# Curtin Leadership Framework

## Background

The *Curtin Leadership Framework* is designed to improve leadership and accountability throughout the University by identifying the key capabilities and behaviours needed by the University's leaders – at all levels of the organisation.

This revised version of the *Curtin Leadership Framework* ensures that it is aligned to Curtin's values and signature behaviours and the 2013-2017 strategic plan – *where leadership matters*. In this way the *Curtin Leadership Framework* contributes to our Vision 2030: [Curtin will be] A recognised international leader in research and education.

## The Leadership Model and Capabilities

*Leadership is a process of positive social influence that inspires innovation and performance in alignment with Curtin's vision and values.*

*Leaders at Curtin model Curtin's values and signature behaviours by:*

- *Acting ethically, honestly and with fairness*
- *Listening to, valuing and acknowledging others*
- *Taking responsibility and questioning*
- *Striving for excellence and distinction*
- *Empowering, enabling and inspiring others*

The Curtin Leadership Framework (presented on the next page) is based on the Competing Values Framework (Quinn, Faerman, Thompson, McGrath & St. Clair, 2007) and the related Integrated Competing Values Framework (Vilkinas, 2009).

The underlying premise of this model is that leaders and managers need to respond to the internal and external aspects of their role and focus on both relationships and tasks. The situations faced by our leaders require them to acquire and use a range of different and sometimes competing capabilities[1] to be effective.

## Behavioural Statements

For each capability, behavioural statements have been developed. The behaviours are not prescriptive. They are examples of how the capability would be applied in practice and a guide to what you would expect to see when someone is performing successfully in their role. The behaviours are worded in general terms so they can be used for the range of roles within the University.

## Leadership and Management at Different Levels

Behaviours are described for three levels of leadership and management – broadly termed as Team/Course Leaders, Managers and Directors/Executives.

A brief description of what each level is responsible for (such as Business Unit, Faculty, Function, Centre and Operation) is included.

Examples of typical roles within each level have been provided. This should be regarded as a guide due to various anomalies e.g. some positions titled Director are at the same level as others with the title of Manager.

It is expected that those at more senior levels are capable of the behaviours of subordinate roles. Therefore, for ease of presentation, the full detail has not been repeated in each column. Additionally, it is recognised that many leaders at lower levels often display some of the behaviours listed for the higher levels.

## Using the Framework

The Framework is designed to provide a shared and understood view of what leadership means for Curtin University. The Framework sets the 'standard' for Curtin's leaders although it is recognised that a leader may not always need to exhibit all of the capabilities and behaviours due to the requirements of their role.

The capabilities and associated behavioural statements will be used to underpin leadership and management development activities and to support other activities such as career planning, succession planning, position descriptions and recruitment.

Practical tools will be developed to support managers to use the framework in their day to day leadership and people management activities. Page 9 lists developmental activities currently available from the Organisational Development Unit and Curtin Teaching and Learning.

For further inquiries please contact Tony Brown, Organisational Development Unit at t.brown@curtin.edu.au or extension 9006.

### References:

Quinn, R., Faerman, S., Thompson, M. & McGrath, M. (2003). *Becoming a master manager: A competency framework* (3rd ed.). Hoboken, New Jersey: John Wiley & Sons.

Scott, G., Coates, H. & Anderson, M. (2008). *Learning leaders in times of change: Academic leadership capabilities for Australian higher education.* Sydney: Australian Learning & Teaching Council.

Vilkinas, T. (2009). *Improving the leadership capability of academic coordinators in postgraduate and undergraduate programs in business.* Sydney: Australian Learning & Teaching Council

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[1] Capability is the "ability to identify and self-regulate leadership" skills (Scott, et al., 2008, p12)

