



# CHA Tenancy Management Capability Framework

Framework  
Document

# Introducing the Framework

This CHA Tenancy Management Capability Framework (“the framework”) has been developed by Community Housing Aotearoa (CHA) in consultation with CHA members using a co-design and iterative refinement approach. It is intended to be a foundational document underpinning workforce development activities across the community housing sector, and to be integrated with core “people processes” such as recruitment, talent management, performance management and workforce planning.

The Framework describes the core capabilities required by people in tenancy management roles within the community housing sector, with clear behaviour indicators (descriptions) of how these capabilities are demonstrated at three increasing levels of complexity: foundational, intermediate, and advanced. The behaviour descriptors are cumulative: as staff progress through each level, they demonstrate the indicators at the previous and current level of attainment. The capabilities reflect the commitment of community housing providers to take a holistic and person-centred approach to tenancy management, supporting tenants to sustain their tenancies and live in thriving communities.

A suite of guides for people leaders (managers) is available to support the implementation of the framework in an organisation. These are available at [www.communityhousing.org.nz/capability](http://www.communityhousing.org.nz/capability)

## What does the framework do?

The framework is a tool for community housing tenancy managers and their leaders to understand what is required of them in their role and to help prepare them for the next step in their career.

### The framework provides:

- A clear understanding of the core capabilities (skills and knowledge) required to successfully perform within a role.
- Consistency in the way we describe capability across the community housing sector.

### Benefits for tenancy managers:

- Understand the core capabilities that are needed in their role.
- Identify their strengths and how they can leverage them (eg by identifying a career path which ‘plays to their strengths’).
- Understand capability requirements of future/aspirational roles.
- Inform more targeted development plans to support achievement of performance objectives and career aspirations.

### Benefits for people managers:

- Understand what is reasonable to expect of tenancy managers as their capability level progresses.
- Identify staff members’ strengths and how to leverage these (eg by assigning work which ‘plays to people’s strengths’).
- Work with staff to set development objectives to help them succeed in their current role and to support their aspirations.
- Provide clear and neutral language to support the setting of performance expectations and to ‘steer’ coaching conversations.



# This document has three key sections



## Guidance

Supporting information for staff and managers.



## Capability levels

Three capability levels which describe skills and knowledge requirements of roles at different levels.



## Progression Statements

Guidance for career development and transitioning between framework levels.

## Guidance

### Capabilities

- All the capabilities are important and outline the skills and knowledge required at different capability levels. This is written using capability descriptors, also known as behaviour statements. These sentences clearly explain what demonstrating the capability would look like in the context of a tenancy management role.
- The capability descriptors (behaviour statements) are cumulative – the behaviours at intermediate level also include those at foundational level, and the advanced level of a capability includes all of the descriptors at all three levels.
- The foundational level of capability may apply to a tenancy support or tenancy administration role in your organisation, rather than a tenancy management role.

### Making the capabilities real to the role

- The core capabilities have been written to be used across the community housing sector.
- It's important for staff and managers to discuss what they mean in context of their own organisation, or team and the specific work responsibilities of the staff member. Some words can mean different things to different people, or in different contexts, so a conversation to 'get on the same page' is important.

## Key terminology

Progression statement: a progression statement helps a staff member see how the capability changes in terms of what it looks like and involves, as the level of capability increases

### Capability group

A group of similar capabilities

### Behaviour descriptor (also known as behaviour indicator)

A sentence that describes what someone would see if the capability was being demonstrated on the job

# Capability Levels

The capabilities in this framework are described using behaviour indicators. Each capability is described using four levels of behaviour indicator, and the indicators reflect the increasing complexity of the capability as job responsibility progresses.

**IMPORTANT:** If a worker is required by their role to demonstrate capability at 'intermediate', or 'advanced' level, they are also required to demonstrate the behaviour indicators at the previous level(s).

