

ECU Behaviour Contribution Rubric



**HUMAN RESOURCES SERVICE CENTRE
ORGANISATION DEVELOPMENT**

December 2017

ECU Behaviour Contribution Rubric

OVERVIEW

The ECU Behaviour Contribution Rubric describes the knowledge, behaviours and attitudes across a range of capabilities critical to ECU and is articulated at increasing levels of expertise, impact and/or context. The rubric is a living document and should be periodically aligned with strategic direction.

The Rubric is designed for:

- HR staff in creating position descriptions, recruitment advice and outlining expectations for staff in different roles.
- Team leaders, managers, directors in providing feedback on work performance and/or planning of career development, talent management, succession planning and in other workforce planning strategies.
- The Organisation Development team, for planning purposes in providing professional development at the appropriate level to ECU staff.

The rubric is represented across three levels:

1. Positive contribution (Individual)

Outlines the behaviours required to make a positive impact as an individual contributor. Focus maybe on individual performance or those behaviours which will be bound by the specific task, problem or situation being managed.

2. Wider contribution (Other people, teams or units)

The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively information outside the specific task or problem may be considered or incorporated.

3. Broad impact (University wide or multi-work units)

Implements strategies, systems or process to internalise and institutionalise (across the university or multi-work units) the use of the behaviour and the contributions it can make.

The Six Key ECU Capabilities

Personal Excellence & Self-Management Capabilities	Teaching Capabilities	Research Capabilities	Management & Leadership Capabilities		Technology Capabilities
Strives for personal excellence and self-management	Designs, facilitates and assesses for optimal student outcomes	Conducts, facilitates, supports and applies high quality research	Proactively manages people, relationships, processes and outcomes	Shapes strategic and operational thinking	Uses technology to enhance productivity
<ul style="list-style-type: none"> • Creativity & Enterprise <ul style="list-style-type: none"> ○ Creative Solutions ○ Flexibility & Adaptability ○ Innovation ○ Influencing & Networking Skills ○ Decision Making & Problem Solving • Service Ethic <ul style="list-style-type: none"> ○ ECU Values & Professionalism ○ Customer Focus ○ Managing External Relationships ○ Individual Planning & Self Management ○ Behind the Scenes Support • Personal & Professional Development <ul style="list-style-type: none"> ○ Personal Awareness & Effectiveness ○ Emotional Intelligence & Resilience ○ Diversity at Work ○ OHS at ECU ○ Building a Successful Career ○ Results Orientation ○ Communication Skills ○ Interpersonal Skills 	<ul style="list-style-type: none"> • Teaching & Learning <ul style="list-style-type: none"> ○ Design Experiences for Learning ○ Facilitates for Learning ○ Assesses for Learning ○ Teaches with Technology ○ Teaches Online 	<ul style="list-style-type: none"> • Research, Measurement & Analysis <ul style="list-style-type: none"> ○ Conceptualises Literature ○ Ethical Research Practice ○ Collects, Analyses & Reports in a Rigorous Manner ○ Supervises & Leads High Quality Research ○ Plans & Writes Academic Publications & Grant Applications ○ Information Seeking 	<ul style="list-style-type: none"> • Managing people & Relationships <ul style="list-style-type: none"> ○ Relationship Building ○ Leading & Developing Teams ○ Leading Workplace Change • Managing Processes & Outcomes <ul style="list-style-type: none"> ○ Planning & Managing for Results ○ Quality, Compliance & Continuous Improvement 	<ul style="list-style-type: none"> • Shapes Strategic Thinking <ul style="list-style-type: none"> ○ Strategic Thinking & Developing Strategy ○ Harnesses Information ○ Decision Making & Problem Solving ○ Critical Thinking ○ Flexible & Creative Thinking 	<ul style="list-style-type: none"> • Application of Job Knowledge, Skills and Experience <ul style="list-style-type: none"> ○ Productivity Tools e.g. Computer Literacy

Personal Excellence & Self-Management Capabilities

Capability	Positive contribution	Wider contribution	Broad impact
Strives for personal excellence and self-management: Creativity & Enterprise	<i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i>	<i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i>	<i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i>
Creative Solutions Uses 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.	Ask questions and challenges the status quo. Show willingness to forget tried and tested ways and listen and evaluate new ideas. Open to all new ideas with the ability to facilitate the team integration of them for the best possible solution. Explores opportunities to improve processes and ways of working. Comes up with a lot of new and unique ideas.	Creates a team environment that fosters imaginative thinking. Aware and astute in linking external and several internal units' new ideas for peers and their team members to provide university wide innovations. Supports and empowers others to come up with new ideas. Recognises others' creative achievements and outcomes. Diversifies team to increase group creativity.	Leads a culture of contemporary and innovative solutions based on future needs of the University. Designs a work environment that empowers leaders to channel creative thinking and approaches to complex problems.
Flexibility & 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 and the capability to plan and respond accordingly to these factors within the context of the position and strategic direction of the organisation.	Shows willingness to experiment with emerging technologies and keeps abreast with current trends. Focuses on opportunities to continuously learn and develop in various ways, as a means to maintain relevance with technologies, in order to strengthen outcomes. Demonstrates openness to the plans and ideas of others and solicits involvement to provide flexible solutions. Can effectively cope with change allowing decision making to occur without having the total picture.	Regularly explores and shares with the team emerging technologies and current trends to recommend for immediate projects. Provides access to the team to utilise emerging developments, trends and technologies; encourages others to maintain relevance in a changing environment. Responds quickly to strategic and operational changes with effective ideas and solutions.	Listens to and asks the right questions to operational teams, in order to implement recommendations that address emerging technologies, trends and developments in the sector; shares these with the broader community. Identifies the capabilities required to achieve operational goals, and has a plan to acquire them. Demonstrates forward thinking to support the strategic direction of the University and invests in people, processes and technologies to achieve desired results. Maintains an awareness of external trends and directions and examines current practice in light of these; does so by providing a holistic picture to the University/units to alleviate possible uncertainties/threats.

