SUPPORT DOCUMENT

A set of resources and tools for identifying, building and sustaining the learning and development needs of managers and leaders

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This document was produced by the authors based on their research for the report *Approaches for sustaining and building management and leadership capability in vocational education and training providers*, and is an added resource for further information. The report is available on NCVER's website: <http://www.ncver.edu.au>.

Contents

A set of resources and tools for identifying, building and sustaining the learning
and development needs of managers and leaders

Overview

The resources in this support document provide tools for identifying, sustaining and guiding the development of a managers and leaders in training organisations.

Resource 1 provides some ideas that may assist organisations in their initial thinking about identifying what development needs exist amongst their staff.

The resource provides:

- A learning and development needs analysis inventory to assist staff to report on their development needs around management and leadership capabilities
- A set of strategies for leadership and management development that is designed in terms of an easy-to-use "Self-report inventory".

Resource 2 is in response to a major finding in the report about the considerable potential of well-organised and professional coaching of staff in terms of a cost effective and very practical way for developing staff capabilities.

This resource therefore provides access to tools that the author has developed with another colleague (Greg Latemore) that may assist VET organisations in working through introducing coaching as away to develop management and leadership capability among their staff. The resource provides:

- A coaching needs assessment agreement
- A coaching competency tool
- A coaching inventory to examine the existence of various coaching styles
- A team leadership inventory.

Resource 3 presents a set of staff capability frameworks that have emerged from this project and other work by the first author that identifies core capabilities as well as role specific capabilities for the executive leader and for managers (educational and non-educational).

As this report notes, many VET organisations are using staff capability frameworks to organise and to direct their efforts at developing their managers and leaders at all levels of the organisation. Organisations can use each framework as presented here, or select from what is offered here, in defining what capabilities they require.

Resource 1: Identifying the learning and development
needs of staff

Learning and Development

Needs Analysis

Source:

Greg Latemore

Director

Latemore & Associates Pty. Ltd.

Brisbane

Victor Callan

The University of Queensland Business School

2006

Learning & Development Needs Analysis

Introduction

This document is designed to find out what learning and development needs that you might have. In turn, completing these questions will assist you in examining the challenges you face, the capabilities that are required, and how you might continue to enhance your capabilities as a manager and leader In VET.

Question 1

What challenges do you currently face in your current role? *(Please answer both questions).*

External (For example, with clients of your organisation or with partner organisations):

Internal (For example, with staff or with other managers):

Question 2

(a) List the goals that most motivate and energise you at present

(b) How will achieving each goal help you to be more effective in your current position?

(c) Will my organisation benefit from this goal?

Question 3

What capability do you need in the future as a leader? *(Please rank the following nine capabilities from '1' being the **most** important for you, to '9' being the **least** important for you).*

Leadership Capability	**Your Ranking**
Understand and promote the corporate vision and direction	
Focus strategically	
Achieve outcomes	
Develop and manage resources	
Lead and manage change	
Build effective relationships at work	
Develop personally and display mastery	
Demonstrate business and entrepreneurial skills	
Develop and empower people	

Question 4

What specific topics would be most useful and interesting for you on a leadership and management development program? *(Please tick any topics that apply in both columns and add more topics, if needed).*

	Useful to me	**Interesting to me**
Understanding learning styles, personality and values		
Dealing with performance issues		
Coaching staff		
Clarifying and communicating our vision and direction		
Leading a change initiative		
Being persuasive and influential		
Building and developing a team		
Communicating with others at work		
Motivating staff and increasing levels of commitment		
Coping with change and stress		
Building a high-performance organisation		
Strengthening and changing an organisation's culture		
Developing and restoring trust in the workplace		
Dealing with a 'multi-generational' workforce		
Dealing with resistance		
Building a learning organisation		
Managing an organisation's structure & re-structuring		
Making decisions and solving problems		
Being emotionally intelligent as a leader		
Thinking and acting more strategically		
Developing my career		
Setting priorities and managing time		
Other		

Question 5

What types of learning activities do you find most worthwhile as a learner? *(Please tick any that apply and add more, if needed).*

Possible Learning Activity	Worthwhile for me
Small group discussions	
Watching videos	
Role plays and practising skills	
Case studies	
Selected input/short presentations	
Personal reflection	
Readings from relevant journals & book chapters	
Working on real-life issues	
Answering short self-report questionnaires	
360 degree questionnaire (myself and others rate me as a leader).	
Listening to guest presenters	

Question 6

Who is available to support and to challenge you in your leadership development? *(Please write your answer).*

Question 7

Report below on what you need to do about the following to support you in your leadership development? *(Please write your answer).*

Issue   **Action**

Finding the time

Changing my personal attitudes about the need for
development

Getting the support of a senior person

Identifying challenges at work that can become an
on-the-job opportunity for development

Getting financial support for my development

Strategies for Leadership and Management Development

Self Report

Source:

Greg Latemore

Director

Latemore & Associates Pty. Ltd.

Brisbane

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2006

SUGGESTED STRATEGIES FOR LEADERSHIP DEVELOPMENT

Work through the following list, and tick off what strategies might be most applicable to you.

