QTAC

CHOOSE THE FUTURE

Human Capability Dictionary

Setting Standards for Future Ready Graduates

Employability

Veriskills

Validated Capability &
Lifelong Record

Credential

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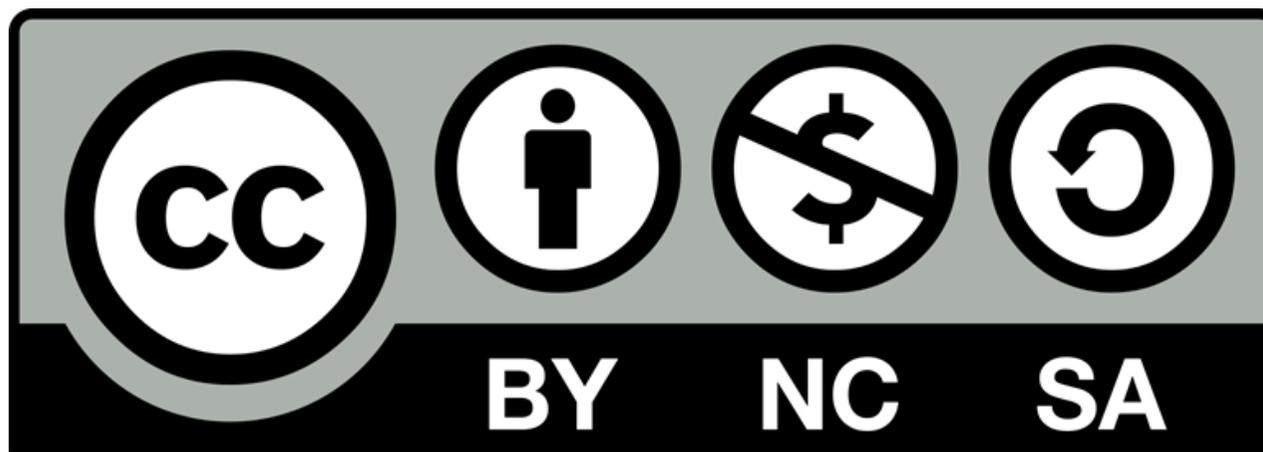**Ownership**: Queensland Tertiary Admissions Centre in conjunction with original developer The Institute for Working Futures pty. Ltd.

Human Capability Dictionary

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1. PURPOSE

This document outlines a capability standards framework (a dictionary) for the Queensland Tertiary Admissions Centre (QTAC). These could usefully be recognised to enhance school leaver's capacity to move into further learning and work. They also can be used throughout all levels of work in all industries to standardise requirements for non-technical, employability requirements essential in the emerging workforce. The selections abide by the 'givens' that the capabilities:

1. Compliment and extend beyond learning or assessment activities explicitly recognised by schools or tertiary providers.
2. Compliment and add value to formal learning by targeting abilities that are tacit, hidden, or acquired through experience or informal learning.
3. Provide a standardised, consistent way for QTAC to assess non-academic achievements.
4. Align to QTAC member institutions' graduate learning outcomes or attributes.
5. Provide a basis other than ATAR (Australian Tertiary Admissions Rank) for evidence gathering and submission by individuals seeking recognition.

2. CONTEXT

QTAC has been collaborating with The Institute for Working Futures pty ltd (Working Futures™) to plan how to better recognise and provide school leavers and adults returning to tertiary study with lifelong access to a verified, portable portfolio of skills – formal and informal- that can enhance entry to further learning or work. This includes being able to use these records to accommodate new paradigms relating to how the current concept of a full-time 'job' and career within a single discipline 'pipeline' will need to be extended to deal with the impact of automation on the labour market. This perspective suggests certain clusters of core capabilities or skill sets will do more than many formal qualifications to open employment opportunities in jobs that are still to be defined and in modes of employment that focus on freelance, casual or contract work.

There has been significant research undertaken across the globe on future skills or capabilities. The proposed Human Capability dictionary for QTAC has been derived from applied research and comparative analysis of Deakin University Professional Capability Standards and evidence-based research from across the globe into the future of work and development of core skill and employability frameworks (See Table 1 below).[1] Much of the research has focussed on the skills humans need that raise employability, enhance worker adaptation, provide enduring careers, and cannot be easily automated. The research is well grounded, rigorous and starting to concentrate on a consistent set of core requirements both for work and to navigate the disrupted global labour markets. For instance, Deakin University from 2014 undertook a 20 month, multimillion dollar DeakinDigital project with IBM Watson that analysed 60,000 current and future global jobs to reach their conclusion.

Capabilities exist to emphasise and encompass more than vocational or discipline-based skill, knowledge or competencies. This approach stresses strategic, system-level outcomes. It deliberately extends competency models (behavioural or technical) to develop and assess personal dimensions such as emotions and cognitive factors (See figure 1).
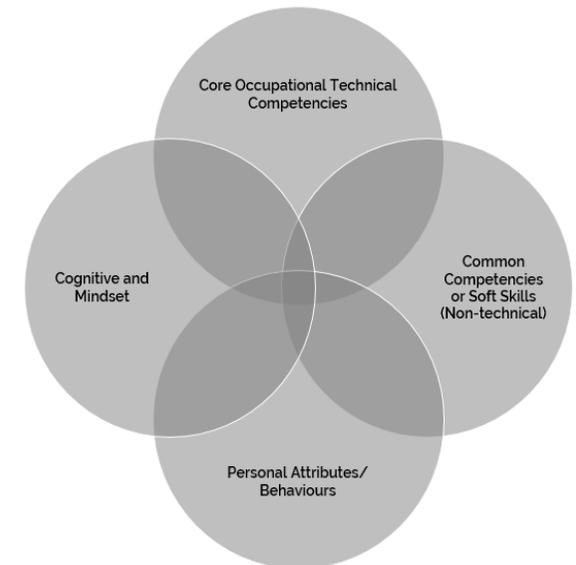

Figure 1 Capability elements

Capability Frameworks apply at a whole of education system, workforce or organisation to grow both current job competence and a person's future potential. This means they are built to provide a high-level insight into the skills, knowledge, personal attributes and mindsets required for the future workforce, not just a current job or occupation.

Capability frameworks have to emphasise both **explicit knowledge** (codified and portable) that can be taught, and **tacit knowledge** (implicit and embedded in a context) that cannot be taught but has to be acquired through situated experience.

Table 1 Global research into future skills

Oxford Martin School (2016)	DeakinCo. (2014)	OECD Global Workforce Core Competencies (2016)	Department of Education Foundations Skills (2015)	World Economic Forum Top 10 Future Skills Australia (2018)
Sense-making	Self-management	Analytical thinking	Self-management	Creativity, originality & initiative
Social intelligence	Communication	Flexible Thinking	Communication	Analytical thinking & innovation
Novel and adaptive thinking	Teamwork	Strategic Thinking	Teamwork	Active learning & learning strategies
Cross-cultural competency	Problem Solving	Manage Resources	Problem Solving	Technology design & programming
Computational thinking	Critical Thinking	Achievement Focus	Technology	Complex problem-solving
New media Literacy	Digital Literacy	Diplomatic Sensitivity	Learning	Critical thinking & analysis
Transdisciplinarity (work across disciplines)	Global Citizenship	Teamwork & Team Leadership	Interactive & Enterprise Skills	Leadership and social influence
Design Mindset	Innovation	Organisational knowledge & alignment	Planning & Organising	Emotional intelligence
Cognitive Load Management	Professional Ethics	Negotiating and Influencing		Reasoning, problem-solving & ideation
Virtual Collaboration	Emotional Judgement			Resilience, stress tolerance & flexibility

The above frameworks show that global research is beginning to isolate a number of consistent skills required through the workforce, at all levels of work, in all industries. Titles for these frameworks vary, from soft skills, employability skills, transferable skills or the more generic non-technical skills. Ultimately, all models are about defining the non-technical knowledge, skills and personal attributes humans apply in life, learning and work.

