# CAPABILITY DICTIONARY

THE UNIVERSITY of ADELAIDE

**Professional Staff** HEO Levels 2 to 9

**Senior Leaders** HEO Level 10
Senior Managers 1, 2 & 3
Executive Leaders

## TABLE OF CONTENTS

Introduction ..... 3

Higher Education Officer Levels 2 – 4 ..... 4

Higher Education Officer Levels 5 – 6 ..... 6

Higher Education Officer Levels 7 – 8 ..... 9

Higher Education Officer Levels 8 – 9 ..... 12

Higher Education Officer Level 10 ..... 15

Senior Managers 1, 2 and 3 ..... 17

Executive Leaders (e.g.VC, DVC&VP(A), DVC&VP(R), PVC, VP) ..... 19

## Introduction

This document details the capabilities with the behaviours required for:

All professional staff positions
- HEO Levels 2 – 4
- HEO Levels 5 – 6
- HEO Levels 7 – 8
- HEO Levels 8 – 9

Senior leader positions
- HEO Level 10
- Senior Managers 1, 2 & 3
- Executive Leaders (e.g.VC, DVC&VP(A), DVC&VP(R), PVC, VP)

The capabilities describe the skills and abilities, aptitudes and attitudes needed by a staff member to perform the position requirements effectively.

The capabilities and the behaviours that underpin them will be used to assist recruitment and career development including the planning, development and review discussion/s.

Most of the behaviours will be identified from the level that maps to the classification level for the position. On occasion a behaviour listed in a lower or higher level may be identified as more appropriate for the position

## HIGHER EDUCATION OFFICER LEVELS 2 - 4

| Capabilities | Behaviours | Evidence |
|---|---|---|
| **Communication**<br>The ability to effectively share ideas, thoughts, information and feelings with a diverse range of audiences to develop two-way understanding. It includes speaking, listening and written communication skills. The ability to influence others towards a desired way of thinking or course of action and to secure agreement to achieve common goals through effective negotiation. | • Speaks clearly and respectfully in a confident manner.<br>• Seeks to understand the viewpoint of others and asks questions to clarify meaning.<br>• Conveys ideas clearly to others, both verbally and in print.<br>• Co-operates with others, shares relevant information and seeks information from others as required.<br>• Sells ideas and is persuasive in influencing people.<br>• Gains clear agreements by presenting own position clearly and considering alternative viewpoints. | • Phone interactions.<br>• Meeting interactions<br>• Clear and concise emails.<br>• Effective written documents including letters, memos, reports, recommendations.<br>• Clear concise and persuasive presentations.<br>• Negotiation outcomes.<br>• Degree of influence with stakeholders. |
| **Continuous Learning**<br>Maintains a commitment to personal and professional development, keeping abreast of current professional knowledge. | • Keeps abreast of new technology and best practice.<br>• Open to learning new skills and ideas and takes part in learning opportunities.<br>• Uses mistakes as an opportunity to learn.<br>• Contributes ideas towards continuous improvement of processes and service.<br>• Displays an interest and enthusiasm for the field of work. | • Feedback from colleagues at all levels.<br>• Updates own knowledge and applies new techniques to work.<br>• Learns from mistakes.<br>• Encourages others to learn from their mistakes.<br>• Level of sharing of information and new ways of doing things.<br>• Works with a coach to assist in professional development.<br>• Attendance on development programs to build capabilities. |
| **Flexibility and Adaptability**<br>Is open and receptive to appropriate change. The ability to manage and shift priorities as required, and to incorporate new approaches in support of changing University needs. Possesses confidence in challenging the status quo and providing input to change efforts. | • Willingly adopts different approaches in order to achieve results.<br>• Adapts behaviour in response to constructive feedback.<br>• Accepts changes in job role in a positive manner.<br>• Is open to new and different ways of doing things. | • Adopts new behaviours or ways of doing work rapidly.<br>• Communications around change programs.<br>• Surveys on reactions to change.<br>• Improvements to systems, processes, or work practices.<br>• Shares improvements in work practices with team and broader colleagues.<br>• Welcomes ideas for improvement.<br>• Workload management in times of change. |
| **Relationship Building**<br>The ability to identify, build and maintain formal and informal networks and productive relationships with both internal and external stakeholders. It includes leveraging these contacts to influence positive outcomes for the University. | • Actively works to develop and maintain effective working relationships with others.<br>• Maintains composure in dealing with others.<br>• Responds to colleagues in a timely and courteous manner.<br>• Is approachable and receptive to others. | • Participation in range of networking groups.<br>• Maintains strong diverse and multi-level relationships.<br>• Builds networks outside of own area/unit.<br>• 360 degree feedback.<br>• Consistent positive working relationships with colleagues.<br>• Respected by colleagues.<br>• Effective networks with individuals and groups beneficial to the University.<br>• Invitations to represent professional body/ University to external organisations. |

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| **Service Focus**<br>A desire to help or meet the needs of others. The ability to respond to the changing needs of the client while maintaining a high standard of quality. | • Responds promptly to the needs of the client even when under pressure.<br>• Maintains clear and appropriate communications with the client.<br>• Demonstrates active listening and questioning skills to identify client needs and issues. | • Feedback from internal and external clients and key stakeholders.<br>• Client survey feedback.<br>• Number of client complaints and commendations.<br>• Handling of client queries.<br>• Growing demand for service provision.<br>• Strong long term relationships with key stakeholders and clients.<br>• Identifies and implements improvements to processes to improve service. |
| **Teamwork**<br>The ability to work cooperatively across organisational boundaries to achieve shared goals. Possesses an understanding of team dynamics and provides tangible contributions to teams, fostering collaboration and an environment of mutual trust and respect. | • Understands the work of the group and demonstrates a commitment to team goals.<br>• Treats others fairly and equitably.<br>• Encourages cooperation and collaboration.<br>• Works effectively in a team environment.<br>• Relates well to other team members. | • Team cohesion.<br>• High level of team achievement.<br>• Encouragement of all to share ideas.<br>• Sharing of workloads.<br>• Willingness to help others achieve organisation's objectives.<br>• Leader and team communications.<br>• Positive team relationships.<br>• Team flexibility in adopting various roles.<br>• Input and ideas of all members acknowledged.<br>• Level of participation in team discussions. |

