**DISPLAYS RESPECT**

**Definition:** Treats others with dignity and empathy. Communicates with integrity and openness.

- **Foundational**
  - Acts with honesty and integrity
  - Treats others as they would like to be treated
  - Provides full attention and listens intently
  - Listens and makes time to support others
  - Communicates respectfully using appropriate tone and volume
  - Shows openness to the viewpoints of others
  - Recognises when own behaviour is disrespectful and takes corrective action
  - Takes personal responsibility for their own actions
  - Escalates observed misconduct or unprofessional behaviour
  - Contributes to an environment where people feel comfortable to share their opinion
  - Acknowledges others for ideas

- **Intermediate**
  - Practices what they preach
  - Engages in dialogue, rather than one way communication
  - Encourages and responds appropriately to two way feedback
  - Is transparent in sharing information
  - Shares credit with team and colleagues
  - Owns their mistakes and does not try to lay blame
  - Builds a culture where issues are openly discussed without reprimand
  - Deals proactively with breaches to respect between individuals, team and / or customers

- **Advanced**
  - Takes personal responsibility for their actions
  - Escalates observed misconduct or unprofessional behaviour
  - Contributes to an environment where people feel comfortable to share their opinion
  - Acknowledges others for ideas

- **People Leadership**
  - Engages in dialogue, rather than one way communication
  - Encourages and responds appropriately to two way feedback
  - Is transparent in sharing information
  - Shares credit with team and colleagues
  - Owns their mistakes and does not try to lay blame
  - Builds a culture where issues are openly discussed without reprimand
  - Deals proactively with breaches to respect between individuals, team and / or customers

- **What it is Not**
  - Being inconsistent in words and actions
  - Thinks only about self at cost of others
  - Is repeatedly disrespectful
  - Does not listen to others
  - Condoning aggressive or intimidating behaviour
  - Leader: Takes credit for the ideas of others
  - Leader: Always trying to be right, blames others for mistakes.
DEMONSTRATES EXCELLENCE

Definition: Delivers high performance and demonstrates service excellence.

<table>
<thead>
<tr>
<th>Foundational</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>People Leadership*</th>
<th>What it is Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes ownership of completed and assigned tasks</td>
<td>Prioritises actions and demonstrates sustained focus to achieve results</td>
<td>Maintains accountability for self</td>
<td>Clarifies roles and responsibilities of teams and/or individuals to drive high performance</td>
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</tr>
<tr>
<td>Seeks and responds to feedback received from supervisors and peers</td>
<td>Approaches problems with a positive solution orientation</td>
<td>Aligns actions and co-operates across work areas to achieve UNSW goals</td>
<td>Managers performance of staff and team in line with expectations</td>
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</tr>
<tr>
<td>Identifies customers and relevant service</td>
<td>Acts on opportunities to provide support to peers</td>
<td>Supports others to deliver results (e.g. removes obstacles, acts as a sounding board)</td>
<td>Reviews and provides feedback on performance of all staff</td>
<td></td>
</tr>
<tr>
<td>Demonstrates professionalism during interactions with students and/or internal customers</td>
<td>Maintains contact with students and/or internal customers to understand and anticipate their needs</td>
<td>Coaches and mentors others</td>
<td>Identifies and resolves individual and team performance issues</td>
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</tr>
<tr>
<td>Identifies issues that requires escalation and alerts those required</td>
<td>Proactively delivers high-quality service</td>
<td>Builds relationships with key students and internal customers</td>
<td>Recognises and rewards high performance and desired behaviours</td>
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<tr>
<td></td>
<td></td>
<td>Attracts additional customers through service excellence</td>
<td>Improves processes and culture to drive student and internal customer delivery outcomes</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fails to complete tasks</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Acting unprofessionally in front of students, colleagues and/or internal customers</td>
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<td></td>
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<td></td>
<td></td>
<td>Ignores issues or problems</td>
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<td></td>
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<td></td>
<td>Failing to consider customers and providing poor service</td>
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<td></td>
<td>Blames others for mistakes</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Leader: Does not set expectations or provide feedback</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Leader: Ignores unsatisfactory performance</td>
</tr>
</tbody>
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DRIVES INNOVATION

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

**Foundational**
- Is open to new and different ways of working
- Looks for and takes advantage of opportunities to learn new skills
- Identifies problems and seeks assistance
- Uses new processes and systems as directed

**Intermediate**
- Suggests new ideas and ways of doing things
- Supports improvement initiatives to do with process and systems
- Develops ideas to deal with ambiguity and solve problems
- Anticipates and identifies potential risks or issues, and suggests solutions

**Advanced**
- Works with others in generating new ideas and being innovative
- Takes into account the broader UNSW context, both internally and externally, when formulating solutions
- Champions process and system changes aimed at improving efficiency and effectiveness
- Shows flexibility in implementing change initiatives
- Accepts risk when supporting innovation
- Supports change initiatives, communicates benefits and navigates resistance

