



CQUNIVERSITY'S PEOPLE CAPABILITY FRAMEWORK

BE WHAT YOU WANT TO BE

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If you want one year of prosperity, grow *grain*.
If you want ten years of prosperity, grow *trees*.
If you want 100 years of prosperity, grow *people*.

Ancient Chinese Proverb

1.0 INTRODUCTION

CQUniversity values itself on being unique. We are Queensland's first Comprehensive University, we have the largest footprint of any university nationally and we are proud to be regionally based. CQUniversity values underpin our purpose to make a difference in our communities and become a great university. As a member of CQUniversity community we are committed to the values.

- ✓ **Engagement**
- ✓ **Leadership**
- ✓ **Can Do**
- ✓ **Openness**
- ✓ **Inclusiveness**

Our people are our biggest strength and this value is a key feature of our strategic agenda, involving a significant investment in the capability of our people to position us to continue our journey in the complex and rapidly changing tertiary education environment.

Our success is underpinned by a diverse, experienced and highly capable workforce that can respond and adapt to an evolving and complex operating environment. Our environment is fast paced, changes are the norm and we must work collaboratively with our stakeholders to make the most of opportunities as they appear on the horizon.

Significant research was conducted on existing frameworks for comparable institutions, both in Australia and internationally. It was determined that the Queensland Public Service Capability and Leadership Framework and the Australian Public Service Integrated Leadership Systems were strong foundations on which to base CQUniversity's People and Capability Framework (PCF).

The People Capability Framework is future focused, supports our strategic intent, aligns to our vision, reflects our language and positions the workforce to achieve greatness.

2.0 WHY A PEOPLE CAPABILITY FRAMEWORK?

This framework is for all staff, not just supervisors or people in designated leadership roles. The capabilities are to be built on as staff progress through CQUniversity. It is not a comprehensive list of every capability. Roles with specialised skill sets unique to that role should be considered as an overlay to the framework. The capabilities provide a common language and focus for all academic and professional staff to role model good leadership practice and to develop their own and other's capabilities.

WHAT IS THE PEOPLE CAPABILITY FRAMEWORK (PCF)?

CQUniversity's People Capability Framework provides a set of principles that clearly outlines the expected behaviours and capabilities required of CQUniversity staff to achieve CQUniversity's vision of being Australia's most engaged university.

It highlights CQUniversity's commitment to its staff by providing a clear and achievable career path/s and build strong leadership capacity and capability.

There are five core capabilities articulated by a series of behavioural statements that are common to all CQUniversity staff:

- » achieves results
- » engages and connects
- » shows personal drive and integrity
- » shapes the future
- » communicates with influence.

It is recognised that there are additional technical capabilities required that are specific to the type of work being performed. These are additional to the framework and form part of the individual's role at CQUniversity.

WHAT DOES IT MEAN FOR CQUNIVERSITY?

The CQUniversity People Capability Framework will be used as a resource to guide and inform CQUniversity's people strategies, our thinking and directions related to:

- » workforce management and planning
- » recruitment and selection
- » promotion and mobility
- » induction and orientation
- » performance management
- » professional development and training
- » individual career planning.

CQUniversity executive and managers use it in a strategic workforce management context by:

- » basing performance expectations and discussions on the key capabilities relevant for particular roles
- » funding targeted learning and development activities for a particular capability area
- » highlighting career development by promoting common capability areas and areas of difference
- » assessing the movement across directorates, schools and divisions
- » designing jobs that enable the development of capabilities
- » selecting staff on the basis of capability and behaviour along with technical skills.

WHAT DOES IT MEAN FOR YOU?

As a staff member the framework is a guide to build understanding of the behavioural expectations and to improve performance in their current role or to think about career development and mobility by:

- » identifying the capabilities required for their role in conjunction with the role responsibilities
- » getting clarity about performance expectations (in conjunction with the performance framework)
- » gaining insight into any performance or capability gaps
- » identifying areas for learning and development
- » identifying the potential and possible pathways for mobility and career development more broadly.