Level name	Definition	Example role
Foundational	Staff at the foundational level have the knowledge and experience required to carry out administrator or team support level requirements. They are generally not directly responsible for the provision of tenancy management or psychosocial support and may need support when taking on further responsibilities.	<ul style="list-style-type: none"><li>• Tenancy Support Officer</li><li>• Tenancy Administrator</li></ul>
Intermediate	Staff at the intermediate level have the knowledge and experience required to carry out a range of standard tenancy management tasks independently though may require support with more complex situations or non-standard tasks.	<ul style="list-style-type: none"><li>• Tenancy Manager</li></ul>
Advanced	Staff at the advanced level have the knowledge and experience to carry out complex, specialist and non-standard tasks confidently and consistently. They can apply their expertise to a range of situations.	<ul style="list-style-type: none"><li>• Senior Tenancy Manager</li><li>• Tenancy Team Leader (with tenant portfolio)</li></ul>

## Capability Descriptions

Group	Capability name	Definition
Personal leadership	<b>Open-mindedness</b>	Keeps an open mind to different possibilities and considers problems from diverse perspectives.
	<b>Being your best self</b>	Shows initiative and takes accountability for actions, performance, and improvements. Seeks opportunities to grow and develop.
	<b>Keeping safe</b>	Prioritises safety, wellbeing and risk management of self and others, maintains composure and resilience in challenging circumstances.
Working with others	<b>Partnering</b>	Builds and maintains effective relationships with other organisations locally and nationally to achieve outcomes for tenants and whānau.
	<b>Knowing and empowering your tenant</b>	Develops a deep understanding of the tenant and whānau, supporting and empowering them to have control over their own lives.
	<b>Teamwork</b>	Builds strong relationships and works collaboratively with others to achieve shared goals and contribute to collective success.
	<b>Cultural responsiveness</b>	Engages effectively with iwi Māori and people from all other cultural backgrounds and walks of life, to deliver services in a way that fits with their needs.
	<b>Communication</b>	Communicates clearly, respectfully and with impact.
Performing and Delivering	<b>Planning and prioritising</b>	Plans and organises to deliver upon commitments.
	<b>Quality focus</b>	Maintains accurate, timely and comprehensive documentation, ensuring effective information management and accountability.
	<b>Analysing and problem solving</b>	Analyses information to solve problems and make sound decisions.

# Open-Mindedness

- At the **foundational level**, open-mindedness is about recognising your own assumptions and perspectives and being receptive to different and new ideas, inputs and ways of working in order to achieve outcomes.
- As this progresses to the **intermediate level**, staff need to be more reflective and active in including others, considering diverse perspectives as well as traditional ways of doing things to make way for new solutions.
- As this progresses to the **advanced level**, staff need to role model awareness of bias, values and beliefs and be more proactive in working to mitigate this in self and in others.

Foundational	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Recognises own bias and assumptions</li> <li>• Acknowledges and is responsive to diverse experiences, perspectives, values, and beliefs</li> <li>• Is open to the inputs of others, new ideas and different ways of doing things</li> <li>• Works to understand and include diverse perspectives in all situations</li> </ul>	<ul style="list-style-type: none"> <li>• Critically reflects and understands the effect of bias and responds constructively to feedback about own language, behaviour and decision-making to address and mitigate bias</li> <li>• Listens first to others individual viewpoints and proactively considers diverse experiences, perspectives, values and beliefs</li> <li>• Proactively seeks input from others who may have different viewpoints and needs</li> <li>• Is confident working and delivering in diverse environments</li> <li>• Constructively challenges traditional ways of doing things and champions new ways of working</li> <li>• Recognises when things are not working and makes or recommends changes</li> </ul>	<ul style="list-style-type: none"> <li>• Role models and shares awareness of how own experiences, values and beliefs shape own perspective and the limitations of this</li> <li>• Suspends judgement and assumption in all interactions, identifies and ‘calls out’ bias and prejudice from others</li> <li>• Proactively invites and includes different points of views, values, and beliefs, lived experiences and priorities</li> <li>• Provides opportunities for others to learn from diverse cultures, backgrounds, and experiences</li> </ul>

## Being Your Best Self

- At the **foundational level** being your best self is about understanding the requirements of the role and taking all opportunities to learn and develop within the role, including taking responsibility, thinking about improvements, and taking feedback on board.
- As this progresses to the **intermediate level**, staff need to be more skilled at setting and working towards development goals, be autonomous and effective in delivering without oversight and be more focused on identifying and implementing improvements to both own performance and wider work.
- As this progresses to the **advanced level**, staff need to role model continuous learning and set and achieve more ambitious goals. Staff should be up to date with best practice and sector developments and use these insights to inform new ideas and creative solutions for the organisation.