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Strives for personal excellence and self-management: Creativity & Enterprise	<i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i>	<i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i>	<i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i>
Innovation The ability to work efficiently in a constantly changing environment and to develop, investigate and take on board out-of-the-norm ideas/ suggestions and putting these into practice resulting in novel ways of the way we do things.	Identifies and supports new ways of working and displays contemporary problem solving abilities. Develops and initiates new processes and products that improves standard practice. Has sound judgement about which creative ideas and suggestions will be effective.	Provides support to others to take investigative risks that team members believe will improve ways of working. Creates mechanisms and facilitates opportunities for the team to offer ideas and develop improved ways of working. Articulates or provides the opportunity for people to articulate the creative ideas to others and brings them to fruition.	Empowers the leadership team to challenge long-standing norms and to put forward recommendations to improve ways of working based on expertise and strengths. Researches and communicates external environmental factors relevant to achieving the University's strategic direction. Identifies, supports and rewards champions that are demonstrating innovative solutions to problems.
Influencing & Networking Skills 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.	Carries self with approachability to others, by engaging in a friendly and authentic way; demonstrates social ability/confidence to interact with others at all levels. Shows confidence in own area of expertise when engaging with others. Demonstrates effective listening by responding well to others. Builds trust by using opportunities to meet and collaborate with others. Shapes conversations and gains agreement to create common gains.	Displays robust, accurate and current knowledge of area of expertise when engaging with others. Facilitates optimal outcomes for all parties by confidently sharing own expertise and harnessing that of team members. Builds effective networks for self; links team members and teams to contacts to create synergies. Connects employees to others for coaching and development.	Understands and evaluates recommendations of operational areas in order to communicate rationale to senior stakeholders. Uses knowledge of operating context and strategic priorities to drive the execution of actions and decisions. Proactively networks with others, both internal and external to ECU, and develops strategic relationships with key influencers and decision-makers.
Decision Making & Problem Solving The ability to investigate, identify and analyse key issues and the associated alternatives, 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, and working to try to identify and address potential problems before they arise.	Makes decisions in a timely manner, using the information available, even when constrained against tight deadlines and pressure. Identifies a wide range of alternatives to make well-considered decisions when necessary. Takes action at own accountability level and escalates decisions to management with recommended solutions. Uses rigorous logic and methods to solve difficult problems with effective solutions; looks beyond the obvious and doesn't stop at the first answers.	Makes difficult decisions based upon a mixture of critical analysis, experience, and judgement. Implements solutions and suggestions that are measured to be accurate and effective according to desired achievements. Sought out by others to provide advice and solutions based on own level of experience with similar challenges.	Seeks out subject matter experts in operational area in order to be informed of critical details when tasked with making important decisions. Uses own expertise, experience, and knowledge of current resources to solve institutional problems, can provide a sound rationale if required. Displays critical thinking skills in analyzing problems and making decisions. Proactively analyses potential risk areas for current and future directions and plans accordingly.

Capability	Positive contribution	Wider contribution	Broad impact
Strives for personal excellence and self-management: Service Ethic	<p><i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i></p>	<p><i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i></p>	<p><i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i></p>
ECU Values & Professionalism. At an individual level, working in a way that promotes professionalism which involves demonstrating the highest standards of behavior. At a broader level, it involves engaging the organisation with professional bodies and organisation. Acting with integrity involves ensuring actions are in line with ECU's values, behaviours and Code of Conduct.	<p>Adheres to ECU values and the ECU code of conduct. Acts on personal commitments and maintains professional competence.</p> <p>Demonstrates openness and honesty in dealing with others.</p> <p>Accepts the consequences of own behaviour and words at all times.</p>	<p>Encourages and influences other staff to live the values and code of conduct.</p> <p>Identifies inappropriate behaviour and either assertively addresses it personally or provides feedback to a manager to address.</p> <p>Chooses not to discuss someone's performance or attitude in negative terms, and especially when the person is absent.</p>	<p>Sets expectations and standard of conduct.</p> <p>Encourages the selection, recruitment & retention of staff with personal-organisational value congruence.</p> <p>Establishes systems, process and norms where staff are encouraged to demonstrate respect and conform to explicitly agree positive norms of behaviour.</p> <p>Acts courageously in addressing unprofessional conduct such as bullying, discrimination, fraudulent/corrupt behaviour or unethical behaviour. Reports illegal or unethical behaviour.</p>
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.	<p>Ensures that the customer's exact needs and expected value is understood, by means of investigation.</p> <p>Promotes own and relevant team services to customers.</p> <p>Engages with customers in a professional, friendly and timely way across all forms of communication.</p> <p>Seeks opportunities to add value to every customer experience.</p> <p>Stays up to date with knowledge in own area to be able to provide accurate information.</p> <p>Encourages feedback from and to customers; receives and acts on feedback in a constructive manner.</p> <p>Gains the trust and respect of customers through relationship building.</p>	<p>Role models and displays desired service excellence behaviours to both customers and staff.</p> <p>Identifies, coaches and supports staff to improve in customer service development areas; shares relevant information with team to ensure they provide up-to-date and relevant customer service.</p> <p>Share the knowledge with own and other teams.</p> <p>Ensures fit-for-purpose feedback processes and systems are in place and are regularly analysed and reported to relevant stakeholders.</p>	<p>Maintains a concrete understanding of emerging customer relationship technologies, and how these technologies add value to own operational area. Adapts to and sets ambitious operational goals of own area in accordance to a digitally-led customer centric environment.</p> <p>Encourages the use of existing technologies to enhance service to customers and continues to seek opportunities to maximise digital capabilities of existing resources.</p> <p>Works with leaders and peers to create a service environment that caters to future needs of customers.</p>

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Strives for personal excellence and self-management: Service Ethic	<p><i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i></p>	<p><i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i></p>	<p><i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i></p>
Managing External Relationships 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.	<p>Embraces opportunities to join committees or projects and attends events in order to meet people that are relevant to current role or discipline area.</p> <p>Harnesses contemporary technologies and media to manage and keep up to date with ongoing and prospective customer relationship management and maintenance.</p> <p>Identifies the needs of stakeholders, networks and relationships; listens, and responds based on prioritisation of importance and level of influence.</p> <p>Seeks opportunities to achieve positive outcomes for all parties.</p>	<p>Connects team members with external contacts to enhance approaches to tasks and facilitate completion of deliverables and cement relationships.</p> <p>Coaches and encourages team members to engage with others externally and to build relationships.</p> <p>Creates an environment that reinforces the team to share relevant contacts with others.</p>	<p>Pays close attention to the socio-political, commercial and governmental aspects of the tertiary education sector.</p> <p>Develops close relationships with strategic decision-makers within and beyond the sector; stays abreast of new trends and delivers findings to operational areas.</p> <p>Connects leadership team with external parties that can create synergies and provide mutually beneficial value adding opportunities.</p>
Individual Planning & Self-Management 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.	<p>Utilises strategies including contemporary technologies and available resources to plan objectives and goals, prioritise and manage workload.</p> <p>Prioritises required work based on consideration of urgency, effort and own level of capability.</p> <p>Proactively discusses ability/capacity to meet deadlines with supervisor/manager based on own level of expertise/skill base.</p> <p>Identifies the need for support and/or greater expertise and accesses resources when needed.</p>	<p>Allocates tasks to others based on resources in order to achieve satisfactory completion.</p> <p>Prioritises own work effectively and is able to recover from setbacks by proactively identifying shortfalls or delays in own and rest of the teams' deliverables.</p> <p>Shares challenges when they arise and expresses them to others early enough to manage expectations with stakeholders.</p>	<p>Develops a sound understanding of the University's resources to inform realistic goal setting.</p> <p>Seeks to understand unanticipated resourcing situations and adapts accordingly to deadlines.</p> <p>Plans according to current strategic requirements and potential future directions.</p>
Behind the Scenes Support Supporting those who work behind the scenes by adhering to the organisation's policies and practices and completing all necessary work with precision and in a timely fashion.	<p>Supports ongoing processes; identifies and follows ECU policies and procedures.</p> <p>Follows ECU policies and procedures, and upholds ethics and values.</p> <p>Provides high quality and accurate work to others, setting colleagues up for success to carry out their responsibility of a task; feeds back open and honest feedback to senders of work if process and/or University standards need improvement.</p>	<p>Sets realistic deadlines for team members to ensure necessary information and documents are passed on to other work areas as necessary.</p> <p>Manages the expectations of support staff to ensure alignment of team expectations, ways of working and adherence to ECU policies and processes.</p> <p>Leads by example when interacting with support staff from all areas.</p>	<p>Seeks to understand the level of support required and provides respective resources for operational areas.</p> <p>Encourages leaders to develop systems and processes between teams and support areas that results in a seamless operating cadence.</p>