                                         NOW   FUTURE

Watch a respected manager in action at a meeting

Write a note at the end of the day on what you did well, and what you might do better tomorrow

Research the practices of a well respected unit in your organisation

Ask one of your trusted staff members for feedback

Write articles for your organisation bulletin/newsletter

Ask one of your less trusted staff members for feedback

Read a book and short article on leadership

Talk to another manager about this question: 'Why should anyone be lead by you? " and get the manager also to address this question

Identify a challenging assignment that will make you learn something new about the organisation

Identify an opportunity to coach a staff member

Get a 360 degree leadership assessment organised

Complete other self-report leadership and team questionnaires in this set of Supporting Documents

Identify a mentor

Form your own learning support group

Add to the list and tick

Review the list above.

Q. What strategies most motivate and energise you?

Q. What strategies are more achieveable given your current role?

Resource 2: Building the management and leadership skills of staff: Tools to assist in the development of a coaching program

Coaching Needs

Assessment

and

Agreement

Source:

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Question One

What **situation** has triggered your seeking coaching at this time - **or** what is the **specific reason** for your seeking coaching at this time?

Question Two

(a) How **significant** is this situation or reason for you? *(Please circle a number on the scale below)*

1	2	3	4	5	6
not at all	a little	somewhat	quite	very	extremely
significant	significant	significant	significant	significant	significant

(b)   Why/Why not?

Question Three

(a) How **committed** are you to participating in this coaching relationship? *(Please circle a number on the scale below)*

1	2	3	4	5	6
not at all	a little	somewhat	quite	very	extremely
committed	committed	committed	committed	committed	committed

9

I don't know/

I can't say yet

(b) Why/Why not?

Question Four

What do you need to know about me as **your coach -** for example, about my background, qualifications or approach as a coach etc?

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Question Five

What **concerns** (if any) do you have about this coaching relationship?

Question Six

What **expectations** do you have of me or about this coaching relationship?

Question Seven

What **outcomes** do you want to achieve as a result of this coaching process?

Question Eight

What **specific skills, behaviours or attitudes** do you want to acquire or develop through this coaching relationship?

Question Nine

Have you ever **been coached** in the past, either formally or informally? *(Please tick one box)*

Yes ☐   No ☐   Maybe ☐

Question Ten

(a) How **effective** was that coaching process for you? (*Please circle a number on the scale below*)

1	2	3	4	5	6	7
very **in**effective	quite **in**effective	somewhat **in**effective	neither effective nor **in**effective	somewhat effective	quite effective	very effective

(b) Why/Why not?

Question Eleven

How would you describe **your own learning style** - that is, how do you usually learn best?

Question Twelve

How will you know that this coaching process has been **effective** for you?

Question Thirteen

What **additional questions** would you have liked me to ask you? How would you **answer** these additional questions?

Question Fourteen

Do you have any **other comments or questions**?

Our Agreement

The Coach:

I promise to listen generously to you.

I promise to both support and challenge you and to give you honest feedback.

I promise to share my knowledge and skills with you to help you achieve your desired

outcomes.

I promise to respond to your concerns and agreed expectations.

I promise to avoid both co-dependence and transference (to be explained).

I promise to advise you if certain needs or expectations of yours are beyond my expertise.

I promise to respect your confidentiality.

I promise to assume good will on your part as the person being coached.

I promise to trust and respect you.

I promise to terminate this coaching process when I discern that the outcomes have <u>either</u>

been met <u>or</u> the outcomes are not likely to be met in this process.

I promise …

_____   _____

(My name as coach)   (My signature)   (Date)

The Coachee (that is, the person being coached):

I expect to mainly determine how often, for how long, and where we meet.

I expect to be an active participant during this coaching process.

I expect to determine the nature and depth of what I disclose to you as a coach.

I expect that I will take responsibility for my own health, well-being, thoughts and

feelings during this coaching process.

I expect that I will not always agree with what you suggest I read or what I hear from you as my coach.

I will assume good will on your part as my coach.

I expect that I will engage with this process and that I will complete the agreed activities.

I expect to trust and respect you as my coach .

I expect to give you honest feedback as my coach throughout this process and

at its conclusion.

I expect that my organisation will require some degree of reporting from you as my coach, but that this will not include anything I wish to be kept confidential (to be discussed).

I expect …

_____   _____

(Coachee's name)   (Coachee's signature)   (Date)

Special Conditions/Exceptions/Comments:

Coaching
Competency Tool

Source:

Greg Latemore

Director

Latemore & Associates Pty. Ltd.

Brisbane

Victor Callan

The University of Queensland Business School

2006

Instructions

The following questionnaire is designed to help you as the person being coached [that is, as the 'coachee'] to give some feedback to your coach. It asks you to reflect upon the relationship with your coach so far and to offer an assessment about how well this person is going as your coach. You are asked to think about and respond to how well your coach has performed so far in these five (5) areas:

- Establishes a **trusting** relationship with me
- Demonstrates a **coaching presence** to me
- **Listens** generously to me
- Asks powerful **questions** of me
- Designs **actions** with me.

There are thirty (30) questions to answer in the column on the right of the questions. You may also provide some written comments, if you wish to add them. When you have answered the inventory, please score it as shown below and then transfer your scores to the 'Results Matrix' at the end. To answer these 30 numerical questions, you will need to use this 10 point rating scale:

1	Almost never
2	Rarely
3	Seldom
4	Once in a while
5	Occasionally
6	Sometimes
7	Fairly often
8	Usually
9	Very frequently
10	Almost always

You are then invited to share these scores and your written comments with your coach. This inventory and your written comments will assist you to give feedback to your coach and help them refine and develop their skills as a coach in the future.