3. HUMAN CAPABILITIES FOR THE FUTURE

Based on global research projects and extensive collaborative research work, QTAC isolated the following capabilities as being the most important non-technical skill and knowledge required in the future workforce[2]. While not devaluing technical knowledge and skills, the emphasis on recruitment and retention of workers is increasingly on the person's ability to embrace the workplace culture, learn, adapt, work with others, solve problems and act ethically.[3]

Abilities	Description
1. Communication	Able to communicate with clarity and impact to facilitate individual and collective understanding, action or information exchange.
2. Collaboration	Able to work collaboratively with all types of people, contribute to teamwork and to build relationships and networks across a range of people or groups.
3. Critical Thinking	Able to use a range of tools or methods to critically examine and assess existing information, thinking, assumptions and issues to present well-reasoned insights or to make judgements.
4. Problem Solving	Able to define and analyse problems, generate optimal solutions and make recommendations.
5. Ethics	Able to act with integrity and in conformance with social and professional standards of ethical conduct.
6. Adaptive Mindset	Able to adjust to change and maintain their curiosity while dealing with disruption, pressure and setbacks in a resilient, positive manner.
7. Empathy	Able to recognise and regulate their own emotions in any situation, and is good at identifying and respecting the needs and feelings of other people.
8. Lifelong Learning	Able to identify and continuously develop one's own knowledge, skills and personal attributes such as mindset and motivation.
9. Initiative and Drive	Able to appreciate personal strengths and weaknesses and effectively relate to others in a professional manner. This includes being able to work independently, being motivated and accepting responsibility their own actions.
10. Innovative Thinking	Able to be entrepreneurial and make connections between disparate ideas, challenge current thinking or practices, and actively use knowledge to create new products, solutions or opportunities.
11. Creativity	Able to actively contribute to creative works, ideas or novel solutions.
12. Cultural Awareness	Able to engage with others with sensitivity and regard for diversity and the social or cultural differences impacting behaviour.
13. Digital Acumen	Able to use digital technology to undertake workplace tasks and outcomes.
14. Customer Focus	Able to focus on customer service requirements and acts proactively to raise the customer experience.

The first eight capabilities have been identified as essential requirements for future employability, irrespective of the individual's job, level of work, or location. The last six, while critical, will vary in importance depending on the job role.

4. MEASURING HUMAN CAPABILITIES

The process used to measure and assess the Human Capabilities can vary. It could revolve around three components.

1. A standardised description and suggested evidence

A suggested seven level description for each of the Human Capabilities has been attached for discussion (Section 6). The levelled framework is used as it is a simple way to indicate entry into work (school-leaver or early tertiary certificate level qualifications), advancing proficiency gained through work and/ or tertiary level study (diploma and degree level study), and advanced abilities gained through extended work experience and/ or post graduate study (honours, graduate certificates and diplomas, master degrees and beyond)

Levels can be collapsed to a five or three level optional model. Titles for these levels can vary based on the marketing and audience needs. Perhaps a Bronze, Silver and Gold model can be used to indicate the progressive nature of the framework. Equally, a Level 1, 2 or 3 or a set of titles such as Entry, Advanced and Expert could be deployed. Alternatively, a modified Likert scale that would apply to all capabilities and each ability would have one set of generic Indicators of Attainment. This would be the decision of QTAC or approved users of this capability dictionary.

2. An agreed evidence gathering and assessment process

It is likely candidates will be required to submit more than one form of evidence. The likely four categories of evidence will include:

a) Formal academic records and transcripts
b) Informal academic and learning records
c) Work-based evidence of actual performance
d) Psychometric and verified, professional assessment of personal performance, behaviours, traits, intelligence, or other attributes

QTAC is well geared to deal with the first three forms of evidence gathering, submission and processing. The first and second are well known to QTAC and subject to well regulated and controlled policies and procedures. The second form of evidence may dominate evidence gathering for these capabilities. This may require more resources to validate unaccredited providers, certificates and assessments conducted by informal learning providers, vendors, in-house corporate training and professional programs.

Candidates can be assisted gather the third form of evidence (work-based, demonstrated evidence) by providing instruction or examples for each capability as to what evidence may look like, or *indicators of attainment* that show the ability 'in action' (For an initial draft perspective that would need refinement see Attachment 2).

It is very likely attributes-based assessments (psychometric or similar) will need to be supplied by QTAC, approved by QTAC, or assessed on application by a qualified psychologist approved by QTAC. Of these options it would be preferable if QTAC has a bank of approved tests and profiling tools that have a known, professionally determined value as evidence against a nominated EmployAbility.

It will be possible to continue the alliance between QTAC and the Centre for Leadership Advantage to isolate psychometric and other instruments to best assess personal attributes and behaviours associated with each EmployAbility.

3. A recognition, credentialing and recordkeeping model

Balancing the need for personalised evidence gathering while assuring standardise recognition, can be assured by QTAC if it uses a badging and micro-credential model. Individuals should be able satisfy requirements and achieve recognition that is portable and able to be traded globally across learning providers, recruiters and employers.

This approach assumes a platform or means to:

- Access information and instructions;
- Manage, submit and process evidence;
- Allow candidates to access assessments that can generate evidence;
- Allow assessors to record results and provide feedback to candidates;
- Allow QTAC or agreed partners to issue a badge recognising evidence or a micro-credential recognising evidence of an Ability that has a known pathway into tertiary study (a qualification) with advanced standing or credit (NB: they should be distinct and terminology very clear); and
- Provide individuals with a QTAC verified set of records and credentials they can manage and share with employers, providers or third parties.

5. STAGE OF CAREER AND EDUCATION

To optimise flexibility the framework has been organised into seven levels (See Table below). This not only matches the Dreyfus and Dreyfus' *Novice to Expert Model of Skills Acquisition*[4], it reflects the Stratified Systems Theory (SST)[5] model widely adopted in corporations and providers of classification and remuneration services across the globe. The level descriptors below confirm the levels of experience, autonomy, responsibility and discretion the person may display at that stage of development.

