Our Capability and Development Frameworks need to be revised to support delivery of our Mission, Vision and Strategy.

Desired Future State:

We develop sector leading capability

**Leadership Capability**

Our leaders have the capability to deliver top 50 by 2050

**Succession Pipeline**

We have a good selection of strong and diverse internal candidates for key positions

**High Performance Culture**

We are recognised for developing the high performance culture required to deliver top 50 by 2050

**Leadership Confidence**

Our employees believe in our leaders and observe them demonstrating our values
Development Pathways at UWA

**Technical:**
- Academic Promotion Criteria
- Technical competency framework

**Leadership and Management:**
- Behavioural and Capability Expectations Framework
- Foundation skills for all staff

Each Path undertakes the same development steps

1. **Capability Proficiency Levels**
   - Define the level of capability proficiency required
   - 1) Technical
   - 2) Leadership & Management

2. **Capability Assessment**
   - Assess current capability versus future desired capability

3. **Capability Development Activities**
   - Development activities defined and used to build desired future capability
   - 1) Technical
   - 2) Leadership and Management

4. **Career Pathway**
   - Map and improve career pathway opportunities

The process has been designed for development purposes.

Staff are encouraged to understand their level of proficiency compared to the required levels and undertake learning activities to improve:
- capability and performance in current role
- career pathway opportunities
- increase flexibility for the individual and University
Leadership and Management capabilities and proficiency levels

The framework covers both academic and professional staff

<table>
<thead>
<tr>
<th>Capability</th>
<th>All staff / informal leader</th>
<th>Emerging Leader</th>
<th>Leader of People</th>
<th>Leader of Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading Self</td>
<td>Manage and develop self</td>
<td>Communicate with influence and respect</td>
<td>Model the University values and comply with University standards</td>
<td></td>
</tr>
<tr>
<td>Leading Others</td>
<td>Build and/or manage sector leading organisational structures, teams and capability</td>
<td>Influence, inspire and drive excellence in others</td>
<td>Drive collaboration within and across organisational boundaries</td>
<td></td>
</tr>
<tr>
<td>Leading Results</td>
<td>Use sector and business acumen to drive results and delivery</td>
<td>Create a culture of continuous improvement</td>
<td>Manage projects and utilise resources appropriately</td>
<td>Leverage diversity to shape strategic thinking, at a national and international level</td>
</tr>
<tr>
<td>Leading Growth</td>
<td></td>
<td></td>
<td></td>
<td>Foster innovation, courage and agility</td>
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Capability expectations increase and emphasis changes through the different leadership levels
## Capability descriptor - example

### Manage projects and utilise resources appropriately

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<td>Establishes and implements clear plans and time frames for projects within own control</td>
<td>Establishes and implements clear plans and time frames for projects within own work area; applies UWA project management processes</td>
<td>Initiates and manages Unit projects and establishes work plans and key milestones</td>
<td>Monitors progress and ensures outcomes and timelines are achieved, within resources available</td>
<td>Leads complex University wide projects from inception through to delivery; plans for and organizes resources</td>
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<td>Keeps others informed of progress and delivers what is promised</td>
<td>Evaluates results and provides ongoing updates to keep others informed</td>
<td>Sets goals and targets for managing the resources of the Unit, manages the budget and analyses management information reports to take early action for improvement</td>
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<td>Reviews project outcomes and ensures project benefits are fully realised for the University</td>
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<td>Uses resources effectively and in line with agreed allocations</td>
<td>Uses resources (financial, physical and technological, and people) appropriately and works within allotted resource allocations and budget</td>
<td>Proactively identifies efficiencies and cost savings</td>
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<td>Demonstrates commercial astuteness and a comprehensive understanding of the Unit’s budget and UWA’s financial position</td>
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<td>Draws on others’ skills, knowledge and resources</td>
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### Leading Results

- Use sector and business acumen to drive results and delivery
- Create a culture of continuous improvement
- Manage projects and utilise resources appropriately

### What this DOESN’T look like…..

- Overcommitting and not delivering
- Ignoring cost / resource implications
- Running a project without a comprehensive project plan
Development activities shaped around 70:20:10

Each capability has 70:20:10 development activities.

