

Human Capability Standards

Reference Model



THE INSTITUTE FOR
WORKING FUTURES

Summary



We invite you to use, share, and build upon the material in our Assessing Human Capability Standards book. The Institute for Working Futures Pty Ltd has made it freely available to the public.

This work is licensed under a Creative Commons Attribution, Non-Commercial, ShareAlike 4.0 International License.

You are free to:

✓ **Share:**

Copy and redistribute the material in any medium or format, including in your organizations and classrooms.

✓ **Adapt:**

Remix, transform, and build upon the material for your own research, work, and teaching.

Under the following terms:

★ **Attribution:**

You must give appropriate credit to the Future Today Institute, provide a link to this Creative Commons license, and indicate if any changes were made. You may do so in any reasonable manner, but not in any way that suggests that the Future Today Institute endorses you or your use.

★ **Non-commercial:**

You may not, under any circumstance, use the material for commercial purposes.

★ **ShareAlike:**

If you remix, transform, or build upon the material, you must distribute your contributions under the same license as you see here.

You cannot:

✗ **Commercial Sharing:**

Do not copy and redistribute this material in any medium or format for commercial purposes, including any personal/ corporate marketing and client services.

✗ **Representing This Work As Your Own:**

Do not represent any part of this material as your own without giving credit to the Future Today Institute.

✗ **Additional Restrictions:**

You may not apply legal terms or technological measures that legally restrict others from doing anything this license permits.

Cover Page: © Canstock, 2019: <https://www.canstockphoto.com, csp29182376>

Version 4, Release 5 March 2020

This is a summary of the updated edition that includes two new capabilities that have been researched and validated in conjunction with Queensland Tertiary Admissions Authority, <https://www.qtac.edu.au>.

Contents

Human Capability Standards Reference Model	i
Overview	4
Capability Standards Explained	4
Human Capabilities Standards as Future Skills	5
Human Capabilities Standards Reference Model	6
HUMAN CAPABILITY STANDARDS IN SUMMARY	10

Overview

The Human Capability Framework Reference Framework is now available to educators and policy makers to improve graduate employability and to accelerate the development of a future-ready workforce. The framework has its foundations in 25 years of international research findings and capability frameworks developed by The Institute for Working Futures Pty Ltd (Working Futures™) for some of Australia and New Zealand's largest employers.

Design and development research and work on capability frameworks now spans 50 organisations that include ASX50 and Forbes500 icon companies, industry and professional bodies, educational institutions, and public agencies. These include transformational leadership frameworks implemented in New Zealand from early 2000 (originally as the LEADS Framework) that were acknowledged as world's best practice in the health sector. Subsequent developments in Canada, Singapore, the UK, and Australia exist today.

The development and deployment of capabilities reflects an enduring desire to assure viable futures for organisations, regions, industries, and individuals. This is achieved by improving their capacity for agility, flexibility, and responsiveness in macro-environments marked by turbulence and digital disruption. It is about moving beyond the hype and hyperbole of simplistic 'recipes' for leading and managing the transformation of people, processes, and technology, to focus instead on developing a workforce with the capability to solve complex problems, collaborate, and join together in a culture that is ready to transform and address new challenges. It is about developing people beyond their behaviours and skills that input into a job and focusing on outcomes that evidence both the skills and the deep capabilities the workforce collectively hold when they think and emotionally engage with each other and the customer.

Leadership in every guise has a bearing on effective performance. Research and practice in Oceania and Asian organisations have refined our understanding of a leader's capabilities. We now know the Human Capability Standards (HCS) reference model covers all but four of the core leadership capabilities. These four LEAD capabilities are presented with the HCS to foster leadership across the diverse roles that will comprise the various forms of existing and emerging work.

With multiple competency and professional frameworks already in place in most sophisticated organisations and professions, this Human Capability Standards (HCS) reference model is not designed to be a replacement for all previous competency or skill models. Rather, it is designed to provide greater strategic clarity to how we use existing competencies, skill descriptors, or professional bodies of knowledge.

It is a 'reference model' because the human capability standards continue to evolve and can be improved through sharing and open collaboration. It also means their use is subject to some restrictions. These mainly relate to its commercial use and to ensuring any users who wish to make changes report those back to Working Futures™ so we can continue to refine our work and share any improvements.

Capability Standards Explained

A capability-based approach has to be part of a systems-level, strategic approach to addressing workforce needs. It is inappropriate to view capabilities as simply operational, technical, or occupational competencies. Rather, it is appropriate to use capabilities to reinforce the system-level priorities that underpin the medium-to-long-term strategy, culture, agility, and productivity requirements.

The Human Capability Framework primarily intends to reinforce the strategic capabilities required by individuals, professions, industries, and organisations seeking to be competitive in the Digital Age or so-called Fourth Industrial Revolution.

Capabilities are defined as the underlying knowledge, skills, and personal attributes or experiences required to perform in a role today and to confirm a person's potential to rapidly assume emerging future roles. While they can be used to profile individuals or jobs, unlike behavioural competencies they are less about the person as an input to effective leadership or job performance and more about outcomes. They are broad, generic, and transferrable and this distinguishes them from technical and vocational competencies, which tend to be more granular and specific to units of knowledge and skill tied to demonstrated tasks.

Therefore, renaming a competency framework as a capability framework is unlikely to be an effective strategy. At the very least the logic and authoring of assessments will remain focused on the industrial age logic of assuring a person is fit for a job or can complete described activities and tasks. While capabilities may complement competency frameworks to describe the skills required to perform in a particular job role, they are not limited to defining jobs in either an occupational vertical or a discipline.

When first harnessed by an organisation, professional group, or individual, the Human Capability Framework intends to provide the foundations for an improved development system that can better target cross-professional, multi-disciplinary attributes individuals should possess to drive the organisation's strategic direction and orient people towards a desired culture. These capabilities, often called soft-skills, endure even as jobs and the nature of work change and as people increasingly graft skills into their repertoire that had previously resided in different professions and occupations.

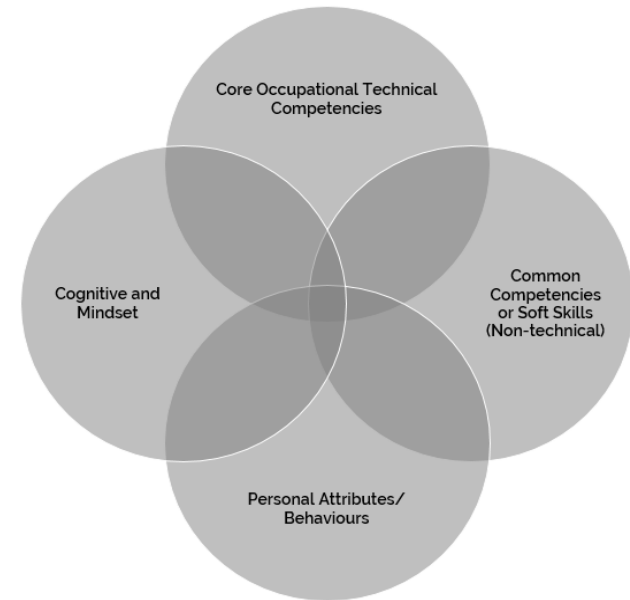


Figure 1 Capability elements

Human Capabilities Standards as Future Skills

Capabilities stress strategic, system-level, whole-of-workforce outcomes. It deliberately extends competency models (behavioural or technical) to develop and assess personal dimensions such as emotions and cognitive factors (See Figure 1). This means an organisation's capabilities can be built to provide a high-level insight into the skills, knowledge, personal attributes, and mindsets required for current jobs and in readiness for the future workforce.