## HIGHER EDUCATION OFFICER LEVELS 5 - 6

| Capabilities | Behaviours | Evidence |
|---|---|---|
| **Achievement Drive**<br>Possesses sustained energy and determination to set and meet challenging objectives. The ability to organise resources to achieve a standard of excellence in outcomes and monitor on-going performance. | • Plans carefully and sets goals for improving performance.<br>• Plans ahead to ensure all tasks completed.<br>• Deals with conflicting demands quickly and calmly.<br>• Delivers high quality output.<br>• Committed to meeting deadlines even with demanding timeframes.<br>• Negotiates and sets expectations for work commitments. | • % targets and objectives achieved.<br>• Deadlines met.<br>• Effective decisions considering available information.<br>• Consistent high quality work.<br>• Clear plans and goals.<br>• Knows areas for personal improvement.<br>• Levels of energy and enthusiasm for work.<br>• Time management and prioritization of tasks.<br>• Communicates progress against tasks regularly and effectively. |
| **Business Acumen**<br>The understanding of key business drivers for performance and use of sound business practices. The ability to use sound commercial principles in all areas of responsibility. | • Understands and applies commercial principles to own area of business.<br>• Knows marketing process, from assessing market needs to marketing products and services.<br>• Understands legal and commercial frameworks required in a business team. | • Contract negotiations.<br>• Commercialisation activities.<br>• Business / industry knowledge.<br>• Budget targets met or exceeded. |
| **Communication**<br>The ability to effectively share ideas, thoughts, information and feelings with a diverse range of audiences to develop two-way understanding. It includes speaking, listening and written communication skills. The ability to influence others towards a desired way of thinking or course of action and to secure agreement to achieve common goals through effective negotiation. | • Adapts style and content of communication of ideas and information to match the audience.<br>• Uses appropriate communication methods for effective interactions with a preference towards personal interactions.<br>• Uses high level communication skills (clarifying questions, summarising, paraphrasing) to ensure their meaning is understood.<br>• Is persuasive and confident in communicating ideas. | • Phone interactions.<br>• Meeting interactions.<br>• Clear and concise emails.<br>• Effective written documents including letters, memos, reports, recommendations.<br>• Clear concise and persuasive presentations.<br>• Negotiation outcomes.<br>• Degree of influence with stakeholders. |
| **Continuous Learning**<br>Maintains a commitment to personal and professional development, keeping abreast of current professional knowledge. | • Develops and maintains personal and professional competence.<br>• Identifies personal development needs and pursues self development through training and education.<br>• Turns mistakes into challenges and opportunities for learning.<br>• Undertakes regular review of work practices to identify areas for improvement.<br>• Identifies possible solutions to solve an issue when raising it to the next level.<br>• Reviews projects and activities to learn from successes and mistakes and implement improvements from the learning. | • Feedback from colleagues at all levels.<br>• Updates own knowledge and applies new techniques to work.<br>• Learns from mistakes.<br>• Encourages others to learn from their mistakes.<br>• Level of sharing of information and new ways of doing things.<br>• Works with a coach to assist in professional development.<br>• Attendance on development programs to build capabilities. |
| **Flexibility and Adaptability**<br>Is open and receptive to appropriate change. The ability to manage and shift priorities as required, and to incorporate new approaches in support of changing University needs. Possesses confidence in challenging the status quo and providing input to change efforts. | • Shows flexibility in coping with multiple and changing priorities.<br>• Adapts to changes in environment and work demands, working effectively with a variety of situations and people.<br>• Adapts responses and tactics to fit changing circumstances.<br>• Provides ideas for improvement and constructive input into change initiatives. | • Adopts new behaviours or ways of doing work rapidly.<br>• Communications around change programs.<br>• Surveys on reactions to change.<br>• Improvements to systems, processes, or work practices.<br>• Shares improvements in work practices with team and broader colleagues.<br>• Welcomes ideas for improvement.<br>• Workload management in times of change. |

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| **Leadership**<br>The ability to lead, guide and motivate groups of people to deliver results, build teams and encourage risk taking, initiative and responsibility. The confidence to display leadership even when not acting in a formal leadership role. | • Takes action to develop personal qualities and skills to manage work pressures and work towards a work/life balance.<br>• Manages his/her emotions effectively within the workplace context.<br>• Encourages the team to achieve common goals.<br>• Motivates people by involving them in planning.<br>• Leads projects in areas of responsibility.<br>• Displays a confidence in own ability and a willingness to continually develop own skills and knowledge.<br>• Portrays the organisation and work area in a positive manner. | • Leadership of projects or special initiatives.<br>• Attendance on leadership development programs.<br>• Works with coach to develop leadership capability.<br>• Team achievement against outcomes.<br>• Seeks and acts on a wide range of feedback<br>• Balance of consultation and effective decision making.<br>• Team receives regular feedback on performance.<br>• Clear goals and strategies outlined in business plan. |
| **Managing People**<br>The ability to manage people to achieve maximum efficiency and productivity. The knowledge and understanding of management practices that enables the effective use of the Performance Excellence Framework to manage performance, clarify expectations, provide coaching and feedback, reward staff, lead by example and identify development needs. | • Demonstrates ownership of own area and responsibility for University outcomes.<br>• Recognises and fosters the potential of direct reports.<br>• Makes timely and considered decisions.<br>• Ensures a balanced focus on people and results. | • Up to date position descriptions.<br>• Clear performance objectives.<br>• Regular one on ones with direct reports.<br>• Effective implementation of Planning, Development and Review process.<br>• Training plans and development opportunities for staff.<br>• Low absenteeism in team.<br>• High levels of morale and productivity in team.<br>• Minimal grievances and breaches in procedure. |
| **Relationship Building**<br>The ability to identify, build and maintain formal and informal networks and productive relationships with both internal and external stakeholders. It includes leveraging these contacts to influence positive outcomes for the University. | • Respectfully interacts with people from diverse backgrounds and experiences.<br>• Shows tact and diplomacy in dealing with people.<br>• Builds trust in relationships through maintaining confidentiality and keeping commitments.<br>• Builds rapport by making informal contacts in own and other work areas. | • Participation in range of networking groups.<br>• Maintains strong diverse and multi-level relationships.<br>• Builds networks outside of own area/unit.<br>• 360 degree feedback.<br>• Consistent positive working relationships with colleagues.<br>• Respected by colleagues.<br>• Effective networks with individuals and groups beneficial to the University.<br>• Invitations to represent professional body/ University to external organisations. |
| **Service Focus**<br>A desire to help or meet the needs of others. The ability to respond to the changing needs of the client while maintaining a high standard of quality. | • Takes personal responsibility to resolve enquiries, requests or complaints.<br>• Uses initiative in actively and promptly following up with clients to ensure satisfaction with the service.<br>• Seeks and acts on client feedback.<br>• Agrees expectations with client to ensure client understands service delivery timeframes. | • Feedback from internal and external clients and key stakeholders.<br>• Client survey feedback.<br>• Number of client complaints and commendations.<br>• Handling of client queries.<br>• Growing demand for service provision.<br>• Strong long term relationships with key stakeholders and clients.<br>• Identifies and implements improvements to processes to improve service. |

