UNE Core Capability Framework

une
University of
New England

Background

Staff at UNE play a central role in ensuring that the University not only survives but thrives in the new transnational, IT-enabled, and competitive environment we now face. Globalisation has changed the nature of work and career expectations. Such change will require different skills.

The Capability Framework has been developed to assist us to identify the required knowledge, skills, attributes and experience required of our academic and professional staff. Targeted consultation, research and benchmarking across the higher education sector, and review of research papers on the future higher education workforce informed the development of the Capability Framework.

The Capability Framework was developed to provide a common language to discuss the work we do at UNE and to provide a foundation for staff in performing their roles.

The Capability Framework contributes to role clarity as it describes the increasing levels of complexity of roles, career transition points, and role changes due to increases in seniority:

Increased levels of independence, initiative, influence, impact, and accountability required.

Leading Self	Leading Self and Managing Others	Leading Others	Leading Schools and Functions	Leading UNE Strategy
Becoming skilled individual contributors through developing the fundamentals of interpersonal competence, agility, innovation, communication.	Consolidating the fundamentals of interpersonal competence, agility, innovation, communication and assuming first time supervisor responsibilities for helping others perform effectively.	Mastering core leadership skills and achieving results through others.	Building collaboration, leading leaders, facilitating complex relationships, and managing strategic direction.	Leading and facilitating complex stakeholder relationships; developing strategy; leading change.
HEO2-HEO4	Academic A HEO5-HEO7	Academic B-D HEO8-HEO10	HoS, DHoS, Academic E, Executive Directors, Directors, Ass/Directors	Senior Executive

Increased levels of environmental/role complexity and level of problem solving required.

The capabilities and their descriptors set out the required knowledge, skills, attributes and experience of an employee as they transition through levels of the organisation. The complexity and breadth of what is required builds on each level and increases as the employee advances. This provides employees with clarity on the knowledge, skills, attributes and experience they need to continually build their individual capabilities at each critical transition point.

Strategic Alignment

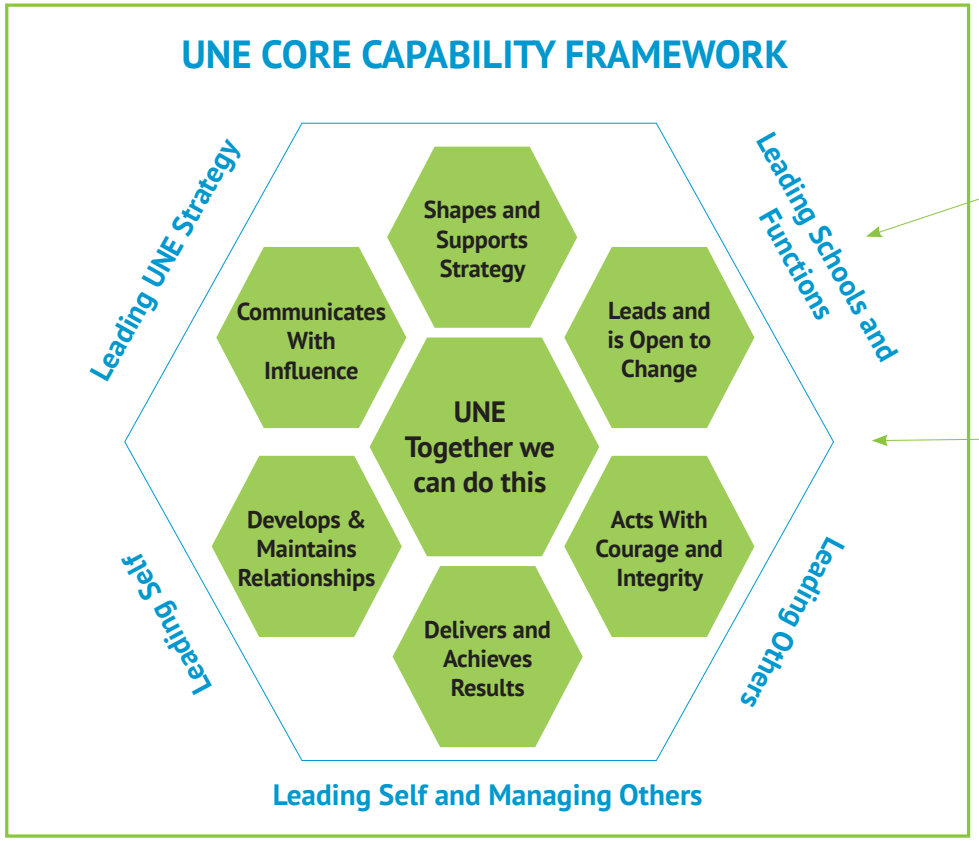
The UNE Core Capability Framework is a set of distinct capabilities that are clearly defined and described using behavioural statements. The six capabilities have been derived from UNE's strategic priorities, drivers of change within the higher education sector, and UNE's values.

