more engaged and hands on they are, the more sense implementation of The Framework will make.	Promote how The Framework can support or add value to the work of all levels of the workforce. > Share key messages aligned to roles or areas of interest > Invite people to get involved – develop working groups if needed.
Share KNOWLEDGE – On how to change	Build knowledge of The Framework. > Executive > People leaders > Human Resources teams > Interested people with influence.	Build practical understanding and knowledge of The Framework and how it can be embedded into day-to-day work. > Map out an implementation plan including steps to achieve some short-term wins. A template to get you started is provided at the end of this resource.	Facilitate work team conversations to explore what The Framework means for different roles. > Team planning activities or focus groups > Explore WorkUP Queensland tools and resources – adapt if needed to suit the service.

A PROCESS FOR CHANGE AND INNOVATION

STEPS	WHO	WHAT	HOW
Build ABILITY – To implement the desired skills & behaviours	Begin to embed The Framework into day-to-day work. > Executive and Board > People leaders.	Equip people with what they need to use The Framework. > Create a toolkit for 'how to' and enable people to use it > Encourage use of WorkUP Queensland implementation resources > Create a learning culture that encourages people to test and evolve ideas.	Continue to build knowledge and momentum to support ongoing implementation. > Talk about The Framework at every opportunity > Ask yourself and your people 'how can The Framework support this?' > Show interest and provide feedback and encouragement.
	> Human Resources teams	Test and adapt. > Existing Human Resources policies, processes and resources > New Human Resources policies, processes and resources > Language in organisational resources.	Work together to learn from challenges and make improvements where needed. > Contact WorkUP Queensland for support if required > Share learnings and resources with other organisations.
Positive REINFORCEMENT – To sustain change	Anchor The Framework into the culture of the organisation. > Executive > People leaders > Human Resources teams > All of the workforce.	Drive and maintain energy and enthusiasm for using The Framework. > Model use of The Framework, for example use the Organisational Reflective Questions in leadership conversations > Acknowledge staff efforts to use The Framework.	Keep sharing key messages to people across all roles in the organisation. > Demonstrate how The Framework can support their work and give examples > Demonstrate how The Framework is helping the organisation to make a positive impact for the workforce and clients. Use information from reports, feedback or analysis.

This process is provided as an example for organisations to use and adapt. It may also be useful to consider how The Framework can be embedded into:

Operational plans

Human Resources plans

Strategic plans

Workforce plans

COMMUNICATION

Effective communication considers how the message is framed, how those messages will be delivered and who is the best person ('sender') to deliver the message for each target group.

Buy-in and communication of information from preferred senders for each audience will ensure that everyone has the information they need.

Some people prefer to hear from leaders, others may prefer to hear from someone who is able to directly relate key messages to their day-to-day work.



Here are some tips for communicating information about The Framework:

Equip message senders with the right information. Why it matters and what it means for their audience.

Choose the correct communication approach. This could include one-on-one conversations, team conversations, emails, visuals, intranet messages, sharing of stories, social media groups or presentations.

Invite engagement. Encourage people to ask questions, pose ideas, and talk through concerns. Their insights may open new ideas or thinking to enhance the implementation process.

Adapt as you go. Adjust your messages and approaches if you need to and as your implementation progresses.

Evaluation. At key stages, check in with senders and staff more broadly to ascertain what is working in the communication process and how it may be improved in the future.

Adapted from POSCI

GETTING STARTED

Robyn is a Manager at a DFV service and manages a team of child, youth and family counsellors.

Robyn's organisation is keen to embed The Framework into all aspects of their organisation.

To make a start, Robyn decided to introduce The Framework to her team at one of their regular team meetings during a reflective practice session. Robyn was curious about what would resonate for the team and was interested to explore with the team how they might use The Framework.

She created cards featuring each of The Framework's supporting capabilities across the five domains.

She gave each team member a set of five cards and asked the team to reflect on each and put them in order according to which of the domains most resonated as important. The team was asked to reflect and share their thoughts.

This started some great conversations and lots of interest was generated. Robyn indicated that she was surprised by some of the conversations and what resonated with each of the team members.

Many team members could not rate one domain as more important than another and the interconnectedness of the domains, in terms of capabilities, became very apparent.

This is a simple way to introduce The Framework to teams and a great opportunity for a conversation about good practice.