Foundational	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Understands role expectations and what success looks like</li> <li>• Seeks feedback from others about performance and takes this onboard</li> <li>• Takes all opportunities to learn from others about delivering in the role</li> <li>• Responds quickly and flexibly to work demands</li> <li>• Recognises when to let go of issues and move forward</li> <li>• Sets goals, aims high and takes accountability for actions</li> <li>• Shows ability to deliver independently and takes responsibility for completing routine tasks</li> <li>• Takes ownership of mistakes and views these as opportunities to learn</li> <li>• Behaves in an honest, ethical, and professional way</li> <li>• Reports own apparent conflicts of interest</li> <li>• Proactively reflects and identifies opportunities to improve in work area</li> </ul>	<ul style="list-style-type: none"> <li>• Understands own strengths and development areas</li> <li>• Sets clear and ambitious development goals and works towards achieving these</li> <li>• Seeks out opportunities to learn, grow and develop</li> <li>• Listens to feedback about own performance, taking this on board, responding constructively and drawing on this for own development</li> <li>• Delivers effectively without detailed direction, taking ownership of all tasks</li> <li>• Proactively seeks guidance and input in work and tasks, provides constructive feedback to others</li> <li>• Identifies and contributes to implementing improvements to work systems, processes, and practices</li> <li>• Represents the organisation in an honest, ethical and professional way</li> <li>• Supports a culture of learning and integrity</li> <li>• Reports and manages own apparent conflicts of interest</li> </ul>	<ul style="list-style-type: none"> <li>• Sets clear and ambitious goals for self and others, and takes ownership of achieving these</li> <li>• Role models continuous learning and development for other staff</li> <li>• Proactively shares knowledge, provides others with advice and constructive feedback</li> <li>• Proactively seeks out feedback about own performance, uses this to hone strength and development areas</li> <li>• Operates autonomously and takes accountability across work tasks and programmes to achieve</li> <li>• Identifies and takes calculated risks, takes appropriate steps to mitigate risks</li> <li>• Produces new ideas, approaches or insights, drawing on industry best practice and experience and learning</li> <li>• Role models honest, ethical and professional behaviour and is a leader in the organisation for others to follow</li> <li>• Upholds a culture of integrity within the team or unit</li> <li>• Identifies and explains ethical issues, sharing learning and setting an example for others</li> <li>• Role models and encourages others to reflect on</li> </ul>

# Partnering

- At the **foundational level** partnering is about understanding the different partners available locally and nationally and sharing information to ensure success for tenants and whānau in a timely fashion.
- As this progresses to the **intermediate level**, staff need to be more proactive in building relationships with various partners, continually building their own knowledge base and taking action to hold partners accountable when required.
- As this progresses to the **advanced level**, staff need to role model building trusted relationships with partners, and address any conflicts or issues, as they deal with any escalations or difficult situations. They need to be continually expanding their base of partnerships and proactively sharing information to support others (internally and externally) to do the same.

Foundational	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Seeks out appropriate partner agencies or organisations using internal or external tools</li> <li>• Responds to and actions/passes on requests from service providers and other partners effectively and efficiently</li> <li>• Shares details for relevant local and community-based services to tenants and whānau</li> <li>• Takes logistical considerations (e.g., local locations for meetings) when organising face-to-face meetings or events</li> <li>• Builds trust-based relationships and demonstrates a drive to collaborate with partners</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains a strong and up-to-date working knowledge of service providers, their role, services and how to access</li> <li>• Builds constructive, trust-based relationships with partner agencies and specialist organisations</li> <li>• Takes opportunities to refer tenants and/or whānau to appropriate partner agencies or specialist organisations in the local community, using correct process or procedures</li> <li>• Follows up with partners to ensure referrals have been actioned and ‘round back’ to tenant or whānau to ensure they have been well-served</li> <li>• Takes action to intervene or advocate if a decision by a partner organisation is unreasonable or incorrectly formed</li> <li>• Shows integrity and drive to deliver in relationship with partners</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively seeks opportunities to build and deepen working relationships with partner agencies and specialist organisations</li> <li>• Identifies new organisations/ opportunities for partnerships that support work with tenants and whānau</li> <li>• Works cooperatively and collaboratively with partner agencies and specialist organisations to achieve common goals</li> <li>• Actively expands and draws on own professional network through participating in relevant professional and interdisciplinary activities</li> <li>• Contributes to review of systems and procedures of, partner agencies that are leading to or contributing to adverse effects for tenants and whānau</li> <li>• Works with partner agencies to encourage community-wide responsibility for developing projects and activities in relation to whānau wellbeing.</li> <li>• Addresses differences and conflict issues with partners directly and constructively</li> <li>• Work collaboratively with property management (or equivalent) to minimise property vacancy time</li> </ul>