Recent research (Workforce of the Future developed by AHEIA and Price Waterhouse Coopers) presents a case for action by Universities to respond to these drivers and achieve the required future workforce.

The results of the Voice Survey conducted in 2016 identified the importance of maintaining and promoting competent and productive employees at UNE.

A capability framework identifies the critical capabilities required of staff at each level and provides direction for workforce management practices including recruitment and selection, workforce planning, succession planning, performance management, learning and development and leadership development.

The Framework



Core capabilities for career growth and levels of leadership.

The core capabilities are common to all employees.

The UNE Core Capability Framework incorporates the knowledge, skills, attributes and experience that employees need to be successful and effective at UNE.

Performance relies on both specialist and behavioural capabilities. The Capability Framework complements the specialist academic and professional/technical capability of the UNE workforce. The level of specialist, management and leadership capability will vary at each level.

The Framework empowers employees to manage their career and their development emphasising the key capability required at each level.

The Framework applies to all employees at all levels of the University with the extent of expectations cascading based on seniority and responsibility of roles.

UNE Core Capabilities

The six core capabilities are defined below:

Core Capability	Definition
Shapes and Supports Strategy	Shapes and drives long term strategies in response to the changing nature of the University academic and business context.
Leads and is Open to Change	Leads change and models behavior that embraces innovation and continuous improvement.
Acts with Courage and Integrity	Acts in the best interests of the University and takes personal responsibility for the achievement of outcomes.
Delivers and Achieves Results	Delivers intended results achieving excellence in outcomes for students, staff and other stakeholders.
Develops and Maintains Relationships	Establishes rapport with diverse groups and harnesses the talents of others.
Communicates with Influence	Considers differing views of others and works constructively to build common ground.

Included in each capability is a set of observable behaviours that are expected of employees. These behaviours are not exhaustive and can be contextualised to provide greater clarity. Whilst role descriptions describe the 'work to be performed' the capability framework describes 'how we work' and develops staff skills and behaviours to be successful and advance UNE's strategic priorities.

Framework Benefits

University

A capability framework can be used as the basis for the establishment of an effective recruitment process, leadership development, succession planning, performance planning and review and professional development. These measures could align with the performance required to achieve UNE strategic goals by:

- Creating a focus on the required workforce to support the University's strategic priorities.
- Establishing a common language that supports performance conversation.
- Supporting career planning and progression.
- Strengthening leadership capacity at UNE.
- Informing development of University learning and development programs in identified priority areas.
- Defining the capabilities that characterise effective behaviours in a range of roles.
- Recruiting and select new staff more effectively.
- Planning adequately for succession.

Employees

The Framework can assist employees by providing:

- An understanding of the complexity and context of their role.
- A shared understanding and clarity around the behavioural and performance expectations of UNE.
- A guide to enable employees to identify the potential pathways for career progression, to determine current capability, and identify gaps for future career plans.
- Support to identify areas of strength and development for current and future roles.
- Support to identify appropriate learning and development opportunities in order to continually develop performance.

Managers and Supervisors

The Framework can support managers and supervisors to:

- Identify the requirements of candidates to fill a vacant role.
- Engage in feedback and coaching conversations with individuals and teams that support the work performance of the business area.
- Support employees to identify areas of strength and development and associated learning and development opportunities.
- Prepare employees for future roles and career progression.

The following pages define the six core capabilities and identifies the aligned behaviours at each level of UNE.