The Inventory

To what extent does this person as my coach …

1	Show genuine concern for my well-being?	
2	Be accessible to me and is flexible as my coach?	
3	Attend to me and to my agenda with appropriate body language?	
4	Ask questions of me that reflect they have actively listened to me?	
5	Help me to identify actions that will deepen my learning and help me achieve my goals?	
6	Show an ability to keep what I say confidential?	
7	Trust their own intuition and instincts as a coach with me?	
8	Read my words, tone of voice and my body language?	
9	Ask questions of me which evoke discovery, insight, commitment or action by me?	
10	Explore my concerns, interests, and learning needs?	
11	Demonstrate personal integrity, honesty & sincerity to me?	
12	Remain open to not knowing all the answers and is prepared to take risks?	
13	Mirror back what I have said for clarity and understanding?	

14	Ask open-ended questions which create greater clarity, possibility or new learning for me?	
15	Examine alternative ideas, options and solutions with me?	
16	Establish clear agreements and keep promises with me?	
17	Know many ways to work and suggest options that best suit me?	
18	Encourage my expression of feelings?	
19	Ask questions that move me toward my goals and desires?	
20	Promote active experimentation and self-discovery by me?	
21	Respect my perceptions and my learning style?	
22	Use humour to create lightness with me?	
23	Acknowledge my perceptions, values, concerns and suggestions?	
24	Respond to what I say with good follow-up questions?	
25	Encourage me to stretch beyond my current behaviour and existing viewpoint?	
26	Champion and support new behaviours and actions by me?	
27	Work confidently with any strong emotions from me?	

28	Integrate and build on my ideas and suggestions?	
29	Challenge me with probing questions?	
30	Seem to have a plan and a structure for the coaching sessions how they coach me?	

1	Almost never
2	Rarely
3	Seldom
4	Once in a while
5	Occasionally
6	Sometimes
7	Fairly often
8	Usually
9	Very frequently
10	Almost always

What does your coach do **that works well for you?**

What could your coach do better or differently in future **to better meet your needs?**

What image or metaphor comes to mind when you think of your coach?

THE SCORING GRID

Transfer the numbers you gave for each of the 30 answers on Pages 2 & 3 above to 'The Scoring Grid' below.

Add the 6 numbers in each of the 5 columns below. Transfer these 5 totals to 'The Results Matrix'.

TRUST	PRESENCE	LISTENS	QUESTIONS	ACTIONS
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL

THE RESULTS MATRIX

Insert a cross "X" on the vertical line above each capital word to correspond with your total scores for each dimension of coaching.

60					
50					
40					
30					
20					
10					
5					
	TRUST	PRESENCE	LISTENS	QUESTIONS	ACTIONS

Read 'The Commentary' on Pages 7 & 8. Hand this completed 'Inventory' to your coach and have a conversation with them about your perceptions of them.

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Trust

Trust is demonstrated by displaying genuine concern for a coachee and being congruent in how the coach shows such concern: your words must match your body language as a coach. To display trust, you must also be prepared to keep their confidences. Being honest is a delicate issue for coaches – how honest can a coach actually be?! Tact needs to be combined with gentle truth … At minimum, it is wise to set up clear expectations and keep your promises with the coachee. Respect the coachee's views on things and try to set tasks that are in tune with their own learning style – not your own learning style. Be supportive of any reasonable attempts by the coachee to try new behaviours. Being competent and well-prepared for each coaching session as well as displaying some of your own vulnerability as a person also tends to build trust between the coachee and the coach. If you scored 30 or less on this dimension as a coach, you may need to develop deeper trust with your coachee.

Presence

A coaching presence is first demonstrated by being available to the coachee (within reason) and being flexible about when and where and for how long you might meet with them. At times, you might need to act upon your intuition about what is happening for the coachee and what can be done to address their issues. Remain open and don't think you need to know all the answers for them! Use suitable humour to put them at ease and display your humanity – coaches are not robots. Be at ease with displays of emotion from the coachee and help them to identify, value, express and value their own emotions. If you scored 30 or less on this dimension as a coach, you may need to establish a clearer presence with your coachee.

Listens

Good coaches listen more than they talk – remember we have two ears and only one mouth! The coach shouldn't fill up the silence with questions, or even worse, answer their own questions when the coachee pauses – give the coachee time to think and feel. The coach should attend to the coachee's story: the coach is not focused upon their own experience and their own story. The coach is 'there' for the coachee, and listens wholeheartedly, generously and without distractions. The coach regularly summarises what the coachee says, and reflects back to the coachee the feelings behind what the coachee says. The coach appreciates the coachee as a person, and acknowledges their ideas and their experience. The coach draws links between the sessions and helps the coachee make sense of what is happening for them. If you scored 30 or less on this dimension as a coach, then you may need to listen more effectively to your coachee.