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| **Strategic Thinking**<br>The ability to think strategically about longer term goals, plans, needs and capabilities that address the needs of the area or unit and the University. The provision of strategic direction to the area or unit in terms of analysis, advice and direction. | • Supports others in discriminating between important and essential activities.<br>• Identifies the broader impact of problems in own work area and acts to minimise or address these.<br>• Understands the contribution of operational actions to the strategic goals. | • Operational Plan.<br>• Strategic Plan outlining vision, key result areas and action plans.<br>• Analysis of issues and effective decisions made.<br>• Budgetary skills.<br>• Strong networks established.<br>• Decisions and goals based on "big picture" view of the University's direction.<br>• Implementation of plan and achievement of goals. |
| **Teamwork**<br>The ability to work cooperatively across organisational boundaries to achieve shared goals. Possesses an understanding of team dynamics and provides tangible contributions to teams, fostering collaboration and an environment of mutual trust and respect. | • Provides appropriate information, support and encouragement to enable successful task completion.<br>• Actively participates in team meetings through sharing ideas and contributing to discussions.<br>• Accomplishes shared goals through accepting joint responsibility.<br>• Supports team members to achieve their goals by sharing workloads.<br>• Exercises tact, tolerance and humour to promote team harmony. | • Team cohesion.<br>• High level of team achievement.<br>• Encouragement of all to share ideas.<br>• Sharing of workloads.<br>• Willingness to help others achieve organisation's objectives.<br>• Leader and team communications.<br>• Positive team relationships.<br>• Team flexibility in adopting various roles.<br>• Input and ideas of all members acknowledged.<br>• Level of participation in team discussions. |

## HIGHER EDUCATION OFFICER LEVELS 7 - 8

| Capabilities | Behaviours | Evidence |
|---|---|---|
| **Achievement Drive**<br>Possesses sustained energy and determination to set and meet challenging objectives. The ability to organise resources to achieve a standard of excellence in outcomes and monitor on-going performance. | • Actively seeks out feedback from others on own performance.<br>• Able to quickly prioritise conflicting demands and evaluate opposing arguments.<br>• Sets targets to achieve results.<br>• Motivates self and others to focused efforts to meet deadlines even in demanding timeframes. | • % targets and objectives achieved.<br>• Deadlines met.<br>• Effective decisions considering available information.<br>• Consistent high quality work.<br>• Clear plans and goals.<br>• Knows areas for personal improvement.<br>• Levels of energy and enthusiasm for work.<br>• Time management and prioritization of tasks.<br>• Communicates progress against tasks regularly and effectively. |
| **Business Acumen**<br>The understanding of key business drivers for performance and use of sound business practices. The ability to use sound commercial principles in all areas of responsibility. | • Operates successfully in a commercial environment.<br>• Applies sound commercial principles to all areas of responsibility.<br>• Understands what is commercially achievable and makes sound business decisions.<br>• Gathers information from diverse sources to make informed business decisions.<br>• Confident in negotiating with private sector. | • Contract negotiations.<br>• Commercialisation activities.<br>• Business / industry knowledge.<br>• Budget targets met or exceeded. |
| **Communication**<br>The ability to effectively share ideas, thoughts, information and feelings with a diverse range of audiences to develop two-way understanding. It includes speaking, listening and written communication skills. The ability to influence others towards a desired way of thinking or course of action and to secure agreement to achieve common goals through effective negotiation. | • Composes communications which convey specialised concepts in order to influence outcomes or decisions.<br>• Tailors communication style and delivery method to the level of the audience.<br>• Prepares and delivers confident and persuasive presentations.<br>• Knows the audience, and identifies and uses this knowledge to build strategies to influence outcomes.<br>• Organises events and meetings to facilitate information sharing.<br>• Negotiates agreement on complex issues. | • Phone interactions.<br>• Meeting interactions.<br>• Clear and concise emails.<br>• Effective written documents including letters, memos, reports, recommendations.<br>• Clear concise and persuasive presentations.<br>• Negotiation outcomes.<br>• Degree of influence with stakeholders. |
| **Continuous Learning**<br>Maintains a commitment to personal and professional development, keeping abreast of current professional knowledge. | • Focuses on continually improving the skills and knowledge of people within their area.<br>• Encourages others to consider and attempt to improve existing systems and processes.<br>• Recognises individuals who have raised innovative ideas that have improved effectiveness across the team.<br>• Explores ideas and suggestions made by staff members.<br>• Takes ownership to raise issues before they become major problems.<br>• Recognises the validity of other viewpoints and is not fixed in his/her ideas.<br>• Reflects on own work practices and participates in a wide range of learning opportunities. | • Feedback from colleagues at all levels.<br>• Updates own knowledge and applies new techniques to work.<br>• Learns from mistakes.<br>• Encourages others to learn from their mistakes.<br>• Level of sharing of information and new ways of doing things.<br>• Works with a coach to assist in professional development.<br>• Attendance on development programs to build capabilities. |