# Curtin Leadership Framework

**Relationship focus**

**Leading Others**

Building and managing high performance teams

Developing staff capability

Facilitating participative decision making

Dealing with conflict

**Leading Innovation and Change**

Thinking creatively and fostering innovation

Influencing and inspiring others

Managing change

**Internal focus**

**Managing Self**

Understanding self and others

Building working relationships

Managing time and wellbeing

Effective Communication

Modelling Curtin Values

**External focus**

**Managing Operations**

Managing Curtin resources

Managing complex projects

Continuous quality improvement

**Leading Strategically**

Thinking strategically and having vision

Setting goals and objectives

Thinking analytically to solve problems

**Task focus**

# Indicative Work Levels

## Curtin Leadership Framework

| | Team/Course Leader | Manager | Director / Senior Executive |
|---|---|---|---|
| **Role responsibility** | Leads a team, an activity or operation within a Unit (Department, School)<br><br>Or may be an Advisory role.<br><br>Usually 5th or below level of Management, reporting to a Manager or Director. | Responsible for a small to medium size Unit (e.g. Department, Centre, Central Area/Unit).<br><br>Or may be a Specialist role.<br><br>Usually 4th or 5th level of management, reporting to a Head of School or Director. | Member of the Executive or responsible for a portfolio or unit (e.g. Faculty, School, Function or Institute.)<br><br>Or may be a high level Specialist role<br><br>Usually 1st to 4th level of management, reporting to a member of the Senior Executive Team. |
| **Indicative levels**<br><br>HEGS<br><br>Academic | <br><br>HEGS 4-7<br><br>AL B – AL C | <br><br>HEGS 7 – 9/10<br><br>AL C – AL E | Senior Executive<br><br>HEGS 10+<br><br>AL D – AL E |
| **Typical Job Titles** | Coordinator, Supervisor, Team Leader<br>Senior Officer<br>Program Administrator<br>Advisor | Head (e.g. of Department)<br>Manager, Associate Manager, Deputy Manager<br>Consultant<br>Director /Associate Director | Vice-Chancellor, Provost, Deputy Vice-Chancellor, Pro Vice-Chancellor, Vice President<br>Director (reporting to a SET member)<br>Dean (Faculty level)<br>Head of School |
| **Examples of University positions** | Coordinator<br>- Units<br>- Courses/majors<br>- Fieldwork<br>- Administrative<br>- Application and Assessment<br>- International Admissions<br><br>Program Administrator<br><br>Senior Finance Officer<br><br>Recruitment Advisor<br><br>Accountant<br><br>Marketing Consultant<br><br>Senior Technical Officer<br><br>Instructional Designer | Program Director (year, discipline)<br><br>Head of Department (academic)<br><br>Director – Centre, Campus<br><br>Associate Director – Central Areas<br><br>Associate Dean<br>Deputy Head of School<br>Deputy Manager (e.g. Student Central)<br><br>School Business Manager<br><br>Manager<br>- Maintenance Services<br>- Training<br>- Offshore Programs<br>- Faculty Finances<br>- Projects<br><br>Senior Accountant<br>Counsellor<br>HR /OD Consultant<br>Senior/Business Analyst | Vice-Chancellor, Deputy Vice-Chancellor, Pro Vice-Chancellor, Chief Operating Officer, Chief Financial Officer, Chief Strategy Officer, Vice President<br><br>Associate Deputy Vice-Chancellor, Deputy Pro Vice-Chancellor,<br><br>Dean   - Teaching and Learning<br>    - Research & Development<br>    - Graduate Studies; International<br><br>Director  - Central Areas (e.g. HR, External Relations)<br>    - Research Institute/Centre<br><br>Associate Director - Central Areas (e.g. Support Services; Library, HR, Curtin FM)<br><br>Head of School<br>Chief Information Officer, Chief Marketing Officer<br>Faculty Business Manager<br>University Librarian |

