



The Salvation Army
National Capability Framework

Introductory Handbook

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Introduction

In any setting it is vital to have a clear picture of mission, direction and individual responsibilities. Success then depends on each member of the team having the capabilities needed to do their part. We often rely on experience, instinct and intuition to tell us what the necessary capabilities are. But the larger the organisation the less likely this approach will be adequate. With 10,000 members, 10,000 employees, 1,000 officers and perhaps 20,000 volunteers an ad hoc approach to capability and development will not do the job.

Capabilities have existed in various forms in TSA in the past, and with the announcement of a National Salvation Army, it was necessary to develop a new capability framework that would meet the needs of TSA nationally.

The Framework was developed by a national project team led by Learning and Development and comprising representatives from Personnel, Human Resources and Eva Burrows College. This team looked at existing frameworks and tools both within The Army and from industry for best practice examples. They also consulted with specialists for advice on the best capability design and assessment tools around to meet our needs. All of this work resulted in a unique framework built specifically for TSA.

Ongoing stakeholder consultation will take place to continually improve the framework, including the development of detailed specialist and technical supplements. Ongoing refinements and changes to the framework will continue in the years to come as The Salvation Army revisits its strategy and culture.

What is the Capability Framework?

First and foremost, our Capability Framework fluently unites us across the Australia Territory and the work we do with our Mission, Vision and Values.

It is a key people reference tool that we can all use.

It sets out leadership and other specialist capabilities (behaviours) in an easy to read format that uses a consistent language and methodology to explain how we can express and develop these through whole of organisation behaviours (Influencing, Leadership, Ministry and Culture) to meet our national and organisational goals.

Purpose of this Handbook

The purpose of this Introductory Handbook is to:

1. Introduce you to The Salvation Army's National Capability Framework
2. Provide you with the knowledge to navigate this Framework
3. Outline the various ways the Framework can be applied to support the engagement, performance and development of our people

National Capability Framework

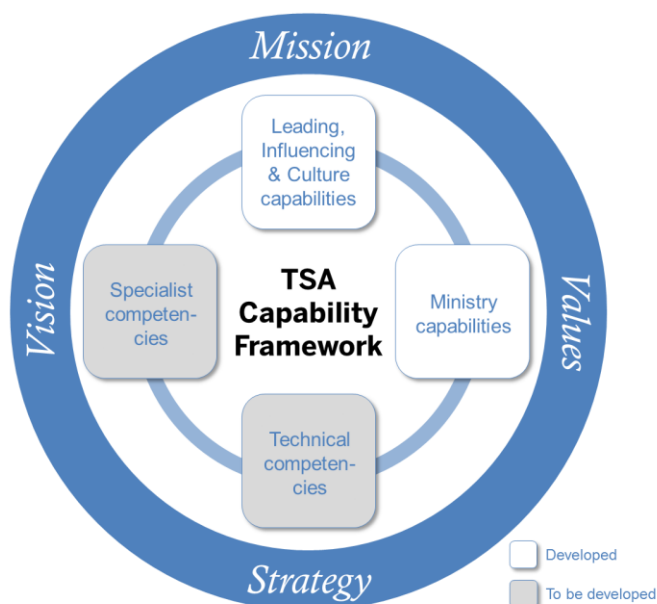
The TSA National Capability Framework is a tool that builds on our organisational values to identify the skills, knowledge, behaviours and attributes that are needed by the people working across TSA. The Framework provides the basis for a range of people-related activities that will assist you in determining what a role should look like, recruiting the best people for the role, supporting people to be the best they can be and determining important areas for ongoing professional development and training.

Elements of the Capability Framework

The framework consists of a number of elements, as shown in the model at the right.

The Framework is first and foremost built on our organisation's vision, mission and values. In particular, the values are the most important expression of what is required for all personnel working with or connected to the organisation. Capabilities must also sit within the context of our strategy, which may require particular emphasis on certain capabilities at different points in time.

From this foundation, the Framework then represents the essential capabilities and competencies for our work in the simplest practical way by the use of a series of matrices. This leaves room for the Framework to be expanded over time by adding additional matrices for particular specialist or technical areas.



Vision, Mission & Values

Our Vision

Wherever there is hardship or injustice
 Salvos will live, love fight
 alongside others
 to transform Australia one life at a time
 with the love of Jesus.