3.0 LINKAGES WITH INDIVIDUAL AND ORGANISATIONAL CAPABILITY

 People Capability Framework application areas  Staff Member Activities  CQUniversity People Strategies  Management Activities			A planned workforce Workforce planning Work and job design Retention strategies Mobility Succession planning	Fill the gaps	Shape and design Structure and positions Position description	Know Current capabilities	Identify People Place Time Skills
Think about formal qualifications	Develop strategies to meet capability gaps Keep skill and knowledge current	Identify capability skill gaps	Quality staffing Recruitment strategies Selection processes Position requirements	Follow the recruitment process to advertise and select	Use the people capability framework to inform the selection process	Use the capability framework to identify and refine the job requirements	
	Perform Create plan Review own performance Think about learning needs	Understand own role Expectations Responsibilities Capabilities	Managed performance Performance agreements Performance review Reward and recognise excellence	Reward Organisational reward Strategy to recognise performance excellence	Perform Develop performance agreement, review performance, identify capability requirements	Induct New to role and/or organisation – use the people capability framework to clarify role requirements	
Think about formal qualifications	Develop strategies to: meet capability gaps keep skills and knowledge current	Use the performance management process in conjunction with the people capability framework to determine capability skill gaps	Targeted development Development strategy Development planning Development opportunities Learning pathways	Develop Strategies to meet learning needs	Determine Organisational capability Development priorities		
Use the people capability framework to identify and assess required capability needs	Use the people capability framework to identify function specific capabilities and assess skill transferability	Think about what you want to do, and where you want to be in the short and long term future	Career paths Career planning Academic Promotion	Use performance process to discuss longer term career aspirations and associated capability requirements	Look for opportunities to build/grow talent mobility Stretch assignments Identify high potential staff		

4.0 THE PEOPLE CAPABILITY FRAMEWORK

	GALVANISE Build awareness and action	REINFORCE Generates awareness and action	EXCEL Integrates awareness and action	ASPIRE Promotes awareness and action	TRANSFORM Leads awareness and action
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ACHIEVES RESULTS At CQUniversity this attribute focuses on your ability to sustain energy and determination to set and meet challenging objectives, organise resources and monitor performance to achieve greatness.	<p>Follow safe work practices and take reasonable care of own and others health and safety.</p> <p>Adopts a positive attitude and embraces challenges.</p> <p>Identifies improvements to routine work processes and offers solutions to solve problems.</p> <p>Respond flexibly to changing circumstances and regularly reprioritise own work.</p> <p>Takes responsibility for completing assigned tasks and escalates issues when appropriate to do so.</p> <p>Consistently delivers a high level of service and supports others to achieve team goals.</p>	<p>Demonstrates resilience by adapting to new situations.</p> <p>Thinks outside the box and proactively seeks to identify improvements to work processes.</p> <p>Positively influences other team members to embrace changing priorities in order to achieve team outcomes.</p> <p>Takes responsibility for own performance and their contribution to team achievements.</p> <p>Strives for quality and correctness.</p>	<p>Encourages a safe work environment, identifies and proactively minimises safety risk in the workplace and escalates issues as appropriate.</p> <p>Strives to exceed expectations and encourages others to do the same.</p> <p>Positively influences decisions that have a longer term or strategic focus.</p> <p>Uses own expertise and seeks others' expertise to achieve team and division goals.</p> <p>Take into account future aims, and assesses the impact of change on team/ unit goals and university when prioritising own and others work.</p> <p>Supports decisions and takes personal responsibility for following through on actions.</p> <p>Maintains quality outcomes.</p> <p>Monitors work and projects against plans changing priorities.</p> <p>Anticipates and deals positively with change.</p>	<p>Motivates people to promote a safe work environment and actions safety issues to a positive resolution.</p> <p>Motivates and inspires others to achieve or exceed performance expectations.</p> <p>Inspires and supports the broader organisational view when making decisions and eliminates silo thinking.</p> <p>Drives, acknowledges and promotes a culture of achievement.</p> <p>Be forward thinking and responsive to change.</p> <p>Delivers on intended results.</p> <p>Drives continuous improvements.</p> <p>Encourages and inspires others to succeed.</p> <p>Displays resilience.</p>	<p>Creates a culture that promotes/ enhances safe working environments.</p> <p>Create and encourage openness and persistence.</p> <p>Respond to significant, complex and novel challenges with a high level of resilience and persistence.</p> <p>Identifies, recognises and celebrates CQUniversity success.</p> <p>Uses understanding of external environment and political sensitivities to actively champion the University.</p> <p>Exemplify strategic goal setting and demonstrate leadership to define and achieve outcomes.</p> <p>Drives multiple change initiatives ensures focus on end results.</p>

This framework acknowledges that behaviours required at lower levels will also be demonstrated in addition to the identified level i.e. At Excel Level it is assumed that behaviours exhibited in the Galvanise and Reinforce levels will also be displayed.