# Capabilities and Behavioural Statements

| | Team/Course Leader<br>*Behaviours of a Team Leader* | Manager<br>*Additional behaviours at this level* | Director / Senior Executive<br>*Additional behaviours at this level* |
|---|---|---|---|
| **Capability** | Managing Self | | |
| Understanding self and others | Examines own performance and regularly seeks feedback from others for self-development.<br><br>Is aware of own values, emotions and behaviours and recognises the impact on others.<br><br>Recognises differences in values, feelings and working styles of individuals and tries to see things from different perspectives. | Has self-awareness to critically analyse own performance and seek feedback from others to proactively identify and meet development needs.<br><br>Reflects on the impact of own values, emotions and behaviours on others and is responsive to adjusting behaviours.<br><br>Uses understanding of differences to anticipate reactions and enhance performance of self and others | Demonstrates a high level of self-awareness and acts as a role model by openly communicating strengths and addressing development needs.<br><br>Is open to feedback on own values, emotions and behaviours and their impact on others to be responsive and make adjustments.<br><br>Capitalises on the positive benefits that can be gained from diversity and uses self-insight to identify areas in which own capabilities complement other people's. |
| Modelling Curtin Values - Integrity, Respect, Courage, Excellence, Impact | Acts in an ethical way that demonstrates the values of integrity, respect, courage, excellence and impact and the related signature behaviours.<br><br>Takes ownership of decisions and follows through on agreed commitments and actions.<br><br>Role models Curtin Values and signature behaviours in everyday activities. | Demonstrates ethical behaviour, and promotes Curtin Values, Guiding Principles and Code of Conduct<br><br>Addresses unacceptable and unethical behaviour directly.<br><br>Operates professionally and within the boundaries of the University's processes and policies and advocates a values based culture. | Models and promotes ethical behaviour, Curtin Values, Guiding Principles and the Code of Conduct, regardless of internal and external pressures.<br><br>Takes decisive action to address unethical or unacceptable behaviour that contravenes Curtin Values.<br><br>Aligns the University's strategy, systems and processes to embed Curtin Values in the culture. |
| Managing time and wellbeing | Manages own time and stress levels effectively to achieve objectives even in difficult circumstances.<br><br>Remains positive, considers the feelings and concerns of others to respond to pressure in a calm manner.<br><br>Looks for and applies strategies to maintain health, wellbeing and work-life balance of the team. | Persists with and focuses on achieving the University's objectives even in difficult circumstances.<br><br>Monitors own emotional reactions to display a positive outlook and maintain momentum for self and others in challenging situations.<br><br>Creates a healthy work environment and supports the wellbeing and work-life balance for the work unit. | Retains focus on the end goal and overcomes barriers and obstacles to achieve the University's objectives even during periods of extreme pressure.<br><br>Demonstrates emotional maturity and flexibility in monitoring own reactions when responding to others in challenging circumstances.<br><br>Uses innovation and collaboration to pursue a corporate strategy to maintain health, well-being and work-life balance for staff. |
| Building working relationships | Builds and sustains positive relationships with team members.<br><br>Proactively offers assistance and support to others to create a mutually beneficial relationship. | Listens actively to staff, colleagues and stakeholders, involves others and recognises their contributions.<br><br>Promotes reciprocity and brings people together; facilitates involvement from key stakeholders. | Establishes and promotes collaborative working relationships within and across portfolio.<br><br>Personally manifests strong interpersonal relations and encourages stakeholders to work together. |
| Effective communication | Presents information in a clear and concise manner orally and in writing adapted to different audiences.<br><br>Provides accurate information and communicates messages clearly.<br><br>Listens carefully and checks own understanding of others' views and does not allow misunderstandings to linger. | Focuses on key points for the audience and uses appropriate unambiguous language and explains the implications and ensures the conclusion is clearly conveyed.<br><br>Selects the most appropriate medium for conveying information, and structures written and oral communication to ensure clarity.<br><br>Anticipates reactions and is prepared to respond. | Demonstrates exemplary communication skills and adapts communication style and message to meet the needs of the audience.<br><br>Structures messages for impact and presents the message with precision, confidence, harnessing the most appropriate methods of communication.<br><br>Anticipates reactions and prepares a response to address the audience's concern |

