



# Capability Development Framework





Supporting our staff to grow and develop is fundamental to making a positive, lasting, and measurable difference to our people and the unique employee experience we offer at ACU, one of the largest English-speaking Catholic universities in the world.

The Capability Development Framework (CDF) sets out ACU's development pathway for staff by describing the essential competencies needed to achieve our strategy and support our distinctive Mission. A commitment to continuous learning and improvement—through the combined efforts of many—is what drives our collective success.

The CDF enables a whole-of-organisation approach to developing and strengthening capability. It plays a critical role in shaping effective job design and driving job performance, by supporting conversations that clarify role expectations, enhance capability in current roles, and identify development opportunities for future career progression.

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# Core competencies

## LIVE ACU'S MISSION, VISION AND VALUES

Demonstrate confidence and courage in achieving ACU's mission, vision, and values by connecting them to the purpose of one's work

LEAD SELF	LEAD OTHERS	LEAD ORGANISATION
Three competencies that describe how we are responsible for pursuing personal excellence and for individual performance, contribution and behaviours.	Three competencies that describe how we work with others in a manner consistent with our values.	Three competencies that describe how we take actions in support of organisation-wide outcomes.
<b>Pursue personal excellence</b> Cultivate a sense of purpose and a commitment to excellence. Align personal endeavours with the quality of excellence – performing to the highest potential and fulfilment.	<b>Collaborate effectively</b> Work collaboratively internally and externally to ACU to capitalise in all available expertise in pursuit of excellence.	<b>Apply commercial acumen</b> Understand the business environment in which ACU operates and adopt a university-wide point of view to seize opportunities and improve commercial viability.
<b>Be responsible and accountable for performance and contribution</b> Through an understanding of the ACU context, take personal accountability for delivering the highest quality work.	<b>Communicate with impact</b> Communicate with purpose. Gain the support of others for actions that benefit ACU. Negotiate for mutually beneficial outcomes that are aligned with the mission, vision and values of the university.	<b>Adapt to and lead change</b> Display openness and resilience, inspire others to change and act to make change happen with ACU's strategic goals and mission at the heart of all outcomes.
<b>Behave with consideration of impact on others</b> Demonstrate self-awareness and self-regulation of behaviours and consider personal impact on others.	<b>Coach and develop</b> Coach and develop self and others through setting clear expectations, managing performance and developing required capabilities to establish a culture of learning and improvement.	<b>Deliver stakeholder-centric service</b> Keep stakeholder interests at the core of ACU business decisions and ACU service excellence as a top priority.

# Achievement levels

The 10 core competencies are broadly aligned with position levels distributed across three achievement levels.

The CDF behaviours listed provide guidance, but is not intended to be an exhaustive list of all the behaviours that you would expect to see.

LEVEL 1: ALL STAFF	LEVEL 2: MANAGEMENT	LEVEL 3: EXECUTIVE LEADERSHIP
	<p><b>Senior:</b> For example: associate director, associate dean, state head/ deputy head of school</p> <p><b>Middle:</b> For example: portfolio manager, national and/or state manager, course coordinator</p> <p><b>Line:</b> For example: functional manager, lecturer in charge, team leader.</p>	Leads an organisational area
<ul style="list-style-type: none"> <li>Understands and gives expression to ACU's mission, vision and values.</li> <li>Competence at this level is predominantly about self-management and working effectively with immediate colleagues to achieve your set tasks and goals within the context of mission, vision and values as directed by your manager.</li> <li>Responsible for specific tasks or outcomes that affect your immediate work area and team.</li> <li>Works on tasks with short-term to mid-term timeframes.</li> <li>Generally, receives clear guidelines and instructions that set priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Competence at this level is demonstrated by managing the activity of your immediate direct reports in support of successfully achieving your strategically aligned work unit goals guided by the university's mission, vision and values.</li> <li>Manage cross-functional teamwork to achieve effective outcomes for one's own work unit.</li> <li>Implement new work and initiatives for your team as directed.</li> <li>Accountable for contextualising change initiatives for your immediate direct reports so they may act with confidence and achieve required outcomes.</li> <li>Hold direct reports accountable for short-term and medium-term tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Competence at this level is demonstrated by leading your organisational area to achieve frameworks or plans you have created in support of ACU strategic goals.</li> <li>Lead the organisational area through clear delivery of plans created to achieve ACU'S strategic imperatives.</li> <li>Communicate effectively ACU's mission, vision and values and objectives, and provide direction and clarity to facilitate their achievement.</li> <li>Lead priorities in organisational area and team to achieve economies of scale and to capitalise on knowledge sharing.</li> <li>Lead managers and large work groups and actively remove roadblocks to achieve desired outcomes.</li> </ul>



# Competencies for each achievement level in detail

The expectation of competency development is cumulative from one achievement level to the next, as illustrated in the tables below.