Questions

Coaches don't have to ask lots of questions but the ones they do ask should be good ones. The coach's questions should show they have actually been listening to the coachee: their questions must be appropriate and consistent with what the coachee has said. Good questions are open ones: they usually begin with "what, when, when, why, how or who". Closed questions only invite the answers "yes", or "no". Good questions

open up personal insight and discovery by the coachee. Good questions also help the coachee focus on the future and desirable actions by the coachee. Coaches challenge and push their coachees to deeper insight and action with questions such as, "How much longer do you want to feel annoyed about that?" or "What do you really want to do about this? " If you scored 30 or less on this dimension as a coach, then you may need to ask better questions of your coachee.

Actions

Many coaches do not adequately help the coachee design actions or make decisions – they certainly facilitate supportive conversations, but do not help the coachee 'move on'. The coach needs to help the coachee achieve their goals and address their issues. Good coaches also explore options with the coachee and help the coachee make choices among options. While not making decisions for the coachee, the coach explores the advantages and disadvantages of each option with the coachee. At times, the coach is prepared to say what they think is the best course of action, without insisting the coachee always does what they suggest. The coach should stretch the coachee to do things differently and expand their skill base. If you scored 30 or less on this dimension as a coach, then you might need to acquire more skills in action planning with your coachee.

Source: This is based upon a model by the International Coaching Federation

Coaching Styles Inventory

Source:

Greg Latemore

Director

Latemore & Associates Pty. Ltd.

Brisbane

Victor Callan

The University of Queensland Business School

2006

COACHING STYLES INVENTORY

The following questionnaire is designed to help you map your style as a coach. There are 20 questions to answer. The results of this profile will give some feedback about your self-perception as a coach on four dimensions.

As there is sometimes a "self-serving bias" and an "idealised self-perception" when we answer such questionnaires, you would do well to validate your self-perception by seeking feedback from others who are informed about how you actually coach.

Your 'coachee' [the person whom you are coaching] could provide such feedback on your style during the coaching relationship, and of course at its conclusion. We suggest you rate yourself as coach and compare this with how your coachee/s see you.

RATING SCALE

1	Almost never
2	Rarely
3	Seldom
4	Once in a while
5	Occasionally
6	Sometimes
7	Fairly often
8	Usually
9	Very frequently
10	Almost always

To what extent do you typically engage (or would you typically engage) in the following behaviours as a coach? *(Please use the scale above, to write a number between 1 and 10 in each box below).*

Question 1   I offer what I believe are appropriate answers for the coachee to address their problems

1   2   3   4   5   6   7   8   9   10

Question 2   I ask lots of questions of the coachee

1   2   3   4   5   6   7   8   9   10

Question 3   I listen most of the time during sessions with the coachee

1   2   3   4   5   6   7   8   9   10

Question 4   I invite the coachee to make decisions to address their issues

1   2   3   4   5   6   7   8   9   10

Question 5   I suggest the coachee understands my teaching role as coach

1   2   3   4   5   6   7   8   9   10

Question 6   I help the coachee explore options to address their issues

1   2   3   4   5   6   7   8   9   10

Question 7   I encourage the coachee and provide lots of empathy

1   2   3   4   5   6   7   8   9   10

Question 8   I am able to provide negative feedback to the coachee if I judged they needed it

1   2   3   4   5   6   7   8   9   10

Question 9   I expect the coachee to tap into my ideas and to use my experience to help them to address their issues

       1   2   3   4   5   6   7   8   9   10

Question 10   I help the coachee tap into their own "inner wisdom"

       1   2   3   4   5   6   7   8   9   10

Question 11   I motivate & energise the coachee during coaching sessions

       1   2   3   4   5   6   7   8   9   10

Question 12   I inform the coachee about the consequences of their current behaviour upon themselves and upon others

       1   2   3   4   5   6   7   8   9   10

Question 13   I evaluate and critique the coachee's suggestions and ideas

       1   2   3   4   5   6   7   8   9   10

Question 14   I help the coachee explore various ways they could do something differently

       1   2   3   4   5   6   7   8   9   10

Question 15   I spend a lot of time summarising the ideas and reflecting the feelings of the coachee back to them

       1   2   3   4   5   6   7   8   9   10

Question 16   I encourage the coachee to face the outcomes of their current behaviour and attitudes

       1   2   3   4   5   6   7   8   9   10

Question 17   I am able to source expert solutions for the coachee

`   1   2   3   4   5   6   7   8   9   10

Question 18   I assist the coachee to source their own solutions to their issues and challenges