Our Mission

The Salvation Army is a Christian movement dedicated to sharing the love of Jesus by:

- Caring for people
- Creating faith pathways
- Building healthy communities
- Working for justice

Our Values

Recognising that God is already at work in the world, we value:

- Integrity
- Compassion
- Respect
- Diversity
- Collaboration.

We commit ourselves in prayer and practice to this land of Australia and its people, seeking reconciliation, unity and equity.

Christian Capabilities

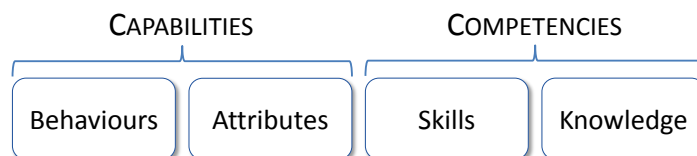
TSA is a Christian organisation that employs Christian employees, as well as employees of other faiths or no faith.

Generally, the Influencing, Leadership & Culture capabilities describe behaviours we may expect in all members of the workforce. Within these capabilities there is reference to alignment with The Salvation Army vision, mission and values, which we expect of all personnel regardless of their faith. Many of the behaviours listed are also in line with Christian principles.

More specific spiritual and Christian expectations can be found in the Ministry capabilities. These capabilities are particularly applicable to Officers and to roles where Christian ministry is core to their service, such as Chaplains.

Capabilities versus Competencies

In this framework the word **capability** is used to encompass attributes and behaviours. The word **competency** is used in relation to specific clusters of technical or specialist skills and knowledge. Capabilities and competencies are complementary and when combined, help to fully define role requirements and expectations.



Specialist Competencies


Specialist competencies are the skills and knowledge that are relevant to specific settings or job roles. For example, at TSA two specialised areas of competency include social services and retail.

These specialist competencies will be developed in consultation with relevant stakeholders.

Technical Competencies

Technical competencies are the range of general technical and professional skills, knowledge and experiences that are distinct from but complement the National Capabilities.

Below is a non-exhaustive list of the technical competencies that have been identified and will be developed over time.

 AUSTRALIA Competency: Definition & Application	
The range of technical and professional skills, knowledge and experiences that are distinct from but complement the behavioural Capability Framework.	
COMPETENCY GROUP *	APPLICATION
Administration & Finance	Manage administrative and financial reporting and tasks
Community Services	Including Casework, Welfare and other support services
HR Management	Recruit, on-board, manage and support people
Marketing	Technology, analytics, design, reporting
Negotiation	Apply negotiation techniques for win-win outcomes
Nursing **	Professional practice, provision/coordination of care, collaborative therapeutic practice
Officers engaged in Mission Expressions	Ministry; Manage a Corps or Program or Service
Operational Planning	Develop, implement and monitor operational plans
Organisational Knowledge	Develop and use strong organisational knowledge
Project Management	Apply project management methodology to achieve outcomes
Risk & Compliance Management	Identify and manage compliance and other risks
Technology	Understand and use available technologies
Work, Health & Safety	Manage administrative and reporting tasks

* Not an exhaustive list
 ** Refer: National competency standards for the registered nurse

National Capabilities

These pages should be read in conjunction with the document: 'TSA_ National Capabilities_Leading, Influencing, Ministry, Culture (Aug 2018)'.

The National Capabilities hone in on the many ways we can express our behaviours (from expected minimum levels to the most complex) in spirit and deed.

Influencing, Leadership & Culture Capabilities

There are 20 Influencing, Leadership & Culture areas listing a wide range of behaviours that apply across all aspects of The Salvation Army work. These are captured under 5 areas of focus:

1. Self:	Capabilities required to manage oneself
2. Others:	Capabilities required to manage relationships with others, internal or external, without an immediate structural context
3. Team:	Capabilities required to work with a team within a functional or structured context
4. Service:	Capabilities required to deliver outcomes for our internal and external service users
5. Organisation:	Capabilities required to create, align to and integrate organisational objectives

Ministry Capabilities

Specific spiritual and Christian expectations can be found under three Ministry capabilities:

1. Demonstrate Spiritual Maturity:	Nurture a healthy inner life that guides choices and actions
2. Live With Vocational Purpose:	Partnering with Christ in the work of the Kingdom of God
3. Leading Faith Communities:	Inspires and nurtures others in their Christian faith

All of these capabilities are listed on the cover page of the National Capabilities document (see below).

