1. Leadership Parent Group (Tier 1)

Strategic Thinking and Management (Tier 2)

The ability to establish directions, objectives and resource requirements needed to respond to the organisations needs and opportunities, from both internal and external environments, and provide information for decision making.

**Strategic Thinking and Developing Strategy (Tier 3)**
Understanding the organisations vision and strategic direction and how this impacts on a work unit. Being able to develop plans and strategies that support and are consistent with the organisation vision and direction, being concerned with forward thinking and seeking and accepting challenges and opportunities.

**Being Commercially Astute (Tier 3)**
Understanding commercial principles, being able to apply these in managing a centre or faculty. Being able to identify and assess opportunities to strengthen the resource base of organisation.

**Leading Strategic Change Across the Organisation (Tier 3)**
Taking a lead role in driving and managing major change processes across the University by creating an environment that is open to and prepared for change. This is the key to translating planning and strategy into action and implementation.

**Building Partnerships and Representing the Organisation (Tier 3)**
The ability to identify, build and maintain formal and informal networks and business relationships that are important to the achievement of job objectives. May include other educational institutions, potential business partners, government, media, professional associations, client groups and stakeholders.

Leadership in the Workplace (Tier 2)

Leading others toward achieving the organisation's vision by influencing the decisions, actions or perceptions of others. This includes leading others toward particular outcomes or courses of action, while acting in line with the values, ethics and norms of the organisation.

**Leadership Style, Empowering Others, Making Decisions (Tier 3)**
Having an effective leadership style, given the challenges facing the role and the values and culture of the organisation. Being self aware and constantly seeking to improve and develop own leadership skills and abilities. Empowering people to achieve goals by delegating sufficient responsibility, authority and accountability. Using a range of processes to make timely decisions, using good judgement and involving others appropriately.

**Resolving Problems (Tier 3)**
Anticipating and resolving problems, being proactive to minimise issues and initiating action to deal with problems when they arise. Involves balancing the need to be thorough with the need to make a timely decision and being creative and innovative when developing effective solutions.

**Leading Workplace Change (Tier 3)**
Involves developing and implementing effective change management strategies. Included building acceptance to change, identifying and overcoming resistance to change, assessing the impact of change on staff and others and managing the risk associated with change through contingency planning.
Developing People and Teams (Tier 2)

Establishing and facilitating an environment that promotes the development of individuals and teams. Effectively building teams by getting people to work for a common purpose and by fostering collaboration. This can also involve understanding each individual's strengths, weaknesses and the barriers to effective team work.

Creating a Positive Safe Work Environment (Tier 3)
Creating a positive and safe work environment that motivates people towards achieving quality results and in which people feel comfortable to work to their best ability and ask for assistance if need be.

Staff Planning, Recruitment & Selection (Tier 3)
Understanding the organisation approach to staff planning and diversity, developing strategies to achieve the workforce composition and diversity required for service delivery.

Leading and Developing Teams (Tier 3)
Developing a highly productive team environment in which people are working together to achieve a common goal, that capitalises on diverse working styles, skills and knowledge for the benefit of the unit and the organisation. Includes building consensus through effective facilitation and mediations, resolving conflicts and identifying mutually satisfactory compromises.

Managing Performance and Development (Tier 3)
Improving the skills and effectiveness of individuals through employing a range of development strategies such as setting performance objectives, providing coaching and feedback, leading by example and identifying and following through on training and career development needs.

Managing Services and Operations (Tier 2)
Involves the ability to appreciate all resources (human, financial, physical, and environmental) and manage them in such a way to optimise all services and operations. This should be done with the overall goal of achieving the organisation's vision.

Managing Risk (Tier 3)
Assessing and managing risk in own area whilst taking on individual responsibility for managing overall risk to the organisation.

Customer Service (Tier 3)
Identifying and developing positive working relationships with internal and external customers that are built on trust and integrity. Involves understanding the importance of customer service, listening to and understanding the needs of internal and external customers and exceeding customers' needs to ensure satisfaction.

Optimising Resources (Tier 3)
Negotiating and allocating resources to services, programs and projects to achieve outcomes, identifying opportunities to improve efficiency and resource utilisation and aiming towards limited resource wastage.

Project Management (Tier 3)
Developing and managing project plans in response to organisational needs. Involves managing each phase of the project; identifying and resolving issues; committing and managing appropriate resources; maintaining forward momentum and achieving desired outcomes.
Planning and Managing For Results (Tier 3)
Developing plans and following through with implementation to get results from planning efforts. Understanding the organisation’s planning cycle and planning processes, which includes evaluating results and taking corrective action if need be.

