

Human Capability Standards Reference Model

The Complete Seven Level Framework



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WORKING FUTURES

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This edition includes updates that has been researched and validated in conjunction with Queensland Tertiary Admissions Authority, <https://www.qtac.edu.au>.

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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.

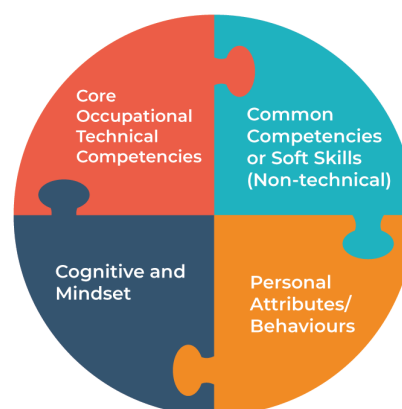
With multiple competency and professional frameworks already in place in most sophisticated organisations and professions, this Human Capability Standards (HCS) reference model is not designed to be a replacement for all previous competency or skill models. Rather, it is designed to provide greater strategic 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, profes-



sions, 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.

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

The frameworks below show the skills required through the workforce, irrespective of levels of work, occupation, or industry. Titles for these frameworks vary from soft skills, employability skills, trans-

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>

ferable skills, or the more generic non-technical skills. Ultimately, all models are about defining the non-technical knowledge, skills, and personal attributes humans need to succeed in life, learning, and work.

Table 1 Global research into future skills

| Oxford Martin School (2016) | Deakin Co. Professional Capability Standards (2014) | OECD Global Workforce Core Competencies (2016) |
|---|---|--|
| <ul style="list-style-type: none"> • Sense-making • Social intelligence • Novel and adaptive thinking • Cross-cultural competency • Computational thinking • New media literacy • Trans-disciplinarity (work across disciplines) • Design mindset • Cognitive load management • Virtual collaboration | <ul style="list-style-type: none"> • Self-management • Communication • Teamwork • Problem solving • Critical thinking • Digital literacy • Global citizenship • Innovation • Professional ethics • Emotional judgement | <ul style="list-style-type: none"> • Analytical thinking • Flexible thinking • Strategic thinking • Manage resources • Achievement focus • Diplomatic sensitivity • Teamwork & team leadership • Organisational knowledge & alignment • Negotiating and influencing |
| Department of Education Foundations Skills (2015) | World Economic Forum Top 10 Future Skills Australia (2018) | |
| <ul style="list-style-type: none"> • Self-management • Communication • Teamwork • Problem Solving • Technology • Learning • Interactive & enterprise skills • Planning & organising | <ul style="list-style-type: none"> • Creativity, originality & initiative • Analytical thinking & innovation • Active learning & learning strategies • Technology design & programming • Complex problem-solving • Critical thinking & analysis • Leadership and social influence • Emotional intelligence • Reasoning, problem-solving & ideation • Resilience, stress tolerance & flexibility | |

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

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.deakin.digital.com/articles/demystifying-credentials-growing-capabilities-for-the-future-a-white-paper>.

Table 2 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. 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.

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 (See example on next page).

Capability Title: The title for the capability standard.

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

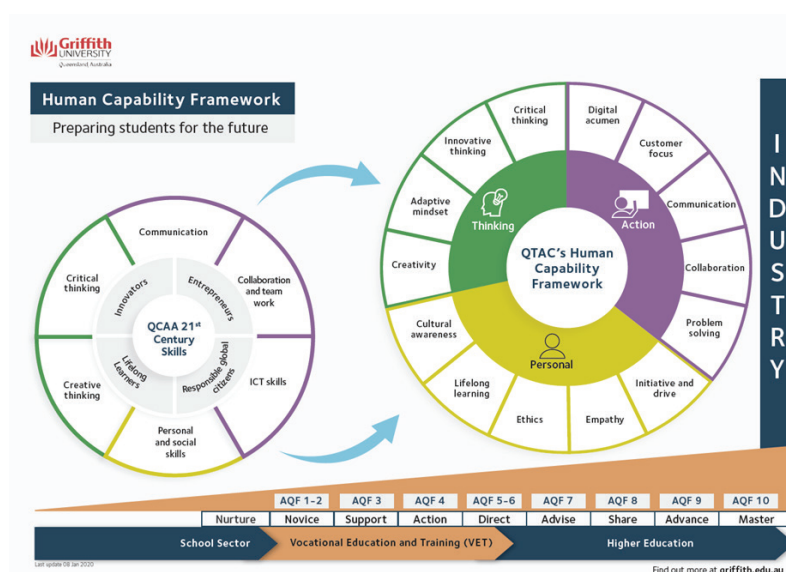
Positive and Negative Indicators: While not an essential feature of a capability standard, each Human Capability possesses positive and negative attributes that span all levels and allow individuals, or those evaluating a person's capability, to perform a 'ready reckoner' to see if the capability has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