1   2   3   4   5   6   7   8   9   10

Question 19   I demonstrate rapport and understanding towards the coachee

1   2   3   4   5   6   7   8   9   10

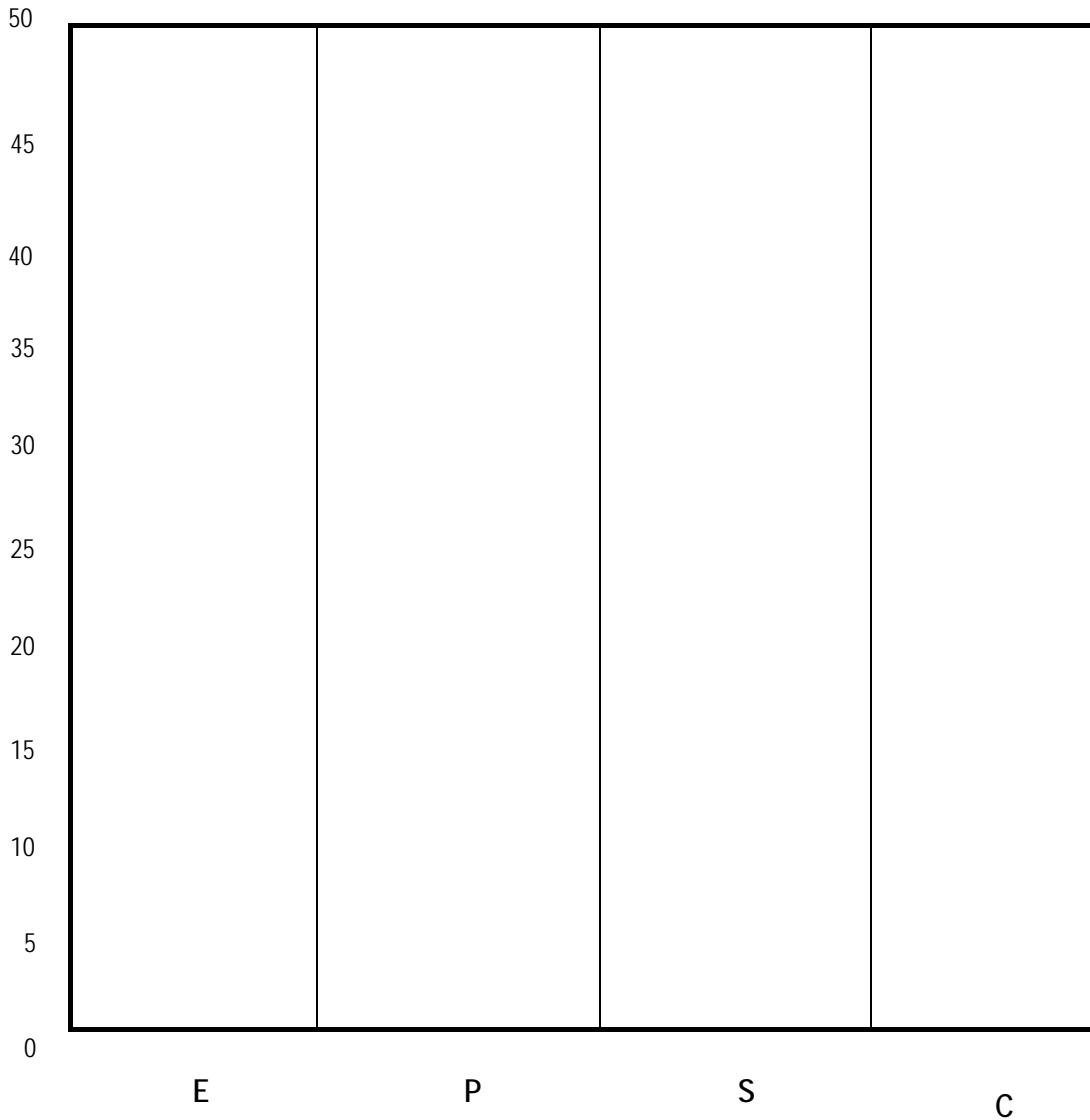Question 20   I am willing to address any dysfunctional behaviour by the coachee

1   2   3   4   5   6   7   8   9   10

YOUR SCORING GRID

Transfer the numbers you gave for the 20 questions above to 'Your Scoring Grid' below. Then sum or add the 5 numbers in each column. Then transfer your four totals to 'Your Results Matrix' on the following page.

(E) A CONTENT EXPERT	Transfer your answers ↓	(P) A PROCESS FACILITATOR	Transfer your answers ↓	(S) A SUPPORTER	Transfer your answers ↓	(C) A CHALLENGER	Transfer your answers ↓
1		2		3		4	
5		6		7		8	
9		10		11		12	
13		14		15		16	
17		18		19		20	
TOTAL		TOTAL		TOTAL		TOTAL	

YOUR RESULTS MATRIX

```
50 ┤
   │
45 ┤
   │
40 ┤
   │
35 ┤
   │
30 ┤
   │
25 ┤
   │
20 ┤
   │
15 ┤
   │
10 ┤
   │
 5 ┤
   │
 0 ┴──────────────────────────────────
        E         P         S         C
```

Place a cross ("X") vertically above each capital letter above to represent your total scores from 'Your Scoring Grid'. Join the 4 "X's" as a line graph. The highest peak of this line graph represents your self-reported, preferred coaching style.

E = Content Expert

P = Process Facilitator

S = Supporter

C = Challenger

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Now read the interpretative guide on the next page.

As a **content expert (E)**, you have a lot of wisdom and experience to share. This coaching style, in a phrase, is "to give answers". You believe they have asked you to be their coach because of your technical expertise or your professional knowledge. As a knowledgeable teacher, you would expect the coachee to benefit from your career and its lessons. They can learn from you. Your possible area for development as this type of coach is finding ways for the coachee to access other sources of knowledge apart from you and to value their own experience and wisdom. Mature coaches use the other three styles as well, when required.