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|---|---|---|
| **Flexibility and Adaptability**<br>Is open and receptive to appropriate change. The ability to manage and shift priorities as required, and to incorporate new approaches in support of changing University needs. Possesses confidence in challenging the status quo and providing input to change efforts. | • Demonstrates flexibility in thinking.<br>• Adapts to and manages the increasing rate of change and copes with ambiguity.<br>• Shows responsiveness to emerging issues.<br>• Welcomes ideas for improvements to structures, procedures and technologies.<br>• Challenges the status quo by looking for ways to enhance efficiency and effectiveness. | • Adopts new behaviours or ways of doing work rapidly.<br>• Communications around change programs.<br>• Surveys on reactions to change.<br>• Improvements to systems, processes, or work practices.<br>• Shares improvements in work practices with team and broader colleagues.<br>• Welcomes ideas for improvement.<br>• Workload management in times of change. |
| **Leadership**<br>The ability to lead, guide and motivate groups of people to deliver results, build teams and encourage risk taking, initiative and responsibility. The confidence to display leadership even when not acting in a formal leadership role. | • Leads by collaboration and facilitates leadership in own areas of responsibility.<br>• Motivates and coaches team to high performance.<br>• Utilises a range of leadership styles.<br>• Recognises critical issues for the organisation and seeks to address these.<br>• Inspires a sense of purpose and direction.<br>• Understands how others perceive them and their role and works to break down perceptions that interfere with effective work interactions. | • Leadership of projects or special initiatives.<br>• Attendance on leadership development programs.<br>• Works with coach to develop leadership capability.<br>• Team achievement against outcomes.<br>• Seeks and acts on a wide range of feedback.<br>• Balance of consultation and effective decision making.<br>• Team receives regular feedback on performance.<br>• Clear goals and strategies outlined in business plan. |
| **Managing People**<br>The ability to manage people to achieve maximum efficiency and productivity. The knowledge and understanding of management practices that enables the effective use of the Performance Excellence Framework to manage performance, clarify expectations, provide coaching and feedback, reward staff, lead by example and identify development needs. | • Communicates accountabilities and responsibilities and holds staff accountable for delivery outcomes.<br>• Builds a sense of ownership and shared responsibility within the team.<br>• Provides performance feedback, both positive and developmental as soon as possible after the event.<br>• Empowers others by encouraging employee feedback and involvement in team decisions.<br>• Provides support for solving problems and removes roadblocks for staff and timeframes.<br>• Identifies talent and motivates and supports people to learn through coaching and mentoring.<br>• Delegates effectively to help people increase their skill and level of responsibility. | • Up to date position descriptions.<br>• Clear performance objectives.<br>• Regular one on ones with direct reports.<br>• Effective implementation of Planning, Development and Review process.<br>• Training plans and development opportunities for staff<br>• Low absenteeism in team.<br>• High levels of morale and productivity in team.<br>• Minimal grievances and breaches in procedure. |
| **Relationship Building**<br>The ability to identify, build and maintain formal and informal networks and productive relationships with both internal and external stakeholders. It includes leveraging these contacts to influence positive outcomes for the University. | • Works collaboratively to reduce organisational 'silos'.<br>• Focuses upon establishing and maintaining productive relationships with key internal groups to ensure collaborative work practices.<br>• Develops a broad network of useful contacts both inside and outside the University.<br>• Actively fosters productive two-way flow of ideas. | • Participation in range of networking groups.<br>• Maintains strong diverse and multi-level relationships.<br>• Builds networks outside of own area/unit.<br>• 360 degree feedback.<br>• Consistent positive working relationships with colleagues.<br>• Respected by colleagues.<br>• Effective networks with individuals and groups beneficial to the University.<br>• Invitations to represent professional body/ University to external organisations. |

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| **Service Focus**<br>A desire to help or meet the needs of others. The ability to respond to the changing needs of the client while maintaining a high standard of quality. | • Seeks to understand clients' operating environment and to understand their issues/problems.<br>• Develops and implements systems and policies to ensure outstanding client service is achieved.<br>• Establishes systems to gather feedback from clients about service and to identify areas for improvement.<br>• Models high standards of service delivery to clients and stakeholders.<br>• Develops strategic alliances with external groups to enhance the quality of service. | • Feedback from internal and external clients and key stakeholders.<br>• Client survey feedback.<br>• Number of client complaints and commendations.<br>• Handling of client queries.<br>• Growing demand for service provision.<br>• Strong long term relationships with key stakeholders and clients.<br>• Identifies and implements improvements to processes to improve service. |
| **Strategic Thinking**<br>The ability to think strategically about longer term goals, plans, needs and capabilities that address the needs of the area or unit and the University. The provision of strategic direction to the area or unit in terms of analysis, advice and direction. | • Creates operational plans that realize strategic goals.<br>• Considers longer term (3-5 year) implications in planning process.<br>• Holds a broad view of a situation whilst continuing to manage operational procedures.<br>• Translates the strategic vision into achievable actions.<br>• Understands underlying problems, opportunities or political affecting the University.<br>• Represents a positive profile for the University to the external community on specific issues. | • Operational Plan.<br>• Strategic Plan outlining vision, key result areas and action plans.<br>• Analysis of issues and effective decisions made.<br>• Budgetary skills.<br>• Strong networks established.<br>• Decisions and goals based on "big picture" view of the University's direction.<br>• Implementation of plan and achievement of goals. |
| **Teamwork**<br>The ability to work cooperatively across organisational boundaries to achieve shared goals. Possesses an understanding of team dynamics and provides tangible contributions to teams, fostering collaboration and an environment of mutual trust and respect. | • Supports team members to achieve their goals.<br>• Takes the initiative in progressing team goals.<br>• Effectively utilises team skills and knowledge.<br>• Encourages all team members to participate and share their knowledge.<br>• Sets strong example of being a team player.<br>• Builds collaborative working relationships with internal and external stakeholders. | • Team cohesion.<br>• High level of team achievement.<br>• Encouragement of all to share ideas.<br>• Sharing of workloads.<br>• Willingness to help others achieve organisation's objectives.<br>• Leader and team communications.<br>• Positive team relationships.<br>• Team flexibility in adopting various roles.<br>• Input and ideas of all members acknowledged.<br>• Level of participation in team discussions. |