| Capability | Leading Others | | |
|---|---|---|---|
| **Building and leading high performance teams** | Facilitates the development and maintenance of shared values and a common purpose for the team.<br><br>Acknowledges team achievements and gives constructive feedback to team members.<br><br>Creates a positive, motivating and productive work environment, promptly tackles morale problems. | Fosters teamwork and rewards cooperative and collaborative behaviour.<br><br>Generates enthusiasm and motivates the team to achieve goals and better outcomes for stakeholders.<br><br>Holds self, team leaders and team members accountable. | Builds highly effective teams within own portfolio.<br><br>Promotes teamwork, exchange of ideas, knowledge and expertise across the University and integrates functions to improve it.<br><br>Empowers, enables and inspires the achievement of excellent results that make a difference. |
| **Developing staff capability** | Agrees clear performance goals and standards and gives timely feedback, praise and recognition.<br><br>Deals with under-performance promptly.<br><br>Identifies learning opportunities for others and empowers them by providing guidance, coaching, on-the job training and facilitating collaborative learning opportunities. | Encourages and motivates people to engage in continuous learning and empowers high performance by delegating responsibility for work.<br><br>Offers support in times of high pressure and engages in activities such as coaching and mentoring to maintain learning and development to ensure high performance and morale.<br><br>Builds Units with complementary skills and allocates resources to learning and development that results in high performance. | Establishes processes to identify, develop, motivate and retain people with the capability needed now and for the future.<br><br>Makes time to coach and mentor others to take the lead and grow in confidence and capability.<br><br>Nurtures talent and engages in succession planning. |
| **Facilitating participative decision making** | Shares information to ensure others are kept well informed of issues and ensures that they are able to provide input into decisions that affect them.<br><br>Involves team members in defining expectations, and working arrangements.<br><br>Encourages open discussion, listens and responds to the views of others. | Consults, informs and encourages stakeholders to work together.<br><br>Promotes the reciprocal sharing of information to build trust and values based decision making.<br><br>Promotes participation in decision making by maintaining open two-way communication channels. | Consults broadly to obtain ownership and engagement, recognises when input is required.<br><br>Establishes processes and opportunities for staff and students to identify issues, share information and contribute to decisions.<br><br>Empowers staff to make decisions by delegating sufficient authority, responsibility and accountability. |
| **Dealing with conflict** | Takes early action to resolve work tensions and difficulties with others inside and outside the team.<br><br>Recognises differences of opinion, brings them out into the open for discussion.<br><br>Demonstrates diplomacy and tact in sensitive interactions. | Anticipates potential conflicts within teams, and takes action to prevent disagreements from escalating.<br><br>Anticipates concerns of critical stakeholders and finds agreeable solutions.<br><br>Facilitates communication and solutions between people experiencing conflict. | Works with interest groups to break down barriers, resolve issues and gain commitment to common goals.<br><br>Addresses long standing difficult conflicts and diffuses volatile situations that impact on University performance.<br><br>Mediates and negotiates confidently, finds mutually agreeable solutions if possible, takes decisive action when needed. |

| Capability | Leading Innovation and Change | | |
|---|---|---|---|
| Thinking creatively and fostering innovation | Challenges the status quo and accepted processes.<br><br>Promotes agility, flexibility and creativity in finding solutions to daily situations. | Identifies key areas for innovation, encourages new ideas and considers all proposals put forward by staff, students and other stakeholders.<br><br>Encourages staff to think and act creatively and establishes mechanisms to encourage, support and reward creativity and innovation. | Builds creativity and innovation into Vision, strategies and University wide culture.<br><br>Champions new initiatives and removes barriers to enable their smooth implementation.<br><br>Role-models leadership, innovation and excellence in teaching, research, community engagement and University administration. |
| Managing change | Embraces change, new challenges and opportunities to initiate and manage change within own team.<br><br>Supports others to adopt changes and identifies ways to overcome barriers to changes. | Translates broad change into specific plans and projects to adopt a planned and staged approach to managing change.<br><br>Gains commitment of internal and external stakeholders for change, addresses resistance and supports those affected by change. | Initiates, drives, implements and evaluates organisational wide change.<br><br>Creates and communicates a compelling vision for change that generates excitement, enthusiasm and commitment. |
| Influencing and inspiring others | Uses persuasive and credible discussion and anticipates how others might react and prepares accordingly to work productively with others<br><br>Builds positive relationships and cooperation within and across teams to produce effective outcomes.<br><br>Develops networks and partnerships with key people who influence team performance. | Negotiates persuasively with a strong grasp of the key issues.<br><br>Recognises opportunities for collaboration and brings people together.<br><br>Develops networks and partnerships with key people within and outside Curtin. | Focuses on the desired University objectives and ensures negotiations remain on track even in challenging situations<br><br>Facilitates stakeholders working together and models cooperative and collaborative behaviour with colleagues and stakeholders<br><br>Fosters and sustains valuable networks, partnerships, and alliances with leaders and a diverse range of stakeholders within and outside the University. |