There has been significant research undertaken across the globe on future skills or capabilities. This HCS Reference Model derives from applied research and comparative analysis. This includes ongoing work with Deakin University's capability standards that underpin their Professional Practice Credential, Queensland Tertiary Admissions Centre, and international research into the future of work and development of core skill and employability frameworks (See Table 1 below).¹ The common thread has been to isolate the human skills required to enhance young people's future employability, improve worker adaptation, and create career opportunities for workers exposed to job loss due to automation. The research is well grounded, rigorous, and starting to concentrate on a consistent set of descriptors, both for work and to navigate disrupted labour markets. For

¹ Frey, C. B, Osborne, M. A., & Holmes, C. (2016, January). *Technology at work v2.0: The future is not what it used to be*. Retrieved from http://www.oxfordmartin.ox.ac.uk/downloads/reports/Citi_GPS_Technology_Work_2.pdf; Foundation for Young Australians. (2015). *The new work order: Ensuring young Australians have skills and experience for the jobs of the future, not the past*. Retrieved from <http://www.fya.org.au/wp-content/uploads/2015/08/fya-future-of-work-report-final-lr.pdf>; World Economic Forum. (2016). *The future of jobs: Employment, skills and workforce strategy for the Fourth Industrial Revolution*. Retrieved from http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf; Department of Education and Training. (2016). Australian Core Skills Framework. Retrieved from <https://www.education.gov.au/australian-core-skills-framework>; DEEWR (2013). *Core skills for work developmental framework*, Retrieved from <https://www.education.gov.au/core-skills-work-developmental-framework>; OECD (2018). *The future of education and skills, Education 2030*, retrieved from [https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf); and OECD (2015). *Universal Basic Skills: What Countries Stand to Gain*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264234833-en>

instance, the ground-breaking Deakin University work from 2014 resulted in DeakinDigital joining with IBM Watson to analyse 60,000 current and future global jobs before they framed their Professional Capability Standards.

Human Capabilities Standards Reference Model

From May 2019 to February 2020, The Institute for Working Futures Pty Ltd joined with the Queensland Tertiary Admissions Centre (QTAC) to validate the previous capability reference models and confirm the capabilities required for future employment.

The validation project isolated the following capabilities as the most important soft skills or non-technical skill and knowledge required in the future workforce. ² While not devaluing technical knowledge and skills, the emphasis is on a graduate’s overall employability or how to identify high potential individuals with the talent to succeed in a rapidly transforming world of work. ³

The Human Capability Standards are sorted into three domains or areas of learning and practice. Each capability will focus on a distinct but complementary balance between cognitive, personal attributes and emotions, and applied skills and knowledge.



Figure 2 Domains within the Human Capability Standards

² Bowles, M., Bowes, N., & Wilson, P. (September 2019). Future-proof human capabilities: Raising the future employability of graduates. *International Journal of Business and Social Science*, 10(9), 10-20. Retrieved from https://www.researchgate.net/publication/337670021_Future-proof_human_capabilities_Raising_the_future_employability_of_graduates.

³ Bowles, M., & Lanyon, S. (2016). *Demystifying credentials: Growing capabilities for the future—a white paper*, Melbourne: Deakin University. Retrieved from <https://www.dekindigital.com/articles/demystifying-credentials-growing-capabilities-for-the-future-a-white-paper>.

Table 1 Human Capability Standards

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. Adaptive Mindset*	Able to adjust to change and maintain their curiosity while dealing with disruption, pressure and setbacks in a resilient, positive manner.
5. Problem Solving*	Able to define and analyse problems, generate optimal solutions and make recommendations.
6. Ethics*	Able to act with integrity and in conformance with social and professional standards of ethical conduct.
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, set and attain personal and work related goals, 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 affecting 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 five capabilities listed above (shaded) are identified as essential requirements for future work and graduate employability, irrespective of the profession, the individual's job, location, work-level, or occupation.⁴ While Empathy and Lifelong Learning were highly rated, with the other six capabilities identified as critical the importance may vary depending on the role and level of work.

^ Initiative and Drive and Innovative Thinking have been added to the Reference Framework based on research conducted with QTAC in 2019. Employers, educators and subject matter experts all confirmed the importance of these additional capabilities, particularly when graduates seek employment.

⁴ Bowles, M. & Bowes, N. (21 May 2019). *Future Capability Dictionary Validation Research Report*, Queensland Tertiary Admissions Centre: Brisbane.

The Human Capability Framework is intended to identify and develop an individual's capability potential. Each capability sets a standard through the application of the criteria, indicating proficiency at different levels of career and capability progression.

Capability Title: The title for the capability standard.

Capability Description: The short description detailing the scope and coverage of the capability standard.

Positive and Negative Indicators: While not an essential feature of a capability standard, each Human Capability possesses positive and negative attributes that span all levels and allow individuals, or those evaluating a person's capability, to perform a 'ready reckoner' to see if the capability has been attained.

Levels: The Human Capability Standards identify levels of proficiency or developmental progress. Each standard has five levels with criterion anchored by level according to the autonomy, influence, and complexity a person may display at that developmental stage. The levels are a frame of reference and implemented models will reflect contextual needs in many instances. This means the seven-level master framework may be collapsed (i.e., to five levels as herein, or to three levels) and criteria merged or modified. Nonetheless, the reframed capabilities should still be anchored to the levels of proficiency and achieve the respective criteria that indicate attainment of the capability to the agreed standard across each development stage.

Criteria Indicating Proficiency: The calibrated criteria indicate the knowledge, skills, and personal attributes that anchor individual proficiency to a level of performance or career progress. These are indicative statements setting standards at each level to define desired behavioural outcomes and application for each capability. They are neither assessment criteria nor a rubric. As anchors, they are the basis for evidence collecting, setting assessment questions, or for framing attainment rubrics through learning, skills demonstration, or experience.

The full descriptions also have a list of activities and evidence guidance that will help align these capabilities to other skill frameworks and to assist assessment or evidence gathering and judgment that an individual has attained the capability at the agreed level. As evidenced in Figure 2 below, Griffith University have taken this information and prepared an admissions and digital credentialing process that fully aligns to not only their degree entry, but also to attainment of the Queensland Curriculum and Assessment Authority's 21st Century Skills.⁵