## HIGHER EDUCATION OFFICER LEVELS 8 - 9

| Capabilities | Behaviours | Evidence |
|---|---|---|
| **Achievement Drive**<br>Possesses sustained energy and determination to set and meet challenging objectives. The ability to organise resources to achieve a standard of excellence in outcomes and monitor on-going performance. | • Sets challenging and realistic goals and clear measures of success for themselves and their teams.<br>• Identifies and handles impediments to achieving outcomes.<br>• Demonstrates personal energy, and enthusiasm for programs and projects.<br>• Delivers excellent outcomes within deadlines.<br>• Demonstrates a passion for excellence and celebrates achievements. | • % targets and objectives achieved.<br>• Deadlines met.<br>• Effective decisions considering available information.<br>• Consistent high quality work.<br>• Clear plans and goals.<br>• Knows areas for personal improvement.<br>• Levels of energy and enthusiasm for work.<br>• Time management and prioritization of tasks.<br>• Communicates progress against tasks regularly and effectively. |
| **Business Acumen**<br>The understanding of key business drivers for performance and use of sound business practices. The ability to use sound commercial principles in all areas of responsibility. | • Recognises when and how to apply principles of commercialisation in planning and decision making.<br>• Understands and utilises accepted financial planning models.<br>• Builds contingencies to reduce financial risk to the University.<br>• Predicts changes that may impact upon long term financial issues through analysis of trends.<br>• Understands market trends and applies principles to areas of responsibility. | • Contract negotiations.<br>• Commercialisation activities.<br>• Business / industry knowledge.<br>• Budget targets met or exceeded. |
| **Communication**<br>The ability to effectively share ideas, thoughts, information and feelings with a diverse range of audiences to develop two-way understanding. It includes speaking, listening and written communication skills. The ability to influence others towards a desired way of thinking or course of action and to secure agreement to achieve common goals through effective negotiation. | • Creates comprehensive reports or other documents to communicate ideas or concepts related to complex or sensitive issues.<br>• Presents information persuasively, with skill and power, seeking to influence an audience of critical importance to the University, profession or discipline (e.g. conference presentation).<br>• Uses political astuteness to negotiate and reach agreement at a senior level on complex issues. | • Phone interactions.<br>• Meeting interactions.<br>• Clear and concise emails.<br>• Effective written documents including letters, memos, reports, recommendations.<br>• Clear concise and persuasive presentations.<br>• Negotiation outcomes.<br>• Degree of influence with stakeholders. |
| **Continuous Learning**<br>Maintains a commitment to personal and professional development, keeping abreast of current professional knowledge. | • Supports a learning organisation where individuals can learn and develop from successes and mistakes.<br>• Celebrates initiative and innovation, communicating the benefit and financial impact for improvements.<br>• Suggests and promotes creative ideas and approaches to improve individual and team performance.<br>• Removes roadblocks to facilitate continuous improvement initiatives.<br>• Pays attention to changes in the environment that signal new learning opportunities. | • Feedback from colleagues at all levels.<br>• Updates own knowledge and applies new techniques to work.<br>• Learns from mistakes.<br>• Encourages others to learn from their mistakes.<br>• Level of sharing of information and new ways of doing things.<br>• Works with a coach to assist in professional development.<br>• Attendance on development programs to build capabilities. |

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| **Flexibility and Adaptability**<br>Is open and receptive to appropriate change. The ability to manage and shift priorities as required, and to incorporate new approaches in support of changing University needs. Possesses confidence in challenging the status quo and providing input to change efforts. | • Provides open leadership and effective communication during change.<br>• Builds and supports team resilience in changing times.<br>• Plans change to focus on positive aspects and to minimise negative effects on individuals.<br>• Maintains clarity and focus on outcomes in turbulent situations.<br>• Demonstrates willingness to modify a strongly held position in the face of new information.<br>• Builds a culture of continuous improvement within teams. | • Adopts new behaviours or ways of doing work rapidly.<br>• Communications around change programs.<br>• Surveys on reactions to change.<br>• Improvements to systems, processes, or work practices.<br>• Shares improvements in work practices with team and broader colleagues.<br>• Welcomes ideas for improvement.<br>• Workload management in times of change. |
| **Leadership**<br>The ability to lead, guide and motivate groups of people to deliver results, build teams and encourage risk taking, initiative and responsibility. The confidence to display leadership even when not acting in a formal leadership role. | • Encourages and supports others to take on new challenges and opportunities.<br>• Works effectively to reduce silos and encourage collaboration across groups.<br>• Is continually aware of own emotions and manages them effectively to create an effective working environment.<br>• Lives and promotes the values and goals of the organisation. | • Leadership of projects or special initiatives.<br>• Attendance on leadership development programs.<br>• Works with coach to develop leadership capability.<br>• Team achievement against outcomes.<br>• Seeks and acts on a wide range of feedback.<br>• Balance of consultation and effective decision making.<br>• Team receives regular feedback on performance.<br>• Clear goals and strategies outlined in business plan. |
| **Managing People**<br>The ability to manage people to achieve maximum efficiency and productivity. The knowledge and understanding of management practices that enables the effective use of the Performance Excellence Framework to manage performance, clarify expectations, provide coaching and feedback, reward staff, lead by example and identify development needs. | • Practices sound and timely decision making, considering available information.<br>• Empowers others, establishing clear responsibilities and accountabilities and equally valuing all team members.<br>• Encourages calculated risk taking by staff and allows individuals to learn and grow from mistakes.<br>• Challenges performance gaps across multiple levels and provides constructive feedback and coaching.<br>• Celebrates success achieved in all areas of the business.<br>• Fosters and supports a culture that supports the growth and development of the individuals and the organisation. | • Up to date position descriptions.<br>• Clear performance objectives.<br>• Regular one on ones with direct reports.<br>• Effective implementation of Planning, Development and Review process.<br>• Training plans and development opportunities for staff<br>• Low absenteeism in team.<br>• High levels of morale and productivity in team.<br>• Minimal grievances and breaches in procedure. |
| **Relationship Building**<br>The ability to identify, build and maintain formal and informal networks and productive relationships with both internal and external stakeholders. It includes leveraging these contacts to influence positive outcomes for the University. | • Actively uses information gathered from relationships to contribute to the University strategy.<br>• Establishes strong external networks to support University goals.<br>• Develops and utilises networks at a strategic level.<br>• Fosters a culture of openness and flexibility.<br>• Understands when and how to use personal power and relational power underpinned by integrity to influence outcomes.<br>• Seeks to understand the motivations and positions of key stakeholders to identify and build on common points of interest. | • Participation in range of networking groups.<br>• Maintains strong diverse and multi-level relationships.<br>• Builds networks outside of own area/unit.<br>• 360 degree feedback.<br>• Consistent positive working relationships with colleagues.<br>• Respected by colleagues.<br>• Effective networks with individuals and groups beneficial to the University.<br>• Invitations to represent professional body/ University to external organisations. |