2. Functional [Core] Parent Group (Tier 1)

Research, Measurement & Analysis (Tier 2)
This involves having the skills necessary to gain knowledge by researching appropriate sources of information, measuring the relevance and reliability of the information and then analysing the information. Also involves reporting on recommendations formed from the research.

Measurement and Analysis (Tier 3)
The ability to determine the meaning, validity and reliability of research, its relevance and how it can be used to make an informed decision concerning a problem or issue for the work unit and the effect it may have on the organisation.

Research Technique and Reporting (Tier 3)
Using a skilful and efficient means to conduct research and to report what conclusions and recommendation can be drawn from the research. Knowing what sources of information are appropriate and where to find them.

Application of Job Knowledge (Tier 2)
Demonstrates an understanding of knowledge specific to a technical, professional or administrative field of work through the application of related procedures, principles, theories or concepts. The ability to update job knowledge and effectively utilise available resources and technology.

Student Systems and Support (Tier 3)
Understanding the relationship between all Centres and Faculties and the direct or indirect impact they have on students. A knowledge of student procedures such as enrolment, graduation and the academic year, as well as systems such as student administration systems and resources systems and supporting students through the student “lifecycle”.

Resource Systems and Support (Tier 3)
Knowledge of the resources that are available when completing work assignments (e.g. technology, information, financial and intellectual) in an effort to increase job efficiency and effectiveness, the process involved with acquiring these resources and what support is available if assistance is required.

Computer Literacy (Tier 3)
All organisational staff use technology, including therefore it is necessary to be computer literate: to understand at a minimum the basic functions of a computer and common programs including MS Word, MS PowerPoint, MS Excel, MS Access and MS Outlook. The ability to seek help and update knowledge when need be.

Supporting Teaching, Learning and Research (Tier 3)
Supporting teaching, learning and research among both staff and students by understanding of the relationship between every job role at the organisation and the impact it has on teaching, learning and research. Adhering to the organisations policies and procedures in order to maintain a culture of staff and student teaching, learning and research.
Organisation and Administration (Tier 2)

Establishing obtainable objectives and then organising resources to achieve these objectives. Being able to prioritise different tasks and keep the administration of all tasks and procedures up to date at all times.

Individual Planning and Self Management (Tier 3)
The ability to plan and organise own work to maximise the use of time, avoid unnecessary effort and meet deadlines. Includes time management skills, the ability to handle multiple priorities or assignments and to determine when it is necessary to involve others to meet work requirements.

Project Planning and Implementation (Tier 3)
The ability to develop and implement realistic project plans in response to the organisations needs. Involves each phase of project management; identifying and resolving issues, creating timelines, committing and managing appropriate resources, maintaining forward momentum and achieving desired outcomes.

Efficiency in the Workplace (Tier 3)
Working individually and with others within the work unit to achieve maximum effectiveness and efficiency using the available resources, while trying to minimise waste of resources and effort. When interdependencies exist, planning and coordinating own work with the work of others to maximise efficiency and productivity.

Business Acumen (Tier 3)
The ability to use sound commercial principles in all areas of responsibility including the impact on human, financial, and information resources. Traits include an acute perception of the dimensions of business issues; can make sense out of complexity and an uncertain future; are mindful of the implications of a choice for all the affected parties; are decisive; and are flexible if further change is warranted in the future. It incorporates thoughtful analysis, clearer logic underlying business decisions, closer attention to key dimensions of implementation and operation, and more disciplined performance management.

3. Personal (Complementary) Parent Groups (Tier 1)

Personal and Professional Development (Tier 2)
The ongoing development of an individual's skills, knowledge and abilities on both a personal and professional level. Involves understanding that the development of personal as well as professional knowledge will benefit the organisation.

Personal Awareness and Effectiveness (Tier 3)
The ability to recognise and understand your own moods, sensitivities, biases and convictions and the affects these have on your approach to different situations and others and having confidence in your own ability and at the same time not being afraid to ask for help. Includes understanding these personal traits and not letting them interfere with work related decision making or professional relationships.

Building a Successful Career (Tier 3)
A personal commitment to building a successful and continuing career with the organisation. Includes displaying a willingness to continually learn and expand knowledge base through personal and professional development activities. Seeking guidance and advice from other staff members and aiming to move up and contribute to the organisation.
Professionalism and Integrity (Tier 2)

At an individual level, working in a way that promotes professionalism, which involves demonstrating the highest standards of behaviour. At a broader level it involves engaging the organisation with professional bodies and organisations. Acting with integrity involves ensuring actions are in line with organisations values, ethics and norms.