National Capabilities: Influencing, Leadership, Ministry, Culture					MINISTRY CAPABILITIES
WHOLE OF ORGANISATION: INFLUENCING, LEADERSHIP & CULTURE BEHAVIOURS					
FOCUS ON SELF	FOCUS ON OTHERS	FOCUS ON TEAM	FOCUS ON SERVICE	FOCUS ON THE ORGANISATION	
The capabilities required to manage oneself	The capabilities required to manage relationships with others without an immediate structural context	The capabilities required to work with people within a functional or structured context	The capabilities required to deliver outcomes for our internal and external service users	The capabilities required to create, align to and integrate organisational objectives	Demonstrate Spiritual Maturity <i>(Nurture a healthy inner life that guides choices and actions)</i> <ul style="list-style-type: none"> Nurtures own spirituality Practices spiritual discernment Applies faith principles and values authentically
Manage Self <i>(Show self-awareness, motivation and a commitment to learning)</i>	Communicate Effectively <i>(Conveying and collecting information and opinions, one-on-one or in groups)</i>	Lead Performance <i>(Be constructively engaging, motivational and empowering to make things happen through others)</i>	Focus on People We Serve <i>(Provide quality services to end users in line with TSA standards and objectives)</i>	Align with TSA's Strategic Direction <i>(Understand and commit to the strategic direction of TSA and contribute to long term organisational and local planning)</i>	Live With Vocational Purpose <i>(Partnering with Christ in the work of the Kingdom of God)</i> <ul style="list-style-type: none"> Calling (Vocation) and Covenant Holistic mission Integrates Salvationist theology into life and ministry
Act Ethically and With Integrity <i>(Act in line with TSA mission, values, codes of conduct and industry standards)</i>	Manage Relationships <i>(Build healthy and constructive relationships with internal and external stakeholders)</i>	Develop Capability <i>(Be focused on developing capability and potential in self and others)</i>	Plan for Service Delivery <i>(Plan and organise efficient and effective service delivery)</i>	Think Analytically and Solve Problems <i>(Analyse and assess the broader context to develop organisationally appropriate and practical solutions)</i>	Leading Faith Communities <i>(Inspires and nurtures others in their Christian faith)</i> <ul style="list-style-type: none"> Provides Christian leadership Creates an environment for community worship and spiritual growth Provides effective pastoral care Promotes a culture of disciple making
Show Respect <i>(Value diversity and inclusiveness and work effectively with differences)</i>	Influence Others <i>(Have an impact through influencing and negotiating with understanding, compassion and empathy)</i>	Manage Change and Reform <i>(Support, champion and implement change and assist others to engage with change)</i>	Make Sound Decisions <i>(Make informed sound decisions that align with strategy and meet organisational objectives)</i>	Apply Business Understanding <i>(Utilise sound business and organisational principles)</i>	
Display Resilience <i>(Constructively deal with and recover from challenges and obstacles)</i>	Work Collaboratively <i>(Collaborate with others and value their contribution)</i>	Lead Safety and Wellbeing <i>(Actively contribute to a safe workplace)</i>	Demonstrate Accountability <i>(Demonstrate stewardship for actions, commitments and resources with a focus on efficient and effective service outcomes)</i>	Innovate and Continuously Improve <i>(Strive for creativity and innovation to bring about improvements to policies, programs, services and practices)</i>	

This document can be accessed from your Head of Department, the Learning & Development Team or your HR Business Partner.

Specific behavioural expressions of these capabilities are listed in more detail in the body of the document. With the exception of the Ministry capabilities (which are listed on pages 2 & 3), these behavioural expressions are captured under 5 levels.

Higher expressions of capability apply to roles with significant impact, responsibility and accountability. While this suggests seniority, that is not always the case. Specialist roles that are not necessarily the most senior but do have significant impact also attract higher levels of capability, where appropriate. The table below (and on page 4 of the document) provides guidance on how these levels can be applied to specific roles.