COMPETENCY - LIVE ACU'S MISSION, VISION AND VALUES	
Demonstrate confidence and courage in achieving ACU's mission, vision and values by connecting the purpose of one's work to ACU's mission, vision and values	
ACHIEVEMENT LEVELS/ EXPECTATIONS	BEHAVIOURS
<b>Level 1: All staff</b> Be reflective and connect the purpose and practice of your work to the work of ACU. Link everything you do to ACU's mission, vision and values.	Understand, articulate and give expression to ACU's mission, vision and values to others.
	Take pride in being trustworthy.
	Represent ACU's highest standards through respectful and ethical expression of the university's mission and the shaping of a hope-filled future.
	Deal with others in an open, honest and respectful manner that fosters trust.
<b>Level 2: Management (senior, middle and line)</b> Understand the organisational direction and ACU's mission, vision and values, and translate this effectively into outcomes and work for the team.	Confidently represent and give proper expression to ACU's mission, vision, and values.
	Create an understanding for all team members of the links between ACU's mission, vision and values and the work of the team. Provide ongoing advice and feedback and make it a topic of conversation at team meetings.
	Encourage understanding of and commitment to ACU's mission, vision and values in others. Recognise and reward individual and team behaviour aligned to mission, vision and values.
	Convey compassion and honesty in difficult situations, displaying balance and judgment.
<b>Level 3: Executive leadership</b> Show courage, compassion, empathy and graciousness in all stakeholder dealings and communications, both internally and externally.	Challenge others to meet ACU's standards of behaviour and call out inappropriate activity.
	Be honest with others even when there is personal cost or risk.
	Constantly model behaviour aligned to ACU's mission, vision and values.
	Continually help others understand and relate to ACU's mission, vision and values.

## LEAD SELF - COMPETENCY

### LEAD SELF - PURSUE PERSONAL EXCELLENCE

Cultivate a sense of purpose and a commitment to excellence. Align personal endeavours with the quality of excellence - to perform to your highest potential and fulfilment.

ACHIEVEMENT LEVELS	BEHAVIOURS
<b>Level 1: All staff</b>	Cultivate a sense of purpose in your own contribution and appreciation for its inherent value towards achieving ACU's vision.
	Take actions that align with the concept of personal excellence including good work habits and opportunities that could enhance personal effectiveness.
	Volunteer ideas and be creative and innovative.
	Act with integrity.
<b>Level 2: Management (senior, middle and line)</b>	Role model your own sense of purpose towards achieving ACU's vision and acknowledge and encourage others to understand theirs.
	Be driven by the pursuit of personal excellence and support the same in others.
	Create a space for new ideas to surface and be explored.
	Role model integrity.
<b>Level 3: Executive leadership</b>	Inspire in others a deep sense of personal purpose and create for them alignment with ACU's vision.
	Motivate and inspire team to pursue personal excellence by setting / measuring expectations around this, understanding that excellence can look different in different people.
	Foster an environment that encourages creativity, innovation, and new ideas.
	Role model integrity.

## LEAD SELF - COMPETENCY

### LEAD SELF - BE RESPONSIBLE AND ACCOUNTABLE FOR OWN PERFORMANCE AND CONTRIBUTION

Take personal accountability for delivering the highest quality work.

ACHIEVEMENT LEVELS	BEHAVIOURS
<b>Level 1: All staff</b>	Take personal responsibility and accountability for your work and for fulfilling commitments made to others. Deliver work on time and to the agreed standard.
	Demonstrate a sound understanding and use of relevant ACU processes and systems, policies, and procedures to carry out day to day work.
	Manage own performance and contribution by planning and prioritising work activity to achieve optimal efficiency and effectiveness and seek support when required.
	Contribute to and aid team discussions and decisions.
<b>Level 2: Management (senior, middle and line)</b>	Take personal responsibility and accountability for meeting deadlines and achieving agreed goals. Manage own and team workload by planning and prioritising work activity and focussing on results/outcomes.
	Demonstrate a comprehensive understanding and use of ACU processes and systems, policies, and procedures relevant to your job. Understand the purpose of ACU governance and regulatory obligations and act within the limits of your own legal and risk knowledge, escalating when appropriate.
	Take proactive steps to improve outcomes without being directed to do so. Identify new and better ways to do things and support the implementation of business improvement initiatives and new technologies.
	Make timely and informed decisions through consideration of key information/data and input from your team. Role model and coach direct reports for evidence-based decision making.
<b>Level 3: Executive leadership</b>	Create and role model/foster a culture of personal responsibility and accountability for self and team and drive a strong results orientation towards goals and priorities. Demonstrate strong leadership for delivery and operational effectiveness by setting expectations that hold team members to account for their performance and contribution and providing timely support.
	Understand and apply ACU's governance and regulatory risk frameworks to mitigate risks and apply whole of system thinking to identify/manage/escalate any issues through to resolution.
	Continuously review operational systems and processes in your organisational area for long-term improvement and as appropriate, make change happen. Implement university-wide operating methodologies to support efforts to standardise/streamline approaches to work at ACU.
	Demonstrate the capacity to solve problems and make good judgments/decisions through understanding ACU's formal and informal decision-making structures, interpretation of complex information and seeking different perspectives. In the absence of complete information be prepared to have a point of view to progress business outcomes.