As a **process facilitator (P)**, you have a lot of tools and techniques to draw things out of others. This coaching style, in a phrase, is "to facilitate answers". You believe the coachee has asked you to be their coach because you are good at navigating people's learning and helping others learn for themselves. You give them lots of options to think about, and you ask lots of questions. You believe your role is to develop the coachee as a learner. They can learn for themselves. Your possible area for development as this type of coach is to offer clear suggestions to them and to validate your own expertise as a resource for the coachee, rather than drawing it out of them all the time. Mature coaches use the other three styles as well, when required.

As a **supporter (S)**, you have lots of empathy and understanding. This coaching style, in a phrase, is "to encourage them". You believe that they have asked you to be their coach because you are a "people person" who finds it easy to encourage others to do their best. You listen well and put people at ease quite naturally. People are comfortable talking to you. They feel as ease with you. Your possible area for development as this type of coach is to be less agreeable and to be willing to provide negative feedback and challenge people when it's warranted. Mature coaches use the other three styles as well, when required.

As a **challenger (C)**, you have a lot of skill in helping others to face the truth about themselves. This coaching style, in a phrase, is "to push them". You are not 'backward in coming forward'. You tend to believe the coachee has asked you to be their coach because you can confront poor performance. You can help people improve. Your believe your role is to address problems for them and so develop them. You expect the coachee to listen to you. You can push them to achieve outcomes. Your possible area for development as this type of coach is to listen more, to accept more and to evaluate less. Mature coaches use the other three styles as well, when required.

Resource 3: Tools to guide leadership and management development: A set of staff capability frameworks

VET Capability Frameworks to Guide Professional Development

Source:

Victor Callan

The University of Queensland Business School

Originally published as:

Callan, V.J. (2005) Building staff capability: TAFE Queensland. Brisbane: Department of Employment and Training. Re-printed with the permission of the Queensland Department of Employment and Training

2006

Capability framework - Senior executives

Core capabilities	Elements
Initiative, flexibility and resilience	Identifies and sets personal goals
	Evaluates and monitors own performance
	Accepts responsibility
	Responds constructively to positive and negative feedback
	Able to operate effectively in uncertain environments
	Responds flexibly to change
	Maintains self-control
	Employs strategies to cope with setbacks or stress
Planning and organising	Able to work across organisational boundaries
	Displays project management skills
	Manages time and competing priorities
	Is resourceful
	Strives to improve
	Takes the initiative and makes decisions
	Collects, analyses and organises information effectively

Continuous learning	Identifies personal learning needs
	Applies learning to meet personal and organisational objectives
	Able to reflect upon the consequences of their behaviour on others
	Able to use different learning styles, as appropriate
	Able to change how they think and behave
Teamwork	Able to work cooperatively with people in teams
	Works well with people from diverse backgrounds
	Knows how to define a role in a team
	Takes an active interest in other team members
	Able to give feedback
	Able to deal with conflict
	Solves problems through consultation in their team
	Able to work in virtual teams

Relationship and partner management	Is motivated to build productive relationships
	Manages relationships to achieve the best outcomes for the organisation
	Modifies behaviour to suit different types of business relationships
	Responds constructively to customer feedback
	Acts in ways that build trust and mutual respect
	Demonstrates public sector professionalism and acts ethically
Communication	Speaks clearly
	Listens openly
	Holds critical conversations when required
	Writes to a level to suit the needs of their audience
	Uses numeracy effectively
	Negotiates effectively
Awareness	Has a strong customer focus
	Works cooperatively with internal and external customers
	Manages appropriately their own emotional reactions
	Differentiates between customer groups
	Attempts to understand others by sensing their feelings and emotions
	Considers alternative points-of-view

Information and communication technologies	Demonstrates a range of basic information technology skills
	Shows a willingness to learn new technology skills
	Applies information technology as a tool to work more effectively
	Able to communicate effectively in teleconferences and videoconferences
Knowledge of the training system	Demonstrates a sound understanding of the VET sector
	Understands the sources of funding that support the organisation's activities
	Applies their knowledge of the training system to provide appropriate solutions to internal and external customer needs

Role specific capabilities	Elements
Corporate vision and direction	Promotes and communicates a clear vision for the organisation
	Involves people in determining how to achieve the vision
	Builds a successful corporate team
	Establishes clear expectations about the level of performance required of team members to achieve the vision
	Inspires people to commit to achieving the vision
	Holds strong values around community engagement and the social and regional impact of what the Institute provides
	Envisages future trends such as labour market fluctuations and their impact on the organisation
Strategic thinking and planning	Undertakes effective strategic analysis and regular reviews
	Able to apply the information from labour market analyses to inform effective strategy-making
	Develops an effective strategic plan and a set of strategies to achieving a vision
	Advocates strategic initiatives that keep the organisation ahead of its competitors
	Demonstrates an advanced and comprehensive understanding of the VET sector, and how new government initiatives potentially impact upon the sector
	Evaluates information quickly, critically and thinks strategically

	Creates a network of relationships that help to continue to inform Institute strategy
	Makes a decision about the strategy and moves matters forward without delay
	Demonstrates a willingness to look for solutions 'outside the square'
Change leadership	Galvanises the senior team to act on required changes
	Inspires alignment of vision, values and behaviours
	Alters organisational structures, cultures and practices to meet customer needs
	Demonstrates a willingness to seek others' views about new initiatives or changes for the organisation
	Is knowledgeable about a range of strategies that can be applied to change the organisation's structure and cultural systems
	Promotes the use of both planned and emergent approaches to change
	Understands the different nature and value of teams leading change and individuals operating as change agents
	Fosters and supports individual change agents