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Strives for personal excellence and self-management: Personal & Professional Development	<p><i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i></p>	<p><i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i></p>	<p><i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i></p>
Personal Awareness & Effectiveness The ability to recognise and understand your own moods, sensitivities, biases and convictions and the effects these have on your approach to different situations and others. 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.	<p>Shows awareness of own personality, preferences, culture/context, beliefs, values, attitudes, emotions, trigger points, warning signs; makes effort to understand own traits, in order to adapt and/or continuously develop as required.</p> <p>Behaves towards others in a professional and respectful manner with unconditional regard for others.</p> <p>Demonstrates openness, and is reciprocal to constructive criticism; receives help/support/assistance without hesitation.</p> <p>Utilises personal strengths to build confidence for interactions with others.</p> <p>Has an awareness of own biases and the impact of unconscious bias on decision making.</p>	<p>Understands own personal traits and adapts behaviour to align with the needs of others.</p> <p>Creates opportunities for others to express their opinions about approaches and current work dynamics; responds accordingly to leverage strengths of team members and show confidence in them.</p> <p>Team members share areas of strength and development to support and growth each other's' skills.</p>	<p>Demonstrates mastery in understanding own sensitivities and perceptions within the professional environment.</p> <p>Encourages and develops leaders in own area to enhance self-awareness in order to interact with team members in a constructive manner.</p>
Emotional Intelligence & Resilience Responds with and maintains appropriate strategies for managing workplace emotions in a positive calm manner under all circumstances.	<p>Restrains initial reactions and responds appropriately in situations that may arouse strong emotions.</p> <p>Persists and focuses on achieving objectives even in difficult circumstances.</p> <p>Understands different strategies for managing emotions at work, enabling them to remain positive and respond to pressure in a calm manner.</p> <p>Provides referrals to appropriate support providers such as employee assistance program or ECU counselling service.</p> <p>Does not resort to silence or non-verbal communication (e.g. eye-rolling) when displeased or unhappy.</p> <p>Communicates in an assertive manner.</p>	<p>Makes statements that provide hope and encourages others to respond positively after difficult circumstances.</p> <p>Reflects on their experience to build resilience based on an understanding of the degree of personalization, pervasiveness and permanence regarding their perceptions.</p> <p>Resource: <i>Learned Optimism</i> by Martin Seligman</p>	<p>Conceptualises and implements processes that boost the ability of staff to respond with resilience and interact with emotional intelligence. For example, sets up regular events to enable staff to share their successes thereby influencing perceived pervasiveness of challenging situations. Alternatively, implements 180/360° feedback systems supported by development opportunities to increase accuracy of personalization judgments.</p> <p>Guides and mentors others to encourage resilience by understanding and coaching their explanatory style (personal, pervasive, permanent). Shares and models strategies that enhance positive emotions under challenging circumstances (e.g. self-talk, internal language, reframing, distraction, exercise, breathing, muscle relaxation and social support).</p>

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Strives for personal excellence and self-management: Personal & Professional Development	<i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i>	<i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i>	<i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i>
Diversity at work Includes and lets staff of all backgrounds feel welcome through awareness of and use of appropriate verbal and non-verbal behaviours, no matter what the difference.	Communicates with people with respect and courtesy. Includes and welcomes staff of all backgrounds through awareness of and use of appropriate verbal and non-verbal behaviours. Does not use labels or terms that can be viewed in pejorative terms. Aware of personal and social processes that can make social inclusion difficult such as personal beliefs (ethics/morals), values, cultural needs, bullying, mental health issues, disabilities, gender, cognitive diversity and geographical location or access.	Encourages the inclusion of unique contributions through the use of appropriate questions and diverse representation in consultation and decision-making. Is courageous when dealing with inappropriate behaviour such as bullying, unethical behaviour or exclusion based on physical/social/ psychological characteristics. Takes action and personal responsibility for including others in activities and making staff and students feel safe.	Encourages others to be open-minded and rewards those who demonstrate a non-judgmental attitude. Acts as a role model to promote a fair, equitable and inclusive workforce. Implements strategies to increase the number of staff from diverse backgrounds. Encourages others to implement strategies to recruit, retain and support staff of diverse backgrounds. Develops strategies to encourage others to address excluding behaviour.
OHS at ECU Understands and complies with all relevant Occupational Safety and Health legislation applicable to the employers and employees at ECU.	Understands and complies with all relevant occupational safety and health legislation applicable to the employer and employee that applies to working at ECU.	Proactively supports OSH at ECU (e.g. acts as an OSH representative, conducts OSH audits/inspections and incident investigation). Makes others aware of OSH practices in a positive interpersonal manner.	Encourages and supports others in providing a safe workplace (e.g. OSH as a standing agenda item, supports attendance at OSH training, facilitates OSH representation in their department, facilitates regular OSH audits/inspections, OSH incidents dealt with in a timely manner and measure area OSH performance). Responds assertively to staff that breach OSH regulations and acts courageously when breaches have been deliberate.
Building a Successful Career 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.	Engages in the ECU performance management and review process and career development conversations. Takes up personal and professional development opportunities to learn new skills and capabilities; actively seeks advice to learn from more experienced colleagues. Offers to participate in extra activities on top of business as usual operations. Engages in network opportunities within the ECU community. Committed to ongoing self-regulated and motivated sourcing of knowledge, skills and its application for career advancement.	Engages their team in the ECU performance management and review process and encourages career development discussion. Provides opportunities for others to learn new skills and develop capabilities for current and future roles. Coaches and mentor others to stretch their capabilities and broaden their prospective career opportunities. Continues own path of development in order to continually add relevant value to the University.	Extends networking activities beyond industrially relevant opportunities; seeks prospects to find mentors and experts within senior positions. Understands succession planning context within the operational environment and develops a strategic plan to grow, develop and evolve. Engages in activities for own continuous learning and growth. Encourages leaders to develop self and teams in order to enhance own careers and institutional value. Provides the tools for operational area to utilise existing capability levels and explore prospects of acquiring additional capabilities in order to grow at a healthy pace.