Figure 2 Human Capability Standards mapped to 21st Century Skills



Mapping already done!

| Critical Thinking | | | | | | | Capability Title |
|---|---|--|--|---|--|---|---|
| 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. | | | | | | | Capability Description |
| Indicators of Proficiency | | | | Indicators of Development Need | | | Positive and Negative indicators |
| <ul style="list-style-type: none">✓ Applies logic and reasoning to make judgements✓ Suggests solutions or actions that are context appropriate and achievable✓ Moves from decisions to action✓ Makes decisions sensitive to consequences✓ Likes to consider all perspectives✓ Draws on experience to improve judgments | | | | <ul style="list-style-type: none">✗ Looks for the easiest to achieve solution✗ Cannot make decisions✗ Avoids confrontation or unpopular decisions✗ Makes decisions without regard for consequences✗ Prefers speed to a decision over accuracy✗ Makes judgements that confirm to past successes | | | |
| Level 1 - Follow | Level 2- Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape | Levels of Proficiency |
| <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 test 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 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 existing 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>Possesses self-awareness necessary to make appropriate 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>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> | Criteria providing indicators of proficiency by level |

Table 3 Human capability standard design

I wonder what this is about?

The Levels

To optimise flexibility, the framework is organised into seven levels (See Table below). This permits the implementation of the framework in models where only a few levels can be deployed (e.g., a three or five level framework). The levels enhance alignment against and between levels of learning (as defined by the Australian Qualifications Framework - AQF), and professional development such as the Dreyfus and Dreyfus' Novice to Expert Model of Skills Acquisition⁴, The Skills Framework for the Information Age (SFIA)⁵; and levels of employment (job classification systems such as Hay classification, Stratified Systems Theory⁶, or similar), adopted internationally by organisations to classify jobs and set remuneration. The level descriptors below confirm the levels of autonomy, responsibility, and complexity expected at each stage of development.

Table 4 Stages of capability development and resulting proficiency

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

Any reporting in Flexiland would be based on these 3 levels.

⁴ Dreyfus, H. & Dreyfus, S. (1985). Mind over machine: the power of human intuition and expertise in the era of the compute, New York: Free Press.

⁵ See details on SFIA seven levels of responsibility at <https://www.sfia-online.org/en/framework/sfia-7/levels-of-responsibility>

⁶ See Jaques, E. (1997). Requisite Organization: Total System for Effective Managerial Organization and Managerial Leadership for the 21st Century, London: Gower.

Attainment of a capability to standard will need to show coverage of certain aspects of each capability as well as confirm progression of the individual's capacity across the domains of autonomy, influence, and complexity.

This is consistent, in detail and in substance, with the following table from earlier Leadership and Management in the Digital Age (LaMDA) capability reference framework.⁷

The stages in capability development are aligned to the Australian Qualification Framework (AQF) and the application of knowledge and skills. This permits attainment of capability to be recognised and credentialed (via micro-credentials or badges) to provide entry, credit, or advanced standing scores that support accelerated attainment of an accredited qualification.

⁷ Bowles, M. (2015). Leadership & Management for the Digital Age: A leadership and management capability framework guide, third edition, The Institute for Working Futures: Melbourne. Retrieved January 2020 at https://www.researchgate.net/publication/282294254_Leadership_and_Management_in_the_Digital_Age_The_LaMDA_Capability_Framework_Guide.