# Knowing and Empowering Your Tenant

- At the **foundational level** knowing and empowering your tenant is about taking opportunities to increase understanding and build awareness of the various factors influencing the tenant and whānau, having empathy and being clear, supportive and pragmatic in your approach to working with them.
- As this progresses to the **intermediate level**, staff need to spend time understanding the unique story and factors for each tenant and whānau, and providing a tailored service to empower them towards their goals. They need to enable informed decision making and provide supporting strategies as required by each unique situation.
- As this progresses to the **advanced level**, staff need to role model going above and beyond to empower tenants and whānau, including understanding the issues, making a plan, and using strategies to genuinely and holistically support each tenant and whānau to self-sufficiency and/or to the outcomes they are working towards. They need to consistently do this even in the face of escalations or difficult situations.

Foundational	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Acknowledges the resilience, strengths, capacities, and contributions of all people from all walks of life</li> <li>• Takes opportunities to increase own awareness and understanding of the many unique factors in a tenant's history or background</li> <li>• Demonstrates empathy, puts self in others' shoes</li> <li>• Uses strategies to minimise perceived or real power imbalances between tenant and others</li> <li>• Takes a solution-focused approach to challenges, avoiding shame or blame.</li> <li>• Refers challenges to the right person respectfully and promptly, with consent.</li> <li>• Provides clear options to tenants and whānau, empowers them to make the decision that is best for them</li> <li>• Spends time with tenant and whānau to get to know them and their story</li> <li>• Recognises the varying social, cultural, psychological, spiritual, and biological contributors to the circumstances of a tenant and their whānau</li> </ul>	<ul style="list-style-type: none"> <li>• Builds trust and fosters partnerships with tenants and whānau</li> <li>• Recognises and supports tenant and whānau self-determination</li> <li>• Proactively shares information and options to empower decision-making</li> <li>• Provides guidance and support to navigate systems and processes</li> <li>• Maintains clear boundaries while managing challenging situations</li> <li>• Collaborates with whānau and partners to find homes that promote independence</li> <li>• Uses early intervention and education to reduce anti-social behaviour and misuse</li> <li>• Works with tenants to identify and address risk factors affecting tenancy</li> <li>• Encourages tenants to meet commitments and supports community initiatives</li> <li>• Directly and constructively resolves conflicts or differences</li> <li>• Proactively addresses and resolves challenging situations (e.g. rent arrears, anti-social behaviour) and commits to getting these resolved</li> </ul>	<ul style="list-style-type: none"> <li>• Explores tenant reluctance to engage with partner agencies or specialist organisations in a respectful and genuine way</li> <li>• Works to understand issues and possible solutions using an appreciative enquiry approach</li> <li>• Supports tenants and whānau to determine their next steps towards self-sufficiency (using coaching)</li> <li>• Role models addressing conflict issues or differences with tenants directly and constructively</li> <li>• Role models resolution of difficult situations with tenants (e.g. non-payment of rent, antisocial behaviour) and supports others to do this</li> <li>• Manages tenancy termination and transition with a 'people at the heart' approach</li> <li>• Contributes to planning and facilitation of tenant social/ community activities, including of regular events and groups for tenants in housing complexes</li> <li>• Encourages others to empower their tenant and whānau, provides advice and strategies to support this</li> </ul>

## Teamwork

- At the **foundational level**, teamwork is about building and maintaining strong relationships with colleagues, supporting those around you and seeking help from others when needed, and collaborating with others to achieve the best outcomes.
- As this progresses to the **intermediate level**, staff need to play a more active role in sharing their expertise and knowledge with others to help shape the team's work plans and goals, proactively addressing conflicts or disagreements and embracing opportunities to collaborate with others.
- As this progresses to the **advanced level**, need to play a more active role in building strong relationships across the organisation, initiating opportunities to connect others, and supporting others to complete their work.