Key Capabilities

Leading UNE Strategy (Senior Executive Team)						
	Shapes and Supports Strategy	**Leads and is Open to Change**	**Acts with Courage and Integrity**	**Delivers and Achieves Results**	**Develops and Maintains Relationships**	**Communicates with Influence**
Definition	*Shapes and drives long term strategies in response to the changing nature of the University academic and business context.*	*Leads change and models behaviour that embraces innovation and continuous improvement.*	*Acts in the best interests of the University and takes personal responsibility for achievement of outcomes.*	*Delivers intended results achieving excellence in outcomes for students, staff and other stakeholders.*	*Establishes rapport with diverse groups and harnesses the talents of others.*	*Considers differing views of others and works constructively to build common ground.*
Behaviours	Sets and drives the strategic framework and priorities. Promotes the University's vision and conveys a compelling picture of the future. Anticipates future impacts within the University environment and capitalises on innovative solutions. Analyses strategic risks and critically assesses information and advice from a variety of sources. Builds shared ownership.	Clearly articulates the need for change, explains the benefits and desired outcomes encouraging the contributions of others . Builds shared ownership through openness to diverse views. Displays resilience when experiencing setbacks and confidently establishes a course of action. Encourages new approaches to problems Drives a culture of continuous improvement and positive view of change.	Models honest and ethical behavior and gains trust and respect. Takes responsibility for own behaviour and consequences. Makes tough decisions when faced with conflicting views acting in the best interests of the University. Defines expectations and holds others accountable. Displays self-awareness and understands own strengths and weaknesses. Values diversity and creates an environment that is inclusive.	Effectively promote University objectives and expected outcomes. Drives organisational achievement of quality outcomes. Fosters a culture of collaboration and knowledge sharing to achieve University outcomes. Acts to remove barriers to successful achievement of outcomes. Displays judgement and wisdom in decision-making and responds in a timely manner.	Cultivates networks and liaises with a broad range of stakeholders. Establishes partnerships and leverages industry relationships. Gains cooperation and builds trust with others. Establishes a culture of high performance ensuring the attraction, development and retention of talented people. Empowers others and encourages initiative. Ensures a healthy and safe workplace for all.	Communicates information clearly and consistently using a variety of mediums creating a common understanding. Explains complex information using language appropriate for the audience. Listens and anticipates view points and engages persuasively. Applies sound judgement when negotiating mutually acceptable solutions.

Leading Schools and Functions (HoS, Assoc Deans, ACAD-E, EDs, DIR, ASS DIR)						
	Shapes and Supports Strategy	**Leads and is Open to Change**	**Acts with Courage and Integrity**	**Delivers and Achieves Results**	**Develops and Maintains Relationships**	**Communicates with Influence**
Definition	*Shapes and drives long term strategies in response to the changing nature of the University academic and business context.*	*Leads change and models behaviour that embraces innovation and continuous improvement.*	*Acts in the best interests of the University and takes personal responsibility for achievement of outcomes.*	*Delivers intended results achieving excellence in outcomes for students, staff and other stakeholders.*	*Establishes rapport with diverse groups and harnesses the talents of others.*	*Considers differing views of others and works constructively to build common ground.*
Behaviours	Inspires a sense of purpose and direction and promotes the University's vision and strategy. Establishes plans for the area that support the University's strategic direction. Analyses complex problems and considers the views of others in developing viable solutions. Focusses strategically and identifies long term opportunities that support academic and business priorities. Forsees potential risks and takes corrective action.	Drives a culture of continuous improvement and positive view of change. Builds shared ownership through openness to diverse views. Engages and builds rapport with individuals and groups reducing uncertainty and addressing resistance. Assesses the readiness for change and supports others through the transition. Implements change plans and manages the competing demands and impacts on people and the University.	Models honest and ethical behaviour and gains trust and respect. Defines expectations and holds others accountable. Remains calm under pressure and is persistent and resilient when faced with obstacles. Acts decisively even when incomplete information is available. Provides forthright advice and maintains own position appropriately. Takes responsibility for own behaviour and is open to feedback. Values diversity and creates an environment that is inclusive.	Translates the University strategy into objectives and sets standards to meet required outcomes. Drives organisational achievement of quality outcomes. Reviews progress and adapts plans to ensure outcomes are met. Acts to remove barriers to successful achievement of outcomes. Deals with ambiguity and resolves complex problems. Displays judgement and wisdom in decision-making and responds in a timely manner.	Cultivates networks and liaises with a broad range of stakeholders. Establishes partnerships and leverages industry relationships. Creates a positive workplace culture and supports people to develop and contribute to team objectives. Establishes a culture of high performance ensuring the attraction, development and retention of talented people. Empowers others and encourages initiative. Ensures a healthy and safe workplace for all.	Communicates information clearly and consistently using a variety of mediums creating a common understanding. Presents information clearly and confidently illustrating key messages through stories and anecdotes. Explains complex information using language appropriate for the audience. Listens and anticipates differing view points and engages persuasively. Applies sound judgement when negotiating mutually acceptable solutions.