Communication that influences	Consults and facilitates the sharing of opinions in deciding upon appropriate actions, products or services
	Negotiates persuasively
	Liaises and communicates effectively
	Appreciates the value of diverse views and opinions
	Encourages debate that results in others' viewpoints rather than always his/her own being adopted
	Trusts people enough to 'let go'
	Is sensitive to differences in the personalities and motivations of staff
	Applies high standards of ethical behaviour in dealing with staff and customers
	Shows appropriate emotional responses in a variety of situations
Business and entrepreneurial partnerships	Operates as an educational entrepreneur
	Manages risk
	Responds to dynamic government, community and industry needs
	Highly aware of customer needs and emerging trends in the different customer groups
	Uses marketing skills to identify different segments and product mixes for potential customers
	Promotes the skills and expertise of staff in the organisation to its customers
	Demonstrates to customers the partnering potential of people in the organisation
	Knows how to close a deal

Advancement of the interests of VET	Able to position the Institute to respond successfully to changes to policy drivers and funding
	Promotes policy initiatives or a cause that advantages customer groups and the operation of the Institute
	Seeks out and engages in cross-Institute alliances that further the interests of customers, staff, and the community
	Knows how to build and sustain relationships
	Demonstrates an advanced strategic understanding of the labour market
	Applies their knowledge of the training system to promote new opportunities for training to internal and external customer needs

Capability framework - Managers (Educational and non-educational)

Core capabilities	Elements
Initiative, flexibility and resilience	Identifies and sets personal goals
	Evaluates and monitors own performance
	Accepts responsibility
	Responds constructively to positive and negative feedback
	Able to operate effectively in uncertain environments
	Responds flexibly to change
	Maintains self-control
	Employs strategies to cope with setbacks or stress
Planning and organising	Able to work across organisational boundaries
	Displays project management skills
	Manages time and competing priorities
	Is resourceful
	Strives to improve
	Takes the initiative and makes decisions
	Collects, analyses and organises information effectively

Continuous learning	Identifies personal learning needs
	Applies learning to meet personal and organisational objectives
	Able to reflect upon the consequences of their behaviour on others
	Able to use different learning styles, as appropriate
	Able to change how they think and behave
Teamwork	Able to work cooperatively with people in teams
	Works well with people from diverse backgrounds
	Knows how to define a role in a team
	Takes an active interest in other team members
	Able to give feedback
	Able to deal with conflict
	Solves problems through consultation in their team
	Able to work in virtual teams
Relationship and partner management	Is motivated to build productive relationships
	Manages relationships to achieve the best outcomes for the organisation
	Modifies behaviour to suit different types of business relationships
	Responds constructively to customer feedback
	Acts in ways that build trust and mutual respect
	Demonstrates public sector

	professionalism and acts ethically
Communication	Speaks clearly
	Listens openly
	Holds critical conversations when required
	Writes to a level to suit the needs of their audience
	Uses numeracy effectively
	Negotiates effectively
Awareness	Has a strong customer focus
	Works cooperatively with internal and external customers
	Manages appropriately their own emotional reactions
	Differentiates between customer groups
	Attempts to understand others by sensing their feelings and emotions
	Considers alternative points-of-view
Information and communication technologies	Demonstrates a range of basic information technology skills
	Shows a willingness to learn new technology skills
	Applies information technology as a tool to work more effectively
	Able to communicate effectively in teleconferences and videoconferences
Knowledge of the training system	Demonstrates a sound understanding of the VET sector
	Understands the sources of funding that support the organisation's activities
	Applies their knowledge of the training system to provide appropriate solutions to internal and external customer needs

Role specific capabilities	Elements
Change management	Understands a range of change management strategies and tools
	Adopts a planned and staged approach to the management of change, or, if appropriate, stimulates emergent change
	Works with supervisors to gain the commitment of staff
	Is able to work with the ambiguity and uncertainty of change
	Communicates to staff the need for change using a wide range of communication channels and opportunities
	Is willing to challenge the larger system when change is needed
	Celebrates short term wins
	Beds into the new culture the new behaviours produced by change

Development and management of people	Deals effectively with under performers by delivering appropriate forms of feedback
	Seeks opportunities to give advice, coaching or mentoring
	Promotes trusting relationships that make staff feel valued
	Makes a point of acknowledging good performance
	Creates a learning environment for staff that encourages the introduction of innovative products, technologies and systems
	Actively seeks out, encourages, rewards and develops talent
	Ensures that staff are selected, inducted, trained, developed and supported to Institute standards
	Identifies and implements programs and activities which meet staff development needs
	Creates an environment where staff feel empowered

Performance management	Adopts a balanced view of organisational performance that applies measurement around customer satisfaction, staff satisfaction, financial performance and innovation
	Allocates, budgets and manages resources to achieve agreed outcomes
	Ensures regulatory compliance
	Builds sound business plans
	Applies a commercial orientation in the organisation by focussing on efficient and effective use of resources
	Implements continuous improvement driven by information available from the institution's performance management processes and systems
	Sets and monitors clear performance standards
	Holds people accountable for results
Financial management	Operates as a financial manager through the strategic use of budget documents and estimates
	Eliminates waste and unnecessary cost
	Employs financial management systems to make shorter term operational and longer term strategic decisions about the business
	Practises and encourages fiscal responsibility across all levels of staff