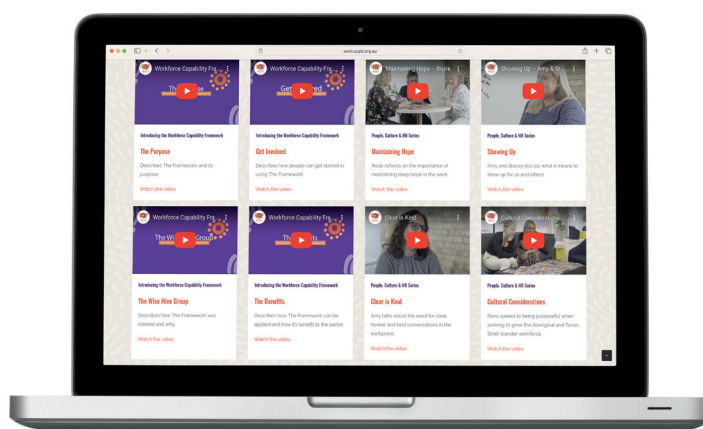
COMMUNICATION RESOURCES

WorkUP Queensland has worked with the sector to develop a range of resources to support implementation of The Framework. Communication resources include:

Introducing The Framework video series

This series of videos can be used to introduce The Framework to the workforce. The videos share insights from people who collaborated with WorkUP Queensland to develop The Framework, about its purpose and the benefits.

The videos share insights from Lyn Anderson, Michelle Royes, Stacey Ross, Ruth Tidswell, Alisa Hall, Louise Villanova and John Turrisi.



The Purpose

Describes The Framework and its purpose

Get Involved

Describes how people can get started in using The Framework

The Wise Hive

Describes how The Framework was created and why

The Benefits

Describes how The Framework can be applied and its benefits to the sector



Access the videos here:

People, Culture and HR video series

This series of videos was developed with sector representatives who share their insights for using The Framework for all issues around people, culture, and HR. It includes lots of practical tips and ideas for application. Each video ends with a prompt question to encourage critical thinking and conversation so they are a useful and supportive resource for reflective activities at team meetings, planning days and the like.

These videos share insights from Lyn Anderson, Alisa Hall, Rosie O'Malley, Stacey Ross, Amy Wormwell and Rona Scherer and explore three themes:

- > Support, Connect and Sustain the Workforce
- > Grow the Workforce
- > Retain and Develop the Workforce.

<https://workupqld.org.au/workforce-capability-framework/#capability-framework-videos>

COMMUNICATION RESOURCES

People, Culture and HR video series continued

Maintaining Hope	Rosie reflects on the importance of maintaining deep hope in the work.
Showing-up	Amy and Stacey discuss what it means to show up for ourselves and others.
Clear is Kind	Amy talks about the need for clear, honest, and kind conversations in the workplace.
Cultural Considerations	Rona speaks to being purposeful when seeking to grow the Aboriginal and Torres Strait Islander workforce.
Listening to the Wisdom of the Workforce	Amy talks about the benefit of listening to the sector in thinking about how we grow, support, and sustain the workforce.
Attraction and Recruitment	Rosie and Amy discuss how to attract and recruit the right people.
Bringing in a Diversity of Skill Sets	Stacey speaks to the need to support a diversity of pathways into the work.
The Journey	Alisa talks about working with the sector and WorkUP Queensland to create The Framework.
Being Involved in the Journey	Lyn talks about her involvement in development of The Framework.
Advocacy and Activism	Rosie discusses the importance of advocacy and activism, including for sustaining ourselves in the work.
Responsibility, Reflective Practice and Resilience	Amy talks about how we can support our own resilience in our work.
Panel – Sustaining Ourselves in the Work	Rosie, Amy and Alisa discuss how to support and sustain the workforce.
Access the videos here:	

<https://workupqld.org.au/workforce-capability-framework/#capability-framework-videos>

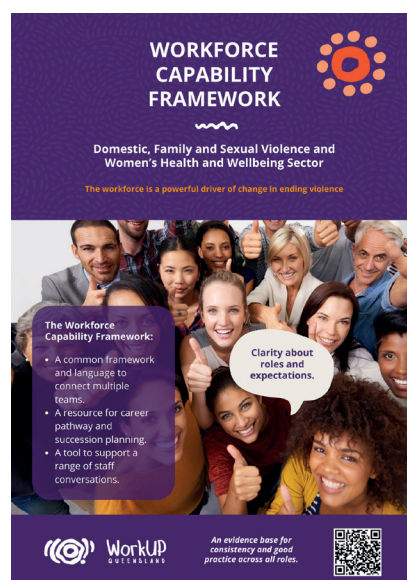
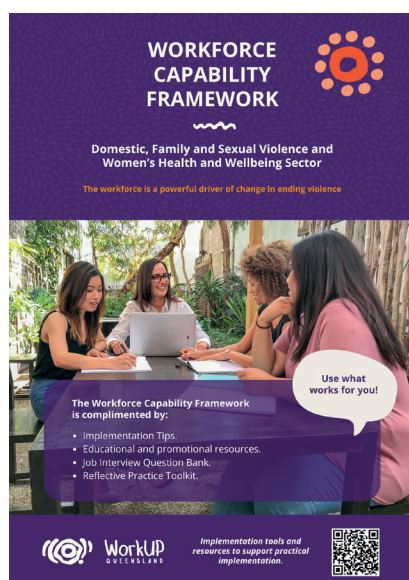
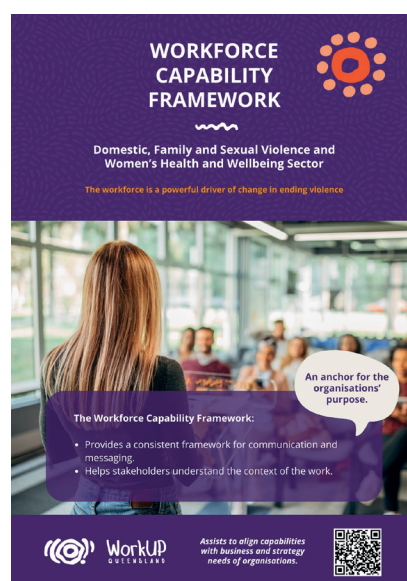
COMMUNICATION RESOURCES

