PEOPLE CAPABILITY FRAMEWORK

Think Strategically | Engage People to Build Positive Relationships | Strive for Performance Excellence

Show Courage, Resilience, and Adaptability | Leverage Emerging Technologies | Shape the Future

The **USQ People Capability Framework** provides a common tool that empowers all individuals and teams to learn and develop the key capabilities required for success.

Together we are all leaders in striving for economic and social development through higher education and research excellence.

VICE-CHANCELLOR'S MESSAGE

The University of Southern Queensland's (USQ) continued success depends on our people.

Engaged employees feel a profound connection to their organisation and one of the most important factors in creating this type of workplace is to put people at the heart of everything we do.

It is only with the successful performance of every employee that we can achieve great results and deliver on our strategic objectives and a key element of this is attracting, developing, and engaging the right people to ensure the University achieves its purpose of being a leader in economic and social development through higher education and research excellence.

The Capability Framework, which has been developed with input from people across the University, provides the connection that ensures each of us work towards turning our strategic vision into reality.

The Vice-Chancellor encourages you to use this Framework as a tool to assist you in the proactive management of your career and ongoing professional development here at the USQ.

HR DIRECTOR'S MESSAGE

Human Resources is committed to partnering with employees to build and sustain a high performance workforce by providing an environment which supports, nurtures, and develops employees to realise their full potential.

We are living in times of significant change and uncertainty requiring all of us to learn and adopt new approaches in our given disciplines. This is set against a backdrop of finite resources and increasing stakeholder expectations. It is therefore crucial that the learning and development opportunities that employees undertake are targeted, meaningful, and directly connect to the strategic goals of the organisation.

The key capabilities outlined in this document reflect the integration of knowledge, attributes, and experience that when used appropriately will drive effective performance and are critical to success here at USQ.

We have facilitated the development of this framework to both support individuals and teams to be empowered in their professional development, as well as providing a key guiding framework to ensure we are developing the University of Southern Queensland's workforce of the future.

TABLE OF CONTENTS

SETTING THE SCENE

A CHANGING LANDSCAPE

The higher education sector in Australia is currently experiencing a high rate and impact of change disruption. The demands on Australian universities have changed markedly over the past decade and all indications are that the scale and type of change is expected to become increasingly uncertain and diverse into the future.

Some of the most notable external and internal factors driving change for USQ include the push for leadership, creativity, and innovation in the way we research, deliver education, and operate as an enterprise. This is coupled with an expectation of excellence and quality in all that we do.

In addition, all universities are subject to ongoing changes in the way funding is allocated in relation to shifts in expectations from industry and students. This is set against a back drop of globalisation and increasingly fast developments in digital technology.

In order for USQ to excel in the strategic focus areas of education, research, and enterprise during these sustained periods of change, it is critical that we attract, develop, and engage people with the key capabilities to thrive and meet these strategic challenges.

Strategic Drivers of Change

USQ Strategic Objectives

USQ Workforce of the Future

Key Capabilities
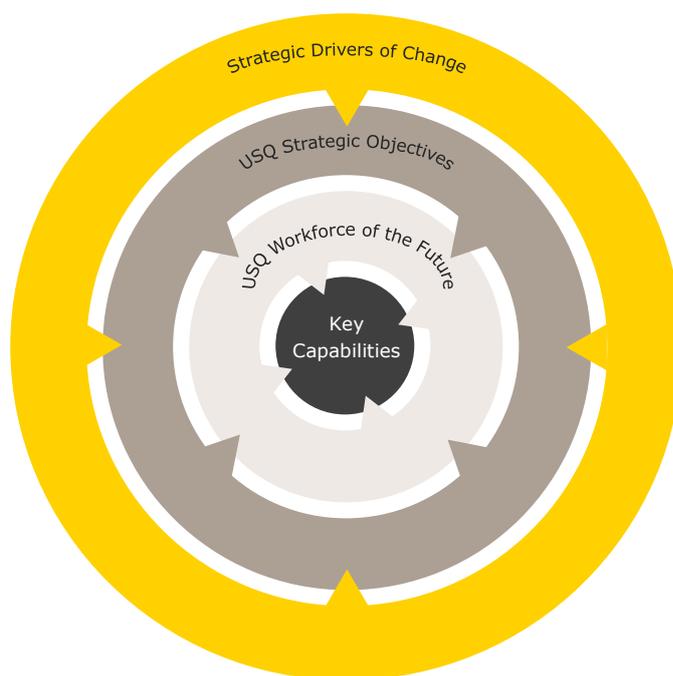
STRATEGIC DRIVERS OF CHANGE