Foundational	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Builds strong relationships with teammates and contributes to creating a positive team culture</li> <li>• Shows awareness of how own work impacts others</li> <li>• Proactively offers support and help to others</li> <li>• Collaborates beyond immediate team to enable the best outcomes</li> <li>• Shares relevant and timely information with colleagues</li> <li>• Addresses disagreements openly and constructively</li> <li>• Asks for and accepts assistance from others when needed</li> <li>• Recognises when to respectfully say 'no', offering alternatives when appropriate</li> <li>• Contributes to the development of their team's work plans and goal setting activities</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies when to inform, involve, or collaborate with others across the organisation</li> <li>• Actively contributes to team discussions and activities</li> <li>• Works with colleagues to deliver projects and complete complex tasks</li> <li>• Identifies and proactively addresses conflicts early, openly, and constructively</li> <li>• Provides constructive feedback and suggestions to colleagues</li> <li>• Shares expertise and knowledge to help develop their team's work plans and set goals</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively builds strong relationships across the organisation</li> <li>• Connects team members to relevant people in other parts of the organisation</li> <li>• Identifies and initiates opportunities for collaborative working</li> <li>• Addresses differences and conflict issues with colleagues and internal stakeholders directly and constructively</li> <li>• Supports others to complete their work, acting as a peer-reviewer when required</li> <li>• Helps others to understand and comply with legislation, rules, policies, guidelines, and codes of conduct</li> <li>• Role models resolution of difficult situations, helping colleagues navigate complex scenarios with tenants</li> </ul>

# Cultural Responsiveness

- At the **foundational level**, open-mindedness is about recognising your own assumptions and perspectives and being receptive to different and new ideas, inputs and ways of working in order to achieve outcomes.
- As this progresses to the **intermediate level**, staff need to be more reflective and active in including others, considering diverse perspectives as well as traditional ways of doing things to make way for new solutions.
- As this progresses to the **advanced level**, staff need to role model awareness of bias, values and beliefs and be more proactive in working to mitigate this in self and in others.

Foundational	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Learns about Māori, Pasifika and other groups’ cultural norms and values and how they impact on how people live and form community</li> <li>• Identifies own knowledge and experience gaps in working with people from different cultures</li> <li>• Takes steps to increase knowledge and experience in working with people from different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Adheres to and is respectful of local cultural tikanga, kawa and kaupapa</li> <li>• Considers cultural norms and values when finding solutions for tenants and whānau</li> <li>• Adjusts behaviour, language and attitude to align with the cultural background of a tenant or whānau in their own home or space</li> <li>• Supports and enables culturally specific support services where tenants can be supported in a way that fits with them</li> </ul>	<ul style="list-style-type: none"> <li>• Gets advice and follows the lead from cultural specialists around cultural concepts and practices</li> <li>• Respectfully engages, refers to and works collaboratively with kaupapa Māori services, kaumatua, kuia and cultural advisors</li> <li>• Continuously learns and develops own cultural capability</li> </ul>

# Communication

- At the **foundational level**, an effective communicator expresses information in a clear and well-structured manner, communicates respectfully and actively listens to understand the perspectives of others.
- As this progresses to the **intermediate level**, staff are able to read what's not being said and effectively utilise verbal and non-verbal cues, adapting their communication style to meet the needs of the audience and using some influence techniques.
- As this progresses to the **advanced level**, staff are more effective in using a range of influence techniques to build support for ideas, creating compelling and inspiring arguments. They are also able to communicate complex concepts in a simple way to a diverse range of individual and group audiences.

Foundational	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Expresses information in a clear and well-structured manner</li> <li>• Shows awareness of the impact that non-verbal communication (e.g., body language, facial expressions etc.) has on messaging</li> <li>• Uses simple language, checks understanding of messages and adapts communication based on reactions and feedback</li> <li>• Communicates with respect and shows empathy for different perspectives</li> <li>• Demonstrates approachability and is fully present during interactions with others</li> <li>• Clearly presents available options to others (e.g. tenants, whānau etc.), and explains next steps if appropriate</li> <li>• Actively listens during interactions with others (e.g. tenants, whānau etc.) to encourage openness about their circumstances</li> <li>• Uses open-ended questions to seek more information and provide an opportunity to share and contribute</li> <li>• Adapts communication to suit different people e.g., when working with people with disabilities, English as a second language etc</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledges the impact of language with respect to stigma and discrimination, and uses language that is non-judgemental, strengths-based and empowering</li> <li>• Uses appropriate, respectful questions to increase understanding of others</li> <li>• Monitors for non-verbal cues and reads 'what is not being said' in interactions</li> <li>• Communicates complex and routine technical information in a way that the audience can understand</li> <li>• Communicates sensitive messages in a tactful and respectful way</li> <li>• Tailors communication to suit the audience and uses a influencing techniques to build support</li> <li>• Responds to non-verbal, verbal, emotional and contextual cues when interacting with others</li> <li>• Provides clear, comprehensive, and specific information when referring an issue or request to another person, team or organisation (moved from responsiveness)</li> <li>• Uses verbal and non-verbal communication to de-escalate challenging interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly presents complex concepts and arguments to individuals and groups</li> <li>• Creates opportunities for others to be heard</li> <li>• Uses a broad range of influencing techniques</li> <li>• Makes a compelling case to stakeholders and takes them on the journey by consulting and educating</li> <li>• Constructively manages challenging questions or responses during interactions</li> <li>• Adapts approach in response to non-verbal, verbal, emotional and contextual cues during interactions</li> <li>• Demonstrates an in-depth understanding of others' perspectives, feelings, and concerns during interactions</li> <li>• Communicate in a culturally sensitive and respectful way, being mindful of potential mistrust an individual may have as a result of past experiences or intergenerational trauma</li> </ul>