Posters

A series of posters is available to make The Framework visible in organisations. These can be displayed throughout office space/lunchrooms and provide QR codes for easy access to more detailed information.

Each poster provides key messaging targeted at:

1. The workforce
2. Human Resources' teams
3. Leaders.



Access the posters for printing here:



<https://workupqld.org.au/workforce-capability-framework/#capability-framework-resources>

KEY MESSAGING

WorkUP Queensland has worked with the sector to develop key messages for promoting interest and engagement with The Framework.

Here are some examples, aligned with a range of audiences. Some messages may apply to multiple audiences. These are suggestions only and we encourage organisations to use and adapt them to suit their own unique needs.

AUDIENCE	MESSAGE
Board and Executive teams	The Framework: > Helps to align capabilities with business and strategy needs of the organisation > Assists communication with potential partners and funders > Provides a consistent framework and evidence base for communication and messaging > Provides an anchor for the organisation's purpose, enabling every employee to see how they contribute > Assists with strategic workforce planning through connection to purpose > Can assist board members to understand the context of the work of the organisation.
Executive teams and leaders	The Framework: > Provides an evidence base for consistency and good practice across all roles > Provides a common framework and language to connect multiple teams > Helps identify career pathways and informs succession planning > Assists to prepare to for performance development conversations > Provides clarity about roles and expectations, as well as an evidence base for a range of conversation with workers.
Human Resources workers or people who do HR	The Framework: > Can save you time > May align with and enhance current HR systems > Assists with a range of HR functions including role design and clarity, recruitment, selection and induction, professional development, performance development and evaluation > Helps identify career pathways and informs succession planning > Provides clarity about roles and expectations, as well as an evidence base for a range of conversation with workers > Is a helpful induction to the work for new employees, volunteers, and students > Assists workers to talk about and demonstrate their capabilities > Can assist in designing recruitment processes that capture purpose, passion, and values.

KEY MESSAGING

AUDIENCE	MESSAGE
Allied and practitioner roles	The Framework: > Assists you to understand the capabilities required of your role and those at other levels and roles > Can help you identify career goals and pathways > Can help you to identify professional development needs > Can help you develop a broad understanding of how you contribute to the organisations purpose.
Everyone	The Framework: > Encourages, enables, and helps embed reflective practice > Can be implemented flexibly and over time to suit the service's or organisation's needs.



SCENARIOS

The Framework has many practical applications. In this section, we work through some of the ways that it can be used to streamline processes or clarify roles and responsibilities.

We provide some helpful information about the ways you can use it across the workforce spectrum and share some brief scenarios that offer practical workplace examples. These will be complimented by 'real life' case studies as they are developed.

Please note that WorkUP Queensland uses the terms services and organisations interchangeably to reflect the diversity of the sector.

The following Framework resources are referenced in the scenarios:

The
Framework

Job interview question
bank and rating scale

Job description template
and sample

Organisational Reflective
Questions

Refective Practice
Toolkit

Self-assessment
tool



As well as the resources developed specifically to complement The Framework, services can access professional development, collaborative grants and implementation support through WorkUP Queensland.

Visit our website at www.workupqld.org.au for more information.

RECRUITMENT

Belinda is a team leader within a small sexual violence service and is responsible for recruitment of an administration officer.

Belinda:

- > Reviews The Framework focusing on the allied support role and identifies from the supporting capabilities those most important for this role across all domains
- > Writes the job advertisement highlighting the allied support descriptor from The Framework and the identified supporting capabilities
- > Develops key selection criteria aligned with the identified supporting capabilities
- > Convenes interview panel members and provides the job description, selection criteria and assessment form
- > Advertises the role and receives applications.

The interview panel:

- > Compares applicant responses against the selection criteria and shortlists applicants for interview
- > Explores the job interview question bank and chooses a variety of question types at the allied level, across all domains
- > Prepares the interview panel and introduces the rating scale.



GROW THE WORKFORCE

A service uses The Framework and resources to develop a selection process.



Tools/resources

- > The Framework
- > Job interview question bank and rating scale.



INDUCTION

Sam is a new leader in a domestic violence service and is a highly experienced community sector leader.

Confident in her leadership, Sam is keen to learn more about the context of the work the service she is leading provides.