- Drive for Creativity and Innovation
- Desire for Excellence and Quality
- Funding Changes Across Sector
- Globalisation of People and Information
- Increasing Industry Expectations
- Need for Collective Leadership
- Changing Student Demographics and Expectations
- Pervasive Digital Technology

STRATEGIC CONNECTIONS

The *University of Southern Queensland Strategic Plan 2016-2020* outlines a compelling purpose to "lead in economic and social development through higher education and research excellence", while aspiring to be an enterprise that is regarded as an employer of choice.

In order to achieve these objectives, the University has created the *USQ Workforce and Talent Management Plan 2016-2020*, which puts a dedicated and sustained focus on:

- Innovative leadership at all levels
- Values based behaviours
- High standards of professional conduct
- Critical capability development
- Diversity, equity, and inclusive work practices
- Healthy and well employees.

The *USQ People Capability Framework* is a key high level action to support employee attraction, development, and engagement, in line with strategic direction.

Implementation of this framework provides a holistic tool that empowers all employees to see themselves as leaders from where they are, supports employees to manage their own career, and provides the scaffolding to attract, develop, and engage employees in line with the strategic objectives of USQ.

FRAMEWORK DEVELOPMENT

USQ has intentionally developed a strategic capability framework that applies to all employees. The framework can be applied at the individual, team, department, school, or divisional level. This type of framework conveys a clear message to all employees about the values, behaviours, and attributes required for the future given the change drivers and strategic direction of the organisation.

The actions undertaken to create this framework include endorsement of the concept from the executive leaders in the organisation, reviews of other organisations and the current literature in the field, consultation with a range of senior people leaders and learning practitioners within the organisation, and multiple rounds of iterative improvements with key stakeholders.

One of the most important elements of the development was to ensure that the chosen capabilities were directly derived from the change drivers and strategic direction of the organisation. Analysis of the identified change drivers and strategic direction of the organisation identified six areas within which a capability was required. The six areas were how we as employees make sense of the world around us, connect with others, execute to deliver results, manage ourselves in times of change and uncertainty, optimise the use of digital technology, and innovate and create.

Through multiple rounds of input from key stakeholders, six core capabilities were chosen, refined, and described using behavioural statements. A range of internal and external people and references were engaged in the development of this framework.

KEY CAPABILITIES

How we make sense of the world around us	Think Strategically
How we connect with others	Engage People to Build Positive Relationships
How we execute to deliver results	Strive for Performance Excellence
How we manage ourselves in times of change and uncertainty	Show Courage, Resilience and Adaptability
How we optimise use of digital technology	Leverage Emerging Technologies
How we innovate and create	Shape the Future

ABOUT THE FRAMEWORK

CAPABILITIES

The key capabilities are common to all employees and can be used with an individual or team focus.

LEADERSHIP

The key capabilities are described across a range of leadership levels that encompass all employees.

VALUES

The USQ core values are the centre of the framework and shape all that we do at USQ.

OVERALL STRUCTURE

The People Capability Framework outlines the capabilities and associated behaviours we expect and encourage our employees to demonstrate for sustained growth and success.

It is a set of high-level capabilities that are described across multiple levels using behaviour-based statements.

The capabilities included in the framework were selected because they represent the strategic knowledge, attributes, and experiences that are required to be developed by individuals and teams to foster high levels of performance in line with strategic direction.
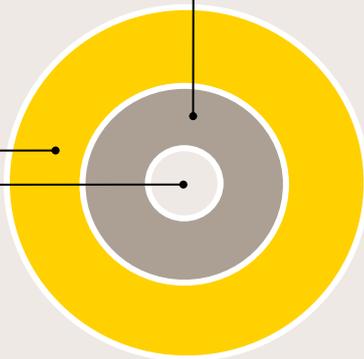
The framework comprises of three key elements:

• Values

• Capabilities

• Leadership.

VALUES AT THE CENTRE

USQ is fostering a values-driven culture that is built around relationships and community, mutual respect, diversity, and a strong commitment to integrity, collaboration, and creativity.