	Level 1	Level 2	Level 3	Level 4	Level 5
	These five levels reflect a progressive and cumulative increase in complexity and skill; supported by a set of statements illustrating the type of behaviours expected at each level for each specified capability.				
Descriptor	Directed; requiring supervision	Works well without, or with limited, supervision; works with more complex activities	Works independently, supports or manages others through formal or informal channels	Implements, leads and monitors concepts, policies, processes and culture	Creates and drives strategic, organisation-wide concepts, policies, processes and culture
Relevant adjectives	Is aware, understands, knows, respects, recognises, engages, acts, contributes, responds, asks, uses, utilises	Applies, provides, demonstrates, offers, reflects on, resolves, identifies, actively/proactively	Manages, supports, encourages, directs, coaches, communicates, works with, supervises	Advocates, models, monitors, leads, implements, evaluates, fosters, promotes, reviews, oversees, engenders	Defines, creates, champions, drives, shapes, establishes, initiates, culture, systems, designs, sponsors

For example:

- for someone in a frontline administrative role level 1 might be appropriate
- a team leader who begins to take on responsibilities for leading others might sit at level 3
- a senior or executive role with significant, organisation-wide accountability might align to level 5
- someone with specialist expertise such as government relations or legal may not manage a team, but may sit at level 3 or 4 depending on the level of responsibility and influence they hold in their role

The ministry capabilities display only one level of behaviours. This reflects the wide-ranging and very personal nature of a lifelong journey of growth in discipleship. Unlike capabilities which can be fairly easily defined, there is not just one way of looking at lifelong spiritual development because it is about the individual's journey with God. Judgements about where people sit relative to these capabilities are likely to require more of a narrative approach.

CAPABILITY	ANCHOR	BEHAVIOURAL DESCRIPTORS
DEMONSTRATE SPIRITUAL MATURITY <i>(Nurture a healthy inner life that guides choices and actions)</i>	<i>Nurtures own spirituality</i>	Nurtures and reflects on own spiritual journey Pursues a deepening relationship with God expressed in active discipleship Recognises and uses spiritual gifts and abilities Practises spiritual disciplines Demonstrates commitment to personal and spiritual learning and development Demonstrates appropriate self-care Engages in spiritual direction/supervision
	<i>Practices spiritual discernment</i>	Lives a prayerful life Uses Scripture, reason, tradition and experience to discern God's wisdom for action Lives as a reflective practitioner
	<i>Applies faith principles and values authentically</i>	Displays a humble and compassionate awareness of divine mystery Displays trust in God's goodness and faithfulness in both ordinary and stressful circumstances Actions are motivated and guided by the gospel imperative to courageous love Appropriately displays love and compassion for others

The 5 level definitions are reflected in the language used in the main body of the document, where the levels of expression are listed against each of the 20 capabilities.

Each page of the matrix captures the capability focus area, the relevant capabilities, anchors and behavioural expressions.

NOTE: The expressions are cumulative i.e. expressions at the lower levels are assumed to exist within the higher levels.

Focus Area

Levels of Expression

Capabilities

National Capability Framework (FOCUS ON SELF)