## Planning and Prioritising

- At the **foundational level**, staff will plan and coordinate tasks to meet role expectations, respond promptly and thoroughly to requests and understand how their work links to broader team or project goals.
- As this progresses to the **intermediate level**, staff will adjust plans to meet changing circumstances, actively monitor for risks that could hinder delivering on expectations, manage expectations and follow up on referred items.
- As this progresses to the **advanced level**, staff will proactively plan their time in line with team or project goals, regularly monitor progress against goals and identify and escalate roadblocks, providing feedback to help inform planning.

Foundational	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Plans and coordinates tasks to meet role expectations</li> <li>• Demonstrates awareness of team goals and challenges and the impact these have on work tasks</li> <li>• Reprioritises tasks when needed to achieve set goals</li> <li>• Organises work to ensure expectations are met and commitments are followed through</li> <li>• Responds promptly and thoroughly to requests</li> <li>• Manages time effectively and juggles competing demands</li> <li>• Uses available tools, technology, and resources to increase efficiency</li> <li>• Utilises effective strategies to enable management of work and life commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Considers team or project objectives when allocating time and prioritising tasks</li> <li>• Monitors for risks that might impact the completion of an activity and escalates these when required</li> <li>• Follows up on referred items to ensure that they have been actioned appropriately</li> <li>• Makes adjustments to plans to ensure expectations are delivered</li> <li>• Manages expectations and accepts accountability for delivering on commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively plans tasks in line with team or project objectives</li> <li>• Monitors progress against schedules, plans and deadlines, adjusting when needed</li> <li>• Identifies and escalates issues or roadblocks impacting on ability to meet expectations</li> <li>• Provides feedback to inform future planning and work schedules</li> </ul>

## Quality Focus

- At the **foundational level**, staff are keeping timely, clear and accurate records and ensuring understanding and they are responsible for adhering to practice standards of the role and service.
- As this progresses to the **intermediate level**, staff are preparing more advanced and complex reporting requirements including official documentation, they are role modelling keeping accurate, thorough, and timely records.
- As this progresses to the **advanced level**, to the advanced level, staff are supporting decision making processes with comprehensive and concise reporting, and playing an active role in ensuring policies are aligned to best practice and current legislation.

Foundational	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Understands and meets all record keeping and reporting requirements of the role</li> <li>• Completes all tasks in a timely manner to the agreed quality standards</li> <li>• Keeps clear, easily understood and accurate records in line with requirements of the role</li> <li>• Understands and adheres to all policy, legislation, and procedures relevant to the role, seeking help if unsure</li> <li>• Demonstrates a high level of attention to detail when completing role tasks (e.g., double-checking dates and dollar figures before sending to tenants)</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes accurate information to audits and reviews as required by the role</li> <li>• Prepares written communications that are well-structured and easily interpreted by the intended audience</li> <li>• Maintains knowledge of policy, legislation, and procedures relevant to the role</li> <li>• Takes into account notes from previous interactions with a tenant or support person before taking action</li> <li>• Completes official documentation (e.g., tribunal and court documentation, bond forms etc.) thoroughly and accurately, seeking peer review when needed</li> <li>• Adheres to practice standard requirements of profession (where applicable)</li> <li>• Uses financial and other resources responsibly and in line with policy</li> <li>• Identifies early signs of tenant property damage or misuse and raise these respectfully with tenant in line with organisational policy</li> <li>• Identifies and escalates possible property-based breaches (e.g., fire safety regulations, healthy homes standards etc.) and refers for immediate remediation</li> </ul>	<ul style="list-style-type: none"> <li>• Supports decision making processes with accurate, comprehensive and concise reports</li> <li>• Writes fluently in a range of styles and formats, adapting to suit the needs of the intended audience</li> <li>• Keeps up to date with sector developments and changes in requirements, ensuring work is aligned to best practice and current policy'</li> <li>• Identifies and escalates issues with the accuracy of a policy, process, or procedure</li> <li>• Stays up to date with sector developments and trends and Identifies impact on your team's responsibilities</li> </ul>