It is for this reason that the core values of the organisation form the centrepiece of the USQ People Capability Framework. Every individual contributes to the USQ culture and has a role to play in behaving in alignment with the core values of the University in all that they do.

RESPECT

We respect each other and value diversity of people, culture and ideas within USQ's community.

INTEGRITY

In all we do, we apply and expect the highest personal, professional and ethical standards. Together we act with transparency, consistency and fairness.

EXCELLENCE

Through expertise, innovation and creativity, we work together to excel in all that we do as a University community*.*
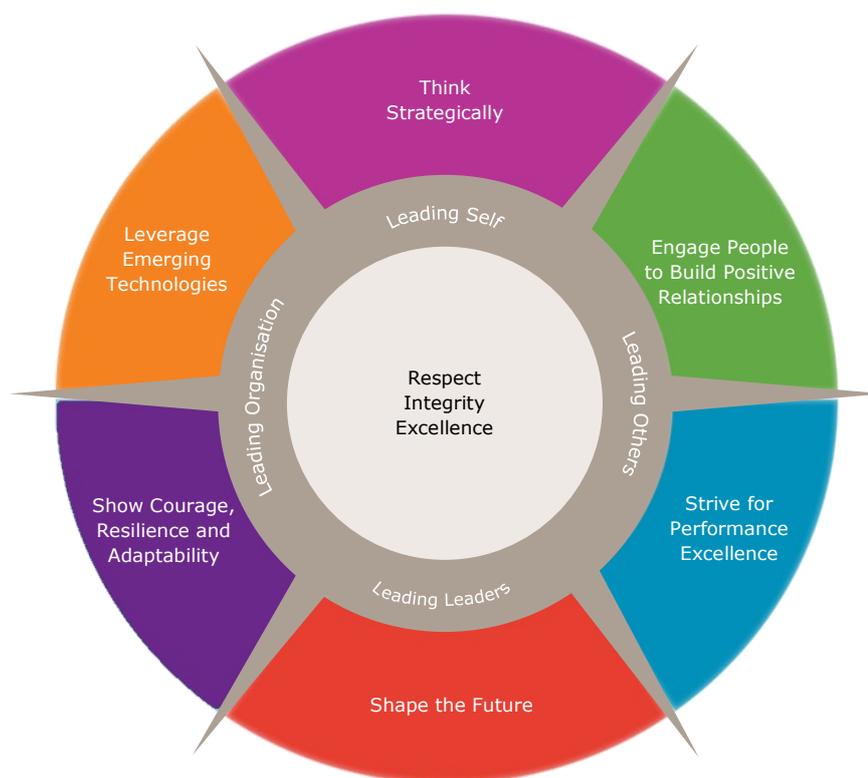
KEY CAPABILITIES

Each of the six key capabilities detail the strategic knowledge, attributes, and experience that are required to be developed by individuals and teams to foster high levels of performance in line with strategic direction.

The behavioural descriptions are intended to be observable. They should be interpreted as illustrative for each capability and are not exhaustive, nor prescriptive. The capability framework does not remove the responsibility for employees and supervisors to have meaningful professional development and career management conversations on a regular basis. Rather, the framework is a common tool to support these types of conversations.

Also included for each capability is a sample of behaviours that are not reflective of the capability. These statements, again, are not exhaustive or prescriptive, but have been included to highlight some of the ineffective behaviours related to each capability.

The key behavioural capabilities build-on, rather than replace, role specific or technical capabilities. Every role in the organisation has a specific list of "what" needs to be done. The capability framework complements role specific/technical capabilities by providing corporate expectations of "how" we can operate as employees to achieve high levels of performance in line with expectations of the executive leaders of the University.

CAPABILITIES DEFINED

A capability framework is a set of detailed and behaviourally-specific descriptions of the key behaviours, and underlying knowledge, attributes, and experiences that are required for successful performance in a job, team, or organisation. It provides an indication of the behaviours that are valued and rewarded, and ensures that these are aligned with the organisation's strategic direction.

LEADERSHIP AT ALL LEVELS

Highly successful organisations embrace the notion of leadership at all levels, with leadership behaviours looking different depending on your role in the organisation.

The modern complex and ever changing workplace requires that all employees take initiative, think strategically, identify opportunities for business improvement, influence others through change, support collective empowerment of employees, and work together to generate the desired future state of the organisation.