## LEAD SELF - BEHAVE WITH CONSIDERATION OF IMPACT ON OTHERS

Demonstrate self- awareness and self-regulation of behaviours and consider personal impact on others.

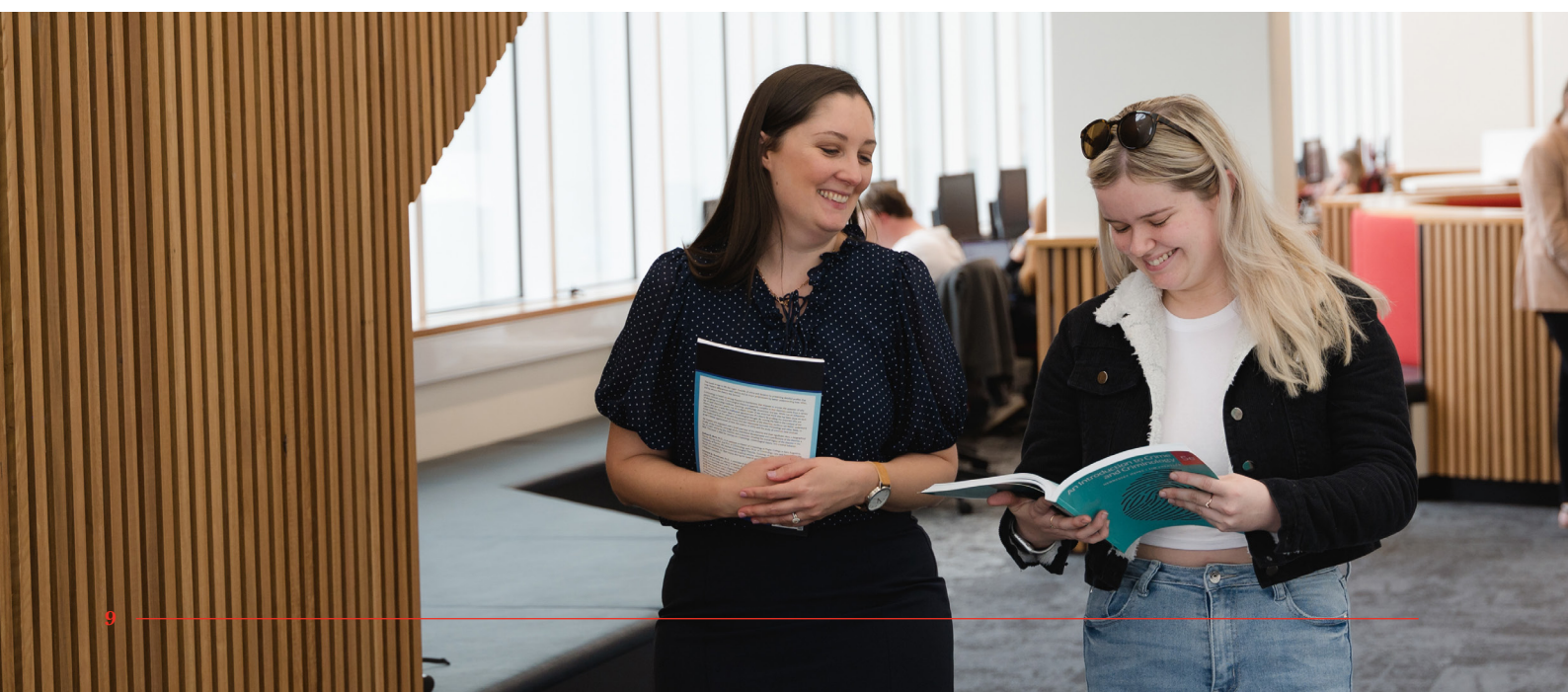
ACHIEVEMENT LEVELS	BEHAVIOURS
<b>Level 1: All staff</b>	Hold oneself accountable for one's behaviours and their impact on others.
	Develop and maintain an awareness of own emotions and behaviours, and tailor behaviours to have a positive impact on others.
	Seek out feedback to better inform your level of self-awareness/personal insight.
	Seek support when required or learning and development opportunities.
<b>Level 2: Management (senior, middle and line)</b>	Be vigilant about your personal impact on others. Tailor behaviours to align with people's different styles and personalities to enable a supportive environment and the best outcomes.
	Demonstrate the capacity for feedback and self-reflection to identify and apply learning for self and others. Share your perspectives and consider those of others.
	Promote and coach others around self-awareness and constructive behaviours, including providing or facilitating feedback to further their personal insights.
	Adapt your behaviours to changing circumstances including being capable of calming self and others during stressful times.
<b>Level 3: Executive leadership</b>	Demonstrate a high level of self-awareness and role model constructive leadership to have a positive impact on others.
	Be open to and initiate ongoing feedback and self-evaluation and understand its value in contemporary leadership practice. Modify leadership behaviours to reflect increasing levels of self-awareness as well as in response to the ever-changing context for leadership.
	Cultivate the ability of self and others to act and think empathetically.
	Behave in ways that enable trusting relationships with colleagues.