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Strives for personal excellence and self-management: Personal & Professional Development	<i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i>	<i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i>	<i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i>
Results Orientation 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 while remaining proactive. Also involves taking ownership of the task and the outcome.	Consistently provides deliverables in a timely manner to reach deadlines and achieve goals successfully. Consistently carries out tasks at a consistently high effort and standards, contributing to high overall performance. Uses own initiative to prioritise, develop, establish and implement attainable objectives to ensure that tasks are completed efficiently and results achieved.	Supports staff by providing them with the appropriate resources to deliver against deadlines and achieve goals successfully. Works with staff to ensure standards are being met, and rectifying challenges early, with an overall result contributing to high performance. Holds self and others to account and is transparent and flexible in how organisational outcomes are achieved. Takes responsibility and ownership of choices and their outcomes to find ways to resolve problems.	Takes final accountability for the delivery of operational goals and outcomes. Demonstrates adaptable approaches by reminding leaders how the overall goal fits into dynamic and evolving planning activities; engages in check-point activities to revisit goals based on current progress, including set-backs. Successfully uses influence to acquire additional resources to assist with the completion of tasks if and when required.
Communication Skills The ability to organise and present information, views and concepts in a concise, understandable and interesting format for a variety of audiences, from the organisation's internal and external communities. Involves determining the most appropriate format and vehicle for delivering information to ensure the audience's understanding of the message and its intent.	Demonstrates ability to interact clearly succinctly and with accurate spelling and grammar across all communication settings and forums. Communication style and ability to present information, views and concepts appears confident, is well-received. Practices attentive and active listening. Demonstrates the ability to clearly articulate and convey information verbally with voice and tone appropriate for the audience.	Sets high standards for written communication within the team; proof-reads important documentation and amends communication accordingly, for the benefit of the team. Develops and coaches team to learn and practice effective presentation and communication skills, in context of the environment and audience. Communicates expectations clearly and listens effectively to team members. Consults and communicates with team members before making decisions.	Ensures consistent review of communications to senior stakeholders from operational areas; adapts language to cater to and influence final audience towards a specific course of action. Contextualises information when representing the University at community events with industry and/or media. Adapts communication style to meet the needs of others; role models communication strategies to others.
Interpersonal Skills The ability to work cooperatively with others to accomplish joint tasks and common objectives. Involves building positive working relationships with others, 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.	Relates well with others within and beyond own team; builds effective relationships to accomplish joint tasks and common objectives. Uses diplomacy and tact in all instances and especially when engaging in difficult or confrontational conversations. Listens to and engages with diverse groups of people, regardless of different views; puts in an effort to acknowledge and understand others' and share perspectives. Facilitates compromised group decision making based on general agreement, as opposed to fully meeting own objectives.	Promotes cooperation and collaboration within the team, particularly in regards to synergistic opportunities. Establishes effective communication channels within the team and external to the team as appropriate; encourages others to collaborate on approaches where tasks may overlap and require common decision making. Facilitates compromised group decision making based on general agreement, as opposed to solely meeting own objectives.	Communicates regularly with own leadership team to ensure cooperation and positive working relationships across working areas. Questions why tasks may be clashing between teams and empowers others to identify solutions to reach common solutions. Encourages leadership team to create and utilise project teams when required to enhance interpersonal relationships and optimise the achievement of common objectives. Respects, welcomes and encourages the views of others, whilst ensuring that own area is operating within ECU's Values, policies and procedures.

Teaching Capabilities

Capability	Positive contribution	Wider contribution	Broad impact
Designs, facilitates and assesses for optimal student outcomes Teaching & Learning	<i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i>	<i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i>	<i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i>
Designs experiences for learning Establishes and maintains a learning environment which has clear, consistent expectations for standards of behaviour.	Identifies learning needs of students and defines learning objectives. Has knowledge of and applies an understanding of learning theory. Continually updates knowledge and understanding in one's discipline area and translates advances into the teaching program (research informed teaching). Reflects on teaching design, obtaining and analysing feedback such as UTEI scores. Establishes and maintains a learning environment which has clear, consistent expectations for standards of behaviour. Communicates a clear focus on learning goals at session beginnings and ends. Presents information in a variety of ways to account for diverse learning preferences (e.g. visual, auditory, kinaesthetic). Communicates concepts clearly to individuals and groups.	– UNIT LEVEL Designs learning activities to cater for diverse learning styles, needs and technology skill levels. Is able to design for deep rather than surface learning. Uses creative and deliberate thinking processes to develop fresh learning materials in units that create interest and understanding amongst students. Designs units that incorporate the ECU graduate attributes. Applies critical thinking skills to conduct structured reviews of unit materials to ensure accuracy, currency and appropriateness to the program. – COURSE LEVEL Collaborates to develop new teaching approaches and course proposals and contributes to the design of curricula that are intellectually challenging. Models, guides and mentors others in developing their own teaching materials and methods. Disseminates personal findings on the scholarship of teaching and learning in an engaging manner. Applies critical thinking skills to conduct structured reviews of unit and course materials to ensure accuracy, currency and appropriateness to the program. Builds relationships and networks with course advisory and industry contacts to ensure that courses are current and responsive to industry needs. Takes personal responsibility for the outcomes of redesigned curriculum/programs and is able to use data/analytic skills to understand and explain the degree of success for different designs.	Communicates expert advice to staff and students on teaching and learning best practice. Establishes a culture of learner centredness in the design of learning experiences at ECU. Creates opportunities to incorporate engaged learning into curriculum (e.g. WIL, community based learning, student exchanges & placements). Establishes systems and processes that encourage creativity and innovation in response to real problems in the workplace. Oversees the development of fresh teaching and learning approaches and materials across ECU programs that create interest and understanding amongst students. Builds relationships with appropriate staff at ECU and uses influencing strategies to shape the implementation of teaching policy. Builds confidence and belief in staff that they can competently work and create success with the changing demographics of students.

Capability	Positive contribution	Wider contribution	Broad impact
Designs, facilitates and assesses for optimal student outcomes Teaching & Learning	<i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i>	<i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i>	<i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i>
Facilitates for learning Organises, allocates and manages time, materials and physical space to support learning.	Organises, allocates and manages time, materials and physical space to support learning. Links new concepts to prior knowledge. Challenges students' thinking, fosters debate through questioning and develops the ability of students to engage in critical discourse and rational thinking. Listens actively and paraphrases to evaluate student understanding. Reflects on teaching delivery, obtaining and analysing feedback.	Applies group facilitation skills to manage small and large groups in an engaging manner. Has a dynamic presentation style, uses real life practical examples and models practical skills. Establishes and expresses coherent links between intended outcomes and learning experiences. Uses observation skills and shows flexibility to modify learning experiences to be inclusive of learning styles and needs. Manages a range of student responses to encourage participation, modifies language to suit context and audience and models memory strategies to aid long term retention. Applies positive techniques in managing inappropriate behaviour	Promotes a shared language of effective teaching and learning. Applies advanced group facilitation and presentation skills using stories, analogies, metaphors & props. Models, guides and mentors others in developing teaching skills. Establishes learner-centred systems and processes for face-to-face teaching. Establishes systems and processes to encourage the development of fresh and engaging teaching approaches that create interest and understanding amongst students. Promotes the use of self and peer review of teaching practices.
Assesses for learning Evaluates coursework, exams and other assessment pieces authentically with constructive feedback in a timely manner.	Evaluates coursework, exams and other assessment pieces. Provides constructive feedback in a timely manner. Encourages self and peer reflection of assessment. Uses software to monitor, assess, record and report student learning outcomes. Participates openly and actively in assessment validation processes. Takes action to respond to feedback during this process to strengthen validity of assessment.	Understands and implements a range of summative & formative assessment. Creates rubrics and feedback guides that encourage self-assessment and receptiveness to feedback. Researches and implements assessment strategies that are valid, fair and congruent with course objectives. Plans, organizes and implements practices that ensure the validity of assessment such as verifying interpretations with colleagues. Establishes explicit links between intended outcomes and assessment. Designs assessments that are inclusive of all students. Mentors and guides peers in designing and evaluating assessments.	Creates systems and processes to encourage fair, equitable, informative and valid assessment practices within ECU.