Stage 1 Follow	Stage 2 Support	Stage 3 Action	Stage 4 Guide	Stage 5 Execute	Stage 6 Improve	Stage 7 Shape
Has little or no previous learning or practical experience. Requires high levels of supervision. Is highly reliant on established rules, procedures and theoretical knowledge.	Has prior learning and limited practical experience that informs actions and judgments. Works under routine direction. Remains reliant on established rules, procedures and theoretical knowledge but displays personal discretion when resolving familiar problems or challenges.	Has significant practical experience and learning to apply rules, procedures and theoretical knowledge to successful complete allocated tasks. Works under general direction to achieve clearly defined goals and accountabilities. Plans own work and uses systematic approaches to complete tasks and to overcome unfamiliar situations or resolve non-routine problems.	Has substantial practical experience and learning to lead and direct others in the application of rules, procedures and theoretical knowledge to successfully complete work. Exercises substantial personal responsibility and autonomy to successfully achieve planned milestones or accountabilities. Plans own work and the work of others to meet given objectives and processes, including overcoming often complex problems.	Has considerable practical experience in an area of professional practice and advises others on improving the existing rules, procedures and theoretical knowledge. Is fully accountable for meeting planned technical, team or project objectives. Works in a fluid, flexible manner that may require collaborating with others to produce novel or innovative ideas, solutions or ways to overcome barriers to success.	Has considerable practical experience and can work fluently beyond their own area of professional practice, to extend the existing rules, procedures and theoretical knowledge. Has defined accountability for outcomes that have wide community or organisational impact. Operates intuitively and in a fluid, flexible and highly effective way, in both familiar situations and those that are unfamiliar, complex or challenging.	Has extensive practical experience and makes significant contributions to challenge or advance how existing rules, procedures and theoretical knowledge meet future needs. Has defined accountability for outcomes that have long term community or organisational impact. Uses knowledge and deep understanding to assist others make decisions or extend current practice to successfully navigate unfamiliar or challenging future situations.

The QTAC capability framework has deliberate alignment to the Australian Qualification Framework (AQF) and the application of knowledge and skills:

Stage 1 Follow	Stage 2 Support	Stage 3 Action	Stage 4 Guide	Stage 5 Execute	Stage 6 Improve	Stage 7 Shape
AQF Level 1 – 2	AQF Level 3	AQF Level 4	AQF Level 5-6	AQF Level 7	AQF Level 8	AQF Level 9
L1- Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters. L2 - Graduates at this level will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters.	Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters.	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters.	L5- Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters. L6- Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility: • in contexts that are subject to change • within broad parameters to provide specialist advice and functions	Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility: • in contexts that require self-directed work and learning • within broad parameters to provide specialist advice and functions	Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner.	Graduates at this level will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.

6. HUMAN CAPABILITIES, INDICATORS OF PROFICIENCY AND LEVEL CRITERIA

1. Communication

Able to communicate with clarity and impact to facilitate individual and collective understanding, action and information exchange.

Indicators of Proficiency	Indicators of Development Need
✓ Others actively seek their opinion and ideas ✓ Has a natural ability to engage with others and influence their thinking and practice ✓ Appreciates and seeks the opinions and viewpoints of others ✓ Encourages others to present their views and feedback ✓ Listens and seeks to understand what other mean ✓ Crafts communication to the needs of the audience ✓ Confident dealing with complex issues or topics ✓ Is an engaging public speaker	✗ Focusses on their needs and conveying their opinions ✗ Is easily influenced and lacks an opinion ✗ Finds the of opinions and viewpoints of others irrelevant ✗ Ignores and fails to engage with those that don't agree with them ✗ Is incapable to shaping a message for the given audience ✗ Is verbose or unable to get to a clear point ✗ Will avoid difficult or complex issues or topics ✗ Avoids public speaking

AQF Level 1 – 2	AQF Level 3	AQF Level 4	AQF Level 5-6	AQF Level 7	AQF Level 8	AQF Level 9
• Uses business technology to retrieve, produce, store and send information • Prepares workplace documentation and correspondence • Communicates in a way that takes individual differences into account • Listens and communicates clearly and effectively (verbally and in writing) • Collects, organises and shares information with others	• Develops and communicates information that is well structured and understood by the audience • Collects and organises ideas and information in an accurate, concise and logical manner • Produces a range of basic business documents • Identifies and responds to non-verbal cues • Fosters two-way communication for mutual understanding • Presents information in a compelling and effective manner	• Prepares and customises communications to ensure understanding by the proposed audience • Implements knowledge and information sharing within a group context • Prepares compelling presentations to groups on expert or specialist topics • Adjusts communication style to optimise knowledge sharing and understanding by diverse groups • Reports and presents information on complex topics in a clear and concise manner using a variety of formats and modes	• Plays an active role in facilitating productive interactions and removing barriers that limit input by others • Prepares compelling presentations to influence others • Coordinates the management and sharing of information and knowledge across groups • Establishes mechanisms to analyse, evaluate and report information • Uses a variety of techniques and methods to effectively conduct difficult conversations	• Prepares and presents specialist advice on a wide range of issues, demonstrating highly developed judgement and insight • Improves the processes and media used to communicate and share information and knowledge • Confidently represents the organisation or business area in external communication processes	• Promotes knowledge and information development and sharing within a major function, location or project • Prepares compelling presentations to influence senior executives and external decision makers • Establishes means to analyse information and knowledge • Takes decisions based on research, analysis and review of information and knowledge • Disseminates information to strategic and business stakeholders	• Promotes knowledge and information development and sharing across the organisation • Represents the organisation with authority and credibility in public forums and at events • Develops communication plans to engage internal and external audiences • Communications directly reinforce the organisation's brand and values

2. Collaboration

Able to work collaboratively with all types of people, contribute to teamwork and to build relationships and networks across a range of people or groups.

Indicators of Proficiency	Indicators of Development Need
✓ Is interested in people ✓ Feels comfortable engaging with others and building purposeful relationships ✓ Can make others feel at ease ✓ Employs a range of different influencing styles effectively ✓ Values having long-term close relationships with people ✓ Seeks to ensure mutual benefit from relationships ✓ Initiates and reaches out to people	✗ Avoids social situations ✗ Seeks to limit contact with other people ✗ Wishes to keep people at a distance ✗ Often fails to consult others ✗ Prefers to work alone ✗ Seeks to only promote what they can get out of the relationship ✗ Waits until people seek them

AQF Level 1 – 2	AQF Level 3	AQF Level 4	AQF Level 5-6	AQF Level 7	AQF Level 8	AQF Level 9
• Develops personal networks to achieve work and professional outcomes • Supports and helps others achieve successful outcomes • Establishes and maintains effective working relationships with team members • Identifies key internal and external stakeholders	• Identifies and consciously maintains a network of contacts • Works with key stakeholders to complete work activities • Seeks opinions and feedback from others • Acts proactively to reinforce relationships with key stakeholders	• Forms formal and informal networks to access knowledge and expertise • Analyses and manages key stakeholder relationships • Acts proactively to identify stakeholder needs • Establishes relationships based on mutual goals and purpose • Encourages groups to collaborate and build effective ways to work with each other • Leverages internal and external relationships to secure support for work plans and activities	• Uses personal and professional credibility and trustworthiness to form important relationships • Manages stakeholder relationships and risk • Navigates organisational politics • Works effectively with professional peers and colleagues • Manages and coordinates stakeholder engagement	• Forges consensus and cooperation across groups to enhance goal attainment • Influences stakeholder support for a plans or decisions • Builds and leverages mutually beneficial relationships and networks across other organisations or professions • Establishes a profile with peers as a trustworthy source of accurate professional and/or strategic knowledge	• Builds collaborative relationships to enhance strategic capacity and capability • Influences and gains commitment from senior decision-makers and stakeholders • Nurtures high-level relationships through the open exchange of ideas and information • Forms collaborative relationships able to generate new ideas and perspectives on strategic challenges	• Forges connections that build enduring long-term strategic alliances and partnerships • Contributes to the expert body of knowledge possessed by the organisation or the profession • Anticipates and addresses how decisions or actions will impact collaborative endeavours and stakeholder relationships • Secures support from stakeholders to inform and support future plans

3. Critical Thinking

Able to use a range of tools or methods to critically examine and assess existing information, thinking, assumptions and issues to present well-reasoned insights or to make judgements.