## LEAD OTHERS

### LEAD OTHERS - COLLABORATE EFFECTIVELY

Work collaboratively internally and externally to ACU to capitalise in all available expertise in pursuit of excellence.

ACHIEVEMENT LEVELS	BEHAVIOURS
<b>Level 1: All staff</b>	Demonstrate high levels of personal engagement and inclusiveness amongst peers.
	Be visible and accessible to colleagues. Communicate openly and widely share information and knowledge.
	Be a team player. Share information and see the benefits of working as a team.
	Keep others informed and up to date about what is happening.
<b>Level 2: Management (senior, middle and line)</b>	Create strong morale and spirit amongst own team by working to remove barriers to collaboration.
	Define success in terms of the whole team and support stages of team growth and maturity.
	Recognise and reward the contributions of others.
	Ask others for their views and opinions when making decisions and plans.
<b>Level 3: Executive leadership</b>	Balance leadership of own faculty/division with wider university agenda to achieve successful outcome.
	Forge connections and maintain effective relationships across the university.
	Support and foster university-wide initiatives.
	Sponsor and enable collaboration and cross-functional teams to achieve organisational area priorities.



## LEAD OTHERS - COMMUNICATE WITH IMPACT

Communicate with purpose. Gain the support of others for actions that benefit ACU. Negotiate for mutually beneficial outcomes that are aligned with the mission, vision and values of the university.

ACHIEVEMENT LEVELS	BEHAVIOURS
<b>Level 1: All staff</b>	Provide accurate and timely information in the right amounts to others to support their work.
	Convey facts, concepts, and technical information clearly and concisely, using terms that most people can understand.
	Pay attention and listen to others, taking time to build rapport.
	Demonstrate respect for others and how they are feeling.
<b>Level 2: Management (senior, middle and line)</b>	Seek to understand the perspectives of others.
	Listen to and be sensitive towards others' motives, concerns, interests, and views. Adapt communication style, language, and context accordingly.
	Have awareness and relate to people from diverse backgrounds.
	Provide the information that people need to do their jobs and feel good about being a member of the team/organisational area.
<b>Level 3: Executive leadership</b>	Respond appropriately to feedback in real-time; be able to 'think on your feet' when seeking to influence others.
	Utilise various means and methods of communication to ensure messages effectively reach intended parties across the university.
	Take into account people's different styles and personalities, and their unspoken thoughts and feelings.
	Be aware of and responsive to the emotional states and responses of others.





## LEAD OTHERS

### LEAD OTHERS - COACH AND DEVELOP

Coach and develop self and others through setting clear expectations, managing performance and developing required capabilities to establish a culture of learning and improvement.

ACHIEVEMENT LEVELS	BEHAVIOURS
<b>Level 1: All staff</b>	Be personally committed to and actively work to continuously improve yourself.
	Understand that different situations and levels may call for different skills and approaches.
	Work to deploy strengths and compensate for weaknesses and limitations.
	Seek out opportunities for personal growth and development.
<b>Level 2: Management (senior, middle and line)</b>	Have regular development conversations and set clear performance and development goals.
	Assist in unblocking barriers to development.
	Celebrate success, openly recognise individual and team achievement and give credit where credit is due.
	Delegate tasks and decisions without deferring responsibility.
<b>Level 3: Executive leadership</b>	Model your own commitment to development by sharing your development objectives with peers and teams.
	Actively orchestrate learning opportunities for staff by establishing processes that promote learning from each other, both within and across departments.
	Undertake functional succession planning. Look for candidates to promote internally.
	Empower the team by giving real ownership for delegated activities.