Generic examples:

**On-the-job Learning (70%)**

- Learning and developing through day-to-day tasks, challenges and practice.
- Work with your manager to identify opportunities to grow in your current role, and take on additional responsibilities
- Attend meetings with more experienced peers
- Volunteer for working groups
- Get involved in projects that expand your skill base
- Seek out opportunities to actively apply the skills learned through formal development
- Facilitate training
- Take on a coaching assignment
- Step into new role

**Social Learning (20%)**

- Learning and developing with and through others
- Seek out opportunities for mentoring and coaching
- Volunteer to mentor and coach others
- Volunteer to (co)facilitate training and workshops
- Look for role models in the University and externally
- Buddy up on projects
- Initiate shadowing opportunities
- Visit subject matter experts
- Participate in University forums / initiatives

**Formal Learning (10%)**

- Learning and developing with and through structured programs and courses
- Internal training
- External programs
- Additional formal development agreed between managers and individuals
- Accreditations
- Participate in external webinars
- Read books
- Attend seminars
## Capability and development descriptor - example

### Leading Results
- Use sector and business acumen to drive results and delivery
- Create a culture of continuous improvement
- **Manage projects and utilise resources appropriately**

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### 70% (70%)
- Participate in project(s) or Continuous Improvement activities to increase service whilst achieving cost reductions and/or maximising profitability.

### 20% (20%)
- Seek out a mentor to guide you through a project
- Establish and deliver a project(s) or Continuous Improvement activities **within your work area** to increase service whilst achieving cost reductions and/or maximising profitability.

### 10% (10%)
- Read the Continuous Improvement webpage to understand the processes and tools available to improve service
- Service Culture - online module
- Project Management for Managers

### 70% (70%)
- Lead a project(s) or Continuous Improvement activities that impacts on other work areas to increase service whilst achieving cost reductions and/or maximising profitability.

### 20% (20%)
- Mentor others through project delivery in your area of expertise
- Mentor others through complex cross organisational project delivery.

### 10% (10%)
- Lead a team to deliver a project(s) or Continuous Improvement activities that impact on the entire University that improves service whilst achieving cost reductions and/or maximising profitability.
- Service Culture - online module
- Project Management for Managers

- Service Culture - online module
Development activities shaped around Social Learning (20%)

Each capability has Social Learning (20%) development activities.

Now available:

**Mentoring Internet Homepage**

**Mentoring Overview**
- Time: 15 minutes
- Purpose:
  - Answers key questions about mentoring
  - Provides guidance on getting the mentoring partnership up and running
  - Includes an Agenda and Mentoring Planning and Agreement Form for the first mentoring meeting

**Mentoring Learning Guide**
- Time: 30-45 minutes
- Purpose:
  - Sets out the business case for mentoring
  - Dispels mentoring myths
  - Helps individuals determine if they have the attributes to be a mentor and/or mentee
  - Provides tips and approaches to Active Listening and Feedback to build effectiveness at being a mentor and/or mentee

Coming soon:

**Coaching Internet Homepage**

**Coaching Overview**
- Time: 15 minutes
- Purpose:
  - Answers key questions about coaching
  - Provides guidance on getting the coaching partnership up and running
  - Includes an Agenda and Coaching Planning and Agreement Form for the first coaching meeting

**Coaching Learning Guide**
- Time: 30-45 minutes
- Purpose:
  - Sets out the business case for coaching
  - Dispels coaching myths
  - Helps individuals determine if they have the attributes to be a coach and/or coachee
  - Provides tips and approaches to Active Listening and Feedback to build effectiveness at being a coach and/or coachee

http://www.hr.uwa.edu.au/2894950
Development activities shaped around Formal Learning (10%) 

Each capability has Formal Learning (10%) development activities.

Now available: 

10%: All Staff
10%: Emerging Leaders
10%: Leaders of People

Coming in 2017: 

All staff
Feedback
Influencing
Enabling change
Unconscious Bias
In not racist but…

Emerging Leaders
Professional Development Programme
• Awareness raising
• Comprised of development activities

Leaders of People
Management Development Programme
• Multi-level program
• Project based learning

Leaders of Leaders
Executive Development Programme
• Individualised
Leadership and management capability and development framework is complementary to other people processes

The framework is intended as a development tool and will inform the ‘D’ in the PDA process.

The current framework has been integrated into and will be replaced by the revised Leadership and management capability framework.

The framework is aligned with the Academic Standards and Expectations Framework - details academic standards for:
- Teaching
- Research / Scholarships
- Service

School specific academic standards and expectations

The framework will inform the talent management process which is drafted and about to pilot.
Feedback & Questions
Mentoring – Where can I find the tools

Quick print Overview and Learning Guide