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ENGAGES AND CONNECTS At CQUniversity this attribute focuses on your ability to identify, build and maintain formal and informal networks, productive relationships with internal and external stakeholders to influence positive outcomes.	<p>Manages and clarifies expectations and responds quickly to changing client needs.</p> <p>Provides consistent, professional and quality service in line with CQUniversity objectives to students and internal and external contacts.</p> <p>Build rapport with colleagues.</p> <p>Understands the roles of others and self in the team.</p> <p>Shares information with other team members.</p> <p>Respects individual differences and recognises that others may have different points of view.</p> <p>Respectfully interacts with people from diverse backgrounds and experiences.</p> <p>Easy to approach and makes students and others feel comfortable.</p> <p>Puts students and others in a good mood and creates a positive atmosphere.</p> <p>Welcomes people/ student interactions</p>	<p>Seeks to understand the key priorities of stakeholders and gain their commitment through consultation and involvement.</p> <p>Develops good relationships and cooperation in the team and with other colleagues to achieve team performance. Actively seeks the ideas and suggestions of others.</p> <p>Works inside and outside own team to share ideas and information.</p> <p>Maintains industry networks and connections to the advantage of the University.</p> <p>Fosters an environment where people are comfortable asking questions or admitting mistakes.</p>	<p>Gains commitment from staff, students, clients and stakeholders by consulting and involving them.</p> <p>Identifies opportunities for leveraging existing partnerships/ networks or developing new ones that will support and promote CQUniversity.</p> <p>Maximises effectiveness by selecting, developing, managing, deploying and motivating a high performing team.</p> <p>Creates an environment that encourages regular open dialogue and flow of ideas.</p> <p>Takes active responsibility for own and others professional and career development and knowledge.</p> <p>Manages people issues effectively; providing the necessary direction, support and guidance to facilitate the success of others .</p> <p>Values diversity and recognises differing views experiences and cultures.</p>	<p>Anticipates and identifies ways in which the university can collaborate with partners to address current and future challenges.</p> <p>Works effectively with executive management and seeks opportunities to build on achieving high performance.</p> <p>Capitalises on differences and diversity and differing perspectives.</p> <p>Encourages high performance and celebrates successes.</p>	<p>Actively promotes and encourage cooperation, cohesiveness, camaraderie and collegiality across the university.</p> <p>Shapes the structure and CQUniversity culture of the working environment, focusing and guiding others in accomplishing work objectives.</p> <p>Understands the impact of emerging social and political trends on students and communities and leads the analysis and direction setting for CQUniversity.</p> <p>Empowers people to make decisions and manage risks.</p> <p>Leads information sharing across the community.</p> <p>Overcomes organisational silos.</p> <p>Harnesses differing view points.</p>

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PERSONAL DRIVE AND INTEGRITY At CQUniversity this attributes focuses on your ability to commit to the university's values and code of conduct; Take initiative; show courage; commitment to personal development and professional excellence.	Treats others fairly, equitably, with courtesy and respect, is polite and professional. Displays a willingness to help others. Gets on with the job and has pride in their work; approaches work with a positive attitude is open and receptive to feedback. Acknowledges mistakes and learns from the experience. Embrace opportunities to develop and apply new skills. Behave in an honest, ethical and professional way. Speak out against suspected illegal and inappropriate behaviour. Report apparent conflicts of interest.	Takes the initiative required to meet goals and progress work. Seeks out opportunities for personal and professional development and additional responsibility in order to learn new skills and grow. Supports team members to get the job done. Represent CQUniversity in an honest, ethical and professional way. Support a culture of integrity and professionalism. Recognise and report misconduct, illegal or inappropriate behaviour. Report and manage apparent conflicts of interest. Builds trust in relationships through maintaining confidentiality and keeping commitments. Listens to advice to reflect on own actions. Makes time for people and is helpful and supportive.	Models and promotes the CQUniversity values and code of conduct; and addresses behaviour that is inconsistent with these standards. Shares knowledge, experience and expertise with the team. Makes clear, timely decisions and takes responsibility for them. Set an example for others to follow. Ensure that others understand the legislation and policy framework in which they operate. Act to prevent and report misconduct, illegal and inappropriate behaviour. Exercises tact, tolerance and humour to promote team harmony. Reviews performance identifies learning and development needs. Takes responsibility for results and commits to continuous improvements.	Develops team culture where individual team members are valued and recognised for their diverse skills sets. Acts decisively when making changes. Supports other CQUniversity leaders and presents a united voice internally and externally. Is forthright and confident when providing advice. Actively seek, reflect and act feedback on performance from subordinates, managers and clients. Act as a professional role model for colleagues, set high personal goals and take pride in their achievement. Represent CQUniversity in an honest, ethical and professional way and set an example for others to follow. Act on reported breaches of rules, policies and guidelines. Seeks feedback supports reflective learning environments. Maintains an optimistic view focuses on positives in difficult situations.	Champion and act as an advocate for the highest standards of ethical, inclusive and professional behaviour. Takes responsibility for outcomes; sets high professional standards for others to emulate. Acts with moral courage to make difficult decisions. Promote and model the value of self-improvement and be proactive in seeking opportunities for growth. Manage challenging, ambiguous and complex issues calmly and logically. Define, communicate and evaluate ethical practices, standards and systems and reinforce their use. Create and promote a climate in which staff feel able to report apparent breaches of rules, policies and guidelines and act promptly and visibly in response to such reports. Role models optimism and coaches others to develop resilience. Presents a united leadership voice.