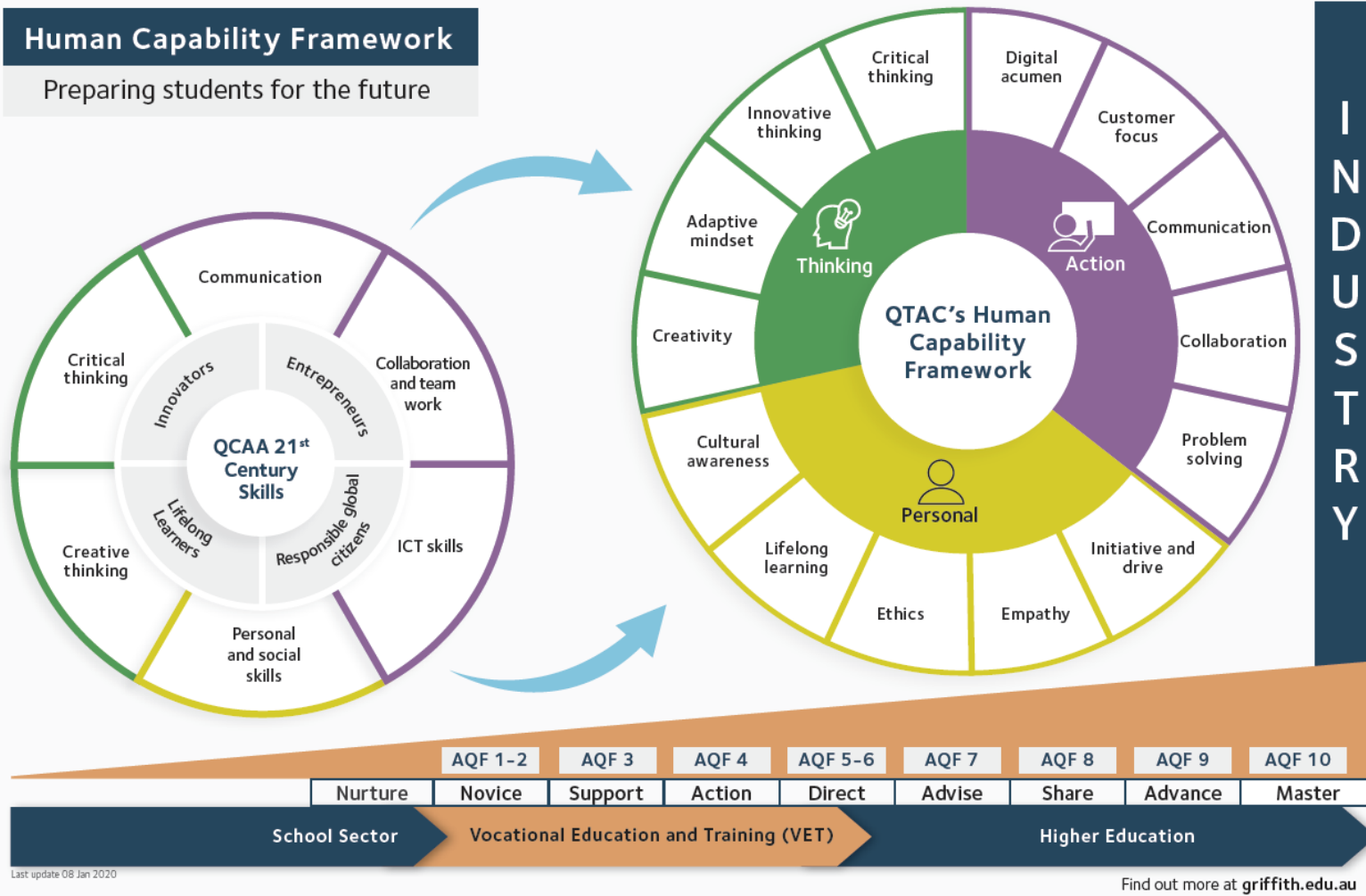
⁵ See <https://www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills>

Figure 3 Human Capability Standards mapped to 21st Century Skills



Human Capability Framework

Preparing students for the future



HUMAN CAPABILITY STANDARDS IN SUMMARY

Seven Level HCS - Summary

Capability Domain		THINKING						
Capability & Description	Code	Levels & Indicators						
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
<p>Critical Thinking</p> <p>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.</p>	CRT	<p>Appreciates boundaries of current thinking and practice</p> <p>Collects and analyses key information, data or questions accurately</p> <p>Critically analyses data and information to derive results and insights</p> <p>Assesses results from a critical analysis and makes logical conclusions</p> <p>Uses information to make informed judgements and decisions</p>	<p>Undertakes basic research to critically analyse existing thinking and methods</p> <p>Seeks and gathers information or feedback from all sources to inform decision making processes</p> <p>Establishes the methodology or theoretical framework to complete a routine inquiry or investigation</p> <p>Presents sound data and reasons to support insights</p> <p>Uses inductive or deductive reasoning to examine existing thinking and assumptions</p>	<p>Uses evidence-based insights to make judgements</p> <p>Collects and critically assesses all evidence to derive the optimal decision or solution</p> <p>Access, evaluate and synthesise and information or data from multiple sources and perspectives</p> <p>Critically reviews and recognises uncertainty and ambiguity in the data and assumptions that underlie assigned work</p> <p>Infers implications and consequences from critical analysis</p>	<p>Uses inductive or deductive reasoning to test new thinking and assumptions</p> <p>Analyses and prioritises complex interests or issues</p> <p>Presents sound logic, data and reasons to support professional judgments</p> <p>Makes decisive judgments based on experience and expertise</p> <p>Modifies and refines basic investigative processes, techniques and tools to improve insights and results</p> <p>Works with others to challenge improvements to current thinking and practice</p>	<p>Contributes to the enhancement of current thinking or theoretical models</p> <p>Identifies and correctly applies a critical analysis approach or methods to solve complex problems</p> <p>Gathers research and reports findings that advance new intellectual or theoretical models</p> <p>Systematically gains support for a strategic decision or influences key stakeholders</p> <p>Participates in industry or professional bodies advancing current research and thinking</p>	<p>Draws on experience and expertise to exercise professional judgement and make sound decisions</p> <p>Makes evaluative judgements about people, events, organisations and processes</p> <p>Appreciates the strategic environment and the emotional drivers influencing how key decision makers will respond to new or challenging situations</p> <p>Defends and advocates for evidence-based judgments in a logical and reasoned manner</p> <p>Evaluates breakthrough thinking or insights for wider adoption</p>	<p>Thinks and acts with a deep awareness of the whole-of-system</p> <p>Collaborates across a variety of contexts and disciplines to transform existing thinking</p> <p>Makes complex, strategic judgements in a decisive manner</p> <p>Cultivates the active exchange of ideas and research between international experts or institutions</p>
<p>Creativity</p> <p>Able to actively contribute to creative works, ideas or novel solutions.</p>	CTV	<p>Generates and captures personal ideas and insights</p> <p>Explores and evaluates how current ideas and practices evolved</p> <p>Works with others and seeks feedback to refine and develop ideas</p> <p>Examines problems, ideas and situations from different perspectives</p>	<p>Explores different ways people think and are creative</p> <p>Contributes to developing and testing new ideas and concepts</p> <p>Creates designs or solutions that overcome well-defined issues, problems or obstacles to success</p> <p>Draws on multiple perspectives to challenge and create new approaches or alternatives</p> <p>Explores and integrates new knowledge or ideas into thinking and practice</p>	<p>Encourages imaginative and innovative solutions to problems</p> <p>Develops designs, concepts or solutions that meet requirements</p> <p>Builds opportunities where people can share, discuss and work together in developing ideas</p> <p>Appreciates and uses techniques to harnesses creative input from different people</p>	<p>Identifies and sponsors innovative effort where it can generate benefit within a professional, project or operational context</p> <p>Implements systematic approaches to the conduct of creativity</p> <p>Establishes mechanisms for managing and reviewing creative ideas or designs</p> <p>Coordinates and cultivates creative process to connect or bring together diverse perspectives or ideas</p>	<p>Creates a climate that fosters and encourages creative thinking</p> <p>Promotes creative processes within and across projects or teams</p> <p>Champions breakthrough thinking and creative solutions</p> <p>Supports and encourages creativity by enhancing learning and development opportunities</p> <p>Acknowledges and rewards creativity</p>	<p>Challenges existing paradigms and practices</p> <p>Stimulates and sponsors creative endeavours</p> <p>Takes calculated risks when trialling new ideas or designs</p> <p>Establishes formal processes to trial, evaluate and assess new ideas or designs</p> <p>Engages experts to support or stimulate creativity</p>	<p>Leads thinking and research into new designs, concepts or ways of thinking</p> <p>Establishes actions to document and share creative processes</p> <p>Champions a culture that embraces creativity</p> <p>Establishes systems to acknowledge and reward initiative, creativity and original thinking</p>
<p>Adaptive Mindset</p> <p>Able to adjust to change and maintain their curiosity while dealing with disruption, pressure and setbacks in a resilient, positive manner.</p>	ADM	<p>Efficiently balances multiple personal, work and life priorities</p> <p>Embraces the opportunity learn new skills and knowledge</p> <p>Deals effectively and confidently with setbacks or unexpected disruptions to work</p> <p>Processes negative feedback in a positive and constructive manner</p>	<p>Remains optimistic and calm when facing high pressure or challenging situations</p> <p>Deals successfully with difficulties and adverse decisions or situations</p> <p>Maintains a positive outlook even when dealing with unrelenting difficulties</p> <p>Persists and remains positive even when confronted with challenges</p>	<p>Maintains calm when faced with stressful situations or workplace conflict</p> <p>Anticipates and responds quickly to changing technology and environments</p> <p>Works constructively with others to remove barriers and to facilitate change initiatives</p> <p>Models self-control, optimism and confidence</p>	<p>Adjusts management style and approach to optimise outcomes</p> <p>Identifies ways to grow team performance and learning to confront challenges</p> <p>Works with others to adapt new ideas, practices or technologies to their context</p> <p>Identifies strategies to ensure team performance is maintained when</p>	<p>Reflects on experience and is open to new ways to improve practice</p> <p>Experiments and actively seeks ways to address future challenges</p> <p>Promotes change and enhances the responsiveness of people and processes</p> <p>Looks for opportunities rather than obstacles when dealing with change</p> <p>Appreciates the wider context and emotional</p>	<p>Fosters development of skills and professional development across the workforce</p> <p>Plays a stabilising influence even when confronted with new or challenging situations</p> <p>Anticipates and helps others respond proactively to changing demands and shifting priorities</p>	<p>Plays a stabilising influence in even the most challenging situations</p> <p>Possesses the sophisticated self-awareness necessary to make appropriate evaluative judgements about people, events, organisations and processes</p> <p>Enhances business or community</p>