Sam:

- > Reviews The Framework starting with the five domains to broadly understand the context of the work
- > Reviews the supporting capabilities at allied, practice and advanced practice levels to get an understanding of the roles of people she will be leading
- > Reviews the leadership supporting capabilities noting gaps in skills and knowledge across Domains 1 –3
- > Sets aside time for conversations with team members to gain further insights about their roles
- > Notes the importance of both engaging and modelling reflective practice and embeds time for this in her diary
- > Contacts WorkUP Queensland to find out about upcoming professional development to increase understanding about Domains 1 –3.



GROW THE WORKFORCE

A new staff member uses The Framework and resources to help understand the context of their role in a service.



Tools/resources

- > The Framework
- > WorkUP Queensland



CAREER DEVELOPMENT

Elizabeth is an advanced practitioner in a regional service providing domestic violence, sexual violence and women's health and wellbeing programs.

Elizabeth has been asked to step into a leadership role which she is considering.

Elizabeth:

- > Reviews the individual capabilities required at the leadership level
- > Identifies strengths and transferable skills she would bring to the leadership role by reviewing individual capabilities at her current Senior Practitioner level
- > Identifies areas where she feels she would need to extend herself in the leadership role
- > Reviews the Organisational Reflective Questions to build her understanding of what it means to contribute as part of the leadership team
- > Identifies current strengths in leading and supporting teams in their practice and the need to build her skills in supporting capabilities 1.3 Understanding requirements and commitments organisations work under
- > Determines the professional development and support she would like to enable her to carry out the leadership role confidently
- > Contacts WorkUP Queensland to find out about professional development for emerging leaders.

RETAIN THE WORKFORCE

A practitioner uses
The Framework to assist
in career planning.

Tools/resources

- > The Framework
- > Organisational Reflective Questions
- > WorkUP Queensland



SUCCESSION PLANNING

Maria is the CEO of a small sexual violence service in North Queensland and has been in the role for five years. Maria anticipates retiring in the next two years and would like to ensure the transition to new leadership is smooth.

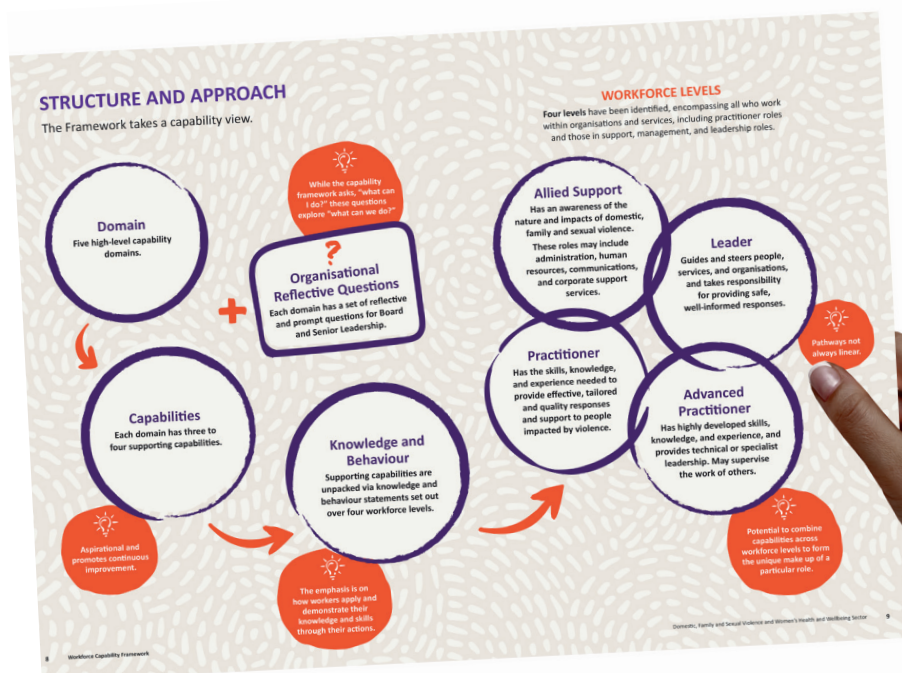
Ellen is a sexual violence counsellor and has been with the service for three years. Ellen has capably provided backfill for Maria while she was on leave in the past, however has indicated that she finds this difficult and is relieved when Maria returns from leave.

Maria would like to support Ellen to develop her confidence and skills to step into the role in the future.

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Maria and Ellen:

- > Have a conversation about Maria's plans and the opportunities for Ellen
- > Discuss the successes and challenges experienced by Ellen when she has stepped into the CEO role in the past
- > Use The Framework leadership supporting capabilities to unpack the areas of the role that have been challenging for Ellen and those where she feels more confident
- > Identify that Ellen is capable and well equipped with her skills and resources to fulfil the CEO role as she has in the past but that would like to work on developing her self-awareness about how she shows up to the work for herself and others (Domain 5)
- > Create a plan to work together to develop Ellen's self-awareness and self-confidence and so that she is ready to apply for the CEO role when Maria retires. This includes:
 - ongoing mentoring between Ellen and Maria using the Reflective Practice Toolkit – Leadership cards
 - skills development in leadership and service governance.