| Capability | Leading Strategically | | |
|---|---|---|---|
| Thinking strategically and having vision | Understands the Curtin Vision and Strategic Plan and how this relates to the team.<br><br>Contributes to the development of long-term plans for the team.<br><br>Identifies developments in other areas of Curtin and external trends relevant to the team and its work and consequent possible opportunities. | Promotes the Curtin Vision and strategy and interprets what it means for the Unit.<br><br>Develops the strategic direction and operational plan for the business unit aligned with Curtin's strategic priorities.<br><br>Draws on information and monitors changes in the environment to understand new issues of importance to seize opportunities and adjust approaches to respond to threats. | Helps create and champion the Curtin Vision and strategy, and what it means for students, stakeholders and the University.<br><br>Leads the development of vision, strategy and operational plan for own portfolio integrated with other areas of the University.<br><br>Works to position the University competitively and identifies new opportunities in sector, industry or government based on market indicators and global trends. |
| Setting goals and objectives | Establishes clear goals, priorities and objectives for the team and focuses attention effectively.<br><br>Assigns tasks and clearly communicates performance expectations to achieve goals and objectives.<br><br>Monitors progress with the team and provides feedback on a regular basis. | Develops specific goals and objectives for the Unit that align with higher level plans.<br><br>Engages others in the development of outcomes, expectations, work priorities, projects, accountabilities and resources to achieve the goals<br><br>Tracks progress towards goals and celebrate achievements. | Develops and manages the integrated planning processes within the portfolio and across areas of the University.<br><br>Translates strategy into clear, specific and achievable goals for the portfolio and University. Sets challenging and ambitious targets that will make a difference.<br><br>Holds people to account for what they have agreed to deliver. |
| Thinking analytically to solve problems | Applies evidence based approaches and reasoning to analyse performance/operations of the team.<br><br>Identifies risks and uncertainties of processes and tasks and takes account of these in planning and priority setting.<br><br>Evaluates various options and considers any impact on stakeholders before resolving problems. | Assembles and examines information from a number of sources and identifies discrepancies and inconsistencies before making decisions.<br><br>Seeks to resolve problems and obstacles quickly, even in difficult circumstances.<br><br>Evaluates costs, benefits, risks and long-term implications before taking a course of action. | Engages in high-level critical thinking to identify links, interdependencies and their implications for the strategic agenda.<br><br>Anticipates potential risks and complex strategic problems and their University wide impact and develops plans to avoid them.<br><br>Develops creative and effective solutions with the best information and resources available within agile time-frames. |

| Capability | Managing Operations | | |
|---|---|---|---|
| Managing Curtin resources | Uses resources (financial, physical and technological, and people) appropriately and works within allotted resource allocations and budget.<br><br>Takes responsibility for the administration of team's physical assets, facilities and information systems.<br><br>Ensures processes are efficient and achieve the desired outcomes. | Sets goals and targets for managing the resources of the Unit, manages the budget and analyses management information reports to take early action for improvement.<br><br>Takes responsibility for the administration and custodianship of the Unit's physical assets, facilities and information systems.<br><br>Proactively identifies efficiencies and cost savings | Demonstrates commercial astuteness and a comprehensive understanding of the Unit's budget and Curtin's financial position.<br><br>Ensures development of physical assets, facilities and information systems to meet changing needs of the University.<br><br>Makes decisions that ensure the best use of **all** resources and ensures accountability and best use of resources. |
| Continuous quality improvement | Develops and implements standards, processes and measures for high quality operations.<br><br>Encourages staff to identify ways to improve processes and the quality of team operations. | Ensures continuous improvement of processes and quality are a high priority for all areas of the Unit.<br><br>Identifies opportunities to improve quality, negotiates improvements and removes obstacles. | Creates and meets expectations for quality throughout the University and ensures students, staff and other stakeholders are the focus of all planning processes.<br><br>Promotes best practice and seeks external recognition for Curtin's quality and excellence. |
| Managing complex projects | Establishes and implements clear plans and time frames for projects within own work area; applies Curtin project management processes.<br><br>Evaluates results and provides on-going updates to keep others informed. | Initiates and manages Unit projects and establishes work plans and key milestones.<br><br>Monitors progress and ensures outcomes and timelines are achieved, within resources available. | Leads complex University wide projects from inception through to delivery; plans for and organizes resources.<br><br>Reviews project outcomes and ensures project benefits are fully realised for the University. |