Capability Domain		THINKING						
Capability & Description	Code	Levels & Indicators						
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
			Identifies and manages personal levels of stress	that positively influences others Appreciates reality and the negative factors impacting personal and team performance	confronted with changing goals or priorities Monitors priorities and rebalances resources to continually achieve team outcomes	drives influencing how others respond to new or challenging situations	Perseveres to achieve ambitious personal learning and work goals	capacity to adjust to new perspectives or ideas Persists and overcomes obstacles to reach ambitious long-term personal and professional goals
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.	INT	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, start-up 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

Seven Level HCS - Summary

Capability Domain		PERSONAL						
Capability & Description	Code	Levels & Indicators						
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
<p>Lifelong Learning</p> <p>Able to identify and continuously develop one's own knowledge, skills and personal attributes such as mindset and motivation.</p>	LLL	<p>Identifies and engages in reflective self-evaluation on own strengths and weaknesses</p> <p>Shapes practice with knowledge of own limitations</p> <p>Readily admits when they feel out of their depth</p> <p>Embraces learning as a lifelong activity</p> <p>Develops a career plan and recognises their own potential</p> <p>Develops their own technical competence in a role</p>	<p>Identifies own leadership and learning style</p> <p>Takes accountability for their own learning and development</p> <p>Reflects on own performance and learns from mistakes</p> <p>Actively seeks new development options and experiences</p> <p>Learns in collaboration with others and shares knowledge</p> <p>Gains skills and knowledge mastery in a well-defined area of work or performance context</p>	<p>Embraces challenges and opportunities to learn new skills</p> <p>Isolates the best learning mode for personal development need</p> <p>Pulls together and matches people or teams to promote learning</p> <p>Develops personal resilience and ability to remain focused under pressure</p> <p>Develops their own competence in a distinct discipline or professional area of practice</p>	<p>Identifies and builds deeper perspectives on learning and skills required in a chosen area of practice</p> <p>Develops competence in technical skills relevant to the discipline and area of work</p> <p>Continuously updates skills and knowledge within their own field</p> <p>Facilitates the development of competencies within their areas of recognised expertise</p> <p>Contributes to the skilling and development of new knowledge within the team and work context</p>	<p>Opens career options beyond a technical or discipline-specific pathway</p> <p>Actively shares skills and knowledge with colleagues on how to deal with ambiguity and inconsistencies that impact specific work or situations</p> <p>Plans and coordinates learning opportunities across a workforce or community</p> <p>Removes barriers to collaborative learning or knowledge transfer across disciplines</p> <p>Reflects regularly on professional performance and ways to improve</p>	<p>Proactively seeks out professional development on advanced leadership practices</p> <p>Drives unrelentingly for recognition of personal and professional performance</p> <p>Engages in advancing teaching or training of others in their field</p> <p>Researches and reviews learning practices of organisations considered examples of good practice</p> <p>Cultivates existing and new national and international collaborative relationships that can enhance learning and development</p>	<p>Actively encourages the search for more innovative and effective means to develop self and the competence of other leaders</p> <p>Makes significant contributions to expanding or conveying the body of knowledge in their profession or discipline</p> <p>Leads and contributes to the capture, sharing and enhancement of learning across the organisation, community or profession</p> <p>Translates national policy and industry leadership and professional development initiatives into organisational strategies and plans</p>
	<p>Initiative and Drive</p> <p>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.</p>	ITD	<p>Maintains a positive attitude and commitment towards getting things done</p> <p>Plans, prioritises and completes tasks to an agreed schedule</p> <p>Uses self-evaluation or feedback from others to help plan future career, learning and work options</p> <p>Accepts personal accountability for task completion and overcoming simple problems that impact performance</p>	<p>Regularly and proactively reviews own work and established priorities</p> <p>Investigates and researches information that may add to personal knowledge</p> <p>Undertakes assessment of own potential and possible development and career options</p> <p>Uses established methods to work through and deal with simple problems</p> <p>Works compliant with relevant statutory and commercial frameworks impacting own area of responsibility</p>	<p>Develops plans to reach assigned objectives</p> <p>Embraces challenges and opportunities to learn</p> <p>Takes responsibility for ensuring learning and professional development keeps pace with career options</p> <p>Works proactively with others to overcome barriers to successful attainment of desired goals</p> <p>Plans and manages work compliant with relevant statutory and commercial frameworks</p>	<p>Displays motivation and a pro-active commitment to a high-performance work ethic and the attainment of allocated responsibilities</p> <p>Plans own capability and talent development sensitive to future changes and trends</p> <p>Sets personal career and improvement targets that stretch skills and performance</p> <p>Works with others to deal effectively and professionally with barriers to optimal performance</p>	<p>Reviews and manages personal and team motivation</p> <p>Recognises and addresses issues and problems that impact on goal attainment or cooperation</p> <p>Uses a global perspective to identify technology trends and issues that will impact work and learning</p> <p>Plans and manages others to assure compliance with relevant ethical, statutory and commercial frameworks</p>	<p>Implements plans to improve workforce talent and performance</p> <p>Models uncompromising integrity and commitment to professional and ethical standards</p> <p>Identifies and removes root causes affecting successful attainment of planned development outcomes</p> <p>Assures work output and activities of others is compliant with relevant statutory and commercial frameworks</p>
<p>Cultural Awareness</p> <p>Able to engage others with sensitivity and regard for diversity and the social or cultural differences influencing behaviour.</p>	CAW	<p>Understands the link between an individual's norms and beliefs and the organisation's culture</p> <p>Embraces diversity and each individual's perspectives, values and beliefs</p> <p>Treats individuals with respect and acts to uphold their rights</p>	<p>Displays adaptability and flexibility when seeking input from others with different perspectives or beliefs</p> <p>Responds to diversity in the workplace with sensitivity</p> <p>Acknowledges and demonstrates sensitivity and respect for differences in people and cultures</p>	<p>Recognises and addresses personal biases or stereotypes that hinder inclusive behaviours or collaboration in groups</p> <p>Recognises the complex interactions that occur between each individual's beliefs and values and the organisation's values</p>	<p>Promotes a culture of inclusion and participation</p> <p>Promote teamwork where everyone treats each other with respect</p> <p>Encourages others to appropriately express their ideas, beliefs and opinions in meetings</p> <p>Encourages others to act in a manner consistent with the</p>	<p>Builds a workplace culture compatible with and reinforcing the organisation's values and goals</p> <p>Ensures operational and business activities reinforce the organisation's culture</p> <p>Models and reinforces the organisation's culture and values</p> <p>Corrects destructive behaviours or workplace</p>	<p>Understands the dynamic relationship between the organisation's culture and the cultural and values different professions may promote</p> <p>Establishes and reinforces a culture within the senior leadership/management team</p> <p>Manages behaviours or actions that fail to align</p>	<p>Sponsors workplace diversity principles and inclusive practices across the organisation</p> <p>Develops policies and practices that promote diversity and show consideration and concern for others</p> <p>Guides and mediates the alignment of the organisation's culture</p>