CAPABILITY	ANCHOR	LEVELS OF CAPABILITY EXPRESSION				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
FOCUS ON SELF (The capabilities required to manage oneself)						
MANAGE SELF <i>(Show self-awareness, motivation and a commitment to learning)</i>	<i>Demonstrates self-awareness</i>	Presents a demeanour that is appropriate to work setting and role	Regulates own behaviour and responds appropriately in all circumstances	Recognises impact of own behaviour and emotions on others and adjusts accordingly	Maintains a high level of personal initiative and motivation and acts in a decisive way	Role models a personal image and demeanour that promotes credibility and is appropriate to work setting and role Manages personal responses to challenging, ambiguous and complex issues calmly and logically Models initiative and decisiveness
	<i>Demonstrates motivation</i>	Shows personal motivation and commitment to completing work activities effectively	Shows active commitment to achieving work and training goals Maintains own motivation when tasks become difficult	Shows commitment to achieving challenging and complex goals Demonstrates a high level of personal motivation	Inspires others by setting and achieving stretch goals Maintains a high level of personal initiative and motivation	Fosters and champions a culture of stretch goal setting and achievement Acts as a role model for others of initiative and motivation
	<i>Responds to feedback</i>	Receives and responds to constructive advice	Recognises own limitations and actively seeks feedback from others to learn and grow	Seeks and responds positively to constructive feedback and guidance Actively seeks to acquire new skills and develop strengths	Translates challenging feedback into an opportunity to improve Actively seeks, reflects and acts on feedback and challenging experiences	Actively encourages and develops healthy self-awareness in others via reflective and contextual feedback Actively seeks, reflects and integrates feedback to enhance own performance and behaviour as a role model to others
ACT ETHICALLY AND WITH INTEGRITY <i>(Act in line with TSA mission, values, codes of conduct and industry standards)</i>	<i>Demonstrates integrity</i>	Is reliable and trustworthy Recognises and speaks out against misconduct, unethical and inappropriate behaviour, including conflicts of interest	Supports a culture of integrity and professionalism	Demonstrates professionalism to support a culture of integrity within the Department, Division, Corps, Team/Unit Acts to prevent misconduct, illegal and inappropriate behaviour	Promotes a culture of integrity and professionalism within TSA and in external dealings Acts on reported breaches of rules and policies	Drives a culture of integrity and professionalism across TSA and in dealings with external agencies and partners Understands and applies the highest standards of probity Creates and promotes a climate in which staff feel able to report apparent breaches of rules and policies and acts promptly and visibly in response to such reports
	<i>Aligns to vision, mission, values and principles</i>	Acts consistent with TSA vision, mission and values Respects TSA's Christian Identity and activities	Represents the organisation in an honest, ethical and professional way	Sets an example for others to follow and identify and explain ethical issues Represents TSA in an honest, ethical and professional way and encourage others to do so	Models the highest standards of ethical behaviour and reinforce them in others Monitors ethical practices, standards and systems and reinforce their use Represents TSA in an honest, ethical and professional way and set an example for others to follow	Champions and acts as an advocate for the highest standards of ethical and professional behaviour
	<i>Aligns to standards and principles</i>	Reflects expected standards of behaviour and/or codes of conduct or practice	Helps others to understand their obligations to reflect expected standards of behaviour and codes of conduct	Enables others to understand the legislation and policy framework within which they operate	Facilitate and monitor a relevant understanding of the legislation and policy framework	Defines, communicates and evaluates ethical practices, standards, systems and frameworks and reinforces their use

Anchors

The anchors are a helpful way to cluster the behavioural expressions to more easily identify the type of expressions that are covered in each capability.

This can be particularly helpful for identifying areas of strength and improvement and linking this to development strategies. The anchors themselves are not capabilities, and are not intended to be used in job design or assessment tools.

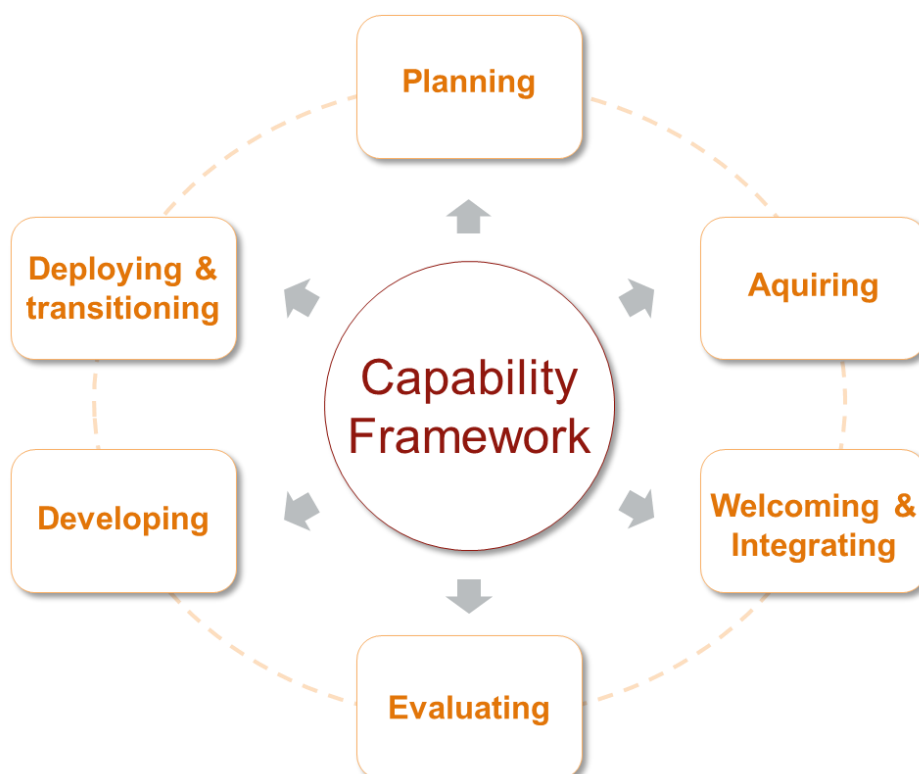
Uses of the National Capability Framework