Indicators of Proficiency	Indicators of Development Need
✓ Applies logic and reasoning to make judgements ✓ Suggests solutions or actions that are context appropriate and achievable ✓ Moves from decisions to action ✓ Makes decisions sensitive to consequences ✓ Likes to consider all perspectives ✓ Draws on experience to improve judgments	✗ Looks for the easiest to achieve solution ✗ Cannot make decisions ✗ Avoids confrontation or unpopular decisions ✗ Makes decisions without regard for consequences ✗ Prefers speed to a decision over accuracy ✗ Makes judgements that confirm to past successes

AQF Level 1 – 2	AQF Level 3	AQF Level 4	AQF Level 5-6	AQF Level 7	AQF Level 8	AQF Level 9
• Appreciates boundaries of current thinking and practice • Collects and analyses key information, data or questions accurately • Critically analyses data and information to derive results and insights • Assesses results from a critical analysis and makes logical conclusions • Uses information to make informed judgements and decisions	• Undertakes basic research to critically analyse existing thinking and methods • Seeks and gathers information or feedback from all sources to inform decision making processes • Establishes the methodology or theoretical framework to complete a routine inquiry or investigation • Presents sound data and reasons to support insights • Uses inductive or deductive reasoning to test existing thinking and assumptions	• Uses evidence-based insights to make judgements • Collects and critically assesses all evidence to derive the optimal decision or solution • Access, evaluate and synthesise and information or data from multiple sources and perspectives • Critically reviews and recognises uncertainty and ambiguity in the data and assumptions that underlie assigned work • Infers implications and consequences from critical analysis	• Uses inductive or deductive reasoning to test existing thinking and assumptions • Analyses and prioritises complex interests or issues • Presents sound logic, data and reasons to support professional judgments • Makes decisive judgments based on experience and expertise • Modifies and refines basic investigative processes, techniques and tools to improve insights and results • Works with others to challenge improvements to current thinking and practice	• Contributes to the enhancement of current thinking or theoretical models • Identifies and correctly applies a critical analysis approach or methods to solve complex problems • Gathers research and reports findings that advance new intellectual or theoretical models • Systematically gains support for a strategic decision or influences key stakeholders • Participates in industry or professional bodies advancing current research and thinking	• Draws on experience and expertise to exercise professional judgement and make sound decisions • Possesses self-awareness necessary to make appropriate evaluative judgements about people, events, organisations and processes • Appreciates the strategic environment and the emotional drivers influencing how key decision makers will respond to new or challenging situations • Defends and advocates for evidence-based judgments in a logical and reasoned manner • Evaluates breakthrough thinking or insights for wider adoption	• Thinks and acts with a deep awareness of the whole-of-system • Collaborates across a variety of contexts and disciplines to transform existing thinking • Makes complex, strategic judgements in a decisive manner • Cultivates the active exchange of ideas and research between international experts or institutions

4. Problem Solving

Able to define and analyse problems, generate optimal solutions and make recommendations.

Indicators of Proficiency	Indicators of Development Need
✓ Is able to focus on essential elements of a problem ✓ Loves to investigate and resolve problems ✓ Can evaluate and understand complex interrelationships impacting a problem ✓ Can reason logically and formulate clear options ✓ Can picture and clearly articulate what a solution looks like ✓ Makes linkages between seemingly unrelated but important issues/information	✗ Fails to determine if the 'best' solution is realistic ✗ Avoids the unknown or problems without known solutions ✗ Fails to make connections between causes and effects ✗ Fails to understand abstract ideas ✗ Often acts without reason ✗ Unable to see linkages or make connections between issues or problems

AQF Level 1 – 2	AQF Level 3	AQF Level 4	AQF Level 5-6	AQF Level 7	AQF Level 8	AQF Level 9
• Collects, analyses and stores information • Asks questions to build an understanding of steps to solve problems • Breaks problems into simple lists or tasks to be actioned • Uses basic rules and procedures to determine required action • Reviews results using a range of critical analysis techniques and tools	• Identifies single-step cause and effect relationships correctly • Uses problem solving techniques to analyse and solve problems or issues • Identifies what led up to the situation and immediate consequences • Can map and understand cause and effect relationships • Uses established methods to deal with discipline-specific, conventional problems • Identifies and analyses alternatives to determine the optimal solution	• Uses tools and techniques to identify multiple-step linear causes and effect • Systematically breaks down complex problems into manageable parts • Demonstrates good reasoning ability with moderately complex and varied problems • Undertakes often complex causal analysis • Anticipates and resolves problems before they adversely impact operations	• Anticipates potential problems and obstacles and thinks ahead about next steps • Identifies causal factors including steps that led up to the situation or patterns and similarities between different situations • Considers multi-disciplinary perspectives when analysing and solving problems • Integrates a large amount of information from diverse sources recommending solutions that span locations, disciplines or problems • Identifies and removes root causes to problems • Monitors and evaluates solutions implemented to resolve a problem	• Maps interrelationships and complex causes and long-term effects • Recognises several likely causes and several likely consequences of actions • Makes plans to maximise outcomes in the medium term, including contingency plans to deal with potential opportunities and problems • Uses sophisticated methods to deal with complex, escalated problems • Integrates complex multi-disciplinary perspectives • Evaluates problem identification and analysis processes and solutions implementation	• Identifies multiple chains of complex cause and effect • Maps out complex processes with multiple inputs and multiple outputs • Researches and anticipates problems and uncertainties in the environment likely to impact current operations • Systematically breaks multi-dimensional problems into component parts • Uses several analytical techniques to identify several solutions and weighs the pros and cons of each • Contributes to improvement of problem solving processes, techniques and tools	• Provides strategic responses to multi-dimensional, multi-disciplinary problems • Monitors, analyses and reviews problems and developments in the environment to determine their long-term impact on the organisation • Develops predictive models or scenarios anticipating future problems and their effects • Sponsors and promotes systematic and scientific approaches to thinking and problem solving

5. Ethics

Able to act with integrity and in conformance with social and professional standards of ethical conduct.