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| **Service Focus**<br>A desire to help or meet the needs of others. The ability to respond to the changing needs of the client while maintaining a high standard of quality. | • Is proactive in anticipating client needs where possible.<br>• Manages operations with a continual focus on the impact of decisions and actions on clients.<br>• Manages complex client relationships.<br>• Sets and tracks measures of client satisfaction to continually improve service provision.<br>• Builds strong relationships with key clients.<br>• Demonstrates and promotes a quality service culture by consulting and involving clients, colleagues and stakeholders. | • Feedback from internal and external clients and key stakeholders.<br>• Client survey feedback.<br>• Number of client complaints and commendations.<br>• Handling of client queries.<br>• Growing demand for service provision.<br>• Strong long term relationships with key stakeholders and clients.<br>• Identifies and implements improvements to processes to improve service. |
| **Strategic Thinking**<br>The ability to think strategically about longer term goals, plans, needs and capabilities that address the needs of the area or unit and the University. The provision of strategic direction to the area or unit in terms of analysis, advice and direction. | • Creates strategic plans to realise organisational goals.<br>• Anticipates situations in the longer term (3-5 years) and acts to create strategic opportunities and address underlying problems.<br>• Establishes and maintains business relationships with key stakeholders (government, business, educational partners) to further the interest of the University.<br>• Maintains a clear sense of strategic direction within the international, national, and state contexts.<br>• Makes sound strategic decisions on the investment of time and money to maximize return on investment for the University. | • Operational Plan.<br>• Strategic Plan outlining vision, key result areas and action plans.<br>• Analysis of issues and effective decisions made.<br>• Budgetary skills.<br>• Strong networks established.<br>• Decisions and goals based on “big picture” view of the University’s direction.<br>• Implementation of plan and achievement of goals. |
| **Teamwork**<br>The ability to work cooperatively across organisational boundaries to achieve shared goals. Possesses an understanding of team dynamics and provides tangible contributions to teams, fostering collaboration and an environment of mutual trust and respect. | • Creates an environment where team members have input into the discussion – does not dominate.<br>• Involves all team members in planning and setting clear goals and standards.<br>• Develops team culture where individual members are valued and recognised for their diverse skill sets.<br>• Provides feedback to team members on their performance and develops action plans to develop performance.<br>• Keeps team members informed of relevant issues impacting on them or their work. | • Team cohesion.<br>• High level of team achievement.<br>• Encouragement of all to share ideas.<br>• Sharing of workloads.<br>• Willingness to help others achieve organisation’s objectives.<br>• Leader and team communications.<br>• Positive team relationships.<br>• Team flexibility in adopting various roles.<br>• Input and ideas of all members acknowledged.<br>• Level of participation in team discussions. |

## HIGHER EDUCATION OFFICER LEVEL 10

| Capabilities | Behaviours |
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| **Strategic Thinking and Acting**<br>Focusing externally and internally on the things that matter most and considering them from multiple perspectives. Bringing insight and innovation to identifying a desirable future strategic position. Stimulating progress by communicating the underlying need and purpose for change; implementing an integrated plan to bring about desired changes. | • Scanning and drawing on selective sources of relevant trend data, researched information and advice to identify key imperatives for change and viable options.<br>• Creating an engaging vision for own area. Translating the branch strategies and priorities into realisable goals for own area.<br>• Including the perspectives and input from key colleagues and staff to decide priorities<br>• Communicating clearly the purpose and need for the strategy plus what must change and/or be strengthened in moving toward that vision.<br>• Setting priorities for implementation and co-ordinating the necessary resources to make the plan happen. |
| **Responsiveness In Decision Making**<br>In the face of ambiguity, making swift decisions in the best interests of the University. Clearly communicating the decision, its rationale and reasoning and implementing it with a bias for action. | • Gathering data and assessing the risk and opportunity. Working with incomplete information to make a swift decision.<br>• Seeking sufficient stakeholder input to make a balanced decision.<br>• Confirming the rationale for a decision and communicating this with conviction, even in the face of conflicting opinion.<br>• Committing decisions made into action through a well thought through implementation plan. Tackling the issues that get in the way of achieving a result.<br>• Modifying decisions only where subsequent argument or experience is compelling.<br>• Holding self and others to account for their commitments. |
| **Leading Change Toward Higher Performance**<br>Stimulating and guiding deliberate progress toward a clear and engaging goal. Supporting people as they and their work groups transition to the new reality. Anticipating and removing barriers to progress and maintaining momentum toward success. | • Understanding what it takes to lead change within own area and the University generally.<br>• Communicating the needs and purpose for a proposed change so that people are excited about what lies ahead.<br>• Approaching change in a positive way by seeking out opportunities and responding to ambiguity in a constructive manner.<br>• Securing a "coalition" of support for a change from staff.<br>• Modifying own leadership style to meet different readiness levels of leaders and staff.<br>• Supporting people's transition while maintaining resolve and personal energy to see through the change.<br>• Ensuring the change benefits are realised by defining clear performance expectations, based on critical success factors, and not tolerating under performance.<br>• Supporting branch leader's ability to make changes happen without their leader present. |
| **Thinking And Acting As One Team**<br>Identifying with the whole of the University as much as with one's own area. Thinking 'one-team', collaborating across boundaries and promoting cohesion with others. | • Considering the branch and University's perspective in analysis, problem solving and decision making.<br>• Promoting and supporting inter-branch collaboration and cross functional projects/initiatives.<br>• Consulting peers and colleagues on key decisions and planning to ensure alignment with branch and division goals.<br>• Assessing the impacts of own decisions on other areas of the University and addressing any issues and concerns with them.<br>• Sacrificing own resources, time and energy for branch/division requirements.<br>• Influencing those who want to 'do their own thing' to fit with the branch direction and planned priorities. |