The USQ People Capability framework has been designed to embed leadership development at all levels. Each level of leadership is accumulative and includes the level below. In contrast to using a strict hierarchical approach, the levels presented within the framework are more flexible and are based on an employee's impact in the organisation (based on increasing role size, scope, complexity, and influence).

This approach has the benefit of providing a single, focused capability framework for the organisation that is applicable to everyone.

LEADING SELF

The basis of all effective leadership. It includes knowing one's self and encompasses all individual contributors. Individual contributors are typically members of teams. This level also encompasses what it means to be an effective follower, in service and support to others.

LEADING OTHERS

The leaders of individual contributors. Often focused on the frontline of service provision, teaching delivery, or research endeavour. These leaders are pivotal in getting the work done through teams.

LEADING LEADERS

The more experienced employees who lead other managers or leaders. The focus at this level is to integrate cross-functional perspectives, convert strategic intent to operational requirements, and manage the achievement of work outcomes through multiple layers of complexity.

LEADING ORGANISATION

The most senior and executive leaders in the organisation responsible for setting the vision for the University and providing the resources to build toward the future. Requiring a strong presence, these leaders interact strongly with external influencers and have to balance trade-offs when making decisions in the absence of complete information.

INTENDED BENEFITS

The USQ People Capability Framework offers a range of benefits for employees and the organisation.

EMPLOYEES

Take ownership of your development and career in order to maximise your potential

For **employees**, the framework provides:

- An indicator of the behaviours expected of them by the organisation

- A guide for self-assessment, professional development, and career planning

- A foundation to assist in discussions with supervisors and managers about learning and development needs

- A shared understanding and alignment of personal and collective effort with strategic objectives of the organisation

- A common language that can be used for performance discussions.

ORGANISATION

Achieving results through strategic development of people

For **USQ**, the framework assists in:

- Empowering employees to self-manage their career and self-advocate for their professional development
- Providing focus for more purposeful and directed corporate learning and development opportunities
- Building the workforce required to meet the emerging challenges facing the organisation
- Ensure finite financial learning and development resources are being spent on priority development areas
- Developing current and future leadership capacity and depth across the organisation.

Identify and develop our
CAPABILITIES

Apply in the form of
BEHAVIOURS

Our behaviours produce
OUTCOMES

Outcomes in the form of
SUCCESS

THINK STRATEGICALLY

The capability to mindfully consider the long term goals of the University when making decisions, while taking a holistic view of the environment.

LEADING SELF	LEADING OTHERS	LEADING LEADERS	LEADING ORGANISATION
Examples of effective behaviours			
✓ Supports the purpose, vision, and values of USQ ✓ Takes into account future aims and goals of the team and University when prioritising own work ✓ Demonstrates forward-thinking and awareness of the consequences of own actions ✓ Looks beyond the obvious to identify the deeper significance of events and creates unique insights critical to decision making ✓ Investigates and understands one's own operating context	✓ Promotes the purpose, vision, and values of USQ within the team and shifts priorities when necessary ✓ Considers emerging trends when contributing ideas to the development of broader initiatives and strategies ✓ Collaboratively develops team plans that reflect the strategic direction of the University ✓ Encourages others to consider the longer term and wider implications of actions	✓ Proactively translates how the strategic direction informs work priorities across the University ✓ Consistently takes a holistic and long-term view of challenges and opportunities by scanning the horizon and stimulating discussion about the future ✓ Engages in high-level critical thinking that identifies links and discerns the underlying issues ✓ Anticipates strategic risks, addresses them quickly, and helps others to recognise them	✓ Articulates USQ's strategic direction by anticipating the shifting environment, emerging challenges, and opportunities ✓ Considers the whole system and recognises the complex links between everything from the global context to the local community ✓ Communicates the University's current and potential future role within society ✓ Guides the University towards the accomplishment of strategic objectives
Examples of ineffective behaviours			
✖ Maintains a narrow focus with little awareness of how own work impacts others ✖ Does not make an effort to understand how own work contributes to USQ's purpose, vision, and values	✖ Does not discern the deeper meaning of what is occurring in any given situation ✖ Takes little or no account of the impact of decisions on students and the broader USQ community	✖ Focuses only on the needs of their organisational unit, neglecting key stakeholders, or missing broader connections, to the overall detriment of USQ ✖ Communicates the strategy and direction of the University in a vague or inconsistent manner	✖ Ignores what is happening in the external environment and the potential consequences for the University ✖ Does not consider that there may be unintended consequences for different courses of strategic action

ENGAGE PEOPLE TO BUILD POSITIVE RELATIONSHIPS

The capability to proactively develop productive internal and external working relationships that are high in trust and influence positive outcomes.