Capability	Positive contribution	Wider contribution	Broad impact
Designs, facilitates and assesses for optimal student outcomes Teaching & Learning	<i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i>	<i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i>	<i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i>
Teaches with technology Is familiar with using Blackboard and basic tools within such as discussion boards and announcements, as well as other relevant technological applications.	Skilled in using data projectors, laptops and whiteboards. Uses appropriate information systems for communicating with students and registering student results.	Goes beyond minimum standards to create enriched learning environments. Uses desktop capture recording software (e.g. Camtasia Relay or MyLecture). Uses tools such as wikis and blogs to create greater interaction within Blackboard.	Skilled in using technology to enhance deep learning. Able to conduct virtual classrooms and facilitate constructivist approaches to learning. Encourages students to use a range of technology to connect with and learn from others outside their individual course. Mentors and assists others in being more proficient in teaching with technology. Establishes systems and processes to encourage staff to integrate technology into learning and teaching. Establishes a culture of learner-centredness in the design and delivery of technological learning experiences. Ensures equitable access to technology for learning.
Teaches online The ability to apply the principles, techniques and practices of effective online learning and teaching.	Applies learning and teaching skills to meet ECU minimum standards. Effectively uses basic tools within Blackboard such as discussions, group pages and wikis.	Adjusts technology use to be inclusive of students' learning styles and needs within the learning environment (e.g. incorporates Browse Aloud for a broader audience). Coaches peers in effective online teaching techniques and practices.	Establishes systems and processes to encourage staff to integrate new technology into online teaching. Establishes a culture of learner centeredness in the design and delivery of online learning experiences at ECU. Ensure equitable access to on line learning and teaching

Research Capabilities

Capability	Positive contribution	Wider contribution	Broad impact
<p>Conducts, facilitates, supports and applies high quality research.</p> <p>Research, Measurement & Analysis.</p>	<p><i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i></p>	<p><i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i></p>	<p><i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i></p>
<p>Conceptualises Literature</p> <p>Acquires, synthesises, analyses and applies new knowledge. Knows what processes and sources of information are necessary and appropriate to ensure ethical compliance in research, and where to find them. Maintains ethical standards in conducting research and reporting. Maintains ethical standards as to what conclusions and recommendations can be drawn from the research.</p>	<p>Assesses the reliability, reputation and relevance of sources.</p> <p>Able to understand argument (oral and textual) and articulate own assumptions, developing independent and critical thinking.</p> <p>Has core knowledge and basic understanding of key concepts, issues and history of thought. Knows of recent advances within own research area and in related areas.</p> <p>Generates questions, aims and hypotheses framed within structured guidelines.</p> <p>Organises academic standard information using structures and processes suggested by ECU research guidelines.</p> <p>Evaluates information/data and the inquiry process comprehensively using self-determined criteria with guidance.</p> <p>Synthesises, analyses and applies information/data to fill recognised knowledge gaps.</p> <p>Formulates arguments.</p> <p>Interprets findings from research projects and develops new insights.</p>	<p>Develops detailed and thorough knowledge/understanding of own and related subject areas and becomes familiar with associated areas in other disciplines/research areas.</p> <p>Recognises significant and important arguments and assumptions.</p> <p>Generates questions, aims and hypotheses based on experience, expertise and literature.</p> <p>Organises information using self-determined structures and processes.</p> <p>Synthesises, analyses and applies information to fill self-identified gaps or extend knowledge.</p> <p>Argues persuasively.</p> <p>Demonstrates original, independent and critical thinking, and develops theoretical concepts.</p>	<p>Stimulates new knowledge and may make outstanding breakthroughs. Considers multiple perspectives.</p> <p>Has deep and holistic understanding of strategic direction and intellectual developments of discipline/research area and its inter-relatedness with other disciplines/research areas. Uses this knowledge to enrich own discipline/research area.</p> <p>Contributes to the integrity and future health of the discipline/research area. Exercises international influence.</p> <p>Guides, mentors and coaches the research of others by assisting staff in selecting research topics, generating hypotheses, organising information, synthesising and analysing information. Stimulates critical thinking in less experienced researchers and peers.</p> <p>Able to guide and mentor others in thinking critically about the literature to identify gaps as potential areas of research.</p> <p>Establishes systems and processes to encourage the development of these skills.</p> <p>Stimulates critical thinking at discipline/research area and policy levels.</p>

Capability	Positive contribution	Wider contribution	Broad impact
Conducts, facilitates, supports and applies high quality research Research, Measurement & Analysis	<i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i>	<i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i>	<i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i>
Ethical Research Practice Understands relevant research methodologies and techniques and their appropriate and ethical application within own research area.	Understands relevant research methodologies and techniques and their appropriate application within own research area. Justifies the principles and experimental techniques used in own research. Shows growing competence in preferred methodology and is developing awareness of alternative methods/techniques. Understands & follows the ECU ethics approval process. Is able to use core functionality within STREAM. Makes timely applications for ethics approval. Sustains a personal research plan. Plans and organises research timelines, milestones and plans.	Appreciates the value of a range of standards and methods/techniques for information/data collection and analysis. Assesses and demonstrates usefulness and validity of information/data in the context of a specific problem/question. Combines and justifies methods/techniques in a flexible and rigorous manner designed specifically for the research investigation. Designs research using methods and tools appropriate to the task. Documents research processes. Plans and organizes independent, original contributions to a specialized knowledge area.	Recognises the value of alternative research paradigms and is able to work in and support others working in an inter-disciplinary way. Educates and guides others in the appropriate selection and use of research design, information/data collection, and information/data management analysis, and methods/techniques. Establishes systems and processes to develop the skills in research methods and design.
Collects, Analyses and Reports in a Rigorous Manner Uses a skillful 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.	– DATA COLLECTION Maintains accurate records and manages data using software. Creates back-ups of data and results of analyses. Understands which research designs are matched with which data analytic methods. Individually implements research design, with guidance. – DATA ANALYSIS Selects and uses appropriate data analytic approach for research design, with guidance. Critically analyses and evaluates own findings and those of others in collaboration with more senior/experienced researchers. Validates datasets of others. Sees connections between sections of own information/data and previous studies. Benefits from guidance with synthesising information/data and ideas.	– DATA COLLECTION Implements research using methods and tools appropriate to the task. Uses software efficiently to capture and analyse data (e.g. PASW, NVivo). – DATA ANALYSIS Selects and uses appropriate data analytic approach for research design, independently. Reports and interprets data with an appreciation of any underlying assumptions of the data set, statistical techniques used or research design. Critically synthesises new and complex information from diverse sources independently. Has broad vision, recognises patterns and connections beyond own discipline/research area.	– DATA COLLECTION Recognises the value of alternative research paradigms and is able to work in and support others working in an inter-disciplinary way. – DATA ANALYSIS Conducts appropriately sophisticated analyses of data. Investigates analytic models and approaches to test them. Makes imaginative leaps of understanding across disciplines/research areas/agendas and beyond academia. Develops the analytical understanding of less experienced researchers and staff. Influences patterns and connections beyond own discipline/research area.

