To achieve high performance, both the “what” and the “how” need to be part of performance conversations.

**What results should you achieve?**

**Role specific expectations**

**How do you achieve results?**

**Behavioural expectations**

**How do you interact with others at work?**

**Behavioural expectations**

The UNSW Code of Conduct and the 2025 Strategy set the minimum expectations for how employees should behave at UNSW.

The role specific expectations “what we do” are covered in the Goal Setting and Planning for the Year Ahead Guides. This guide is all about behavioural expectations “how we do it”. The intention of the UNSW behavioural expectations is to:

1. Clarify how we work together
2. Set goals for how we work at UNSW
3. Recognise people whose behaviour makes UNSW a positive place to work
4. Provide guidance for those not meeting expectations

**1. Clarify how we work together**

The first step is to clarify how we work together. As a result there are five core behavioural expectations of all employees who work at UNSW: Demonstrates Excellence, Drives Innovation, Builds Collaboration, Embraces Diversity and Displays Respect. There is a definition and specific observable indicators at each level. For example, the behavioural indicators for Drives Innovation are:

**Drives Innovation**

**Definition:** Thinks creatively and develops new ways of working. Initiates and embraces change.

<table>
<thead>
<tr>
<th>Foundational</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>🟠 is open to new and different ways of working</td>
<td>🟠 Suggests new ideas and ways of doing things</td>
<td>🟠 Works with others in generating new ideas and being innovative</td>
</tr>
<tr>
<td>🟠 Looks for and takes advantage of opportunities to learn new skills</td>
<td>🟠 Supports improvement initiatives to do with process and systems</td>
<td>🟠 Takes into account the broader UNSW context, both internally and externally, when formulating solutions</td>
</tr>
<tr>
<td>🟠 Identifies problems and seeks assistance</td>
<td>🟠 Develops ideas to deal with ambiguity and solve problems</td>
<td>🟠 Champions process and system changes aimed at improving efficiency and effectiveness</td>
</tr>
<tr>
<td>🟠 Uses new processes and systems as directed</td>
<td>🟠 Anticipates and identifies potential risks or issues, and suggests solutions</td>
<td>🟠 Shows recognises risk in implementing change initiatives</td>
</tr>
</tbody>
</table>

**People Leadership**

| 🟠 Paces an environment of idea generation | 🟠 Encourages different perspectives | 🟠 Encourages and recognises attempts to innovate, regardless of outcomes |
| 🟠 Takes into account the broader UNSW context, both internally and externally, when formulating solutions | 🟠 Promotes innovation and engagement activities internally and externally | 🟠 Initiates change to enable UNSW goals |
| 🟠 Champions process and system changes aimed at improving efficiency and effectiveness | 🟠 Encourages and recognises attempts to innovate, regardless of outcomes | 🟠 Challenges the status quo, and supports colleagues to respond to change positively |

| 🟠 Accepts risk when supporting innovation | 🟠 Accepts risk when supporting innovation | 🟠 Does not communicate or support change initiatives |
| 🟠 Supports change initiatives, communicates benefits and navigates resistance | 🟠 Supports change initiatives, communicates benefits and navigates resistance | 🟠 Does not communicate or support change initiatives |

| 🟥 What it is Not |
| 🟥 is not willing to experiment with new or different ways of working |
| 🟥 Discourages others from trying new approaches |
| 🟥 Does not accept failure as a normal part of the innovation process |
| 🟥 Leader Discourages team from questioning how things are done and raising new ideas |
| 🟥 Leader does not communicate or support change initiatives |
The levels are cumulative. So someone who is “intermediate” would also demonstrate “foundational” level 
behavioural expectations. Below is a guide to how the expectations are mapped to UNSW career levels:

Full details for each of the five behaviours are available in the UNSW Expectations Framework.

2. Set goals for how we work at UNSW
Discuss the behavioural expectations at the My Year Ahead conversation and use them as a basis for 
setting behavioural goals.

- Use a positive, strengths based approach. Recognise what is already working well and encourage 
the employee to continue and develop this behaviour further. “Which behaviours are strengths of yours 
and why? How can we continue to focus and build on this behaviour?”
- Meeting the expectations for your level is fine and should be positively acknowledged. “Tell me 
about how have you demonstrated the behaviours? It would be great to hear some recent examples.”
- However, if there are areas where improvement is needed, ask open questions and give the person 
the opportunity to acknowledge where improvement is needed and what they will do before giving advice. “How do you think that meeting went?” then prompt if needed “I noticed you interrupted xxx a 
few times, did you notice that? How do you think xxx felt? What could you do now?”
- The goal may relate to how tasks in the “role specific expectations” are achieved e.g. a goal around 
course re-design may be the “what” while “how” it is achieved is detailed as part of Drives Innovation.
- Use goals as a solid basis for on-going coaching and feedback and translate them into development plan actions.

3. Recognise people whose behaviour makes UNSW a positive place to work
Behaviour shapes the organisational culture and the unwritten ground rules - “How we do things around 
here”. At UNSW, we want to recognise and acknowledge people who demonstrate excellence, drive innovation, build collaboration, embrace diversity and display respect through myCareer and other initiatives. The behaviours provide a useful insight into the people at UNSW who are / will make good leaders and drive the 2025 Strategy in the right direction.

They also allow us to recognise people for achievements in changing and improving culture although it may not immediately translate into task based results. To go back to the course design example, a person may not get student feedback that is as positive as usual due to the additional pressure the course re-design has created. However, we would recognise the innovative behaviour using the expectations and make sure we value, not punish, the person for taking a risk on a new idea.

4. Provide guidance for those not meeting expectations
As we move to utilising behaviours, there will be times when we don’t live up to expectations. This is a 
normal part of the transition to behaviours. It is important to acknowledge when this happens by talking to 
the people involved and taking responsibility for your actions. This might include apologising and / or 
opening up a discussion as to how a similar lapse could be prevented in the future. Where you don’t live up 
to expectations on a continuing basis, this may be dealt with by your manager in line with UNSW policies 
and procedures.