# Analysing and Problem-Solving

- At the **foundational level**, staff will find and use information to make sound decisions, knowing when a problem can be managed independently and when it should be escalated.
- As this progresses to the **intermediate level**, staff will use a range of tools and resources, analysing available information to make well-informed decisions and solve day-to-day problems.
- As this progresses to the **advanced level**, staff will demonstrate confidence in making decisions even when information is missing or incomplete, information will also be analysed to identify cause and effects and continually improve the service.

Foundational	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Finds and uses information from a variety of sources to solve problems</li> <li>• Demonstrates curiosity and openness to different solutions</li> <li>• Acknowledges the possibility of error</li> <li>• Evaluates available information to make sound decisions</li> <li>• Knows when to escalate problems and when decisions can be made independently</li> </ul>	<ul style="list-style-type: none"> <li>• Finds and uses information relevant to work using a variety of tools and resources</li> <li>• Recognises patterns and themes, linking relevant information together</li> <li>• Makes decisions without all of the facts when required</li> <li>• Integrates and analyses available information to make effective decisions</li> <li>• Solves day-to-day problems as they arise in the role</li> <li>• Assesses outcomes and identifies and share lessons learned to inform future actions</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses available information to identify trends and areas for improvement</li> <li>• Shows insight into the cause of problems and takes action to prevent reoccurrence</li> <li>• Shows confidence in ‘thinking on feet’</li> <li>• Acknowledges assumptions and identifies gaps in own arguments</li> <li>• Generates novel solutions to unique problems</li> <li>• Investigates escalated issues promptly and thoroughly, identifying the root cause and taking steps to avoid reoccurrence</li> </ul>

## Keeping safe

- At the **foundational level**, staff will be aware and manage risks of their everyday role, learn and follow safety practices and maintain their composure in challenging situations. They should be able to take a holistic view to their own wellbeing and draw on available resources to manage this.
- As this progresses to the **intermediate level**, staff will show a deeper understanding of risk management frameworks and ensures this is consistently reported. They should maintain their own resilience and wellbeing competently and effectively, despite the challenges of the role.
- As this progresses to the **advanced level**, staff will take ownership of escalating risks, encourage this behaviour and safety at all times for all those around them, and role model staying calm and composed, even in the face of very difficult situations.

Foundational	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Works well with team and manager, identifying, assessing, and managing risks relevant to role</li> <li>• Follows safe work practices, takes reasonable care of own and others health and safety</li> <li>• Recognises and acts when escalation is required</li> <li>• Stays calm under pressure</li> <li>• Asks for help when needed</li> <li>• Understands and uses the support and resources available to manage wellbeing and resilience</li> <li>• Behaves ethically, has an awareness of impact of self on other people's wellbeing</li> <li>• Speaks out against misconduct, illegal and inappropriate behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and follows safe work practices consistently for self and others, in all work locations including tenant homes</li> <li>• Shows understanding of your organisation's risk management framework and procedures</li> <li>• Identifies, assesses, manages and reports risks, immediately and appropriately responding to issues that will endanger life or health</li> <li>• Maintains resilience and wellbeing in complex, confronting, uncertain, or ambiguous situations using a range of techniques</li> <li>• Stays calm and optimistic in the face of obstacles and under pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Takes ownership of escalated risks as appropriate to your role</li> <li>• Encourages and supports the identification, assessment, management, reporting and monitoring of risks and mitigation</li> <li>• Stays calm and optimistic in the face of obstacles, volatility, uncertainty, ambiguity and complexity and coaches others to do the same</li> <li>• Acts to prevent and report misconduct, illegal and inappropriate behaviour</li> </ul>