LEADING SELF	LEADING OTHERS	LEADING LEADERS	LEADING ORGANISATION

Examples of effective behaviours

LEADING SELF	LEADING OTHERS	LEADING LEADERS	LEADING ORGANISATION
✓ Uses empathy to build trust and nurture lasting relationships ✓ Puts themselves in others' shoes to accept and value different perspectives ✓ Uses sound communication skills of active listening, paraphrasing to check for understanding, and appropriate language depending on the audience ✓ Quickly assesses the emotions of colleagues around them and then adapts words, tone, and gestures accordingly	✓ Inspires and connects with the values, beliefs, and interests of others ✓ Effectively manages consultative processes in a group or forum ✓ Fosters teamwork and rewards cooperative and collaborative behaviour, while resolving conflict using appropriate and respectful strategies ✓ Recognises the positive benefits of diversity and capitalises on these for the benefit of the University	✓ Delivers influential presentations to senior stakeholders that hold competing priorities and views ✓ Negotiates firmly, tactfully, and persuasively in contentious situations to resolve differences and achieve outcomes ✓ Offers support in times of high pressure and engages in activities to enhance morale ✓ Integrates the deep understanding of one's discipline with the ability to communicate with people across a broad range of disciplines	✓ Uses networks to identify opportunities and seek input with a view to sustaining excellence at USQ ✓ Quickly establishes credibility, engagement, and partnerships with a broad range of people and Industry ✓ Approaches negotiations with a strong grasp of the issues, while using long-term and complex plans to influence others ✓ Effectively communicates highly complex issues to a wide range of internal and external audiences

Examples of ineffective behaviours

LEADING SELF	LEADING OTHERS	LEADING LEADERS	LEADING ORGANISATION
✗ Thinking one's perspective is the only valid perspective that needs to be considered in decision making ✗ Fails to take into account the needs of the audience or situation when communicating	✗ Provides delayed information, keeps people in the dark, or plays favourites within the team ✗ Participation in networks beyond the immediate team is absent or limited	✗ Retains information or encourages silo mentality to exert power over others ✗ Is politically naïve and doesn't recognise who needs to be influenced and when in order to achieve results	✗ Does not hold senior leaders accountable for poor communication, nor share rationale for decisions ✗ Builds relationships with limited contacts, or only with similar stakeholder groups

STRIVE FOR PERFORMANCE EXCELLENCE

The capability to strive for high performance while maximising resources to achieve results that are aligned with the goals of the University.

LEADING SELF	LEADING OTHERS	LEADING LEADERS	LEADING ORGANISATION

Examples of effective behaviours

LEADING SELF	LEADING OTHERS	LEADING LEADERS	LEADING ORGANISATION
✓ Sets SMART goals, prioritises work, follows through on tasks, and reports on progress ✓ Holds self and others responsible for achieving results and agreed upon targets ✓ Strives to exceed performance expectations by identifying better ways of working or opportunities to contribute to the work of others ✓ Identifies underlying causes for lack of success, which may or may not involve self, and takes action to ensure future success	✓ Draws on the expertise of others to improve results and acknowledges those contributions ✓ Identifies and uses all resources available to ensure success ✓ Ensures all team members clearly understand their role, connection with the broader outcomes, and what is expected of them ✓ Challenges self and the team to achieve high quality results aligned with goals of the University	✓ Collaboratively develops high level plans and strategies that clearly define required outcomes, then drives to deliver results ✓ Identifies and removes potential barriers or hurdles to ongoing and long term achievement of outcomes ✓ Optimises expertise within the organisation to improve overall performance and delivery of University outcomes ✓ Makes sure others understand that on-time, on-budget, and on-spec results are required and how overall success is defined	✓ Creates a culture that ensures a safe and productive working environment ✓ Instils a mindset of achievement that fosters a quality focus in the University to ensure ideas and intended actions become reality ✓ Identifies and addresses significant risks to the achievement of University objectives ✓ Champions the identification, recognition, and celebration of USQ successes