**People Leadership***
- Fosters an environment of idea generation
- Encourages different perspectives
- Promotes innovation and engagement activities internally and externally
- Encourages and recognises attempts to innovate, regardless of outcomes
- Initiates change to enable UNSW goals
- Challenges the status quo and supports colleagues to respond to change positively

**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

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# BUILDS COLLABORATION

**Definition:** Works effectively within and across teams. Builds relationships with internal and external stakeholders to deliver on outcomes

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<tbody>
<tr>
<td>❑ Relates to people in an open, friendly and professional manner</td>
<td>❑ Works towards positive and mutually beneficial outcomes</td>
<td>❑ Builds effective working relationships with both team and people in other areas</td>
<td>❑ Encourages teamwork in own team</td>
<td>❑ Refuses to work with others</td>
</tr>
<tr>
<td>❑ Co-operates with others to deliver key activities</td>
<td>❑ Adapts communication style to suit the audience and situation</td>
<td>❑ Seeks input from peers and shares information freely</td>
<td>❑ Builds trust and rapport by showing a genuine interest in others; understands and acknowledges feelings, concerns and ideas</td>
<td>❑ Withholds opinion, information or ideas</td>
</tr>
<tr>
<td>❑ Acts as a team player</td>
<td>❑ Effectively uses interpersonal skills to value and include people</td>
<td>❑ Manages challenging relationships with diplomacy</td>
<td>❑ Makes assumptions instead of asking questions</td>
<td>❑ Avoids difficult conversations</td>
</tr>
<tr>
<td>❑ Seeks to understand the needs and concerns of others</td>
<td>❑ Builds trust and sustains long-term relationships with internal and external networks</td>
<td>❑ Identifies key stakeholders and engages ahead of meeting to gain support</td>
<td>❑ Promotes challenging discussion to steer team toward an effective solution</td>
<td>❑ Relies on email when a conversation would be more effective</td>
</tr>
<tr>
<td>❑ Asks questions of others to clarify understanding</td>
<td>❑ Looks for opportunities to work in a team and collaborate with others</td>
<td>❑ Negotiates from an informed position</td>
<td>❑ Collaborates effectively across other teams to manage interdependencies</td>
<td>❑ Uses devices inappropriately in meetings and forums</td>
</tr>
<tr>
<td>❑ Responds constructively to conflicts and disagreements</td>
<td>❑ Encourages constructive questioning</td>
<td>❑ Recognises and explains the need for compromise</td>
<td>❑ Leader: Rarely asks team for their ideas</td>
<td>❑ Leader: Takes a siloed perspective</td>
</tr>
</tbody>
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EMBRACES DIVERSITY

Definition: Values individual differences and contributions of all people and promotes inclusion.

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<tr>
<td>❑ Recognises and respects the differences amongst all people</td>
<td>❑ Promotes a fair and inclusive environment</td>
<td>❑ Leads by examples in demonstrating inclusion and diversity</td>
<td>❑ Recognises and utilises the skills of staff with diverse backgrounds</td>
<td>❑ Only values others who share the same perspective</td>
</tr>
<tr>
<td>❑ Contributes to fair and inclusive environment</td>
<td>❑ Speaks out against discrimination</td>
<td>❑ Addresses and corrects inappropriate behaviour that discriminates against others</td>
<td>❑ Supports targeted recruitment to develop a representative workforce</td>
<td>❑ Does not complete available inclusion and diversity training</td>
</tr>
<tr>
<td>❑ Completes all required inclusion and diversity training</td>
<td>❑ Demonstrates intercultural awareness</td>
<td>❑ Frequently communicates the case for diversity and inclusion and champions initiatives</td>
<td>❑ Cultivates a team environment that embraces different cultures, flexibility, ideas and experiences</td>
<td>❑ Ignores unacceptable workplace behaviours including bullying, harassment and discrimination</td>
</tr>
<tr>
<td></td>
<td>❑ Acknowledges bias in interactions with others</td>
<td>❑ Gives time, energy and resources towards diversity and inclusion</td>
<td>❑ Intervenes when personal and organisational bias hotspots are identified</td>
<td>❑ Does not see the value of diverse capability when working in groups</td>
</tr>
<tr>
<td></td>
<td>❑ Promotes a fair and inclusive environment</td>
<td>❑ Learn about their own bias blind spots and develop strategies to minimise bias in the workplace</td>
<td>❑ Led by examples in demonstrating inclusion and diversity</td>
<td>❑ Blames others for mistakes</td>
</tr>
<tr>
<td></td>
<td>❑ Speaks out against discrimination</td>
<td>❑ Acknowledges bias in interactions with others</td>
<td>❑ Recognises and utilises the skills of staff with diverse backgrounds</td>
<td>❑ Leader: Shows bias when building and managing teams</td>
</tr>
<tr>
<td></td>
<td>❑ Demonstrates intercultural awareness</td>
<td>❑ Leads by examples in demonstrating inclusion and diversity</td>
<td>❑ Cultivates a team environment that embraces different cultures, flexibility, ideas and experiences</td>
<td>❑ Leader: Does not address exclusion occurring within the team</td>
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