Strategic support	Assists in the development of the Institute's strategic priorities and plans
	Ensures the implementation of Institute's plans through their successful translation at the faculty and other levels
	Establishes structures, cultures and activities in faculties and work units that promote the vision and objectives stated in the strategic plan
	Promotes cross-unit cooperation that allows more integrated actions that better meet the needs of both internal and external customers

Capability framework - Managers of teaching and support staff

Core capabilities	Elements
Initiative, flexibility and resilience	Identifies and sets personal goals Evaluates and monitors own performance Accepts responsibility Responds constructively to positive and negative feedback Able to operate effectively in uncertain environments Responds flexibly to change Maintains self-control Employs strategies to cope with setbacks or stress
Planning and organising	Able to work across organisational boundaries Displays project management skills Manages time and competing priorities Is resourceful Strives to improve Takes the initiative and makes decisions Collects, analyses and organises information effectively

Continuous learning	Identifies personal learning needs
	Applies learning to meet personal and organisational objectives
	Able to reflect upon the consequences of their behaviour on others
	Able to use different learning styles, as appropriate
	Able to change how they think and behave
Teamwork	Able to work cooperatively with people in teams
	Works well with people from diverse backgrounds
	Knows how to define a role in a team
	Takes an active interest in other team members
	Able to give feedback
	Able to deal with conflict
	Solves problems through consultation in their team
	Able to work in virtual teams

Relationship and partner management	Is motivated to build productive relationships
	Manages relationships to achieve the best outcomes for the organisation
	Modifies behaviour to suit different types of business relationships
	Responds constructively to customer feedback
	Acts in ways that build trust and mutual respect
	Demonstrates public sector professionalism and acts ethically
Communication	Speaks clearly
	Listens openly
	Holds critical conversations when required
	Writes to a level to suit the needs of their audience
	Uses numeracy effectively
	Negotiates effectively
Awareness	Has a strong customer focus
	Works cooperatively with internal and external customers
	Manages appropriately their own emotional reactions
	Differentiates between customer groups
	Attempts to understand others by sensing their feelings and emotions
	Considers alternative points-of-view

Information and communication technologies	Demonstrates a range of basic information technology skills
	Shows a willingness to learn new technology skills
	Applies information technology as a tool to work more effectively
	Able to communicate effectively in teleconferences and videoconferences
Knowledge of the training system	Demonstrates a sound understanding of the VET sector
	Understands the sources of funding that support the organisation's activities
	Applies their knowledge of the training system to provide appropriate solutions to internal and external customer needs

Role specific capabilities	Elements
Expertise in teaching and learning	Demonstrates an understanding of a range of learning theories and techniques that inform practice
	Understands and applies appropriate approaches based on an understanding of learning theories
	Adapts learning and teaching strategies to suit individual students and contexts
	Engages in the design and delivery of training in the workplace, including structured instruction, coaching, mentoring
	Able to collaborate with workplace trainers employed by enterprises
	Manages on-line learning, including input into the design of appropriate online learning and materials and assessment processes that actively engage the learner
	Conducts skills recognition including RPL/RCC
	Able to deliver and assess generic or employability skills
	Promotes and engages in forums like networks and communities of practice to identify and share learning about new developments in teaching and learning

Flexible delivery and assessment	Has knowledge and skills in forms of flexible delivery, including 'distance', 'blended', 'e-learning', 'online' or 'work-based' learning to provide a wider range of options for VET learners
	Works with others in the design of multimedia, management systems and quality management systems that assist learners in pursuing self-directed and more flexible learning
	Integrates learning and assessment to improve the motivation and learning of individual learners
	Able to tailor on-site assessment to suit the systems of each workplace
	Understands assessment skills that assist the delivery of flexible learning including planning assessment, conducting competency-based assessment at work/school, workplace portfolios of assessment, applying more student-choice/negotiated forms of assessment, and the use of media to provide evidence
	Can engage the third-party, including engaging employers to have a role in observations, learner testimonials and sign off against the enterprise standards

Learner support	Able to offer learner support in a range of different environments, from the conventional classroom or institution-based workshop to the workplace
	Able to customise learning resources for groups and personalise for individuals
	Able to provide general pastoral care, including access to general advice and broader career guidance
	Has knowledge of a range of behaviour management strategies for responding with difficult people
	Able to employ a range of behaviour management strategies
	Culturally intelligent in being able to communicate effectively and sensitively with learners from different social, disability and cultural backgrounds
Industry currency	Demonstrates the dual identity of being an educational professional and industry professional
	Demonstrates technical expertise in their subject area
	Possesses industry skills and current knowledge that allow appropriate decisions about the type, delivery and assessment of training
	Advocates the training requirements of industry to other members of their teaching teams
	Is able to partner with industry
	Uses a range of strategies to remain current, including networking with industry and undertaking action research

Budgeting and planning	Understands the nature of Institute budgets and funding
	Participates in the development of faculty and work unit budgets, and financial and resourcing plans
	Formulates with others, business and marketing plans to support new training initiatives