Examples of ineffective behaviours

LEADING SELF	LEADING OTHERS	LEADING LEADERS	LEADING ORGANISATION
✕ Takes credit for other people's ideas or achievements ✕ Fails to plan ahead, completes least important task first, misses deadlines, or leaves tasks unfinished	✕ Fails to monitor team or individual performance, or tolerates mediocre service delivery ✕ Provides inadequate feedback, and gives little or no coaching or mentoring	✕ Retains high levels of control and fails to delegate effectively, or makes ineffective requests ✕ Responds to the pressing rather than the important in an ongoing way to the detriment of achieving the strategic goals of USQ	✕ Does not institute University-wide success criteria for priorities ✕ Works in a haphazard fashion, "fire-fighting", or frequently changing direction, which results in a loss of organisational momentum

SHOW COURAGE, RESILIENCE AND ADAPTABILITY

The capability to respectfully have difficult conversations and maintain integrity, while influencing, accepting, and committing to change.

LEADING SELF	LEADING OTHERS	LEADING LEADERS	LEADING ORGANISATION
Examples of effective behaviours			
✓ Proactively manages career and professional development in a mutually beneficial partnership with the University ✓ Shows awareness of own strengths and areas for development, learns from past experiences, and maintains individual health and wellness ✓ Consistently behaves in a way that is in alignment with USQ values and Code of Conduct ✓ Is flexible, shows initiative, and responds quickly during periods of change to support the success of change initiatives	✓ Confronts and deals with inappropriate behaviours, in alignment with USQ values and Code of Conduct ✓ Models the value of self-improvement and is proactive in seeking learning opportunities ✓ Actively seeks, reflects, and integrates feedback to enhance own performance, showing a strong capacity and willingness to modify own behaviours ✓ Supports implementation of organisational change once the decision to change has been made	✓ Champions the achievement of positive health and wellbeing outcomes for employees ✓ Creates a learning environment that facilitates the identification and development of talent ✓ Works effectively in situations of ambiguity and deals with issues that cannot be immediately resolved, with high levels of persistence and resilience ✓ Leads change while dealing constructively with resistance in alignment with USQ values and Code of Conduct	✓ Models the USQ values and Code of Conduct, and addresses behaviour that is inconsistent with these standards ✓ Acts with moral courage to make difficult decisions, and explains impact of decisions on staff and students ✓ Creates a climate which encourages and supports openness, persistence, and genuine debate around critical issues ✓ Leverages highly-developed self awareness and personal strengths to appropriately motivate people
Examples of ineffective behaviours			
�x Puts too much focus on either work or on personal wellbeing, at the expense of the other �x Not being open to giving or receiving constructive feedback	�x Not recognising that employees experience change differently and at varying speeds �x Sees training as an unnecessary indulgence as opposed to critical business	�x Talks the talk but doesn't walk the walk in regard to health and wellbeing initiatives within the organisation �x Formally supports changes while informally opposing them	�x Does not acknowledge the people side of change and the impact it has on people's lives �x Fails to seek stakeholders' views when initiating change

LEVERAGE EMERGING TECHNOLOGIES

The capability to learn and work in an online– and digitally-enabled environment, while embracing new technologies that are fit for purpose.

LEADING SELF	LEADING OTHERS	LEADING LEADERS	LEADING ORGANISATION

Examples of effective behaviours

LEADING SELF	LEADING OTHERS	LEADING LEADERS	LEADING ORGANISATION
✓ Demonstrates a sound understanding of technology relevant to the work unit, and selects the most appropriate technology for the assigned task ✓ Filters large volumes of information for importance, and understands how to maximise performance using a variety of tools and techniques ✓ Leverages digital technology and a design mindset to represent work processes for improved outcomes ✓ Acts in a safe, respectful, and responsible way when interacting online	✓ Leverages connective technologies to share ideas and improve work outcomes regardless of physical location ✓ Uses appropriate technologies to create social spaces where peer to peer learning can occur and camaraderie can be created ✓ Ensures compliance with the records, information, and knowledge management requirements of the University ✓ Ensures team members engage in safe, respectful, and responsible digital behaviour that is aligned with the values and vision of USQ	✓ Shows commitment to the deployment of appropriate new technologies in the workplace ✓ Seeks advice from appropriate technical experts to leverage emerging technologies to achieves goals of the University ✓ Encourages the use of cutting edge technology to support the creation of knowledge for both staff and students ✓ Critically assesses business cases supporting the introduction of technology solutions to improve the efficiency and effectiveness across the University	✓ Encourages research and expert advice on the application of emerging technologies relative to University objectives ✓ Establishes effective governance to ensure compliance with information use policies and procedures ✓ Scans the horizon and proactively seeks out new ways to achieve strategic goals using emerging technologies ✓ Encourages new technology ideas that improve result achievement to be brought forward, and then recognisees originality and impact