Capability	Positive contribution	Wider contribution	Broad impact
Conducts, facilitates, supports and applies high quality research Research, Measurement & Analysis	<p><i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i></p>	<p><i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i></p>	<p><i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i></p>
Supervises and Leads High Quality Research <p>Has self-awareness and regularly reflects on how own working and interpersonal style impacts on others. Engages in mentorship, peer support and evaluation.</p>	<p>Establishes a positive supervisory relationship by clarifying roles, expectations, responsibilities and a realistic preview of the research process.</p> <p>Provides quality feedback on the conceptualisation and operationalisation of research to Honours students.</p> <p>Recognises the importance of mentorship.</p> <p>Engages in peer support and evaluation.</p> <p>As a supervisor, has the self-awareness of how their working and interpersonal style impacts on others. Regularly reflects on supervisory practices.</p>	<p>Provides support and advice to peers and less experienced researchers. Takes on co-supervision roles. Welcomes feedback on own supervisory skills.</p> <p>Proactively supervises research students, providing feedback and guiding research projects conceptually and operationally. Guides Honours or HDR students in time management and project planning.</p> <p>Has awareness of key developments in research supervision such as regulations, processes, legal issues, tools & standards.</p> <p>Uses software/information management systems to maintain an active record of peer-reviewed publications. Uses software to report the relevant citation metrics or citation index for the discipline.</p> <p>Develops skills as a mentor and uses their own mentorship effectively. Establish mentor-mentee relationships.</p> <p>Encourages peers and less experienced researchers to present at conferences, write and publish joint/individual papers.</p>	<p>Strategically develops new and existing networks and collaborates to create research centres. Establishes and develops collaborative research teams.</p> <p>Takes on lead supervisor roles. Supports the development of supervision skills in others. Keeps up to date with supervision policy and procedure. Actively seeks feedback on own supervisory skills and techniques. Provides feedback for less experienced colleagues. Encourages others to regularly reflect on supervisory practices.</p> <p>Conceptualises possible research groups and research topics, influencing individuals to participate in collaborative research. Establishes key milestones and monitors progress towards research goals.</p> <p>Establishes sustainable information dissemination processes to share research findings within and external to ECU.</p> <p>Facilitates others in applying for grants. Develops strategies for sustainable research funding for centres at ECU.</p> <p>Provide expert advice in subject leadership including research supervision.</p> <p>Nurtures talent and develops skilled researchers. Shapes the mentoring strategy of own institution.</p> <p>Involves people in decision making and leadership roles, promoting their autonomy.</p>
Plans and Writes Academic Publications and Grant Applications. <p>Knows the requirements and applies knowledge and the processes used to generate grant applications and/or publications, in a clear, rigorous manner.</p>	<p>Understands the processes of publication and academic exploitation of research results.</p> <p>Writes clearly using appropriate language within the area of specialization.</p> <p>Produces some publishable material in print, electronic or other format.</p> <p>Is developing awareness of the range and diversity of outlets for publications.</p> <p>Can identify appropriate conferences to present papers.</p> <p>Understands the submission requirements for different journals. Aware of the quality ratings attributed to different journals in their field.</p> <p>Understands the key principles of effective grant writing.</p>	<p>Understands how research is evaluated and published in print, electronic or other format.</p> <p>Disseminates in a range of research, professional and public outlets.</p> <p>Identifies sources of resource funding and contributes to the process of securing funds through bids.</p> <p>Maintains a record of grant income, seeks advice from other grant applications and understands the priorities of granting bodies.</p> <p>Mentors and peer reviews grant applications and establishes networks within discipline.</p>	<p>Skilled in editing submissions. Willingly peer reviews publications.</p> <p>Supports and enables less experienced researchers to publish and apply for grants.</p> <p>Is aware of the key principles that contribute to winning competitive grants, such as the ARC, NH & MRC grants.</p> <p>Leads major funding bids and research activity.</p>

Capability	Positive contribution	Wider contribution	Broad impact
Conducts, facilitates, supports and applies high quality research Research, Measurement & Analysis	<i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i>	<i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i>	<i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i>
Information Seeking Acquires information by using appropriate search and discovery skills of all relevant resources with applicable techniques.	Acquires information by using search and discovery skills and techniques. Identifies and accesses appropriate bibliographical resources, archives and other sources of relevant information including web based resources, primary sources and repositories.	Conducts advanced and complex searches, using a range of sophisticated information software, resources and techniques, recognising their advantages and limitations.	Shows highly developed awareness of most appropriate sources for research. Uses a range of specialist print and online resources, as appropriate. Manages citations to best advantage and with a high level of proficiency. Educates others in efficient and effective methods for information/data seeking.

Management & Leadership Capabilities: Proactively Manage People, Relationships, Processes & Outcomes

Capability	Positive contribution	Wider contribution	Broad impact
Proactively manages people, relationships, processes and outcomes Managing People & Relationships	<i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i>	<i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i>	<i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i>
Relationship Building 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 organisation's culture of creativity and enterprise.	<ul style="list-style-type: none"> – MANAGES STAKEHOLDERS Builds relationships with key internal stakeholders – makes time and connects with them. Encourages and demonstrates co-operation with a range of people. – COMMUNICATES CLEARLY Explains ideas and points of view clearly and concisely. Uses words and phrases appropriately in oral and written communication. Listens with focus as others speak. Asks open questions to gain others' perspective, ideas or feelings. Non-verbal behaviour is congruent with verbal behaviour. – INFLUENCES AND PERSUADES Persuades others by presenting the advantages and benefits of an idea, solution or plan. Is responsive to feedback about interpersonal style. – FOSTERS COLLABORATION Willingly works and shares information with others. Includes others, particularly quieter members, into discussions. Encourages dialogue between two or more team members to facilitate understanding or problem solving. 	<ul style="list-style-type: none"> – MANAGES STAKEHOLDERS Builds relationships with key external stakeholders. Proactively creates a professional network and develops mutually beneficial relationships based on respect. Finds shared agendas or purpose to facilitate contact with others. – COMMUNICATES CLEARLY AND OPENLY Communicates with energy, enthusiasm and passion. Utilises stories, analogies, metaphors and imagery to enhance explanations. Asks clarifying questions when listening to others speak. Paraphrases and summarises to check the understanding of others' points of view and to demonstrate empathy. Discloses own true feelings and beliefs to encourage others to do so. Communicates assertively in expressing own opinion, even if others disagree. Courageously, communicates about difficult issues using respectful verbal and non-verbal behaviours. – INFLUENCES AND PERSUADES Consults broadly to obtain buy-in. Is aware that people process information differently and adjusts language to match styles (e.g. VAK). Forms win-win alliances by showing how achievement of own goals meets the needs/interests of others (they are speaking with). May delay sharing their opinion if it will influence whether others openly share what they really think, feel and believe. – FOSTERS COLLABORATION Establishes common goals, group roles and facilitates discussion amongst team members to enable the creation of concepts that are more powerful than individual ideas. Willingly (and appropriately) shares information with staff outside their individual work area. Anticipates conflict and uses appropriate strategies to resolve it. 	<ul style="list-style-type: none"> – MANAGES STAKEHOLDERS Establishes systems and process to encourage others to strategically build relationships. Develops networks with other centre directors, Heads of Schools, Associate Deans, PVCs, DVCs, and VCs at other institutions to foster mutually beneficial exchanges of knowledge, expertise and practice. – COMMUNICATES CLEARLY AND OPENLY Encourages others to use a variety of strategies to make themselves understood and their messages memorable. Creates strategies to encourage others to openly share their feelings and perspectives. Responds appropriately to those who shut down alternate opinions. Builds a climate of trust where others feel valued and can share their true perspectives. – INFLUENCES AND PERSUADES Establishes strategies of win-win alliances between teams, school or other organisations to achieve mutually advantageous outcomes (e.g. resources or goals). Encourages others to present their arguments with the view of mutual benefits. – FOSTERS COLLABORATION Builds strategies and processes to encourage cross boundary teamworking, open discussions and collaborative output. Facilitates a co-operative and collaborative approach to planning and execution as needed. Creates a sense of interconnectedness with other schools and centres ensuring opportunities to share views and ideas (e.g. 60 second information session, What's new at ECU, inter-school research projects). Willingly participates and shares (appropriate) information across multiple networks – inside and outside ECU.