Indicators of Proficiency	Indicators of Development Need
✓ Acts according to their own ethics and conscience ✓ Makes commitments and sticks to them ✓ Willing to follow behavioural rules and social expectations ✓ Follows the rules and agreed standards of practice or behaviour ✓ Seeks to learn from mistakes of others and how they deal with ethical dilemmas ✓ Conscientiously adheres to personal commitments or loyalty	✗ Modifies ethics and beliefs without thought ✗ Adjusts values and behaviours to the situation ✗ Often fails to meet of follow through on commitments ✗ Accepts rules and requirements they deem appropriate ✗ Ignores or fails to see relevance of following how others deal with ethical dilemmas ✗ Is easy to shift loyalties

AQF Level 1 – 2	AQF Level 3	AQF Level 4	AQF Level 5-6	AQF Level 7	AQF Level 8	AQF Level 9
• Knowledge of relevant professional standards of conduct, values and ethics • Behaves in a compliant and ethical manner • Understands the fundamentals of professional ethics and relationship with values, social responsibility, legal compliance	• Exhibits uncompromising integrity and commitment to the organisation's values and ethical practices • Knowledge of ethics in a specific workplace or team context • Uses a range of ethical decision-making techniques appropriate to the people involved and the situation • Complies with regulatory requirements, rules and standards governing behaviour and action • Identifies compliance requirements and proactively corrects practices, processes or conduct to meet the expected standards or codes of conduct • Describes accurately professional standards and compliance requirements and processes for a given situation	• Leads and acts in an ethical manner consistent with the organisation's values and beliefs • Analyses and correctly identifies the ethical considerations impacting a decision or work context • Clearly communicates to others the regulatory requirements, codes of conduct, rules and standards governing collective action • Applies knowledge of compliance requirements to advise and guide others on specific compliance issues • Monitors compliance with internal policies and procedures and external regulatory requirements to identify actual and potential breaches	• Understands the relationship between ethic, morals and beliefs • Applies in-depth knowledge of current regulatory requirements to develop and maintain up to date compliance policies and procedures • Models uncompromising integrity and commitment to professional and ethical standards • Investigates and resolves compliance issues • Communicates compliance requirements and secures relevant training for all employees • Assists form and communicate a Code of Conduct to guide the behaviour of others • Continually monitors business/operational compliance	• Analyses and correctly identifies the ethical considerations impacting organisational decisions or choices • Promotes effective operational compliance frameworks • Continually monitors and prepares reports on organisational compliance • Provides strategic advice on compliance matters including the effective management of risk at all levels • Assesses effectiveness of controls and recommends changes to strengthen organisation compliance • Leads an operational or business area with integrity	• Promotes a culture of professionalism and integrity across the organisation • Builds and embeds a culture of compliance throughout the organisation • Sponsors the development and implementation of a Code of Conduct with specific guidance on professional and ethical standards and required behaviours • Establishes and maintains strategic relationships with key external stakeholders including regulatory bodies	• Promotes effective organisational governance and compliance management systems • Seeks and actively responds to external review of organisational governance and compliance management audits • Promotes compatible ethical practices and professional standards across the industry and with strategic partners

6. Adaptive Mindset

Able to adjust to change and maintain their curiosity while dealing with disruption, pressure and setbacks in a resilient, positive manner.

Indicators of Proficiency	Indicators of Development Need
✓ Systems thinker ✓ Able to engage with others to exchange ideas, information or thoughts ✓ Deals with ambiguity and complexity ✓ Embraces challenges and new situations ✓ Doesn't procrastinate ✓ Actively seeks new experiences and learning opportunities ✓ Envisions what is possible and seeks strategic opportunities	✓ Directive and very fixed world view ✓ Responds poorly to being under pressure ✓ Lacks experience with complexity ✓ Often strongly influenced by own mood ✓ Procrastinates when dealing with uncertainty or new situations ✓ Avoids variety or unfamiliar situations ✓ Thinks tactically not strategically

AQF Level 1 – 2	AQF Level 3	AQF Level 4	AQF Level 5-6	AQF Level 7	AQF Level 8	AQF Level 9
• Efficiently balances multiple personal, work and life priorities • Embraces the opportunity learn new skills and knowledge • Deals effectively and confidently with setbacks or unexpected disruptions to work • Processes negative feedback in a positive and constructive manner	• Remains optimistic and calm when facing high pressure or challenging situations • Deals successfully with difficulties and adverse decisions or situations • Maintains a positive outlook even when dealing with unrelenting difficulties • Persists and remains positive even when confronted with challenges • Identifies and manages personal levels of stress	• Maintains calm when faced with stressful situations or workplace conflict • Anticipates and responds quickly to changing technology and environments • Works constructively with others to remove barriers and to facilitate change initiatives • Models self-control, optimism and confidence that positively influences others • Appreciates reality and the negative factors impacting personal and team performance	• Adjusts management style and approach to optimise outcomes • Identifies ways to grow team performance and learning to confront challenges • Works with others to adapt new ideas, practices or technologies to their context • Identifies strategies to ensure team performance is maintained when confronted with changing goals or priorities • Monitors priorities and rebalances resources to continually achieve team outcomes	• Reflects on experience and is open to new ways to improve practice • Experiments and actively seeks ways to address future challenges • Promotes change and enhances the responsiveness of people and processes • Looks for opportunities rather than obstacles when dealing with change • Appreciates the wider context and emotional drivers influencing how others respond to new or challenging situations	• Fosters development of skills and professional development across the workforce • Plays a stabilising influence even when confronted with new or challenging situations • Anticipates and helps others respond pro-actively to changing demands and shifting priorities • Perseveres to achieve ambitious personal learning and work goals	• Plays a stabilising influence in even the most challenging situations • Possesses the sophisticated self-awareness necessary to make appropriate evaluative judgements about people, events, organisations and processes • Enhances business or community capacity to adjust to new perspectives or ideas • Persists and overcomes obstacles to reach ambitious long-term personal and professional goals

7. Empathy

Able to recognise and regulate their own emotions in any situation, and is good at identifying and respecting the needs and feelings of other people.

Indicators of Proficiency	Indicators of Development Need
✓ Is sensitive to the needs of others and know how to comfort them ✓ Responds appropriately in emotionally charged or difficult situations ✓ Seeks to understand how they personally respond to people and situations ✓ Aware of own emotional responses and feelings ✓ Sensitive to needs of others ✓ Strong sense of how conflict may accentuate certain emotions and behaviours ✓ Non-judgmental and respectful	✗ Has no time to care about how others are feeling ✗ Makes people uncomfortable or feel threatened ✗ Insensitive to how they need to regulate emotions or responses in given situations ✗ Ignores or ignorant of own emotions and feelings ✗ Insensitive to other's needs or troubles ✗ Insensitive and sarcastic ✗ Judgemental