As a tool, our national Capability Framework is a critical foundational step towards building The Salvation Army's capacity and capability so that...

*"Wherever there is hardship or injustice,
Salvos will live, love and fight
alongside others
to transform Australia one life at a time
with the love of Jesus".*

Although designed to define and influence behaviour, performance and outcomes, the Australia Territory's Capability Framework has many uses because it is grounded in and comfortably reflects our Mission, Vision and Values. It also complements other policies and tools that help define performance and accountability such as our Code of Conduct and industry competency standards.

The Framework sits at the heart of an integrated model for addressing the needs of people across TSA. It underpins the full range of people-related processes, as described below.*



The practical application of this model will differ for employees, officers and volunteers.

** Given the relatively recent development of the framework, much of the work to integrate the framework into the processes outlined in the model above is yet to be undertaken. As this integration work continues, this Handbook will be updated to reflect the current status of these processes.*

The National Capability Framework can be used by Officer Personnel, Human Resources, Eva Burrows College, managers and team leaders, employees, officers and volunteers to...

	Managers can use the framework to...	L&D can use the framework to...	HR (employees) can use the framework to...	HR (volunteers) can use the framework to...	Personnel (officers) can use the framework to...
Planning:	<p>...identify and guide future workforce requirements</p> <p>...identify key capabilities required for employees or volunteers to perform effectively and capture these in the job description / role profile</p>	<p>...identify future capability requirements which can then be used as a guide for strategic workforce planning and the national appointments process</p> <p>...develop resources and ongoing advice, support and training for how the capability framework can be used to support job design</p>	<p>...help managers identify and guide future employee workforce requirements</p> <p>...help managers identify key capabilities required for employees to perform effectively and capture these in the job description</p>	<p>...help managers identify and guide future volunteer workforce requirements</p> <p>...help managers identify key capabilities required to perform effectively in each volunteer position and capture these in the volunteer role profile.</p>	<p>...identify and guide future requirements for officers and other leadership and ministry roles</p> <p>...specify the capabilities required in various appointments to support the development of appointment briefs / officer role profiles</p>
Acquiring:	<p>...use relevant tools to assess job applicants against required capabilities</p>	<p>...provide advice on tools for the assessment of capabilities</p>	<p>...develop tools (e.g. job ads, psychometric tests, behavioural interview guides) to assist in the assessment of employee job applicants against required capabilities</p>	<p>...develop tools (e.g. job ads, psychometric tests, behavioural interview guides) to assist in the assessment of volunteers against required role capabilities</p>	<p>...match soldiers/officers against capability requirements of appointments during candidate selection</p>
Welcoming & Integrating:	<p>...guide design, development and delivery of local induction training for new staff</p> <p>...assess relevant capabilities during probation period</p>	<p>...guide design, development and delivery of generic organisational induction training</p> <p>...give advice on the development of assessment tools for use during probation</p>	<p>...guide design, development and delivery of induction training for new staff</p> <p>...assess relevant capabilities during the probation period</p>	<p>...guide design, development and delivery of induction training for new volunteers</p>	<p>...guide design, development and delivery of cadet and new officer training</p> <p>...assess relevant capabilities as part of 1 year and 5 year review processes</p>