Capability	Positive contribution	Wider contribution	Broad impact
<p>Proactively manages people, relationships, processes and outcomes</p> <p>Managing People & Relationships</p>	<p>– <i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i></p>	<p>– <i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i></p>	<p>– <i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i></p>
<p>Leading & Developing Teams</p> <p>Developing a highly productive team environment in which people are working together to achieve a common goal that capitalizes on diverse working styles, skills and knowledge for the benefit of the unit and the organisation. Includes building consensus through effective facilitation and mediation, resolving conflicts and identifying mutually satisfying compromises.</p>	<p>– MANAGES PERFORMANCE Sets and monitors specific, measurable performance targets for individuals. Encourage critical self-evaluation. Gives timely recognition for good performance. Gives timely feedback on poorer performance in a way that does not demoralize or dilute the message. Demonstrates to individual staff that they are valued.</p> <p>– DEVELOPS PEOPLE Continually updates knowledge and skills in field of specialty. Supports others' efforts to develop themselves. Uses professional development courses and resources to enhance the skills of others. Encourages personal responsibility for their own development. Supports and encourages when they need assistance.</p>	<p>– MANAGES PERFORMANCE Works to understand the personalities and motivations of people and uses this to enhance performance of staff. Communicates and shows colleagues that they are valued (e.g. team lunches, feedback sessions, forwarding on positive emails, providing certificates and awards). Assertively conducts conversations to manage poorer performance.</p> <p>– DEVELOPS PEOPLE Takes personal responsibility for developing others and acts as a coach, mentor and trainer. Is prepared to invest time to get them up to speed. Models effective behaviour, gets others to practice this behaviour and uses feedback to improve skill level. Allocates stretching projects for the purpose of development. As a manager, is open to feedback. Seeks feedback from peers, team, managers and customers/students. Translates negative feedback into actions for improvement.</p>	<p>– MANAGES PERFORMANCE Sets up strategies that ensure the setting of clear performance standards, the provision of constructive feedback and conversations around poorer performance.</p> <p>– DEVELOPS PEOPLE Creates a developmental culture by establishing strategies that enhance staff capabilities. This may include ways for others to support requests to attend PD, arranging training as appropriate, creating on-the-job stretching opportunities, considering cross-skilling, encouraging managers to use praise and constructive feedback.</p>
<p>Leading Workplace Change</p> <p>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.</p>	<p>– INITIATES CHANGE AND MANAGES RESPONSES Encourages new ideas and responds positively to change. Evaluates current procedures and recommends improvements. Seeks to understand the need for change and explains this to others to engender their support. Understands different reactions to change.</p>	<p>– INITIATES CHANGE AND MANAGES RESPONSES Assists others to adapt to change effectively, dealing with insecurity and resistance. Communicates with certainty where possible. Recommends and implements change and develops strategies to manage resistance/responses to change. Is open-minded to altering change situation if relevant information comes to light. Translates the change agenda into strategic and tactical plans. Measures the progress of change.</p>	<p>– INITIATES CHANGE AND MANAGES RESPONSES Actively seeks out improvements to services and current products. Is prepared to champion radical change. Actively consults with staff affected by change. Communicates a clear vision for the change. Allocates appropriate resources to support the change process. Proactively manages potential conflict. Establishes systems and processes to anticipate and respond to staff reactions to change.</p>

Capability	Positive contribution	Wider contribution	Broad impact
<p>Proactively manages people, relationships, processes and outcomes</p> <p>Managing Processes & Outcomes</p>	<p><i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i></p>	<p><i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i></p>	<p><i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i></p>
<p>Planning and Managing for Results</p> <p>Prioritises, develops, establishes and implement attainable objectives to ensure that tasks are completed efficiently and results achieved.</p> <p>Develops comprehensive systemic plans and follows through with implementation to achieve results.</p> <p>Understands the organisation's planning cycle and planning processes, which includes evaluating results and taking corrective action if need be.</p>	<p>Creates an operational plan under all circumstances aligned to ECU strategic plan and priorities.</p> <p>Takes action in a planned and sequenced manner to improve aspects of team/area performance, designing implementation plans, roles & responsibility for those involved. Highlights key milestones and celebrates success in reaching them.</p> <p>Manages the school/centre plan within budget.</p> <p>Aware of key support centres within the university and how they can support the area you manage.</p> <p>Responds to problems or challenges in a timely manner.</p>	<p>Creates a functional plan under all circumstances aligned to ECU strategic plan.</p> <p>Ensures plans are compatible with wider business goals and provides feedback on alignment between plans.</p> <p>Reduces the internal and external constraints on self and others to create scope for initiative.</p>	<p>Translates broad strategy into practical terms for others, and creates a shared understanding of what has to be achieved. Within the overall strategic context, presents others with an integrated picture of the actions, priorities and sequence that will be required. Provides them with a clear sense of direction and endeavours to unite understanding among all levels within the organisation.</p> <p>Develops and communicates performance measures for business plans. Allocates appropriate resources to enable business plans to be executed.</p> <p>Creates systems to provide regular feedback and encourages others to use the information to improve core indicators of success. Sets strategies to create a climate where people can take initiative, discourages a 'yes minister' culture.</p>
<p>Quality Compliance & Continuous Improvement</p> <p>Putting into practice the organisational approach to quality by setting predetermined objectives to achieve a task. 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.</p>	<p>Understands the organizational approach to quality – 'Plan, Do, Review' and puts this into practice. Takes action designed to improve some aspect of the team's performance. Regularly reviews progress of plans to redirect action when necessary.</p> <p>Holds a strong belief in self-driven action and takes responsibility for actions.</p> <p>Considers 'what-ifs' and uses contingencies to minimise risks.</p> <p>Plans activities based on the needs of those who will be affected by them.</p>	<p>Focuses the work and processes of the team on adding value to the students, internal customers and the community. This involves the ongoing measurement of product/service characteristics and the systematic setting, achievement and upgrade of stretching but realistic performance improvement targets.</p> <p>Regularly provides feedback to improve the performance of the team or unit over time. Service centres provide feedback to other areas of the university to assist them in managing and improving quality.</p>	<p>Designs policies, procedures and guidelines for the management of quality across the university. Develops and improves the quality management methodologies within the university.</p> <p>Builds a performance culture in which staff are encourage to focus university activity and processes on directly adding values to students, internal customers and the community.</p> <p>Uses systems of continuous performance measurement to improve quality.</p>