AQF Level 1 – 2	AQF Level 3	AQF Level 4	AQF Level 5-6	AQF Level 7	AQF Level 8	AQF Level 9
• Understands own character • Identifies and correctly determines own underlying emotional and motivational drivers • Acknowledges the impact that personal feelings and emotions have on others • Embraces diversity and each individual's perspectives, values and beliefs	• Respects others and considers their feelings, beliefs or rights • Considers and responds appropriately to the needs and feelings of different people in a range of situations • Assesses the situation by viewing it from the other person's perspective • Seeks to identify emotional state and feelings of others by identifying verbal and non-verbal cues • Listens and displays concern, understanding and compassion for others	• Shows sensitivity and respects the perspectives of others when working in groups • Assesses the impact emotions have in customer or workplace relationships • Builds rapport with others based on open regard for their needs and requirements • Perceives and responds appropriately to the beliefs, feelings and motivations of others	• Expresses emotions appropriately within a workplace even when under pressure • Assesses the impact emotions have on team success • Provides opportunities for others to freely express and share emotions • Models and consistently maintains empathy and respect for others in everyday activities • Acknowledges and demonstrates sensitivity and displays respect for cultural differences	• Remains open and approachable when resolving highly sensitive and complex issues • Builds and maintains a workplace culture of empathy and respect for others • Promotes sensitivity in the handling of disagreements or differences between groups or cultures • Manages differences in an inclusive, equitable and collaborative manner	• Demonstrates commitment, sensitivity and responsiveness to the needs of different cultures and people • Researches and works with others to identify and understand the human dimensions when designing products and service systems • Models and reinforces the organisation's culture and values • Identifies opportunities for engaging positively with different groups in the community	• Considers the implications that organisational strategy and decisions may have on others • Gathers and reviews ideas and preferences of stakeholder to improve understanding of their feelings towards the organisation and its behaviour • Presents professional or strategic views in a sensitive manner to audiences inside and outside the organisation • Guides and mediates the alignment of the organisation's culture and values with the external operating environment, society and stakeholders

8. Lifelong Learning

Able to identify and continuously develop one's own knowledge, skills and personal attributes such as mindset and motivation.

Indicators of Proficiency	Indicators of Development Need
✓ Provides feedback and engages in information or knowledge sharing ✓ Looks for opportunities to share knowledge and insights ✓ Continuously learns and reflects on practice ✓ Sees learning and development as a means to continually improve ✓ Takes control of their own learning and career plans ✓ Recognises the importance of experience when building tacit or informal knowledge	✗ Has little to say or contribute to collective information or knowledge sharing ✗ May withhold knowledge from others to preserve own control or importance ✗ Overlooks opportunities to learn or reflect on own practice ✗ Sees qualifications and learning as a means to gain recognition and status ✗ Requires guidance and supervision to drive their own learning and career plan ✗ Thinks all knowledge requires a formal course or has to be written down

AQF Level 1 – 2	AQF Level 3	AQF Level 4	AQF Level 5-6	AQF Level 7	AQF Level 8	AQF Level 9
• Identifies and engages in reflective self-evaluation on own strengths and weaknesses • Shapes practice with knowledge of own limitations • Readily admits when they feel out of their depth • Embraces learning as a lifelong activity • Develops a career plan and recognises their own potential • Develops their own technical competence in a role	• Identifies own leadership and learning style • Takes accountability for their own learning and development • Reflects on own performance and learns from mistakes • Actively seeks new development options and experiences • Learns in collaboration with others and shares knowledge • Gains skills and knowledge mastery in a well-defined area of work or performance context	• Embraces challenges and opportunities to learn new skills • Isolates the best learning mode for personal development need • Pulls together and matches people or teams to promote learning • Develops personal resilience and ability to remain focused under pressure • Develops their own competence in a distinct discipline or professional area of practice	• Identifies and engages in international perspectives on leaning and skills in their area of practice • Develops competence in technical skills relevant to the discipline and area of work • Continuously updates skills and knowledge within their own field • Facilitates the development of competencies within their areas of recognised expertise • Contributes to the skilling and development of new knowledge within their work context and for peers	• Opens career options beyond a technical or discipline-specific pathway • Actively shares skills and knowledge with colleagues on how to deal with ambiguity and inconsistencies that impact specific work or situations • Plans and coordinates learning opportunities across a workforce or community • Removes barriers to collaborative learning or knowledge transfer across disciplines • Reflects regularly on professional performance and ways to improve	• Proactively seeks out professional development on advanced leadership practices • Drives unrelentingly for recognition of personal and professional performance • Engages in advancing teaching or training of others in their field • Researches and reviews learning practices of organisations considered examples of good practice • Cultivates existing and new national and international collaborative relationships that can enhance learning and development	• Actively encourages the search for more innovative and effective means to develop self and the competence of other leaders • Makes significant contributions to expanding or conveying the body of knowledge in their profession or discipline • Leads and contributes to the capture, sharing and enhancement of learning across the organisation, community or profession • Translates national policy and industry leadership and professional development initiatives into organisational strategies and plans

9. Initiative and Drive

Able to appreciate personal strengths and weaknesses and effectively relate to others in a professional manner. This includes being able to work independently, being motivated and accepting responsibility their own actions.

Indicators of Proficiency	Indicators of Development Need
✓ Clearly scopes and plans priorities and actions ✓ Shows a level of motivation towards achieving future goals ✓ Sets goals and follows through ✓ Organised and has a good eye for detail ✓ Can envision what is required and translate this into action ✓ Able to prioritise and is proactive ✓ Sense of purpose and own abilities ✓ Takes responsibility ✓ Works well independently	✗ Easily distracted ✗ Adopts a very short-term perspective ✗ Fails to prioritise or set clear plans ✗ Isn't detail oriented ✗ Disorganised ✗ Responsive and reactive ✗ No sense of purpose and is unclear of own abilities ✗ Avoids responsibility ✗ Works only under close supervision

AQF Level 1 – 2	AQF Level 3	AQF Level 4	AQF Level 5-6	AQF Level 7	AQF Level 8	AQF Level 9
• Maintains a positive attitude and commitment towards getting things done • Plans, prioritises and completes tasks to an agreed schedule • Uses self-evaluation or feedback from others to help plan future career, learning and work options • Accepts personal accountability for task completion and overcoming simple problems that impact performance	• Regularly and proactively reviews own work and established priorities • Investigates and researches information that may add to personal knowledge • Undertakes assessment of own potential and possible development and career options • Uses established methods to work through and deal with simple problems • Works compliant with relevant statutory and commercial frameworks impacting own area of responsibility	• Develops plans to reach assigned objectives • Embraces challenges and opportunities to learn • Aligns learning and professional development with career pathways • Deals effectively with ethical dilemmas, problems or conflicts • Overcomes problems and barriers to successful task completion • Plans and manages work compliant with relevant statutory and commercial frameworks	• Displays motivation and a high-performance work ethic and commitment to attainment of allocated responsibilities • Plans own capability and talent development sensitive to future changes and trends • Sets personal career and development targets that stretch skills and performance • Works with others to deal effectively and professionally with problems and set backs	• Reviews and manages personal and team motivation • Recognises and addresses issues and problems that impact on goal attainment or cooperation • Uses a global perspective to identify technology trends and issues that will impact work and learning • Plans and manages others to assure compliance with relevant ethical, statutory and commercial frameworks	• Drives to optimise own talent and career potential • Models uncompromising integrity and commitment to professional and ethical standards • Identifies and removes root causes to problems affecting successful attainment of planned outcomes • Assures work output and activities of others is compliant with relevant statutory and commercial frameworks	• Anticipates future changes and trends to seize personal and organisational opportunities • Benchmarks organisational performance in a specialist area of practice against relevant ethical, statutory and commercial frameworks • Maintains the personal drive and capabilities required to succeed long term in their chosen career or professional field

10. Innovative Thinking

Able to be entrepreneurial and make connections between disparate ideas, challenge current thinking or practices, and actively uses knowledge to create new products, solutions or opportunities.