Interpersonal Skills (Tier 3)

The ability to work cooperatively with others to accomplish joint tasks and common objectives. Involves building positive working relationships with others and avoiding “win-lose” confrontations and a focus on preserving and strengthening the ongoing relationship. Showing respect for others’ views and opinions by listening to and discussing these opinions even if they differ from your own.

Communication Skills (Tier 3)

The ability to organise and present information, views and concepts in a concise, understandable and interesting format for a variety of audiences, from the organisations internal and external communities. Involves determining the most appropriate format and vehicle for delivering information to ensure the audiences understanding of the message and its intent.

High Performance Team Culture (Tier 3)

Creating a culture that promotes quality team work resulting in high performance and positive outcomes. Involves understanding team dynamics, fostering collaboration, providing a tangible contribution and listening and responding to the input of others in a manner that creates an environment of mutual trust and respect.

Creativity and Enterprise (Tier 2)

Embracing a culture that promotes creativity and enterprise that enhances the performance of the university and understanding the value that creativity and enterprise can add to the individual and the organisation.

Relationship Building (Tier 3)

Building, maintaining and strengthening professional relationships with others at work and in the wider organisation community. Continuing these relationships despite personal disagreements if differences in opinions and using these relationships and networks to maintain the organisations culture of creativity and enterprise.

Decision Making and Problem Solving (Tier 3)

The ability to investigate, identify and analyse key issues and the associated alternative, benefits and costs to develop practical solutions. Involves being creative and innovative when developing effective solutions and the ability to manage related risks. Also an understanding of when a decision needs to be escalated to others and working to try to identify and address potential problems before they arise.

Influencing and Networking Skills (Tier 3)

The ability to influence the decisions, actions or perceptions of others and to be straight forward and honest when doing so. To create networks which foster a complementary mix of knowledge, skills and abilities, in order to achieve goals and to add value to the organisation.

Service Ethic (Tier 2)

A focus on conducting business with both internal and external customers, for example students, each other and the wider community, with the highest of standards and always acting in such a way that promotes positive working relationships and represents the Universities defining values.
Internal Markets (Tier 3)
Understanding the concept that other work units within the organisation are internal customers, and that they need to be treated with quality customer service as would external customers. Includes marketing the products, services and outcomes of the work unit to those within the internal environment.

Behind the Scenes Support
Supporting those who work behind the scenes, such as administration staff, by adhering to the organisation’s policies and practices and completing all necessary work with precision and in a timely fashion.

Customer Focus
Managing and focusing on all aspects of customer service to achieve quality outcomes for all parties involved. Involves identifying customers’ needs and value, managing customer relationships, marketing services to customers and continually evaluating and improving customer service.

4. Quality, Compliance and Continuous Improvement (Tier 1)

Quality and Compliance (Tier 2)
Putting into practice the organisational approach to quality by setting predetermined objectives to achieve a task and focusing on taking ownership of these tasks, ensuring the final outcome is of the highest quality and complies with the organisation’s policies and procedures. This also involves identifying the risk of a negative outcome and managing that risk.

Results Orientation and Accountability (Tier 3)
Demonstrating initiative and commitment towards the completion of predetermined objectives, while focusing on an outcome which contributes to job and organisation success. Includes the ability to balance and prioritise tasks without losing sight of desired outcomes and remaining proactive. Also involves taking ownership of the task and the outcome.

Quality Cycle (Tier 3)
Understanding the organisational approach to quality and being able to put it into practice in all work situations. This includes using the “Plan, Do, Review, Improve” cycle in own work, setting up performance indicators and targets, and mapping, reviewing and improving processes and work practices.

Risk Management (Tier 3)
Involves taking the time necessary to analyse different issues and options and consider all possible outcomes and consequences to determine if the possibility of the desired outcomes outweigh the possibility of negative outcomes.

Improvement and Innovation (Tier 2)
The ability to work efficiently in a constantly changing environments, demonstrating a willingness to learn, to take new and unique ideas, concepts, strategies and approaches and apply them for positive results.
Flexibility and Adaptability to Changing Environments
The ability to understand and interpret the internal and external forces affecting the job and the organisation. Includes the identification of new developments, trends, technologies etc and the capability to plan and respond accordingly to these factors within the context of the position and strategic direction of the organisation.

Formal Review and Improvement Implementation
Taking part in a formal review of own work to determine if you are meeting individual goals and contributing to the goals of organisation, as well as assessing work practices and policies to identify the need for improvement or any inadequacies. Taking on board any improvement suggesting and putting these into practice.

Creative Solutions
Using a creative approach when researching and considering possible options and solutions. This involves “thinking outside the box” and looking for solutions that may not be traditional but will still achieve desired results.