Examples of ineffective behaviours

| LEADING SELF	LEADING OTHERS	LEADING LEADERS	LEADING ORGANISATION
✗ Creates work arounds instead of dealing with the underlying technology issue ✗ Unable to appropriately balance personal and work use of digital technology	✗ Says no to new technologies because they are unfamiliar ✗ Assumes that technology is the answer to treat symptoms without analysing underlying causes	✗ Sets inappropriate expectations about availability and accessibility ✗ Puts up barriers to prevent employees retaining contemporary skill sets	✗ Provides inadequate resources to create an engaging work experience for employees ✗ Undervalues the benefit that the effective use of technology can have on result achievement

SHAPE THE FUTURE

The capability to create opportunities for innovation by creatively pursuing new ideas, taking measured risks, and leveraging diversity to challenge the status quo.

LEADING SELF	LEADING OTHERS	LEADING LEADERS	LEADING ORGANISATION

Examples of effective behaviours

LEADING SELF	LEADING OTHERS	LEADING LEADERS	LEADING ORGANISATION
✓ Constructively questions and challenges the way things have always been done to identify opportunities for improvement ✓ Is aware of own assumptions, and challenges self to step outside of rote thinking patterns ✓ Collects a variety of data and perspectives to make a choice between potential solutions and then continuously evaluates chosen solution ✓ Uses situational adaptability to respond to the unique and unexpected circumstances of the moment	✓ Creates inclusive teams in which a diversity of people feel they are valued and respected ✓ Engages different perspectives in seeking out root causes and uses a range of techniques to break apart complex problems ✓ Creates a safe environment for others to voice and try out new ideas by creating space for people to think creatively ✓ Considers the risks and consequences of issues and the longer-term impact for their work area	✓ Brings the right people together to encourage robust debate and solve complex problems ✓ Assesses and addresses strategic risks while providing timely guidance to move new ideas forward ✓ Leverages cross cultural perspectives and a diverse work force to drive continuous improvement and innovation ✓ Actively engages people to nurture strengths and contribute to organisational sustainability	✓ Actively encourages a risk-tolerant culture of innovation and imagination by challenging self and others to expand their thinking ✓ Capitalises on innovative alternatives to resolve complex problems that may not have been experienced previously ✓ Holds others accountable for working collaboratively to implement strategies that create operational efficiencies ✓ Challenges accepted norms and incorporates inclusion practices into how business is done

Examples of ineffective behaviours

LEADING SELF	LEADING OTHERS	LEADING LEADERS	LEADING ORGANISATION
✗ Doesn't refer concerns about risks upwards or is too afraid to ask the hard questions ✗ Gives up too easily when initial plans are met with resistance	✗ Imposing a culture of "my way is the only way" or being closed to new ways to solving problems ✗ Creates exclusivity or "out-groups" within the team	✗ Duplicates research effort, or fails to find out about similar national or internal research ✗ Is strongly resistant to change and prefers to maintain the status quo	✗ Maintains a culture of bureaucracy and hierarchical power within the University ✗ Is not familiar with the broader context resulting in missed opportunities for product and service differentiation