Indicators of Proficiency	Indicators of Development Need
✓ Seeks to challenge traditional ideas or thinking ✓ Sees things in a new or different perspective ✓ Can imaging and envisage opportunities ✓ Takes the initiative and energy to explore new ideas ✓ Passionately explores what is possible ✓ Passionately committed to accomplish difficult tasks ✓ Self-belief and motivated ✓ Acknowledges and rewards ideas and effort of others	✗ Seeks to conform to traditional ways of thinking and acting ✗ Very attached to conventional theories, practices or models ✗ Needs others to have the inspiration before they can contribute ✗ Relies on others to set the roadmap and action plan ✗ Cannot image what is possible ✗ Is arrogant and only trusts own opinions and ideas ✗ Seeks the path of least difficulty and effort ✗ Arrogant disregard for efforts of others

AQF Level 1 – 2	AQF Level 3	AQF Level 4	AQF Level 5-6	AQF Level 7	AQF Level 8	AQF Level 9
• Takes the initiative and acts in a proactive manner • Seeks opportunities to extend and challenge personal perspective and knowledge • Seeks opportunities to explore new technologies or ideas • Finds opportunities to share and discuss new ideas, approaches and knowledge	• Spots or envisions opportunities to improve current activities • Addresses challenges and opportunities that limit current products or practices • Analyses existing issues, problems or situations to find new solutions • Seeks experiences that stretch current thinking or fall outside their comfort zone • Uses tools or techniques to capture and action personal intuition or ideas • Absorbs and learns from feedback, criticism and failures	• Takes decisive action to overcome challenges and seize opportunities • Appreciates the emotions and feelings that enhance engagement in an entrepreneurial endeavour, startup or project • Establishes stretch goals that set realistic targets while extending current performance • Maintains collective focus and attention on the outcomes being sought • Codifies the business model, concept or idea • Communicates an unambiguous vision for what is possible	• Maintains and communicates a consistent message as to the entrepreneurial project or initiative's purpose • Plans and frames a way forward to seize an opportunity • Acts with courage and confidence to challenge or confront existing thinking or practices • Leads testing and development of a product or idea • Manages the protection and enforcement of intellectual property rights • Identifies opportunities for new programs, products, or services	• Recognises long term opportunities in the marketplace and acts to seize them • Mobilises resources and support to seize an opportunity • Identifies opportunities for new businesses, systems or thinking • Plans and sponsors entrepreneurial projects or initiatives to confirm an opportunity, design or idea • Acts proactively to extend or pivot the existing business, product or concept into new areas of activity	• Recognises and takes calculated risks • Sponsors and coordinates learning from entrepreneurial endeavours and projects • Anticipates and manages strategic ambiguity and uncertainty • Develops and coordinates of entrepreneurial projects or initiatives • Contributes to the development and shaping of innovative business models or plans • Leads others to realise an entrepreneurial initiative or idea	• Approves and sponsors major entrepreneurial ventures or strategies • Monitors the external environment to diagnose where external factors will impact major entrepreneurial ventures or strategies • Mobilises support and creates a sense of enthusiasm for entrepreneurial ventures or strategies

11. Creativity

Able to actively contribute to creative works, ideas or novel solutions.

Indicators of Proficiency	Indicators of Development Need
✓ Uses imagination to see things differently ✓ Flexibility in thinking and approach ✓ Is an original thinker and can think ' outside the box' ✓ Embraces new ideas or practices ✓ Harnesses personal insights and intuition ✓ Images what can be a seeks to explore outside the existing or known space ✓ Encourages others to share creative inspirations and ideas	✗ Seeks to conform more than be original ✗ Lazy and unmotivated to examine new or novel solutions ✗ Doesn't see the need to be original or new ✗ Sees creativity as too risky ✗ Narrow minded and prefers to avoid using intuition or unscientific methods ✗ Adheres to the maxim 'if it's not broken don't fix it' ✗ Seldom promotes or encourages others to share creative inspirations and ideas

AQF Level 1 – 2	AQF Level 3	AQF Level 4	AQF Level 5-6	AQF Level 7	AQF Level 8	AQF Level 9
• Generates and captures personal ideas and insights • Explores and evaluates how current ideas and practices evolved • Works with others and seeks feedback to refine and develop ideas • Examines problems, ideas and situations from different perspectives	• Explores different ways people think and are creative • Contributes to developing and testing new ideas and concepts • Creates designs or solutions that overcome well-defined issues, problems or obstacles to success • Draws on multiple perspectives to challenge and create new approaches or alternatives • Explores and integrates new knowledge or ideas into thinking and practice	• Encourages imaginative and innovative solutions to problems • Develops designs, concepts or solutions that meet requirements • Builds opportunities where people can share, discuss and work together in developing ideas • Appreciates and uses techniques to harnesses creative input from different people	• Identifies and sponsors innovative effort where it can generate benefit within a professional, project or operational context • Implements systematic approaches to the conduct of creativity • Establishes mechanisms for managing and reviewing creative ideas or designs • Coordinates and cultivates creative process to connect or bring together diverse perspectives or ideas	• Creates a climate that fosters and encourages creative thinking • Promotes creative processes within and across projects or teams • Champions breakthrough thinking and creative solutions • Supports and encourages creativity by enhancing training and development opportunities • Acknowledges and rewards creativity	• Challenges existing paradigms and practices • Stimulates and sponsors creative endeavours • Takes calculated risks when trialling new ideas or designs • Establishes formal processes to trial, evaluate and assess new ideas or designs • Engages experts to support or stimulate creativity	• Leads thinking and research into new designs, concepts or ways of thinking • Establishes actions to document and share creative processes • Champions a culture that embraces creativity • Establishes systems to acknowledge and reward initiative, creativity and original thinking

12. Cultural Awareness

Able to engage with others with sensitivity and regard for diversity and the social or cultural differences impacting behaviour.

Indicators of Proficiency	Indicators of Development Need
✓ Embraces rights of everyone equally ✓ Believes every ethnicity and culture can have differences or an opinion that may be equally important ✓ Acts inclusively and respects others beliefs and values ✓ Feels sympathy and acceptance that not everyone has the same advantage and opportunities ✓ Actively seeks to understand and appreciate cultural differences	✗ Acts with a sense that their own rights are correct and everyone's else's are incorrect ✗ Often acts with disregard to society 's expectations ✗ Treats people differently if they do not share the same opinion, beliefs or values ✗ Ignores or disregards those that are less advantaged ✗ Is often sarcastic or derides different cultures