Capability Domain		PERSONAL						
Capability & Description	Code	Levels & Indicators						
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
				Collaborates in a manner that harnesses different perspectives	organisation's values and beliefs	systems that affect inclusive practices	with organisational or community expectations	and values with community expectations Assists the organisation connect with other entities sharing similar values, beliefs and aspirations
<p>Ethics</p> <p>Able to act with integrity and in conformance with social and professional standards of ethical conduct.</p>	ETH	<p>Knowledge of relevant professional standards of conduct, values and ethics</p> <p>Behaves in a compliant and ethical manner</p> <p>Understands the fundamentals of professional ethics and relationship with values, social responsibility, legal compliance</p>	<p>Exhibits uncompromising integrity and commitment to the organisation's values and ethical practices</p> <p>Knowledge of ethics in a specific workplace or team context</p> <p>Uses a range of ethical decision-making techniques appropriate to the people involved and the situation</p> <p>Complies with regulatory requirements, rules and standards governing behaviour and action</p> <p>Identifies compliance requirements and proactively corrects practices, processes or conduct to meet the expected standards or codes of conduct</p> <p>Describes accurately professional standards and compliance requirements and processes for a given situation</p>	<p>Leads and acts in an ethical manner consistent with the organisation's values and beliefs</p> <p>Analyses and correctly identifies the ethical considerations impacting a decision or work context</p> <p>Clearly communicates to others the regulatory requirements, codes of conduct, rules and standards governing collective action</p> <p>Applies knowledge of compliance requirements to advise and guide others on specific compliance issues</p> <p>Monitors compliance with internal policies and procedures and external regulatory requirements to identify actual and potential breaches</p>	<p>Understands the relationship between ethics, morals and beliefs</p> <p>Applies in-depth knowledge of current regulatory requirements to develop and maintain up to date compliance policies and procedures</p> <p>Models uncompromising integrity and commitment to professional and ethical standards</p> <p>Investigates and resolves compliance issues</p> <p>Communicates compliance requirements and secures relevant training for all employees</p> <p>Assists form and communicate a Code of Conduct to guide the behaviour of others</p> <p>Continually monitors business/operational compliance</p>	<p>Analyses and correctly identifies the ethical considerations impacting organisational decisions or choices</p> <p>Promotes effective operational compliance frameworks</p> <p>Continually monitors and prepares reports on organisational compliance</p> <p>Provides strategic advice on compliance matters including the effective management of risk at all levels</p> <p>Assesses effectiveness of controls and recommends changes to strengthen organisation compliance</p> <p>Leads an operational or business area with integrity</p>	<p>Promotes a culture of professionalism and integrity across the organisation</p> <p>Builds and embeds a culture of compliance throughout the organisation</p> <p>Sponsors the development and implementation of a Code of Conduct with specific guidance on professional and ethical standards and required behaviours</p> <p>Establishes and maintains strategic relationships with key external stakeholders including regulatory bodies</p>	<p>Promotes effective organisational governance and compliance management systems</p> <p>Seeks and actively responds to external review of organisational governance and compliance management audits</p> <p>Promotes compatible ethical practices and professional standards across the industry and with strategic partners</p>
<p>Empathy</p> <p>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.</p>	EMY	<p>Understands own character</p> <p>Identifies and correctly determines own underlying emotional and motivational drivers</p> <p>Acknowledges the impact that personal feelings and emotions have on others</p> <p>Embraces diversity and each individual's perspectives, values and beliefs</p>	<p>Respects others and considers their feelings, beliefs or rights</p> <p>Considers and responds appropriately to the needs and feelings of different people in a range of situations</p> <p>Assesses the situation by viewing it from the other person's perspective</p> <p>Seeks to identify emotional state and feelings of others by identifying verbal and non-verbal cues</p> <p>Listens and displays concern, understanding and compassion for others</p>	<p>Shows sensitivity and respects the perspectives of others when working in groups</p> <p>Assesses the impact emotions have in customer or workplace relationships</p> <p>Builds rapport with others based on open regard for their needs and requirements</p> <p>Perceives and responds appropriately to the beliefs, feelings and motivations of others</p>	<p>Expresses emotions appropriately within a workplace even when under pressure</p> <p>Assesses the impact emotions have on team success</p> <p>Provides opportunities for others to freely express and share emotions</p> <p>Models and consistently maintains empathy and respect for others in everyday activities</p> <p>Acknowledges and demonstrates sensitivity and displays respect for cultural differences</p>	<p>Remains open and approachable when resolving highly sensitive and complex issues</p> <p>Builds and maintains a workplace culture of empathy and respect for others</p> <p>Promotes sensitivity in the handling of disagreements or differences between groups or cultures</p> <p>Manages differences in an inclusive, equitable and collaborative manner</p>	<p>Demonstrates commitment, sensitivity and responsiveness to the emotional needs of different cultures and people</p> <p>Researches and works with others to identify and understand the emotional dimensions when designing or providing products and services</p> <p>Models and reinforces the organisation's culture and values</p> <p>Identifies opportunities for engaging positively with different groups in the community</p>	<p>Considers the implications that organisational strategy and decisions may have on others</p> <p>Gathers and reviews ideas and preferences of stakeholder to improve understanding of their feelings towards the organisation and its behaviour</p> <p>Presents professional or strategic views in a sensitive manner to audiences inside and outside the organisation</p> <p>Guides and mediates the alignment of the organisation's culture and values with the external operating</p>

Seven Level HCS - Summary

Capability Domain		PERSONAL						
Capability & Description	Code	Levels & Indicators						
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
								environment, society and stakeholders