LEADERSHIP

After working in Melbourne as the CEO of a homelessness service, **Melissa** moved to FNQ and is appointed as coordinator of a family violence service.

Earlier in her career she had worked in women's refugees, and she is excited about her new role.

Sarah is the Chair of the service management committee.

Sarah:

- > Suggests to Melissa that she familiarise herself with The Framework and Reflective Practice Toolkit as part of her induction.

Melissa:

- > Reviews The Framework and feels confident that she has transferable skills in most areas
- > Tests her thinking further by exploring the Reflective Practice Prompt Cards for the leadership level
- > Notices that her experience working with Aboriginal and Torres Strait Islander people is limited and identifies a need to develop her understanding and skills to equip her for the new role.

Sarah and Melissa:

- > Meet to discuss Melissa's professional development needs
- > Create a plan support Melissa's learning including:
 - a warm introduction from Sarah to local Elders
 - a mapping activity to learn about local Aboriginal and Torres Strait Islander organisations
 - cultural awareness training.



DEVELOP THE WORKFORCE

A Board uses The Framework to support new CEO induction and development.



Tools/resources

> The Framework

> Reflective Practice Toolkit



PERFORMANCE PLANNING

Natalie is the practice lead at a women's health and wellbeing service. She leads a small team including **James** who is the administration officer.

Natalie and **James** have a positive relationship, he is effective and works well with others in the service.

James has expressed interest in developing his skills and moving into a community development role.

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Natalie:

- > Reviews the individual capabilities required at the allied support role
- > Identifies the capabilities where James has demonstrated strengths or areas for development
- > Considers the areas of development and what they mean for James' desire to step into a community development role which is more aligned with the practitioner level. Highlights these to discuss with James.

James:

- > Uses the self-assessment tool to assess his current capabilities and confidence
- > Identifies the capabilities where he feels he holds strengths that he can build on and where he would like further development
- > Considers his future development by reviewing capabilities required at the practitioner level. James notices some gaps in his understanding particularly in Domain 3.3 *Promotes accountability with people who use violence*.

Natalie and James:

- > Have a conversation about James' strengths, areas of development and career goals
- > Determine internal and external professional development to support James' career goals
- > Explore the Reflective Practice Toolkit – Practitioner Cards and other resources to assess how James can embed these tools into his practice to support his professional development.



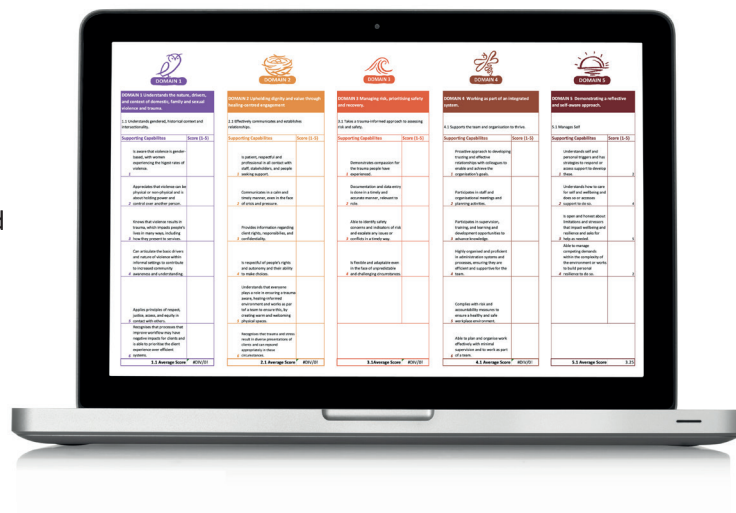
SUPPORT THE WORKFORCE

A team leader and administrator use
The Framework and resources
to prepare for an annual
performance review.



Tools/resources

- > The Framework
- > Self-assessment tool
- > WorkUP Queensland



PERFORMANCE DEVELOPMENT

Michelle is the finance office in a small domestic violence service who is also responsible for reception duties.

She has requested support to develop her reception skills after some challenging interactions with clients, and feedback from colleagues that her responses can be harsh.

This support is being provided by **Marian**, a more experienced colleague working at the practitioner level.

Michelle:

- > Uses the self-evaluation tool to rate her capabilities and confidence across the allied practitioner role
- > Identifies the areas where she would like to enhance her skills, predominantly in Domains 1-2 and notes 2.1 Effectively communicates and establishes relationships is challenging for her
- > Determines that overall, she would like to gain a deeper understanding of gendered violence.

Michelle and Marian:

- > Use the Reflective Practice Prompt Cards as starters for conversations to deepen Michelle's understanding of gendered violence and trauma
- > Continues these conversations to help bring Michelle a deeper connection to the service purpose and greater empathy to her role. She continues to use the Reflective Practice Toolkit to enhance her practice and seeks support from Marian as needed.