Leading Others (ACAD-B – ACAD-D, HEO8-HEO10)						
	Shapes and Supports Strategy	**Leads and is Open to Change**	**Acts with Courage and Integrity**	**Delivers and Achieves Results**	**Develops and Maintains Relationships**	**Communicates with Influence**
Definition	*Shapes and drives long term strategies in response to the changing nature of the University academic and business context.*	*Leads change and models behaviour that embraces innovation and continuous improvement.*	*Acts in the best interests of the University and takes personal responsibility for achievement of outcomes.*	*Delivers intended results achieving excellence in outcomes for students, staff and other stakeholders.*	*Establishes rapport with diverse groups and harnesses the talents of others.*	*Considers differing views of others and works constructively to build common ground.*
Behaviours	Articulates a clear direction and sense of purpose aligned to the University's vision. Converts School/ Directorate priorities into operational activities and required outcomes. Gathers information from a range of sources and assesses the implications for own area. Shows an understanding of the University environment and adapts plans to changing circumstances.	Champions the need and benefits of the change to inspire the engagement of others. Adapts to an evolving and changing environment. Explores new ideas with an open mind. Supports others to transition to new ways of working. Adapts work area plans to realise the benefits of change.	Models honest and ethical behaviour and gains trust and respect. Confronts problems and addresses issues placing the University's interests first. Presents unpopular decisions in a constructive manner. Demonstrates persistence when faced with setbacks and focusses on achieving outcomes. Takes responsibility for own behaviour and demonstrates awareness of own strengths and areas for development. Embraces diversity and supports an inclusive environment.	Develops plans aligned to the areas objectives and assigns responsibility. Sets and communicates priorities and defines performance standards and timeframes. Tracks progress against planned outcomes. Actively overcomes obstacles to achieving planned outcomes. Seeks clarity when direction and requirements are unclear. Makes decisions in a timely manner and maintains progress towards established outcomes.	Builds productive relationships and networks. Works collaboratively with others acknowledging different views. Delegates tasks and provides guidance and support bringing out the best in people. Provides clear performance standards and opportunities to develop. Promotes and maintains a safe and healthy work environment.	Adapts to diverse audiences and communicates information clearly. Communicates skillfully with stakeholders across levels and functions. Presents a persuasive argument and promotes ideas to senior management. Listens to different points of view and works constructively and respectfully to find common ground. Encourages and acknowledges team members contributions.