AQF Level 1 – 2	AQF Level 3	AQF Level 4	AQF Level 5-6	AQF Level 7	AQF Level 8	AQF Level 9
• Understands the link between an individual's norms and beliefs and the organisation's culture • Embraces diversity and each individual's perspectives, values and beliefs • Treats individuals with respect and acts to uphold their rights	• Displays adaptability and flexibility when seeking input from others with different perspectives or beliefs • Responds to diversity in the workplace with sensitivity • Acknowledges and demonstrates sensitivity and respect for differences in people and cultures	• Recognises and addresses personal biases or stereotypes that hinder inclusive behaviours or collaboration in groups • Recognises the complex interactions that occur between each individual's beliefs and values and the organisation's values • Collaborates in a manner that harnesses different perspectives	• Promotes a culture of inclusion and participation • Promote teamwork where everyone treats each other with respect • Encourages others to appropriately express their ideas, beliefs and opinions in meetings • Encourages others to act in a manner consistent with the organisation's values and beliefs	• Builds a workplace culture compatible with and reinforcing the organisation's values and goals • Ensures operational and business activities reinforce the organisation's culture • Models and reinforces the organisation's culture and values • Corrects destructive behaviours or workplace systems that affect inclusive practices	• Understands the dynamic relationship between the organisation's culture and the cultural and values different professions may promote • Establishes and reinforces a culture within the senior leadership/ management team • Manages behaviours or actions that fail to align with organisational or community expectations	• Sponsors workplace diversity principles and inclusive practices across the organisation • Develops policies and practices that promote diversity and show consideration and concern for others • Guides and mediates the alignment of the organisation's culture and values with community expectations • Assists the organisation make contact with other entities sharing similar values, beliefs and aspirations

13. Digital Acumen

Able to use digital technology to undertake workplace tasks and improve productive outcomes.

Indicators of Proficiency	Indicators of Development Need
✓ Prepared to learn and adopt digital technology ✓ Explores new ways to deploy or use technology ✓ Monitors global trends and innovations in digital technologies and platforms ✓ Will go out of their way to learn how to use technology to improve life and work ✓ Looks for ways to improve how things are done	✗ Dislikes digital technology ✗ Fears technology and changes to existing systems ✗ Has no global view or perspective on technology trends ✗ Will avoid technology in most aspects of work and life ✗ Sticks with traditional ways to do things

AQF Level 1 – 2	AQF Level 3	AQF Level 4	AQF Level 5-6	AQF Level 7	AQF Level 8	AQF Level 9
• Sets up and competently uses core personal computing and digital devices required for work and life • Configures and operates digital technology in a safe and secure manner • Installs and uses standard applications or software to create, edit, organise and retrieve information • Searches, discovers, retrieves and shares digital information in a compliant manner • Collaborates and communicates in a digital environment	• Sets up and uses a range of digital technologies to explore, access, create, publish and share information relevant to specialist area of work • Accurately assesses and responds to changes in technology, thinking or practices that affect customer behaviour • Acquires the technological skills and capabilities required to optimise personal and work success • Uses records, information and knowledge management functions and systems	• Creates, communicates and collaborates using standard digital devices, media and environments • Seeks, discovers and classifies information or data using a range of digital technologies • Actively monitors how changes to digital technologies will changes markets and work practices • Acquires the technological skills and capabilities required to optimise group work • Complies with relevant legislative, legal and ethical requirements when creating, sharing or communicating with others in a digital environment	• Uses a range of digital technologies and media to effectively collaborate, create, conduct business or reach customers • Establishes the minimum value proposition for adopting digital technologies within an area of work • Manages the rapid development of a prototype or the testing of new digital technologies • Assures digital information or data is managed in adherence to appropriate privacy, security and rights management principles	• Uses technology to create fundamentally new ways to collaborate, create, conduct business or reach customers • Critically assesses and identifies benefits derived from adoption of new technologies • Identifies and promotes opportunities to use technology to optimise customer, creative or operational outcomes • Ensures appropriate training of personnel prior to testing or deployment of new technologies • Coordinates the creation or sharing of complex content, data or information	• Coordinates work across diverse groups in virtual environments to create new content, ideas or insights • Analyses and assesses the effect of new technologies on existing business models, customers or work practices • Seeks and accesses advice from appropriate experts to leverage digital and other technologies to achieve improved business outcomes • Supervises others to assure compliance with regulations, policies and standards guiding the use of digital information and technologies	• Ensures personal and group adherence to appropriate practices, policies and standards in the use of digital information • Researches trends in digital technologies or disruptions that may impact existing business models or professional practice • Analyses and evaluates organisational benefit derived from the deployment of digital technologies • Works with technical leaders to introduce technology solutions that improve creative, customer or organisational outcomes • Identifies and communicates opportunities to improve digital technologies and information systems

14. Customer Focus

Able to focus on customer service requirements and acts proactively to raise the customer experience.

Indicators of Proficiency	Indicators of Development Need
✓ Strong and persistent focus on people/ customer ✓ Will always seek to put the customer's interests first ✓ Is genuinely interested in people ✓ Looks for opportunities to help people ✓ Cares about others and satisfying their needs ✓ Is friendly and easy to approach ✓ Is personally pleased and happy when a person's needs are satisfied	✗ Does not appreciate how own actions affect internal and the ultimate customer ✗ Focus on technical or professional role used as an excuse to avoid customer focus ✗ Will always place their own needs over a customers ✗ Avoids people and social interaction ✗ Sees others needs as a distraction or wasting their time ✗ Is perceived to be arrogant or unapproachable ✗ Is self-absorbed or overwhelmed when having to consider the interests of others

AQF Level 1 – 2	AQF Level 3	AQF Level 4	AQF Level 5-6	AQF Level 7	AQF Level 8	AQF Level 9
• Maintains a persistent focus on the customer (internal or external) and their requirements • Responds to customer requests promptly • Actively seeks to engage with customers to monitor their expectations and satisfaction • Thinks about customer's needs rather than their own	• Isolates and correctly defines customer requirements • Responds to customer issues and acts with sincerity to secure a solution • Influences the customer to avoid poor choices that impact quality or their stated requirements • Adopts methods and techniques relevant to the context that ensure the customer has a positive experience • Defines customer requirements • Advocates honestly for the customer and problems they encounter	• Measures customer experience in a well-defined area or product • Monitors the customer experience and seeks ways to add value to the customer relationship in the short term • Identifies critical customer touch points that impact customer experience and satisfaction • Analyses data and advises others on the customer experience targets and value proposition relating to a specific channel, product or service • Ensures service encounters reinforces the brand and organisational values	• Manages operations to provide an exceptional customer experience • Designs and deploys robust service strategy with key performance indicators for measuring the customer-experience • Creates a compelling value proposition • Designs and develops products, services and solutions that build enduring customer relationships • Champions customer needs and overcomes internal obstacles to improving service and the customer experience	• Manages the planning, evaluation, design and implementation of complex solutions for a customer • Monitors and undertakes anticipatory action to enhance the customer experience • Analyses and redesigns systems, processes, skills and technologies to enhance service capabilities at critical customer touch points • Establishes technology and systems to identify, capture and report on customer experience across a function • Initiates action to improve how the organisation addresses factors impinging upon the customer experience	• Monitors and reports on the service strategy and targets for improving the customer experience • Analyses data on the customer experience and seeks ways to add value to the customer relationship in the medium- to long-term • Researches and gathers intelligence related to customer experience needs and wants • Establishes technology and systems to identify, capture and report on customer experience across the organisation • Ensures the overall customer experience and value proposition reinforces the organisation's brand and values	• Holds senior leaders accountable for improving the customer experience • Incorporates balanced strategic targets for long-term customer relationship and value • Overseas research into customer experience and future needs and plans accordingly

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End Notes

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