USING THE FRAMEWORK

The USQ People Capability Framework can be used to support people practices at all stages of the talent lifecycle.
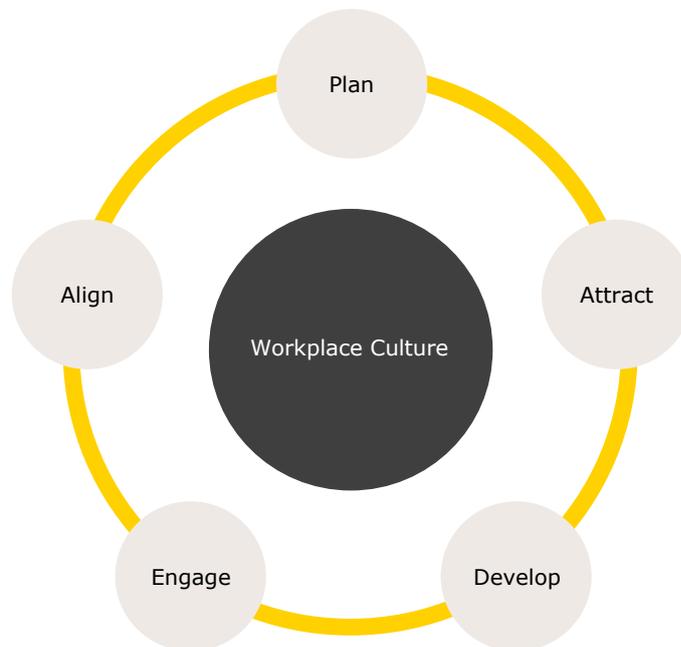
One of the ways of using the framework is to contextualise the specific behaviours within each of the key capabilities to the specific operating conditions of an individual, team, department, school, or division.

This can be done by reviewing the key capabilities and having a collective conversation about what are the effective and ineffective behaviours expected in a given context.

A range of templates, tools, processes, examples, and stories are being developed and documented as the capability framework is implemented across the University, and can be accessed on the Human Resource web site.

More information about using the framework at each stage of the talent lifecycle are included on the following pages.

PLAN AND ALIGN

The capabilities that comprise this framework have been selected in order to address the strategic drivers of change impacting USQ and the higher education sector in Australia, as well as the current strategic objectives of the University. As such, the capabilities can be used as a foundation for workforce planning and organisational change.

For example, for any particular level in an organisation, capabilities can be contextualised with regard to strategic priorities, workplace imperatives, and performance expectations. This information can then form the basis for determining the type, mix, and configuration needed for future roles, as well as the direction for future changes in structure, system, people, policy, or process.

Workforce planning, especially at the strategic level, involves a more than just the consideration of key capabilities. Other factors that need to be considered include tenure of employees, cultural diversity, retirement eligibility, distribution of high-performers, role classification and remuneration, budget trends, leadership bench-strength, and workforce demographics.

ATTRACT

Attracting and recruiting people with the core values and key capabilities needed by USQ (in balance with internal employee capability development) can help to ensure the University achieves its strategic objectives.

Identifying the key capabilities that are most important to a role, in addition to the technical skills, specific knowledge, and education/qualifications required for the role, help to ensure that the best people are being recruited to USQ. A compelling set of key capabilities is part of USQ's unique employee value proposition.

Once a new employee commences with USQ, the capability framework can form part of the induction and onboarding process. In particular, the supervisor of the position can use the capability framework to reaffirm behavioural expectations for the new employee, while the new employee can use the framework as a touchstone for their ongoing career management, as well as their learning and development activities.

TALENT LIFECYCLE

DEVELOP

The capability framework articulates a connection between learning and development activities and the strategic objectives of the organisation. USQ can use the key capabilities, at an enterprise level, to offer targeted learning and development activities. As a common tool, the framework can also be used by employees and supervisors to develop a focused and informed learning and development plan and/or career plan, which is appropriately tailored to an employee's career age, aspirations, and stage of development.

For example, an individual can identify their leadership level, acknowledging that some roles span multiple leadership levels, and use the capabilities within that level to plan for current role capability development. Alternatively, the framework could be used to identify the capabilities that need to be developed in pursuit of a future role in the organisation.

Employees at USQ are empowered and responsible to manage both their ongoing development and career progress. The capability framework provides a supporting tool and contains a common language that can be used. Remember, career success looks different for different people, so employees are encouraged to manage their career in the way that fits their specific circumstances in balance with the strategic needs of the organisation.

ENGAGE

The capability framework can be used to support and inform ongoing performance management conversations between employees and their supervisors. This can be done at an individual or team level.

For example, by identifying the key capabilities and subordinate behavioural descriptions that are most important to success in the role, supervisors and employees can agree on appropriate performance expectations that take into account the output to be delivered (the "what"), and the way in which results are achieved (the "how").

It is important to reward and recognise employees for the demonstration of positive behaviours in line with the capability framework. This can be done on an informal basis through specific and timely feedback that describes the observed behaviour and the positive impact that resulted. Alternatively, more formal reward and recognition can be initiated for individuals or teams as per the University's reward and recognition policies and procedures.

ACKNOWLEDGEMENTS