Capability Domain		ACTION						
Capability & Description	Code	Levels & Indicators						
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
<p>Communication</p> <p>Able to communicate with clarity and impact to facilitate individual and collective understanding, action and information exchange.</p>	COM	<p>Uses business technology to retrieve, produce, store and send information</p> <p>Prepares workplace documentation and correspondence</p> <p>Communicates in a way that takes individual differences into account</p> <p>Listens and communicates clearly and effectively (verbally and in writing)</p> <p>Collects, organises and shares information with others</p>	<p>Develops and communicates information that is well structured and understood by the audience</p> <p>Collects and organises ideas and information in an accurate, concise and logical manner</p> <p>Produces a range of basic business documents</p> <p>Identifies and responds to non-verbal cues</p> <p>Fosters two-way communication for mutual understanding</p> <p>Presents information in a compelling and effective manner</p>	<p>Prepares and customises communications to ensure understanding by the proposed audience</p> <p>Implements knowledge and information sharing within a group context</p> <p>Prepares compelling presentations to groups on expert or specialist topics</p> <p>Adjusts communication style to optimise knowledge sharing and understanding by diverse groups</p> <p>Reports and presents information on complex topics in a clear and concise manner using a variety of formats and modes</p>	<p>Plays an active role in facilitating productive interactions and removing barriers that limit input by others</p> <p>Prepares compelling presentations to influence others</p> <p>Coordinates the management and sharing of information and knowledge across groups</p> <p>Establishes mechanisms to analyse, evaluate and report information</p> <p>Uses a variety of techniques and methods to effectively conduct difficult conversations</p>	<p>Prepares and presents specialist advice on a wide range of issues, demonstrating highly developed judgement and insight</p> <p>Improves the processes and media used to communicate and share information and knowledge</p> <p>Confidently represents the organisation or business area in external communication processes</p>	<p>Promotes knowledge and information development and sharing within a major function, location or project</p> <p>Prepares compelling presentations to influence senior executives and external decision makers</p> <p>Establishes means to analyse information and knowledge</p> <p>Takes decisions based on research, analysis and review of information and knowledge</p> <p>Disseminates information to strategic and business stakeholders</p>	<p>Promotes knowledge and information development and sharing across the organisation</p> <p>Represents the organisation with authority and credibility in public forums and at events</p> <p>Develops communication plans to engage internal and external audiences</p> <p>Communications directly reinforce the organisation's brand and values</p>
<p>Collaboration</p> <p>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.</p>	COL	<p>Develops personal networks to achieve work and professional outcomes</p> <p>Supports and helps others achieve successful outcomes</p> <p>Establishes and maintains effective working relationships with team members</p> <p>Identifies key internal and external stakeholders</p>	<p>Identifies and consciously maintains a network of contacts</p> <p>Works with key stakeholders to complete work activities</p> <p>Seeks opinions and feedback from others</p> <p>Acts proactively to reinforce relationships with key stakeholders</p>	<p>Forms formal and informal networks to access knowledge and expertise</p> <p>Analyses and manages key stakeholder relationships</p> <p>Acts proactively to identify stakeholder needs</p> <p>Establishes relationships based on mutual goals and purpose</p> <p>Encourages groups to collaborate and build effective ways to work with each other</p> <p>Leverages internal and external relationships to secure support for work plans and activities</p>	<p>Uses personal and professional credibility and trustworthiness to form important relationships</p> <p>Manages stakeholder relationships and risk</p> <p>Navigates organisational politics</p> <p>Works effectively with professional peers and colleagues</p> <p>Manages and coordinates stakeholder engagement</p>	<p>Forges consensus and cooperation across groups to enhance goal attainment</p> <p>Influences stakeholder support for a plans or decisions</p> <p>Builds and leverages mutually beneficial relationships and networks across other organisations or professions</p> <p>Establishes a profile with peers as a trustworthy source of accurate professional and/or strategic knowledge</p>	<p>Builds collaborative relationships to enhance strategic capacity and capability</p> <p>Influences and gains commitment from senior decision-makers and stakeholders</p> <p>Nurtures high-level relationships through the open exchange of ideas and information</p> <p>Forms collaborative relationships able to generate new ideas and perspectives on strategic challenges</p>	<p>Forges connections that build enduring long-term strategic alliances and partnerships</p> <p>Contributes to the expert body of knowledge possessed by the organisation or the profession</p> <p>Anticipates and addresses how decisions or actions will impact collaborative endeavours and stakeholder relationships</p> <p>Secures support from stakeholders to inform and support future plans</p>
<p>Problem Solving</p> <p>Able to define and analyse problems, generate optimal</p>	PBS	<p>Collects, analyses and stores information</p> <p>Asks questions to build an understanding of steps to solve problems</p>	<p>Identifies single-step cause and effect relationships correctly</p> <p>Uses problem solving techniques to analyse and solve problems or issues</p>	<p>Uses tools and techniques to identify multiple-step linear causes and effect</p> <p>Systematically breaks down complex problems into manageable parts</p>	<p>Anticipates potential problems and obstacles and thinks ahead about next steps</p> <p>Identifies causal factors including steps that led up to the situation or patterns and</p>	<p>Maps interrelationships and complex causes and long-term effects</p> <p>Recognises several likely causes and several likely consequences of actions</p>	<p>Identifies multiple chains of complex cause and effect</p> <p>Maps out complex processes with multiple inputs and multiple outputs</p>	<p>Provides strategic responses to multi-dimensional, multi-disciplinary problems</p> <p>Monitors, analyses and reviews problems and developments in the environment to</p>

Capability Domain		ACTION						
Capability & Description	Code	Levels & Indicators						
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
solutions and make recommendations.		<p>Breaks problems into simple lists or tasks to be actioned</p> <p>Uses basic rules and procedures to determine required action</p> <p>Reviews results using a range of critical analysis techniques and tools</p>	<p>Identifies what led up to the situation and immediate consequences</p> <p>Can map and understand cause and effect relationships</p> <p>Uses established methods to deal with discipline-specific, conventional problems</p> <p>Identifies and analyses alternatives to determine the optimal solution</p>	<p>Demonstrates good reasoning ability with moderately complex and varied problems</p> <p>Undertakes often complex causal analysis</p> <p>Anticipates and resolves problems before they adversely impact operations</p>	<p>similarities between different situations</p> <p>Considers multi-disciplinary perspectives when analysing and solving problems</p> <p>Integrates a large amount of information from diverse sources recommending solutions that span locations, disciplines or problems</p> <p>Identifies and removes root causes to problems</p> <p>Monitors and evaluates solutions implemented to resolve a problem</p>	<p>Makes plans to maximise outcomes in the medium term, including contingency plans to deal with potential opportunities and problems</p> <p>Uses sophisticated methods to deal with complex, escalated problems</p> <p>Integrates complex multi-disciplinary perspectives</p> <p>Evaluates problem identification and analysis processes and solutions implementation</p>	<p>Researches and anticipates problems and uncertainties in the environment likely to impact current operations</p> <p>Systematically breaks multi-dimensional problems into component parts</p> <p>Uses several analytical techniques to identify several solutions and weighs the pros and cons of each</p> <p>Contributes to improvement of problem solving processes, techniques and tools</p>	<p>determine their long-term impact on the organisation</p> <p>Develops predictive models or scenarios anticipating future problems and their effects</p> <p>Sponsors and promotes systematic and scientific approaches to thinking and problem solving</p>
<p>Digital Acumen</p> <p>Able to use digital technology to undertake workplace tasks and improve productive outcomes.</p>	DGA	<p>Sets up and competently uses core personal computing and digital devices required for work and life</p> <p>Configures and operates digital technology in a safe and secure manner</p> <p>Installs and uses standard applications or software to create, edit, organise and retrieve information</p> <p>Searches, discovers, retrieves and shares digital information in a compliant manner</p> <p>Collaborates and communicates in a digital environment</p>	<p>Sets up and uses a range of digital technologies to explore, access, create, publish and share information relevant to specialist area of work</p> <p>Accurately assesses and responds to changes in technology, thinking or practices that affect customer behaviour</p> <p>Acquires the technological skills and capabilities required to optimise personal and work success</p> <p>Uses records, information and knowledge management functions and systems</p>	<p>Creates, communicates and collaborates using standard digital devices, media and environments</p> <p>Seeks, discovers and classifies information or data using a range of digital technologies</p> <p>Actively monitors how changes to digital technologies will change markets and work practices</p> <p>Acquires the technological skills and capabilities required to optimise group work</p> <p>Complies with relevant legislative, legal and ethical requirements when creating, sharing or communicating with others in a digital environment</p>	<p>Uses a range of digital technologies and media to effectively collaborate, create, conduct business or reach customers</p> <p>Establishes the minimum value proposition for adopting digital technologies within an area of work</p> <p>Manages the rapid deployment or testing of prototype or new digital technologies</p> <p>Assures digital information or data is managed in adherence to appropriate privacy, security and rights management principles</p>	<p>Uses technology to create fundamentally new ways to collaborate, create, conduct business or reach customers</p> <p>Critically assesses and identifies benefits derived from adoption of new technologies</p> <p>Identifies and promotes opportunities to use technology to optimise customer, creative or operational outcomes</p> <p>Ensures appropriate training of personnel prior to testing or use of new technologies</p> <p>Coordinates the creation or sharing of complex content, data or information</p>	<p>Coordinates work across diverse groups in virtual environments to create new content, ideas or insights</p> <p>Analyses and assesses the effect of new technologies on existing business models, customers or work practices</p> <p>Seeks and accesses advice from appropriate experts to leverage digital and other technologies to achieve improved business outcomes</p> <p>Supervises others to assure compliance with regulations, policies and standards guiding the use of digital information and technologies</p>	<p>Ensures personal and group adherence to appropriate practices, policies and standards in the use of digital information</p> <p>Researches trends in digital technologies or disruptions that may impact existing business models or professional practice</p> <p>Analyses and evaluates organisational benefit derived from the deployment of digital technologies</p> <p>Works with technical leaders to introduce technology solutions that improve creative, customer or organisational outcomes</p> <p>Identifies and communicates opportunities to improve digital technologies and information systems</p>
<p>Customer Focus</p> <p>Able to focus on customer service requirements and acts proactively to raise the customer experience.</p>	CUF	<p>Maintains a persistent focus on the customer (internal or external) and their requirements</p> <p>Responds to customer requests promptly</p> <p>Actively seeks to engage with customers to monitor their expectations and satisfaction</p>	<p>Isolates and correctly defines customer requirements</p> <p>Responds to customer issues and acts with sincerity to secure a solution</p> <p>Influences the customer to avoid poor choices that impact quality or their stated requirements</p>	<p>Measures customer experience in a well-defined area or product</p> <p>Monitors the customer experience and seeks ways to add value to the customer relationship in the short term</p> <p>Identifies critical customer touch points that impact</p>	<p>Manages operations to provide an exceptional customer experience</p> <p>Designs and deploys robust service strategy with key performance indicators for measuring the customer-experience</p> <p>Creates a compelling value proposition</p>	<p>Manages the planning, evaluation, design and implementation of complex solutions for a customer</p> <p>Monitors and undertakes anticipatory action to enhance the customer experience</p> <p>Analyses and redesigns systems, processes, skills and technologies to enhance</p>	<p>Monitors and reports on the service strategy and targets for improving the customer experience</p> <p>Analyses data on the customer experience and seeks ways to add value to the customer relationship in the medium- to long-term</p>	<p>Holds senior leaders accountable for improving the customer experience</p> <p>Incorporates balanced strategic targets for long-term customer relationship and value</p> <p>Conducts international research into customer</p>