# Internal Development Options

| Team/Course Leader | Manager | Director / Senior Executive |
|---|---|---|
| **Managing Self** | | |
| Emerging Leaders and Managers Program (eLAMP)<br>Introduction to Management<br>Academic Leadership for Course/Major Coordinators<br>Academic Leadership for Unit Coordinators<br>Peer Review of Teaching program<br>Open Door Teacher program<br>Collaborative Learning Programs<br>Distributed Learning Programs<br>Conversations for Success<br>Difficult and Meaningful Conversations (with students)<br>Mentoring | Emerging Leaders and Managers Program (eLAMP)<br>Senior Professional Staff Leadership Program<br>Head of School Development Program (HOD)<br>Aspiring Academic Leaders Program<br>Difficult and Meaningful Conversations (with students)<br>Mentoring and/or coaching<br>Diagnostic tools (360-degree feedback, MBTI, DISC, etc.) | Senior Professional Staff Leadership Program<br>Head of School Development Program<br>Leadership/Executive Coaching<br>Diagnostic tools (360-degree feedback, MBTI, DISC, etc.) |
| **Leading Strategically** | | |
| Emerging Leaders and Managers Program (eLAMP)<br>Academic Leadership for Course/Major Coordinators<br>Academic Leadership for Unit Coordinators<br>Peer Review of Teaching program<br>Open Door Teacher program<br>Collaborative Learning Programs<br>Distributed Learning Programs<br>Mentoring | Emerging Leaders and Managers Program (eLAMP)<br>Senior Professional Staff Leadership Program<br>Head of School Development Program (HOD)<br>Aspiring Academic Leaders Program<br>Professoriate Forum<br>Senior Professional Staff Forum | Senior Professional Staff Leadership Program<br>Head of School Development Program<br>Leadership/Executive Coaching<br>Senior Leaders Forum<br>Senior Leaders Conference<br>Professoriate Forum<br>Senior Professional Staff Forum |
| **Leading Innovation and Change** | | |
| Emerging Leaders and Managers Program (eLAMP)<br>Academic Leadership for Course/Major Coordinators<br>Academic Leadership for Unit Coordinators<br>Peer Review of Teaching program<br>Open Door Teacher program<br>Collaborative Learning Programs<br>Distributed Learning Programs<br>Mentoring | Emerging Leaders and Managers Program (eLAMP)<br>Senior Professional Staff Leadership Program<br>Head of School Development Program (HOD)<br>Aspiring Academic Leaders Program<br>Professoriate Forum<br>Senior Professional Staff Forum | Senior Professional Staff Leadership Program<br>Head of School Development Program<br>Leadership/Executive Coaching<br>Senior Leaders Forum<br>Senior Leaders Conference<br>Professoriate Forum<br>Senior Professional Staff Forum |

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| Managing Operations | | |
| Emerging Leaders and Managers Program (eLAMP)<br>Academic Leadership for Course/Major Coordinators<br>Academic Leadership for Unit Coordinators<br>Peer Review of Teaching program<br>Open Door Teacher program<br>Collaborative Learning Programs<br>Distributed Learning Programs<br>Mentoring | Emerging Leaders and Managers Program (eLAMP)<br>Senior Professional Staff Leadership Program<br>Head of School Development Program (HOD)<br>Aspiring Academic Leaders Program<br>Professoriate Forum<br>Senior Professional Staff Forum | Senior Professional Staff Leadership Program<br>Head of School Development Program<br>Leadership/Executive Coaching<br>Senior Leaders Forum<br>Senior Leaders Conference<br>Professoriate Forum<br>Senior Professional Staff Forum |