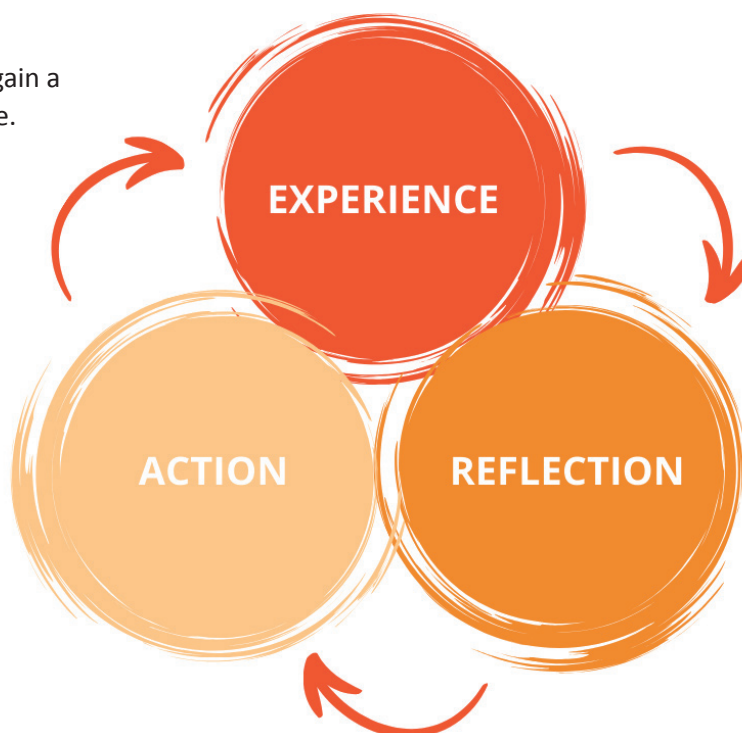
SUPPORT THE WORKFORCE

Colleagues use The Framework and resources for performance development conversations.



Tools/resources

- > The Framework
- > Self-assessment tool
- > Reflective Practice Toolkit.



Jasper, M. (2013). Beginning Reflective Practice. Cengage Learning.

PROFESSIONAL SUPERVISION

Susan is the Counselling Coordinator at a regional DFV and Women's Health and Wellbeing service.

Susan leads a team of four counsellors with varying levels of skills and experience.

Susan is committed to supporting the team to develop and enhance their skills and provide the best service possible to the people they support.

Susan:

- > Introduces the Framework and reflective practice resources to external supervisors for use in individual supervision sessions.

Susan and the team:

- > Participate in regular, individual external supervision
- > Engage in fortnightly group supervision sessions to talk through cases, learn from and support each other using the reflective practice team cards where appropriate
- > Take turns facilitating the group supervision sessions exploring the various reflective practice models in the Reflective Practice Toolkit.



SUPPORT THE WORKFORCE

Colleagues use The Framework resources to learn from each other and develop their confidence as practitioners.

Tools/resources

- > Reflective Practice Toolkit.

ORGANISATIONAL REVIEW

Mary is the CEO of a large service delivering multiple programs across South-East Queensland.

The executive team is committed to providing a safe and supportive environment for staff and invites **Jane**, the HR Officer, to develop and implement an annual culture survey to inform the planning of wellbeing strategies and continuous improvement.

Jane:

- > Explores **Domain 5** of The Framework to gain understanding of what it takes to sustain energy and focus in the work
- > Designs a brief, confidential workforce survey to gain insights about how well the workforce feels they are managing themselves, showing up for others and connecting to the purpose of the work
- > Gathers their insights about how well the organisational structures and processes are helping or hindering their ability to do this.

Executive team:

- > Examines the feedback provided and maps across 'what good looks like' in **Domain 5** to identify priorities for implementation of wellbeing strategies and other actions.



SUSTAIN SERVICES

Colleagues use The Framework and resources to reflect on workplace culture.

Tools/resources

> The Framework.





DOMAIN 5

Demonstrating a reflective and self-aware approach

To be an effective change agent for women, children, men, gender diverse peoples, and families requires commitment, drive, and a responsibility to the needs of the work you do and to the needs of yourself and your colleagues.

Having a strong connection to purpose and a belief in the ability to make a difference in people's lives serves as a touchstone and anchor to sustain focus, efforts, and energy. Managing the impacts of vicarious trauma to enable growth and build resilience requires an awareness of self and a proactive approach to self-care. There are three supporting capabilities required within this domain.

DOMAIN 5

There are three supporting capabilities required within this domain:

5.1 Manages self

It is critical to balance the demands and needs of the people you support, as well as the cumulative effect and toll this can take on your own emotional and physical health.

Seeing honesty and vulnerability as a strength creates true resilience and manages signs of fatigue and disconnection proactively, collaboratively, and supportably.

5.2 'Shows up' in a challenging environment

Being organised, adaptable, and resourceful is critical within the demanding and often unpredictable nature of this work.