Leading Self and Managing Others (ACAD-A, HEO5-HEO7)						
	Shapes and Supports Strategy	**Leads and is Open to Change**	**Acts with Courage and Integrity**	**Delivers and Achieves Results**	**Develops and Maintains Relationships**	**Communicates with Influence**
Definition	*Supports long term strategies in response to the changing nature of the University academic and business context.*	*Supports change and models behaviour that embraces innovation and continuous improvement.*	*Acts in the best interests of the University and takes personal responsibility for achievement of outcomes.*	*Delivers intended results achieving excellence in outcomes for students, staff and other stakeholders.*	*Establishes rapport with diverse groups and harnesses the talents of others.*	*Considers differing views of others and works constructively to build common ground.*
Behaviours	Understands and supports the Universities strategic priorities and direction. Identifies the relationship between University priorities and School/Directorate plans. Considers the implications of University priorities for own work area responsibilities. Contributes to developing and implementing plans for the team. Coordinates delivery of strategies and plans to support delivery of services to students and staff.	Contributes to innovation and continuous improvement within the team. Adapts to an evolving and changing environment. Constructively identifies ways to make proposed changes more effective. Demonstrates a willingness to learn and adopt different processes and technology. Supports others to transition to different ways of working.	Models honest and ethical behaviour and gains trust and respect. Shows sound judgement and manages competing demands and stakeholders requirements. Applies University standards and policies to resolve problems and achieve outcomes. Recognises when it is appropriate to escalate issues and problems. Takes responsibility for own behaviour and consequences. Supports diversity and an inclusive environment.	Implements plans and sets high standards of performance for self and others. Show commitment and is accountable for agreed work outcomes. Motivates others to identify improvements for the benefit of stakeholders. Establishes priorities for self and others setting achievable timeframes. Anticipates potential issues and establishes plans to minimise impacts. Identifies and analyses required information to resolve problems.	Develops cooperative relationships with individuals and teams for the benefit of all. Establishes networks and two way communication with various stakeholder groups. Supports team members and colleagues efforts to achieve success for the University. Agrees performance standards and participates constructively in reviews. Implements University policies to ensure a safe and healthy workplace.	Provides timely information and keeps people informed and up-to-date. Effectively promotes ideas and influences others to take action. Actively listens and shows respect for others opinions and ideas. Focuses on issues and takes an effective approach to reaching agreement. Acknowledges team members contributions.

Leads Self (HEO2-HEO4)						
	Shapes and Supports Strategy	**Leads and is Open to Change**	**Acts with Courage and Integrity**	**Delivers and Achieves Results**	**Develops and Maintains Relationships**	**Communicates with Influence**
Definition	*Supports long term strategies in response to the changing nature of the University academic and business context.*	*Supports change and models behaviour that embraces innovation and continuous improvement.*	*Acts in the best interests of the University and takes personal responsibility for achievement of outcomes.*	*Delivers intended results achieving excellence in outcomes for students, staff and other stakeholders.*	*Establishes rapport with diverse groups and harnesses the talents of others.*	*Considers differing views of others and works constructively to build common ground.*
Behaviours	Understands and supports the University strategic priorities and direction. Displays a good understanding of the School/Directorate and its contribution to the broader University priorities. Understands how their own role contributes to achievement of team and School/Directorate objectives. Seeks information about other areas to build knowledge of the University environment.	Is open to new ideas and willing to learn new skills and technologies. Adapts quickly to changing demands and looks for ways to support new ideas. Remains flexible when different approaches and methods are required to achieve team outcomes. Improves own performance through creative approaches to work activities.	Models honest and ethical behaviour and gains trust and respect. Follows direction from supervisor and asks questions to clarify issues and requirements. Takes responsibility for identifying sources of information and building knowledge of University policies and systems. Informs supervisor of obstacles to achievement of work tasks. Takes responsibility for own behaviour and consequences. Supports diversity and an inclusive environment.	Contributes to and implements School/ Directorate plans to support University priorities. Develops personal performance plans serving as a positive role model. Monitors plans and makes decisions to ensure outcomes are achieved. Prioritises own tasks and actions to support achievement of academic and business objectives. Maintains client focus and delivers professional service	Establishes positive relationships and gains trust of colleagues, peers, academic and business networks. Contributes information and ideas to the achievement of team priorities. Provide guidance and support to colleagues to achieve School/ Directorate objectives and performance standards. Shows positive regard for diverse groups and individuals. Applies University policies and supports a safe and healthy workplace.	Conveys information clearly and accurately. Adjusts communication style to meet the requirements of the audience. Listens carefully to others and ensures own understanding of different views. Discusses problems courteously with others and works cooperatively towards agreed solutions.

Using the Framework

The UNE Core Capability Framework can be used to support the University workforce at different stages of the employee lifecycle.

To promote an understanding of the Framework and how to apply it, a number of forums will be conducted along with development of tools, templates and examples. Information will be accessible through the Human Resource web pages.

In addition, Human Resource Services staff will be available to work with business areas on the implementation of the Framework.

University of New England

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