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| **Communicating With Influence And Impact**<br>Influencing others' thinking, attitude and action through convincing dialogue based on profound knowledge and credible reasoning. Telling a great story with conviction. Handling sensitive information and delicate situations diplomatically. | • Confidently and succinctly articulating a compelling branch "picture" of what is needed from others.<br>• Demonstrating that ideas have been well thought through.<br>• Influencing peers/team members to revise their views, change their thinking and responding as needed.<br>• Earning respect by communicating influentially, in a way that matches the needs and interests of others.<br>• Staying positive throughout communication process, showing positive energy and enthusiasm irrespective of audience response.<br>• Making sure relevant stakeholders and influencers are listened to and included in communications so a mutually understood position is achieved.<br>• Keeping relevant people updated on changes and status against original communications.<br>• Favouring face-to-face communication and being regularly present with staff to enable more effective connections with them. |
| **Fostering Excellence In Learning And Inquiry**<br>Actively seeking emergent and leading opinion and considering multiple viewpoints. Promoting team and organisational learning by encouraging and guiding reflection on work practices to nourish the wisdom of experience and transform knowledge into know-how. | • Displaying an open, curious, non-judgmental attitude to differences of opinion.<br>• Drawing from quality industry research and publications to apply leading edge concepts to work practices.<br>• Seeking systematic, self-directed learning and development activities aligned to the needs of the branch.<br>• Undertaking and encouraging active learning through experimentation, inquiry, analysis and problem solving.<br>• Stimulating and supporting innovation by constantly presenting creative insights in meeting forums, papers, workshops, conferences etc.<br>• Stimulating team member's thirst for learning, to gain wisdom from experience and to turn knowledge into practical know-how.<br>• Stretching team to grow in chosen fields through learning forums (e.g. workshops, conferences, further studies). |
| **Exemplifying Personal Drive And Integrity**<br>Embodying the University's values, being a model of ethical conduct and guiding and supporting others to do the same. Constantly aspiring to standards of excellence. Persisting through barriers towards goal achievement. | • Constantly aspiring to standards of excellence while respecting organisational, legal and public policy guidelines.<br>• Treating people fairly and equitably and being transparent in dealings with them. Holding others to high standards of ethical conduct.<br>• Doesn't sweat the small stuff: being persistent towards branch goal achievement.<br>• Viewing set-backs as an opportunity to learn and grow. Rallying self and others to constructively move forward.<br>• Holding a balanced level of emotional expression when under pressure.<br>• Sustaining personal energy and productivity despite frustrations and encouraging team members to do the same. |

## Senior Managers 1, 2 & 3

| Capabilities | Behaviours |
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| **Strategic Thinking and Acting**<br>Focusing externally and internally on the things that matter most and considering them from multiple perspectives. Bringing insight and innovation to identifying a desirable future strategic position. Stimulating progress by communicating the underlying need and purpose for change; implementing an integrated plan to bring about desired changes. | • Scanning and drawing on wide sources of trend data and researched information to identify imperatives for faculty/branch change and strategic options.<br>• Translating the University strategy into realisable goals for own area.<br>• Defining a 5 year compelling vision that balances academic and commercial imperatives.<br>• Being clear about what must change and/or be strengthened in moving toward that goal.<br>• Including the perspectives and input from key colleagues and staff to assist in deciding the major future priorities.<br>• Communicating convincingly the needs and purpose for change.<br>• Setting priorities for turning strategy into action and co-ordinating the necessary resources to implement the plan. |
| **Responsiveness In Decision Making**<br>In the face of ambiguity, making swift decisions in the best interests of the University. Clearly communicating the decision, its rationale and reasoning and implementing it with a bias for action. | • Overcoming ambiguity by proceeding with incomplete information. Gathering necessary data and assessing the macro risk and opportunities to form a "go"/"no go" decision in a timely manner.<br>• Seeking sufficient stakeholder input to make a balanced decision.<br>• Making clear the rationale for a decision and communicating this with conviction, even in the face of conflicting opinion.<br>• Committing to action so that decisions made are translated into next steps.<br>• Tackling the issues that get in the way of achieving a result.<br>• Modifying decisions only where subsequent argument or experience is compelling.<br>• Holding self and others to account for their commitments. |
| **Leading Change Toward Higher Performance**<br>Stimulating and guiding deliberate progress toward a clear and engaging goal. Supporting people as they and their work groups transition to the new reality. Anticipating and removing barriers to progress and maintaining momentum toward success. | • Using knowledge of what it takes to lead change within the faculty/branch to positively influence senior leaders.<br>• Clarifying the need for and purpose of change to create relevant meaning so that faculty/branch leaders are excited about what lies ahead.<br>• Approaching change in a positive way by seeking out opportunities and responding to ambiguity in a constructive manner. Staying energised.<br>• Securing a "coalition" of support for change from leaders Modifying own leadership style to meet different readiness needs of leaders and staff.<br>• Supporting leaders as they transition through the change and maintaining own resolve to lead the change through to successful completion.<br>• Ensuring change benefits are realised by developing clear performance expectations and by not tolerating underperformance.<br>• Building leaders' ability to make change happen without their senior leader present. |
| **Thinking And Acting As One Team**<br>Identifying with the whole of the University as much as with one's own area. Thinking 'one-team', collaborating across boundaries and promoting cohesion with others. | • Making sure both faculty/branch needs, plus the University perspective, are considered in own area's decision making.<br>• Generating and promoting collaboration and cross functional projects/initiatives.<br>• Consulting with peers and colleagues in key decisions to ensure alignment with University direction and relevant faculty/branch goals.<br>• Assessing the impacts of own decisions on other teams/areas of the University and addressing them with those affected.<br>• Sacrificing own resources, time and energy to meet the overall University needs.<br>• Strongly influencing those who want to do their "own thing" to align with faculty/branch direction and priorities. |

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| **Communicating With Influence And Impact**<br>Influencing others' thinking, attitude and action through convincing dialogue based on profound knowledge and credible reasoning. Telling a great story with conviction. Handling sensitive information and delicate situations diplomatically. | • Boldly and succinctly articulating a compelling "picture" of what is needed from senior leaders and demonstrating it has been well thought through.<br>• Winning respect by making sure relevant stakeholders are listened to and included in communications so a mutually understood position is achieved.<br>• Influencing people to revise their views, change their thinking and responding as needed.<br>• Keeping relevant people updated on changes and status against original communications.<br>• Staying positive throughout communication process. Showing positive energy and enthusiasm irrespective of audience response.<br>• Favouring face-to-face communication and being regularly present with colleagues and staff to enable more effective connections with them.<br>• Increasing impact by maintaining consistency in messages. |
| **Fostering Excellence In Learning And Inquiry**<br>Actively seeking emergent and leading opinion and considering multiple viewpoints. Promoting team and organisational learning by encouraging and guiding reflection on work practices to nourish the wisdom of experience and transform knowledge into know-how. | • Displaying an open, curious and non-judgmental attitude to differences of opinion.<br>• Drawing from a variety of national and international sources of information/research to grow in area of expertise.<br>• Engaging in systematic, self-directed learning and development activities aligned with the strategic direction of the faculty/branch.<br>• Seeking new insights and innovative ways to address challenges. Creating wisdom from insights to turn knowledge into know-how.<br>• Applying learned principles to the workplace to make a positive impact.<br>• Strongly promoting, encouraging and stimulating excellence in learning through inquiry in faculty/branch.<br>• Actively supporting leaders to learn and be stretched through valuable learning forums (e.g. conferences) and experiences (e.g. study tours). |
| **Exemplifying Personal Drive And Integrity**<br>Embodying the University's values, being a model of ethical conduct and guiding and supporting others to do the same. Constantly aspiring to standards of excellence. Persisting through barriers towards goal achievement. | • Demonstrating and promoting the University values in all interactions and consistently applying organisational, legal and public policy guidelines.<br>• Treating people fairly and equitably and being transparent in dealings with them. Holding others to high standards of ethical conduct.<br>• Not being consumed with day to day activities but being persistent towards whole of faculty/branch goal achievement.<br>• Viewing set-backs as an opportunity to learn and grow and rallying self and leaders to constructively move forward. Being resilient.<br>• Holding a balanced level of emotional expression when under pressure.<br>• Sustaining energy and productivity regardless of conditions and encouraging leaders to do the same. |