'Showing up' for others means actively contributing to a learning culture and working to balance the intensity of the work through a reflective, calm, and engaged manner.

5.3 Connected to purpose

An alignment between personal and organisational values and a strong belief in the ability to make a difference in people's lives helps to advance and sustain the way you work.

Feeling a part of collective efforts, acting in solidarity with others, and celebrating achievements facilitates a vibrant, valuing, and meaningful culture.

TEAM CHECK-IN/MEETINGS

Michelle is the practice leader at a small DFV service and leads a small team providing phone support, referrals and case management.

Team members are all quite new, they have varying degrees of experience and work part-time, only connecting on some days through the week.

Michelle and her team are working to create a positive and supportive culture in their team as well as consistency in how they work.

Michelle and the team:

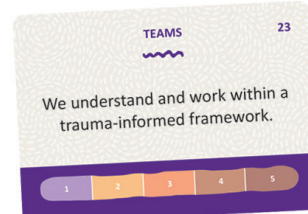
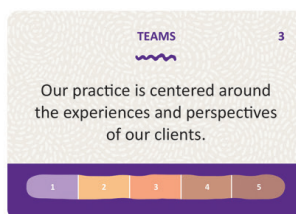
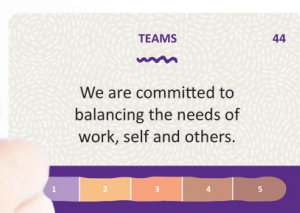
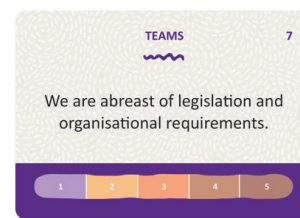
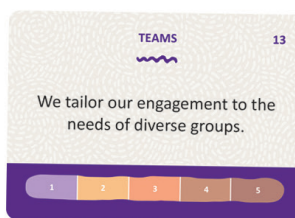
- > Set aside time for regular team catch ups
- > Take turns in hosting and facilitating the group with a focus on a Domain of choice and a preferred reflective practice model
- > Practice giving and receiving feedback about the session to support each other's development
- > Identify individual professional development needs.

CONNECT THE WORKFORCE

Colleagues use The Framework resources to learn from each other and develop their confidence as practitioners.

Tools/resources

- > The Framework.
- > Reflective Practice Toolkit.



TEAM PLANNING

Gloria is the CEO of a large service delivering multiple funded DFV and sexual violence programs across a range of locations.

Once a year, the teams come together for their annual planning day.

Gloria believes this is an important event fostering connection to purpose and each other.

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Gloria:

- > Develops an agenda for the planning day starting with an exploration of *Domain 5.3 Connection to purpose*.

The team:

- > Engages in conversations exploring how they contribute to the organisational purpose using the Domain 5 using Connection to purpose cards
- > Develop an action plan for keeping connected to purpose throughout the year including consideration of what this looks like in practice.



CONNECT THE WORKFORCE

A service uses The Framework for annual team planning.



Tools/resources

- > Reflective Practice Toolkit.



GOVERNANCE

Susan is the leader of a small sexual violence service in South-East Queensland. She leads a team of 10 staff and the service is governed by a board of management – a group of people with a range of skills and lived experience of sexual violence.

The service would like to attract additional Board members to meet existing skill gaps and are keen to ensure an ongoing safe and supportive environment for the Board and team. Susan and the Board have already established the governance skill requirements for the position – they use The Framework to add sector-specific capabilities.

The Board and Susan:

- Use The Framework to determine critical understanding for board members of their service. Agree that capability 1.1 *Understands gendered, historical context, and intersectionality*, and 1.2 *Understands both prevention and recovery are parts of the continuum*, are vital for all Board members
- Embed language from The Framework into role statements for Board members
- Use or adapt questions from the Organisational Reflective Questions for interviewing for the new position.



An Executive team and Board use The Framework to refine their requirements for selecting and inducting a new board member.

Tools/resources

- The Framework
- Organisational Reflective Questions.



GOVERNANCE

Jane is the leader of a small Aboriginal Women's shelter in a remote town. She leads a team of five staff and the service is governed by a board of management.

The board of management is made up of local women, some early in their careers and some more experienced.

Jane would like to support the Board to develop their skills and capability to strategically lead the service and to ensure members understand the context of the work provided by the service.

Jane believes this knowledge is crucial in assisting the Board to make the right strategic decisions for the service.

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Jane, in consultation with the Board:

- > Includes the Organisational Reflective Questions as a standard agenda item for Board meetings to encourage ongoing conversations and maintain connection to purpose
- > Uses the Organisational Reflective Questions to help guide the development of the yearly organisational planning day
- > Encourages all Board members to access professional development for boards offered by WorkUP Queensland.