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SHAPES THE FUTURE At CQUniversity this attribute focuses on your ability to peruse new ideas to improve and streamline university services, systems and processes, take individual risk and challenge the status quo to create innovative opportunities.	Demonstrates awareness of the university's direction; understands and supports the values. Seeks to understand how own work contributes to the goals of the university. Aware of the services delivered by CQUniversity and the stakeholders who access them. Reflects on own personal experiences to maximise opportunities and identify new/ different ways of improving practice.	Understands the contribution of operational actions to the strategic goals. Generate new ideas/ different ways of doing things. Considers how creative ideas may be introduced into workplace practices for improvement. Seeks to understand the underlying rationale for decisions	Models Challenges existing approaches and practices and makes strategic suggestions for improvement. Translates the strategic vision into achievable actions. Scans the horizons and stimulates discussion and the future. Thinks laterally and identifies new ways to improve efficiency and productivity. Actively promotes and drives change using broad influencing skills to overcome barriers and gain support. Weighs up options and applies sound judgement to develop realistic solutions for the university. Analyses and interprets information to make sound decisions.	Drives the strategic priorities of the university and inspires a shared vision for its future. Maintains a clear sense of strategic direction within the international, national and state context. Constructively challenges organisational norms and present alternatives. Empowers others to be innovative in line with the vision and goals of CQUniversity. Develops new offerings, services, or practices that give the university a competitive edge. Explores new ideas with an open mind.	Creates and drives the strategic direction, vision and values for the university. Delivers key CQUniversity messages externally to help shape policy and exert strategic influence. Articulates strategic agenda and champions change initiatives. Generates and capitalises on innovative solutions to effectively resolve complex issues. Investigates and applies research and contemporary best practise approaches. Considers multiple perspectives when making organisational decisions.

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COMMUNICATES WITH INFLUENCE

At CQUniversity this attributes focuses on your ability to clearly and persuasively share ideas, thoughts and feelings to influence a range of people and decisions.

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Structures written and oral communication so it is easy to follow. Co-operates with others, shares relevant information and seeks information from others as required. Listens to, and considers different ideas.	Adapts communication style and approach to different people/ audiences. Listens carefully and asks questions to clarify own understanding. Uses appropriate, unambiguous language to communicate key points. Welcomes feedback and handles challenging questions constructively. Anticipates and identifies others concerns, expectations and considers implications; factors into own thinking and argument. Offers support, encouragement, help and advice to others. Negotiates with clear understanding of desired outcomes. Listens and seeks clarity in understanding	Recognises the need to adapt style and delivery according to the situation. Communicates complex technical/ specialist information in a way that can be understood. Delivers difficult messages sensitively. Negotiates with clear understandings of objectives and associated strengths and weakness to reach a desired outcome. Listens to differing views to gain clear understanding. Encourages others and discusses issues thoughtfully.	Works collaboratively to develop communication strategies and mechanisms which ensure that important messages are cascaded in a consistent, clear and timely way across the university and externally. Disseminates and explains management decisions and policy and the reason behind them to all levels of the university. Responds convincingly and authoritatively to questions and concerns. Acknowledges differences of opinion and addresses disagreements objectively. Listens Encourages debate and seeks to gain a clear understanding. Develops a convincing argument presents information with supporting evidence.	Inspires others by setting and clearly communicating the vision of the future which provides direction for the university. Communicates confident, well thought messages and concepts effectively with a very wide audience in ways that ensure understanding and maximise engagement. Influence outcomes in the university, government, community and internationally. Makes a positive, creditable and authoritative impression on others. Presents a convincing and balanced rationale and makes a strong case. Commits to listening ensuring views are understood offering a convincing rational without getting personal.