## Executive Leaders (VC, DVC&VP(A), DVC&VP(R), PVC, VP)

| Capabilities | Behaviours |
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| **Strategic Thinking and Acting**<br>Focusing externally and internally on the things that matter most and considering them from multiple perspectives. Bringing insight and innovation to identifying a desirable future strategic position. Stimulating progress by communicating the underlying need and purpose for change; implementing an integrated plan to bring about desired changes. | • Engaging in high level critical thinking and drawing on wide sources of global trend data and leading research to identify key strategic opportunities and consequences impacting on the University.<br>• Being a champion of the University's vision and goals by defining a 10 year vision that balances academic and commercial imperatives.<br>• Developing University-wide strategic options and making clear the priorities for change.<br>• Being clear about what must change to achieve the 10 year vision.<br>• Including the perspectives and input from peers and industry thought leaders in determining major future priorities.<br>• Communicating convincingly the need and purpose for strategic change and approving a program of projects to deliver the strategic goals. |
| **Responsiveness In Decision Making**<br>In the face of ambiguity, making swift decisions in the best interests of the University. Clearly communicating the decision, its rationale and reasoning and implementing it with a bias for action. | • Overcoming ambiguity by proceeding with incomplete information. Gathering sufficient data to assess the macro risk and opportunities to form a "go/no go" decision in a timely manner.<br>• Seeking sufficient stakeholder input to make a balanced decision.<br>• Making clear the rationale for a decision and communicating this with conviction, even in the face of conflicting opinion.<br>• Acting decisively to ensure decisions made are put into action across the University.<br>• Tackling the issues that get in the way of achieving a result.<br>• Only modifying decisions where subsequent argument or experience is compelling<br>• Taking ownership for decisions and accepting responsibility when things go wrong. Learning from mistakes. |
| **Leading Change Toward Higher Performance**<br>Stimulating and guiding deliberate progress toward a clear and engaging goal. Supporting people as they and their work groups transition to the new reality. Anticipating and removing barriers to progress and maintaining momentum toward success. | • Using knowledge of what it takes to lead change across the University to create and communicate meaning around the change, so that leaders are excited about what lies ahead.<br>• Approaching change in a positive way by seeking out opportunities and responding to ambiguity in a constructive manner. Staying energised.<br>• Securing a "coalition" of support for change from senior leaders.<br>• Modifying own leadership style to meet different needs of senior leaders.<br>• Driving the change agenda by supporting leaders as they transition through the change and maintaining own resolve to lead the change through to successful completion.<br>• Ensuring change benefits are realised by developing clear performance expectations and by not tolerating underperformance.<br>• Building leaders' ability to make change happen without the Executive present. |
| **Thinking And Acting As One Team**<br>Identifying with the whole of the University as much as with one's own area. Thinking 'one-team', collaborating across boundaries and promoting cohesion with others. | • Strongly influencing contributions to key projects and making decisions that reflect collaborative and cross functional input.<br>• Building a sense of shared purpose and direction to promote alignment to support whole of University projects.<br>• Assessing the impacts of own decisions across the entire University and addressing these impacts with key Executive team members.<br>• Sacrificing own resources, time and energy to meet the overall University needs.<br>• Strongly influencing those who want to do their "own thing" to align with the University goals. |

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| **Communicating With Influence And Impact**<br>Influencing others' thinking, attitude and action through convincing dialogue based on profound knowledge and credible reasoning. Telling a great story with conviction. Handling sensitive information and delicate situations diplomatically. | • Boldly and succinctly articulating a compelling University wide "picture" in all communications and demonstrating it has been well thought through.<br>• Making sure influential stakeholders are listened to and included so a mutually understood position is achieved.<br>• Influencing people across the University to revise their views, change their thinking and responding as needed.<br>• Keeping relevant senior leaders updated on changes and status against original communications.<br>• Staying positive throughout communication process. Showing energy and enthusiasm irrespective of audience response.<br>• Presenting message confidently and selecting the appropriate medium for maximum effect.<br>• Increasing impact by maintaining consistency in messages. |
| **Fostering Excellence In Learning And Inquiry**<br>Actively seeking emergent and leading opinion and considering multiple viewpoints. Promoting team and organisational learning by encouraging and guiding reflection on work practices to nourish the wisdom of experience and transform knowledge into know-how. | • Modelling an open, curious and non-judgmental attitude to differences of opinion and influencing other leaders to do the same.<br>• Drawing from a variety of international sources of information/ research to grow in area of expertise.<br>• Engaging in systematic, self-directed learning and development activities aligned with the strategic needs of the University.<br>• Seeking new insights and innovative ways to address challenges.<br>• Creating wisdom from insights to turn knowledge into know-how.<br>• Applying personal learning and insight to the Executive debate.<br>• Striving for continual learning and identifying new challenges to extend experience.<br>• Driving a culture of achievement by actively supporting senior leaders to learn and be stretched. |
| **Exemplifying Personal Drive And Integrity**<br>Embodying the University's values, being a model of ethical conduct and guiding and supporting others to do the same. Constantly aspiring to standards of excellence. Persisting through barriers towards goal achievement. | • Acting as a role model by demonstrating and promoting the University's values in all interactions and adhering to organisational, legal and public policy guidelines.<br>• Treating people fairly and equitably and being transparent in dealings with them. Holding others to high standards of ethical conduct.<br>• Not being consumed with day to day activities but being persistent towards whole of University goal achievement.<br>• Recovering quickly from set-backs and viewing them as an opportunity to grow. Rallying self and other leaders to constructively move forward. Being resilient.<br>• Staying in control when under pressure, holding a balanced level of emotional expression, remaining relaxed, composed and focused during a crisis.<br>• Sustaining energy and productivity regardless of conditions and encouraging leaders to do the same. |