	Managers can use the framework to...	L&D can use the framework to...	HR (employees) can use the framework to...	HR (volunteers) can use the framework to...	Personnel (officers) can use the framework to...
Developing:	<ul style="list-style-type: none"> ...plan appropriate development strategies for employees, officers and volunteers and capture in individual or team development plans ...incorporate learning strategies into organisational and local plans to ensure priority capabilities are identified and addressed 	<ul style="list-style-type: none"> ...identify appropriate learning solutions to address priority capabilities at organisational, departmental and divisional level ...source or design & deliver appropriate education and training solutions to build capabilities 	<ul style="list-style-type: none"> ...incorporate capability development plans into the design and implementation of employee appraisal and supervision processes ...identify and prioritise mandatory and generic employee development needs and implement appropriate activities to build capabilities 	<ul style="list-style-type: none"> ...incorporate capability development plans into the design and implementation of volunteer supervision processes ...identify and prioritise generic volunteer development needs and implement appropriate activities to build capabilities 	<ul style="list-style-type: none"> ...incorporate capability development plans into the design and implementation of officer appraisal and supervision processes ...identify and prioritise generic officer development needs and implement appropriate activities to build capabilities
Evaluating:	<ul style="list-style-type: none"> ...assess, and give feedback on staff capabilities as part of an annual performance appraisal ...recognise capability strengths ...identify actions to address capability gaps 	<ul style="list-style-type: none"> ...provide ongoing advice and support for how the capability framework can be used to support appraisal and supervision processes ...undertake organisational assessment and gap analysis of critical capabilities and identify priority needs 	<ul style="list-style-type: none"> ...incorporate capability assessment into the design and implementation of employee appraisal and supervision processes 	<ul style="list-style-type: none"> ...assess, and give feedback on volunteer capabilities as part of ongoing supervision ...recognise capability strengths ...identify actions to address capability gaps 	<ul style="list-style-type: none"> ...assess, and give feedback on officer capabilities as part of an appraisal process ...recognise capability strengths ...identify actions to address capability gaps

	Managers can use the framework to...	L&D can use the framework to...	HR (employees) can use the framework to...	HR (volunteers) can use the framework to...	Personnel (officers) can use the framework to...
Deploying & Transitioning	<p>...help individuals plan their preferred career path and identify what development is needed to attain the required capabilities</p> <p>...identify capabilities needed to move from one role to another; plan appropriate development for identified individuals</p>	<p>...develop learning pathways frameworks to help identify:</p> <ul style="list-style-type: none"> • what capabilities are needed at different levels • strategies for how those capabilities can be developed for people to effectively transition from one role to another 	<p>...help individuals plan their preferred career path and identify what development is needed to attain the required capabilities</p> <p>...identify what capabilities are needed to move from one role to another; plan development for identified individuals</p>	<p>...create a volunteer development pathway where appropriate (such as student placement / internships)</p>	<p>...match soldiers/officers against capability requirements of appointments during candidate selection and officer appointments processes to ensure suitable matches are made</p> <p>...implement appropriate learning to aid transition into new appointments</p> <p>...use to help officers consider future service options and identify what development is needed to attain the required capabilities</p>

Further Information & Support

This section provides information on where to seek information and/or support on how to apply the Capability Framework for various people-related activities or initiatives. Some examples are included, but more specific areas will be added over time as more processes and tools are developed.

What help is needed?	Who can help?	How can I engage?
Development of specialist or technical competency matrices for local needs	Learning & Development Team	Contact your local learning & development team
Multi-rater assessment of an individual's capabilities for the purpose of identifying capability strengths and gaps and feeding into a structured development plan	Learning & Development Team	Contact your local learning & development team
Development or review of employee position descriptions	HR Business Partners	Your local HR Business Partner
Development or review of officer Briefs of Appointment	Personnel – Officers	Contact the Personnel Dept
Development or review of volunteer role profiles	National Volunteer Resource Team	Contact the Volunteer Dept
General queries about the Capability Framework	Learning & Development Team HR Business Partners	Contact your local learning & development team or HR Business Partner

Continuous Improvement

The Salvation Army National Capability Framework and associated resources are subject to ongoing review and improvement, to ensure that they consistently meet the needs of the organisation.

Ongoing amendments to the Framework will receive endorsement from relevant stakeholders, and sign off from the National Secretary for Personnel.

If you wish to provide feedback on any of the resources that form part of the Capability Framework, please contact the Learning & Development team.

Appendix A – Glossary

To ensure a consistent understanding of the terms in the National Capability Framework, the following words and phrases will be understood according to the definitions below.