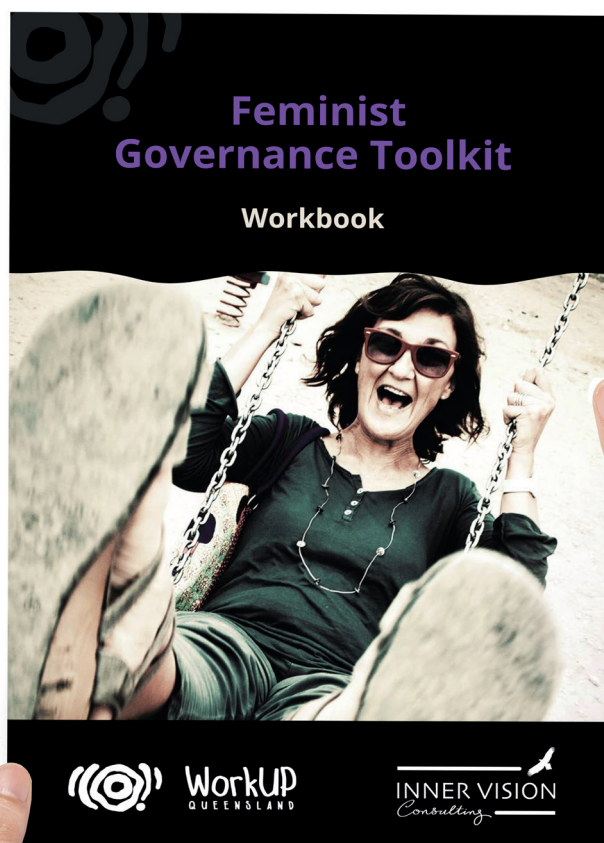
SUSTAIN SERVICES

Executive and board use
The Framework and resources
to support organisational
planning.



Tools/resources

- > The Framework
- > Organisational Reflective Questions.



PROFESSIONAL DEVELOPMENT PLANNING

Rita manages a remote DFV service and leads a dedicated team eager to enhance their confidence and skills.

All staff members speak English as a second or third language.

To support their professional development, **Rita** plans to conduct a Learning Needs Analysis (LNA) using the Reflective Practice Cards, which are hands-on and engaging.

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Rita:

- > Schedules individual times with each staff member
- > Creates a safe process for discussing their confidence and capabilities according to The Framework.

Rita and each staff member:

- > Explore the Practitioner level cards, sorting them into three categories:
 1. Confident and capable
 2. Want to build confidence and capability
 3. Need support to understand
- > Rita supports each staff member with any unfamiliar language and to identify their strengths, challenges, and learning and development priorities.

Rita:

- > Develops a professional development action plan outlining goals, learning priorities and timelines for action
- > Contacts WorkUP Queensland for support with implementation of the plan.





SUPPORT THE WORKFORCE

Colleagues use The Framework resources to develop a Learning Needs Analysis.



Tools/resources

> Reflective Practice Toolkit.

ACTION PLANNING

This is an example of an action plan that services may use to plan for implementation of The Framework. We have listed examples of where it might be helpful to start and referred to WorkUP Queensland resources that may be helpful.

We invite organisations to use and adapt this to suit the unique needs of their service. A downloadable copy is available on the WorkUP Queensland website at www.workupqld.org.au

THEME	Things that might need an update or attention in your own service	Who is responsible?	By when?	How will success be measured?
Grow the Workforce - Attraction - Recruitment - Selection	- Job advertisements - Job descriptions - Selection criteria - Selection methods - Reference checks			
WorkUP Queensland Resources	- Job interview question bank and rating scale - Job description template and example*	WorkUP Queensland	Completed	
Develop the Workforce - Induction - Learning needs analysis - Professional development	- Induction program - Learning needs analysis and expectations - PD Planning resources			
Retain the Workforce - Reflective practice - Professional supervision	- Induction program - Learning needs analysis and expectations - PD Planning resources			
WorkUP Queensland Resources Professional development calendar	- Welcome to the Sector – Induction - Self-assessment tool	WorkUP Queensland	Ongoing	
Retain the Workforce - Reflective practice - Professional supervision	- Staff recognition process/ resources - Supervision templates (internal)			
WorkUP Queensland Resources	- Reflective Practice Toolkit - Support, Connect, Sustain video series - Supervision templates*	WorkUP Queensland	Completed	
Support the Workforce - Performance planning - Giving and receiving feedback	- Performance development - Performance management - Exit interviews			
WorkUP Queensland Resources	Self-assessment tool	WorkUP Queensland	Complete	
Connect the Workforce - External job sharing/mentoring - Collaborations	- Collaboration processes - Partnership agreements			
WorkUP Queensland Resources	- Collaborative Grants - Implementation Support Project	WorkUP Queensland	Ongoing	
Sustain Services - Organisational structures - Operational plans - Governance - Leadership	- Stakeholder and partnerships engagement and processes - Operational plans			
WorkUP Queensland Resources	- Organisational Reflective Questions - Governance Toolkit	WorkUP Queensland	Completed	

*Under consideration for development