DISPLAYS RESPECT

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

- Acts with honesty and integrity
- Practices what they preach
- 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
- 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

* People leadership refers to anyone who has a staff member, team or student reporting directly to them.

- 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.

**Foundational**
- Takes ownership of completed and assigned tasks
- Seeks and responds to feedback received from supervisors and peers
- Identifies customers and relevant service
- Demonstrates professionalism during interactions with students and/or internal customers
- Identifies issues that require escalation and alerts those required

**Intermediate**
- Prioritises actions and demonstrates sustained focus to achieve results
- Approaches problems with a positive solution orientation
- Acts on opportunities to provide support to peers
- Maintains contact with students and/or internal customers to understand and anticipate their needs
- Proactively delivers high-quality service

**Advanced**
- Maintains accountability for self
- Aligns actions and co-operates across work areas to achieve UNSW goals
- Supports others to deliver results (e.g., removes obstacles, acts as a sounding board)
- Coaches and mentors others
- Builds relationships with key students and internal customers
- Attracts additional customers through service excellence

**People Leadership***
- Clarifies roles and responsibilities of teams and/or individuals to drive high performance
- Manages performance of staff and team in line with expectations
- Reviews and provides feedback on performance of all staff
- Identifies and resolves individual and team performance issues
- Recognises and rewards high performance and desired behaviours
- Improves processes and culture to drive student and internal customer delivery outcomes

**What it is Not**
- Fails to complete tasks
- Acting unprofessionally in front of students, colleagues and/or internal customers
- Ignores issues or problems
- Failing to consider customers and providing poor service
- Blames others for mistakes
- **Leader**: Does not set expectations or provide feedback
- **Leader**: Ignores unsatisfactory performance

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**DRIVES INNOVATION**

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

<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>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>
<td>Fosters an environment of idea generation</td>
<td>Is not willing to experiment with new or different ways of working</td>
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<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>
<td>Encourages different perspectives</td>
<td>Discourages others from trying new approaches</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>
<td>Promotes innovation and engagement activities internally and externally</td>
<td>Does not accept failure is a normal part of the innovation process</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 flexibility in implementing change initiatives</td>
<td>Encourages and recognises attempts to innovate, regardless of outcomes</td>
<td><strong>Leader:</strong> Discourages team from questioning how things are done and raising new ideas</td>
</tr>
<tr>
<td></td>
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<td>Accepts risk when supporting innovation</td>
<td>Initiates change to enable UNSW goals</td>
<td><strong>Leader:</strong> Does not communicate or support change initiatives</td>
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<td></td>
<td></td>
<td>Supports change initiatives, communicates benefits and navigates resistance</td>
<td>Challenges the status quo and supports colleagues to respond to change positively</td>
<td></td>
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</tbody>
</table>

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

BUILDS COLLABORATION

Foundational
- Relates to people in an open, friendly and professional manner
- Cooperates with others to deliver key activities
- Acts as a team player
- Seeks to understand the needs and concerns of others
- Asks questions of others to clarify understanding

Intermediate
- Works towards positive and mutually beneficial outcomes
- Adapts communication style to suit the audience and situation
- Effectively uses interpersonal skills to value and include people
- Builds trust and sustains long-term relationships with internal and external networks
- Looks for opportunities to work in a team and collaborate with others
- Responds constructively to conflicts and disagreements

Advanced
- Builds effective working relationships with both team and people in other areas
- Seeks input from peers and shares information freely
- Manages challenging relationships with diplomacy
- Identifies key stakeholders and engages ahead of meeting to gain support
- Negotiates from an informed position
- Recognises and explains the need for compromise

People Leadership*
- Encourages teamwork in own team
- Builds trust and rapport by showing a genuine interest in others; understands and acknowledges feelings, concerns and ideas
- Encourages constructive questioning
- Promotes challenging discussion to steer team toward an effective solution
- Collaborates effectively across other teams to manage interdependencies

What it is Not
- Refuses to work with others
- Withholds opinion, information or ideas
- Makes assumptions instead of asking questions
- Avoids difficult conversations
- Relies on email when a conversation would be more effective
- Uses devices inappropriately in meetings and forums
- Leader: Rarely asks team for their ideas
- Leader: Takes a siloed perspective

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EMBRACES DIVERSITY

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

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

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