This framework acknowledges that behaviours required at lower levels will also be demonstrated in addition to the identified level i.e. At Excel Level it is assumed that behaviours exhibited in the Galvanise and Reinforce levels will also be displayed.

5.0 HOW TO USE THE PEOPLE CAPABILITY FRAMEWORK

5.1 USING THE PEOPLE CAPABILITY FRAMEWORK FOR CAREER PLANNING

Individuals use the framework to get an overall understanding of the requirements at different levels of the organisation and in different functions by gauging their own level of capability.

STEP 1 Review the People Capability Framework capability and technical skill requirements for the position and assess your own level of capability and whether you require further development to meet those requirements.

STEP 2 Identify what level or function you aspire too.

STEP 3 Identify any capability gaps you may have against the level.

STEP 4 Research learning and development options to improve capabilities to help you achieve career aspirations.

STEP 5 Develop an individual development plan in conjunction with your manager.

STEP 6 Talk to People and Culture about opportunities that may be available.

Assess Current Capabilities and Skills

Where am I at now?

Use the People Capability Framework to:

- » Determine your level of capability for each of the relevant capabilities.
- » Determine the skills and/or relevant competencies use in your current role.



Do you need to further develop those capabilities, skills and/or competencies in your current role?

YES



Talk to your supervisor about how you might do this

Develop a vision

Where do I want to be?

Some considerations:

- » What do I want from a new job?
- » What is missing in current job?
- » What jobs might meet that need?
- » Do I want to stay in the same group or team?
- » Do I want to move to another part of the organisation?
- » Do I want to stay at level?
- » Do I want a promotion?



NO

Identify gaps

What's needed to get there?

Use the People Capability Framework to:

- » Determine the capability and skill requirements for designed new job.

Develop strategies

How will I develop the capabilities needed?

Use the People Capability Framework to:

- » Talk to your supervisor about ways to develop required capabilities and skills.
- » Keep an eye out for positions or transfers available.
- » Identify developmental opportunities.

Is there a gap in my capabilities?

NO



- » Talk to supervisor about possible opportunities.
- » Apply for positions or transfers.

Start Moving

Take action!

- » Follow through with developmental opportunities.
- » Apply for positions, secondments or transfers available.



YES

5.2 USING THE PEOPLE CAPABILITY FRAMEWORK FOR INFORMING PERFORMANCE ENHANCEMENT PROCESS (PEP)

As part of the Performance Enhancement Process (PEP) from probation through to ongoing discussions, the capabilities need to be considered in the context of how key behaviours are going to be achieved. For example, a key outcome might be: Improve student service provision in consultation with Schools. Staff and supervisors are to check, discuss and agree on the current level of the staff member's capabilities. There will be one or two capabilities that are more critical in achieving outcomes. For example, working relationships and communication will be fundamental in getting the best result.

Induction, orientation and probation

The Manager and Staff member review:

- » the People Capability Framework
- » the position description

Organise regular meetings to discuss and make notes on:

- » What are the key outputs and behaviours of the job?
- » What are the employee's strengths and areas for development?
- » Consider if acquiring certain skills or knowledge might enhance performance.
- » What are some strategies to meet potential development needs?

Prior to the completion of probation period, determine whether the staff member is achieving the requirements of the role and determine whether ongoing employment is to be confirmed.

Performance discussion, objectives and expected outcomes

Following completion of probation, continuous discussions should occur between the supervisor and staff member regarding:

- » Are perceptions regarding the outputs and behaviours the same?
- » Other aspects of the role – e.g. working patterns that need to be agreed.
- » Behaviours identified as strengths. Can the staff member coach or mentor others in this behaviour?
- » Behaviours needing development and identify learning activities to improve or attain them: courses, on the job opportunities, coaching etc.
- » Intrinsic motivation and employee engagement factors. Can they be improved?
- » Career aspirations and plan of the staff member. What learning activities can be undertaken to help the career plan?

A performance objectives and expected outcomes and professional development plan should be completed including key expectations expressed as outputs and behaviours.

The development plan includes strategies and time frames for:

- » Improving the identified behaviours and skills.
- » Coaching or mentoring others.
- » Developing skills and knowledge for career purposes.

Focus: a shared approach to develop a common understanding.

Continuous feedback and review

Regular meetings should be conducted to track progress and performance with feedback given regularly both formally and informally.