Term	Definition
Attribute	A quality or character trait of a person that contributes to effectively carry out a role
Behaviour	An observable action or pattern, including both proactive actions as well as responses to circumstances
Business acumen	Capabilities acquired which contribute to the making of sound business decisions
Business plan	A statement of business goals and the plans for achieving them
Capability	A set of behaviours and attributes
Code of conduct	A set of expectations and guiding principles for appropriate workplace behaviour
Collaboration	Working jointly toward a common goal
Colleagues	Co-workers in your workplace - either within your own team or department, or in other teams and departments
Community	Both the wider community in which TSA operates, as well as the workplace community
Competency	The specific knowledge and skills required to achieve a particular outcome
Compliance	Adherence to legislation, regulations, policies or procedures applicable to the workplace
Consultation	Discussion with stakeholders before a decision is made in order to understand the parameters and consequences of the decision
Continuous improvement	The ongoing determination and effort to improve service delivery
Cooperation	Working or acting together to achieve mutual goals
Culture	The sum of values, traditions, beliefs, interactions, behaviours, attitudes and expectations in the workplace, whether stated or unstated
Empower	To provide the means (eg. the right environment and resources) for an individual to be able to make their own decisions within the boundaries of their responsibility
Escalate	To refer a matter or decision to a higher authority
External	Service users, stakeholders and environment outside of TSA
Governance	Establishment of policies, and continuous monitoring of their proper implementation, by the members of the governing body of an organisation. IT includes the mechanisms required to balance the power of the members (with the associated accountability), and their primary duty of enhancing the sustainability and prosperity of the organisation.

Term	Definition
Information	The knowledge base (both documented and held by individuals) required for the functioning of the organisation
Internal	Officers, employees, volunteers, services, practices, policies etc within TSA
Knowledge	Facts, information, expertise, education, both theoretical and practical, in order to understand and carry out a skill
KPI	Key Performance Indicator – defined behaviours, practices or outcomes that provide a benchmark against which the effectiveness of an organisation (or workers within it), in achieving its objectives, can be measured
Learning & Development	The practices and methods of ensuring that the organisation's workers are adequately skilled and resourced for their tasks
Mission	The purpose and reason for the work of TSA
Mission Enterprise	The business units within TSA which operate under the banner of The Salvation Army, creating profit to benefit the mission of The Salvation Army
Pastoral care	Spiritual and emotional support provided for people in all their life experiences
Performance Appraisal	A method by which the effectiveness of a job carried out by a worker is evaluated and documented
Policy	A statement outlining the principles which will govern how the organisation conducts its services and/or makes decisions in relation to a particular area of work.
Position Description	A structured document assigning work and responsibility to a given position or role, including how it is done, and how it relates to other positions and roles
Probity	Strong moral and ethical principles, honesty and decency
Procedure	The processes by which each policy will be put into action.
Risk management	The forecasting and evaluation of any risk to the organisation, and the identification of the procedures required to minimise or mitigate those risks
Sector	A distinct part or subdivision of a society or economy
Service delivery	The range of procedures and actions involved in the provision of service to both external and internal service users
Service user	People who use the service of TSA: internally - the individuals and departments that rely on other individuals and departments; externally - the clients, consumers and customers of TSA's services
Skills	An ability or capacity, often acquired through deliberate and sustained effort in order to become competent
Solution-focused	A goal-directed approach to decision making or problem solving
Specialist	A discrete area of service or setting requiring specialised behaviours, knowledge and skills, such as ministry, social or retail
Staff	Officers, employees and volunteers of TSA
Stakeholder	An individual or organisation with a special interest or concern in the activity of another organisation
Strategic planning	The organisational process of defining a direction or goal and then making decisions and allocating resources consistent with that direction or goal.

Term	Definition
Strategy	The organisational plan of action to realise a desired organisational future
Succession planning	The process of identifying and developing employees to replace other employees when they leave, especially people in leadership positions and key roles
Supervision	The ongoing process of managing staff performance through clarifying goals and expectations, monitoring progress, providing feedback and support, coaching for improved performance and recognising achievements to ensure that local and organisational goals are met.
Technical competency	The knowledge and skills required to achieve specific outcomes in a particular area of work that could be applicable in a range of settings, such as admin or finance skills
Values	The important and lasting beliefs and ideals shared by members of an organisation
Vision	An aspirational description of what an organisation would like to achieve or accomplish in the mid-term or long-term future
Workgroups	A group within an organisation who normally work together
Workplace	Any place where people work together