## LEAD ORGANISATION

### LEAD ORGANISATION - APPLY COMMERCIAL ACUMEN

Understand the business environment in which ACU operates and adopt a university-wide point of view to seize opportunities and improve commercial viability.

ACHIEVEMENT LEVELS	BEHAVIOURS
<b>Level 1: All staff</b>	Show understanding of how resources (time, materials, staffing etc) link to commercial outcomes. Work to achieve budget controls.
	Establish methods for staying in tune with industry trends.
	Understand the wider business context in which ACU operates by keeping up to date with new developments in the higher education sector, particularly changing Federal Government policy and funding arrangements.
	Be aware of commercial aspects of ACU including stakeholders, markets, services and products that contribute to the financial viability of ACU.
<b>Level 2: Management (senior, middle and line)</b>	Actively develop a wide range of higher education contacts to regularly conduct benchmarking activities and identify continuous improvement opportunities for ACU.
	Understand the commercial challenges and opportunities of ACU and proactively investigate and develop options that improve performance by doing things that may be unique, leading-edge, or new to ACU.
	Be willing to think beyond your own role by integrating knowledge across different areas of the business and adopt broader thinking about how your work contributes to the core business of ACU.
	Know the bigger picture in which you operate by understanding the history, mission, identity, values, organisational structure, and campuses of ACU.
<b>Level 3: Executive leadership</b>	Use knowledge of higher education markets to suggest new services and/or products that generate new revenue or commercial opportunities for ACU.
	Identify ways to use resources flexibly and innovatively to maximise benefit to ACU.
	Be able to perceive where ACU needs to go (strategic direction) and then work backwards to connect how what you do (job purpose) supports the bigger picture (strategy).
	Consistently demonstrate strategic, integrated systems thinking and acting by perceiving and building linkages across work areas at the national level.

## LEAD ORGANISATION

### LEAD ORGANISATION - ADAPT TO AND LEAD CHANGE

Display openness and resilience, inspire others to change and act to make change happen with ACU's strategic goals and Mission at the heart of all outcomes.

ACHIEVEMENT LEVELS	BEHAVIOURS
<b>Level 1: All staff</b>	Think positively and remain open-minded even when faced with obstacles.
	Be resilient and flexible in approach to work.
	Think creatively when implementing change initiatives in the context of your work.
	Listen to the changes proposed, provide feedback, and contribute to new solutions.
<b>Level 2: Management (senior, middle and line)</b>	Proactively consider the impact of change on people and their personal circumstances and ensure this is addressed in your actions and communications.
	Communicate with clarity to reduce ambiguity and to create clear direction in times of change.
	Cascade the impact of change initiatives into working practices and processes for the staff in a work unit/directorate/faculty or location.
	Use a range of techniques including group brainstorming to generate creative solutions to the change challenges.
<b>Level 3: Executive leadership</b>	Encourage others to be flexible and understand the impact and benefits of change.
	Be enthusiastic and energetic about potential changes. Clearly present the business case for change.
	Anticipate and take actions to address the emotional impact of change.
	Challenge the status quo; do not be constrained by routine and the way things have always been.





## LEAD ORGANISATION - DELIVER STAKEHOLDER CENTRIC SERVICE

Keep stakeholder interests at the core of ACU business decisions and ACU service excellence as a top priority.

ACHIEVEMENT LEVELS	BEHAVIOURS
<b>Level 1: All staff</b>	Respond to requests for service in a timely and thorough manner.
	Do what is appropriate to ensure stakeholder expectations are met.
	Prioritise stakeholder needs.
	Follow up to evaluate stakeholder satisfaction.
<b>Level 2: Management (senior, middle and line)</b>	Take measured and judicious risks to serve the interests of stakeholders.
	Bring appropriate people together as a team to address service initiatives and challenges in an efficient and effective manner.
	Demonstrate service excellence in day-to-day work.
	Promote service excellence behaviour and reward staff who exhibit this behaviour.
<b>Level 3: Executive leadership</b>	Actively seek out firsthand service feedback, even in difficult situations, and use it to make improvements in products and services.
	Establish and maintain relationships with stakeholders and foster trust and respect.
	Create programs to help the organisation serve stakeholders more effectively.
	Make service excellence part of the culture for those with whom we work.