Items to be discussed should include:

- » Any changes in outputs or behaviours.
- » How is progress going?
- » Options for accessing learning where these may have been delayed.
- » Discussion and evaluation of learning activities.
- » Discussion and evaluation of coaching or mentoring activities where relevant.

Plans should be amended as required and conversations noted.

At regular intervals the staff member and supervisor must discuss the degree to which the performance objectives and expected outcomes and development plans have been met.

- » Were key outputs and behaviours achieved? If not, why? What feedback was provided throughout the period.
- » Were learning activities beneficial?
- » Were career goals met?
- » What was useful/ less useful about the process?

The position description for the role is formally reviewed and determined whether any updates are required.

If poor performance is identified, the staff member and manager:

- » Identify the behaviour which results in poor performance.
- » Ensure a shared understanding of the exact nature of the behaviour and why it adversely affects performance.
- » Eliminate misconduct and health reasons as primary causes.
- » Identify the underlying skill, knowledge or attitude deficit.
- » Identify learning activities which will address the deficit.
- » Include a career discussion.
- » Organise weekly meetings to discuss progress.
- » If poor performance continues give consideration to the Unsatisfactory Performance Process.

5.3 USING THE PEOPLE CAPABILITY FRAMEWORK TO RECRUIT

Individuals use the framework to get an overall understanding of the requirements at different levels of the organisation and in different functions by gauging their own level of capability.

STEP 1 Review any pre-existing documentation for the current position.

STEP 2 Complete a business process map for the position to help clarify expectations.

STEP 3 Determine the important descriptors from each capability relevant to the level.

STEP 4 Use these capabilities and supporting descriptors to identify key requirements for the position. E.g. *Supports CQUniversity's strategic direction: the successful applicant has the ability to identify inefficiencies and suggest improvements to existing processes.*

STEP 5 Design and conduct behaviourally based interviews and assessments based on the capability descriptors. Use the dot points to develop interview questions or assessment processes. E.g. an interview question relating to the capability above might be: *Please tell us about a time when you became aware of flaws in a process or How did you go about highlighting the deficiencies and offering suggestions for improvement?*

STEP 6 Include one or two technical skill sets that support the capabilities by choosing those that are most closely related to the key requirements/responsibilities for the position.

Preparation	Identify and Synthesise			Finalise
<p>Getting Started</p> <ul style="list-style-type: none"> » Refer to the People Capability Framework » Consult employee/s and supervisor about the key components of the job » Be selective with behaviours and more comprehensive with skills and competencies 	<p>Behavioural descriptors</p> <ul style="list-style-type: none"> » Identify from the People Capability Framework the capabilities that are more important for the role » For each of the capabilities, choose the behavioural descriptors that are most relevant – select no more than 3 per capability. The behavioural components of a job best differentiates a good from a better candidate 	<p>Additional behaviours</p> <ul style="list-style-type: none"> » Identify from the People Capability Framework those capabilities, behaviours, skills and competencies that are most important for the role » Some considerations: <ul style="list-style-type: none"> » Some technical skills may be critical for some jobs (e.g. IT) however; » In general, technical skills are given less emphasis than the Behavioural Descriptors when selecting candidates 	<p>Skills and competencies</p> <ul style="list-style-type: none"> » Omit the items that are not relevant » Add items that have not been mentioned but which are critical for the job » Identify specific knowledge and qualifications essential to the job Be specific without getting into the minutiae 	<p>Use the PD to:</p> <ul style="list-style-type: none"> » Standardise the key behaviours, skills and knowledge required » Inform the Performance Enhancement Process » Inform recruitment and selection » Induct new staff » Identify development needs » Establish a consistent message about performance expectations

5.4 USING THE PEOPLE CAPABILITY FRAMEWORK FOR INDUCTION AND ORIENTATION

The People Capability Framework encompasses many of the cultural aspects of the organisation. As part of a new employee's induction and orientation, use the framework:

- » As a resource to help them understand what will be expected of them at their level; and
- » Requirements to excel in their job and progress their career consistent with the culture of CQUniversity.

Acknowledgment

Central Queensland University acknowledges the Queensland Public Service Commission QPS Capability and Leadership Framework (2009), ASIO People Capability Framework (2012) and The University of Adelaide Performance Excellence Capability Dictionary (2012) on which the CQUniversity People Capability Framework is based. The Vice-Chancellor appreciates these departments' willingness to make the materials readily available to other jurisdictions. Adaptions have been made to suit CQUniversity with permission.

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