Seven Level HCS - Summary

Capability Domain		ACTION						
Capability & Description	Code	Levels & Indicators						
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
		<p>Thinks about customer's needs rather than their own</p>	<p>Adopts methods and techniques relevant to the context that ensure the customer has a positive experience</p> <p>Defines customer requirements</p> <p>Advocates honestly for the customer and problems they encounter</p>	<p>customer experience and satisfaction</p> <p>Analyses data and advises others on the customer experience targets and value proposition relating to a specific channel, product or service</p> <p>Ensures service encounters reinforces the brand and organisational values</p>	<p>Designs and develops products, services and solutions that build enduring customer relationships</p> <p>Champions customer needs and overcomes internal obstacles to improving service and the customer experience</p>	<p>service capabilities at critical customer touch points</p> <p>Establishes technology and systems to identify, capture and report on customer experience across a function</p> <p>Initiates action to improve how the organisation addresses factors impinging upon the customer experience</p>	<p>Researches and gathers intelligence related to customer experience needs and wants</p> <p>Establishes technology and systems to identify, capture and report on customer experience across the organisation</p> <p>Ensures the overall customer experience and value proposition reinforces the organisation's brand and values</p>	<p>experience trends and future developments</p>

Capability Domain		LEADERSHIP (L.E.A.D.)						
Capability & Description	Code	Levels & Indicators						
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Leadership Leads transformational processes and motivate staff and optimise the capabilities individuals and the workforce will require to enable sustained organisational success.	LED	<p>Correctly identifies personal competencies, capacity and learning preferences</p> <p>Embraces the importance of lifelong learning</p> <p>Investigates and personally identifies team members who can provide appropriate skills instruction or expert knowledge</p> <p>Shares knowledge and skills with others</p>	<p>Assesses objectively the competencies of others in a team and their capacity to learn</p> <p>Identifies individual development needs and plans actions to address them</p> <p>Identifies and maximises workplace development opportunities for team members</p> <p>Actively coaches and encourages feedback from others</p> <p>Provides constructive feedback on personal competence in a timely and empathetic manner</p>	<p>Systematically identifies another individual/team competency need and plans to correct deficiencies</p> <p>Contributes to workforce planning to ensure the availability of required people capabilities</p> <p>Appreciates multiple learning styles individuals may possess</p> <p>Isolates the best learning mode (learn from others, learn off the job) for an individual's development need</p> <p>Coaches others to address barriers to action that may derive from an individual's lack of competence or motivation</p> <p>Analyses and assesses when to undertake coaching or mentoring for each individual/situation</p>	<p>Builds a climate that empowers individuals to embrace learning and development</p> <p>Uses agreed tools and techniques to identify and actively promote talent and individual potential</p> <p>Understands what motivates others to learn and share knowledge</p> <p>Mentors and develops other professionals or managers</p> <p>Identifies and fosters individual growth at all levels</p> <p>Opens new career pathways for individuals</p>	<p>Pro-actively seeks opportunities to develop other people's talent and career opportunities</p> <p>Assesses workforce learning and development needs at a functional, business or discipline/ professional level</p> <p>Isolates and prioritises actions to address skill gaps that are essential for current performance</p> <p>Establishes frameworks to encourage and enable learning within and across disciplines and functions</p> <p>Collects and analyses data to help pinpoint cross-discipline or cross functional learning and development needs</p>	<p>Ensures learning across disciplines develops the workforce for current and future needs</p> <p>Coordinates and monitors workforce planning</p> <p>Removes barriers to learning and knowledge transfer across functions and with other organisations</p> <p>Establishes the systems and processes to identify potential and manage talent</p> <p>Facilitates effective job rotations and exchanges across functions and locations</p> <p>Actively promotes learning between people within and outside the organisation</p>	<p>Supports organisational learning that spans functions, locations and the value chain</p> <p>Stimulates and encourages a sustainable approach to leadership development</p> <p>Promotes the ability to learn and the speed of learning as an important organisational capability</p> <p>Promotes and stimulates viable career pathways across the organisation and beyond</p> <p>Analyses responds to qualitative and quantitative data on organisational development and learning needs</p> <p>Actively promotes learning and development as a major reason to work at the organisation</p>
		Engagement and Culture Builds and reinforces a culture underpinning the vision, purpose and values the organisation aspires to achieve. This includes modelling positive attitudes, building trust and empowering individuals to act.	ENG	<p>Correctly identifies personal competencies, capacity and learning preferences</p> <p>Embraces the importance of lifelong learning</p> <p>Investigates and personally identifies team members who can provide appropriate skills instruction or expert knowledge</p> <p>Shares knowledge and skills with others</p>	<p>Assesses objectively the competencies of others in a team and their capacity to learn</p> <p>Identifies individual development needs and plans actions to address them</p> <p>Identifies and maximises workplace development opportunities for team members</p> <p>Actively coaches and encourages feedback from others</p> <p>Provides constructive feedback on personal competence in a timely and empathetic manner</p>	<p>Systematically identifies another individual/team competency need and plans to correct deficiencies</p> <p>Contributes to workforce planning to ensure the availability of required people capabilities</p> <p>Appreciates multiple learning styles individuals may possess</p> <p>Isolates the best learning mode (learn from others, learn off the job) for an individual's development need</p> <p>Coaches others to address barriers to action that may derive from an individual's lack of competence or motivation</p> <p>Analyses and assesses when to undertake coaching or mentoring for each individual/situation</p>	<p>Builds a climate that empowers individuals to embrace learning and development</p> <p>Uses agreed tools and techniques to identify and actively promote talent and individual potential</p> <p>Understands what motivates others to learn and share knowledge</p> <p>Mentors and develops other professionals or managers</p> <p>Identifies and fosters individual growth at all levels</p> <p>Opens new career pathways for individuals</p>	<p>Pro-actively seeks opportunities to develop other people's talent and career opportunities</p> <p>Assesses workforce learning and development needs at a functional, business or discipline/ professional level</p> <p>Isolates and prioritises actions to address skill gaps that are essential for current performance</p> <p>Establishes frameworks to encourage and enable learning within and across disciplines and functions</p> <p>Collects and analyses data to help pinpoint cross-discipline or cross functional learning and development needs</p>