Management & Leadership Capabilities: Shape strategic and operational thinking

Capability	Positive contribution	Wider contribution	Broad impact
<p>Shapes strategic and operational thinking</p> <p>Shapes Strategic Thinking</p>	<p><i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i></p>	<p><i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i></p>	<p><i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i></p>
<p>Strategic Thinking & Developing Strategy</p> <p>Understands the University's 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 University's vision and direction, being concerned with forwarding thinking and seeking and accepting challenges and opportunities.</p>	<p>Understands and supports ECU's vision, mission and strategic priorities. Champions the vision and communicates the way forward.</p> <p>Contributes to the development of organisational strategies that are linked to strategic priorities and focused on the future.</p> <p>Recognises how own work contributes to the achievement of organisational goals.</p>	<p>Creates a vision at a school or centre level that is linked to ECU vision and strategic priorities. Creates strategic priorities, plans and KPIs. Provides feedback on alignment between different plans and external requirements.</p> <p>Considers the ramifications of a wide range of issues, anticipates priorities and develops long-term plans for the school or centre.</p>	<p>Takes a broad view across all university centres, schools and strategic priorities (anti-silo focus). Contributes to and shapes the University vision and goals, relating these to external requirements.</p> <p>Thinks about the longer term to anticipate what is likely to occur in the future. Envisages future trends and their impact on current strategy.</p> <p>Recognises how the broader strategy and context will be advanced or hindered by a particular course of action.</p> <p>Encourages others to consider multiple perspectives.</p>
<p>Harnesses Information</p> <p>Gathers relevant information to arrive at a comprehensive understanding.</p>	<p>Searches broadly for information relevant to a task, problem or issue to arrive at a comprehensive understanding.</p> <p>Demonstrates a basic understanding of the formal structures of ECU, the role of the various committees and decision making bodies and processes, as potentially valuable sources of information.</p>	<p>Searches a broad range of information from other parts of the organisation or external environment.</p> <p>Examines relevant political, economic, social, technological, environmental or legal factors or the practices of comparable educational organisations to inform a more comprehensive understanding.</p> <p>Uses a process to identify key stakeholders and decision influencers around an activity and seeks input from these people/groups. Uses formal and informal channels of information.</p>	<p>Establishes strategies to build a rich information environment where information can be easily collected, accessed, used and shared.</p> <p>Demonstrates an in-depth understanding of the formal structures of ECU, the role of the various committees and decision-making bodies and processes – and gathers information from across relevant structures and people.</p>
<p>Decision Making & Problem Solving</p> <p>Forms and decides on concepts, visions and/or solutions for specific tasks or issues being managed.</p>	<p>Forms concepts, visions or solutions for a specific task or issue being managed. The ideas do not integrate wider organisational or environmental information.</p>	<p>Forms concepts, visions or solutions that integrate information relevant to a specific task or issue with wider organizational or external environmental information.</p>	<p>Establishes processes or methods to encourage others to form broad, new concepts. These concepts may explain events, issues or trends or create new visions, options or solutions for the future.</p>

Capability	Positive contribution	Wider contribution	Broad impact
Shapes strategic and operational thinking Shapes Strategic Thinking	<i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i>	<i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i>	<i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i>
Critical Thinking The ability to actively analyse and evaluate information gathered.	Considers, in a logical inquiry and reasoning method(s), the problems and subjects that could be applied to improve on one's learning/work output.	Considers, in an integrative, evaluative logical inquiry and reasoning way(s), the problems and subjects that could be applied to improve on intra and inter team learning/work output with the assistance of others.	Implements systems, strategies and processes that will enhance consideration in a logical inquiry and reasoning method(s), the problems and subjects that could be applied to improve on learning/work output.
Flexible & Creative Thinking The ability to create new and novel ideas, view a situation from multiple perspectives and challenge conventional thinking.	Offers new ideas and solutions to current challenges. Accepts the use of creative thinking process or uses such techniques for solution generation. Understands and uses fundamental brainstorming principles (e.g. free flow of ideas, quantity of ideas, delay judgment & evaluation, build on the ideas of others). Uses at least two concepts to understand a situation, develops at least 2 different plans, options or strategies. States the different perspectives held by others.	Uses creative thinking techniques with others to aid problem solving or vision creation. Applies specific techniques to ensure an understanding from multiple perspectives or solutions generated from multiple perspectives (e.g. P1, P2, P3 and stakeholder analysis). Evaluates the merits of two or more alternative solutions, visions or plans by stating the pros and cons or using PMI. May create an overarching plan that minimises the downsides and maximises the benefits.	Fosters an environment and culture where creative thinking is encouraged; where these thinking techniques are explicitly taught and used; where creativity is separated from simultaneous evaluation. Sets up processes and/or encourages others to create several different diagnostic concepts to understand a situation, in order to generate multiple visions and solutions, and to evaluate these prior to taking action.

Technology Capabilities

Capability	Positive contribution	Wider contribution	Broad impact
Uses technology to enhance productivity Application of Job Knowledge, Skills and Experience	<i>Outlines the behaviours required to make a positive impact as an individual contributor. Focus is on individual performance or behaviours that are bound by the specific task, problem or situation being managed.</i>	<i>The behaviour is used in a broader way to impact or incorporate the work of other people, teams or units. Alternatively, information outside the specific task or problem may be considered or incorporated.</i>	<i>Implements strategies, systems or process to perpetuate the use of the behaviour and the contributions it can make.</i>
Productivity Tools e.g. Computer Literacy To understand at a minimum the basic functions of a computer and common programs including MS Word, MS PowerPoint, MS Excel, MS Access, MS Projects and MS Outlook as applicable to the role. The ability to seek help and update knowledge when need be.	Uses key common functions of the software applications provided, in a manner that satisfactorily supports the functions, processes and outcomes required by their role at ECU.	Identifies features, tools and techniques that allow existing software application to be used with a degree of efficiency and effectiveness, that exceeds basic functionality.	Has a comprehensive knowledge of functions and navigates with ease. Is a system owner, power user or recognised system expert. Leverages the capabilities of available software applications individually or in combination to provide innovative solutions to issues and needs for a school, centre or the University. Able to competently mentor others in the use of software. Establishes systems and processes to gain feedback on the utility of different software applications.