Seven Level HCS - Summary

Capability Domain		LEADERSHIP (L.E.A.D.)						
Capability & Description	Code	Levels & Indicators						
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
<p>Agility</p> <p>Anticipates and enhances responsiveness to change. This includes modelling positive attitudes to change and also enhance an organisation's capacity to respond quickly to strategic challenges and opportunities.</p>	AGL	<p>Identifies environmental factors directly affecting business and society</p> <p>Contributes ideas and suggestions to improve work practices</p> <p>Maintains a positive outlook to change</p> <p>Identifies and deals with obstacles to change</p>	<p>Establishes mechanisms for employees and customer to identify opportunities for improving existing products, practices or services</p> <p>Plans and engages others in transforming existing work practices or processes</p> <p>Executes change plans and allocates change roles and responsibilities</p> <p>Uses tools, methodologies and models used to improve process flexibility and responsiveness to customer needs</p> <p>Encourages and inspires people to overcome resistance to change</p> <p>Monitors progress against change plans</p>	<p>Anticipates and assesses how the future technology will impact the existing products and operations</p> <p>Adapts work methods or processes in response to new information, changing conditions, obstacles or uncertainty</p> <p>Analyses, plans and executes process-level change</p> <p>Coaches and provides feedback to others on change activities</p> <p>Reconciles conflicting priorities in order to achieve required change outcomes</p> <p>Reviews and adjust change plans, processes and responsibilities</p>	<p>Assesses the change readiness of a workforce</p> <p>Initiate action quickly when opportunities and challenges arise</p> <p>Investigates and develops new business models in response to emerging markets or disruptive innovations</p> <p>Researches and assesses the business benefit and impact of global digital disruption</p> <p>Researches and develops organisational responses to disruptive business models</p> <p>Puts mechanisms in place to review and monitor progress of change against agreed targets</p>	<p>Researches technological and environmental trends and establishes plans and mechanisms to assure organisational readiness</p> <p>Promotes systems that enhance flexibility and organisational responsiveness to new opportunities</p> <p>Anticipates and effectively manages the impact of disruptive technologies on how products and services are delivered to customers</p> <p>Acts as a lead agent for change</p> <p>Sets clear change planning and reporting processes and tools for other leaders to use</p> <p>Sets and prioritises change plans across functions and/or locations or business area</p> <p>Removes strategic and organisational-level barriers to change</p>	<p>Assesses the organisation's readiness to change</p> <p>Leads the design of major organisational transformational plans</p> <p>Designs structures, processes and systems the enhance organisational responsiveness to immediate or emerging opportunities</p> <p>Champions agile practices and methods across the organisation</p> <p>Anticipates and adjusts strategic projects or plans to overcome operational problems and barriers</p> <p>Monitors, evaluates and reports on the progress and success of strategic change initiatives</p>	<p>reason to work at the organisation</p> <p>Encourages and leads the search for disruptive innovations and business models that enhance organisational success</p> <p>Approves and sponsors transformational change plans that fit the organisation's vision, strategy and objectives</p> <p>Monitors the external environment to diagnose where external factors will impact change planning</p> <p>Monitors the environment for political, economic, social and technical developments that may affect the organisation's future</p> <p>Analyses and assesses data to reach a global view on relevant trends and environmental disruptions</p> <p>Mobilises support and creates a sense of enthusiasm for the organisation's future</p>
<p>Direction and Purpose</p> <p>Plans and establishes a compelling vision for a future state that inspire and influences commitment to a shared purpose.</p>	DAP	<p>Understands the importance of individual input into the shaping and development of a vision and values</p> <p>Ties the vision to a metaphor people can immediately translate into everyday work</p> <p>Displays resilience and tenacity in achieving planned work outcomes</p>	<p>Takes a future view that can be communicated to others</p> <p>Inspires commitment from others to the organisation's vision and purpose</p> <p>Analyses short-term constraints and opportunities within work area that may impact on performance</p> <p>Translates organisational vision and values into short-term actions that deliver quality results</p> <p>Reinforces the imperative to sustain commitment to an agreed direction</p> <p>Prioritises activities in terms of what will deliver greater short-term organisational and customer benefit</p>	<p>Leads processes to determine the medium-term priorities and goals</p> <p>Advocates for and seeks endorsement for medium-term plans and goals</p> <p>Takes the broad organisational vision and translates it into actions at a team or operational level</p> <p>Prioritises team activities and inspires commitment to its core purpose</p> <p>Sets aspirational goals that stretch performance</p> <p>Confirms and allocates resource requirements sufficient to achieve plans and budget targets</p>	<p>Promotes the organisation's vision and purpose to major stakeholders</p> <p>Advocates for and seeks endorsement for longer term strategic plans and goals</p> <p>Navigates internal planning processes and politics</p> <p>Manages strategically to ensure goal attainment and optimisation of financial, operational and customer outcomes</p>	<p>Communicates with passion and conviction the long-term vision for the organisation</p> <p>Engages the motives, values, and goals of other leaders to achieve commitment to champion the organisation's vision and purpose</p> <p>Maintains professional views even in the face of strident opposition</p> <p>Is prepared to promote and advocate for market or strategic opportunities</p> <p>Makes substantive contributions to strategic planning processes</p> <p>Monitors and consistently modifies strategy to respond to political, economic, market and</p>	<p>Develops strategic reporting and evaluation methodologies</p> <p>Instils and reinforces a vision and positive leadership mindset while working across functional boundaries and all locations of the organisation</p> <p>Manages strategy and reports on strategy execution and progress</p> <p>Displays a deep appreciation for the strategic opportunities and challenges facing the organisation</p> <p>Conveys the organisational direction and values positively to high-level decision</p>	<p>Sponsors the construction and review of the long term vision, values and purpose of the organisation</p> <p>Confirms and reports organisational progress against strategic targets</p> <p>Tests the alignment of organisational-wide plans and change initiatives against vision, values and purpose aspired to in the long-term</p> <p>Draws accurate conclusions from strategic data and other information to ensure the organisation is positioned to meet future challenges</p>

Capability Domain		LEADERSHIP (L.E.A.D.)						
Capability & Description	Code	Levels & Indicators						
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
						social change in a timely manner	makers (e.g. Board, shareholders, government) Advocates for organisation's purpose in national forums and professional conferences	Assists communicate the organisation's vision to the wider industry and national decision makers