Table 5: Capability dimensions and levels

| Levels Dimensions | Level 1 – Follow (AQF 1-2) | Level 2- Support (AQF 3) | Level 3 – Action (AQF 4) | Level 4 – Guide (AQF 5-6) | Level 5 – Execute (AQF 7) | Level 6 – Improve (AQF 8) | Level 7 – Shape (AQF 9) |
|--|---|--|--|---|---|--|--|
| Autonomy This relates to the level of inter-dependence, supervision and responsibility individuals possess for completing their work and making decisions | Works under supervision. Uses little discretion. Is expected to seek guidance in unexpected situations. | Works under routine direction. Uses minor discretion in resolving problems or enquiries. Works without frequent reference to others. | Works under general direction. Uses discretion in identifying and resolving complex problems and assignments. Usually receives specific instructions and has work reviewed at frequent milestones. Determines when issues should be escalated to a higher level. | Works under general direction within a clear framework of accountability. Exercises substantial personal responsibility and autonomy. Plans own work to meet given objectives and processes. | Works under broad direction. Work is often self-initiated. Is fully accountable for meeting allocated technical and/or project/supervisory objectives. Establishes milestones and has a significant role in the delegation of responsibilities. | Has defined authority and responsibility for a significant area of work. Establishes organisational objectives and delegates responsibilities. Is accountable for actions and decisions taken by self and subordinates. | Has authority and responsibility for all aspects of a significant area of work, including policy formation and application. Is fully accountable for actions taken and decisions made, both by self and subordinates |
| Influence This relates to how an individual works with others, mobilises support for action, and impacts outcomes within a given context such as a workplace, role, profession, group, or organisation | Interacts with immediate colleagues. | Interacts with and may influence immediate colleagues. May have some external contact with customers, suppliers and partners. May have more influence in own domain. | Interacts with and influences department/project team members. Has working level contact with customers and suppliers. In predictable and structured areas may supervise others. Makes decisions that may affect the work assigned to individuals or project phases. | Influences team and specialist peers internally. Influences customers at account level and suppliers. Has some responsibility for the work of others and for the allocation of resources. Participates in external activities related to own specialism. Makes decisions that influence the success of projects, programmes, operations or team objectives. | Influences organisation, customers, suppliers, partners and peers on the contribution of own specialist expertise. Builds appropriate and effective relationships within and external to the organisation. Makes decisions that affect the success of operational plans or assigned projects. | Influences policy formation on the contribution of own specialist expertise to planned goals and objectives. Influences a function or a significant part of a business entity. Develops influential relationships with internal and external customers/suppliers/partners at senior management level, including industry leaders. Makes decisions that have significant impact on strategic outcomes and organisational success. | Makes decisions critical to organisational success. Influences developments within the industry and profession as a whole at the highest levels. Advances strategic interests across more than one or more organisation. Develops long-term strategic relationships with customers, partners, industry leaders and government. |

| Levels Dimensions | Level 1 – Follow (AQF 1-2) | Level 2- Support (AQF 3) | Level 3 – Action (AQF 4) | Level 4 – Guide (AQF 5-6) | Level 5 – Execute (AQF 7) | Level 6 – Improve (AQF 8) | Level 7 – Shape (AQF 9) |
|--|--|--|---|---|---|---|--|
| Complexity This relates to the scope and variables impacting individual capability and the extent to which their thinking and action is based upon rules (e.g. theory, constructs, models) or is guided by their intuition and judgement | Performs routine activities in a structured environment. Requires assistance in resolving unexpected problems. | Performs a range of varied work activities in a variety of structured environments. Contributes to routine problem resolution. | Performs a broad range of work, sometimes complex and non-routine, in a variety of environments. Applies methodical approach to problem definition and resolution. | Performs a broad range of complex leadership or management and professional work activities, in a variety of contexts. Investigates, defines and resolves complex problems. | Performs an extensive range and variety of complex technical and/or professional work activities. Undertakes work that requires the application of fundamental principles in a wide and often unpredictable range of contexts. Understands the relationship between own leadership and/or management thinking and styles with the wider customer/organisational requirements. | Performs highly complex work activities covering multiple leadership and management dimensions and attributes. Contributes to the formulation and implementation of strategy. Thinks strategically beyond the scope of a function or profession. Creatively applies a wide range of leadership and/or management principles. | Leads on the formulation and implementation of strategy. Applies the highest level of management and leadership skills. Has a deep understanding of strategic purpose, customer and market trends, the industry and the implications of emerging technologies for the wider business environment. |
| Skills This relates to the demonstrated application of the capability by a person | Undertakes a very limited set of well-defined, highly predictable routine activities. Has limited capacity to adapt and transfer skills and knowledge within known routines, methods, procedures. Works according to agreed procedures, practices and standards with limited sense of how they can improve task performance. | Undertakes explicit, concrete tasks with a limited number of steps that are becoming routine. Plans and prioritises using short-term group actions and goals. Is adept at performing existing tasks and increasingly able to consciously modify or adapt to challenging situations or new goals or priorities. | Undertakes sets of mainly routine, familiar tasks involving a number of steps, as well as some tasks that are non-routine. Plans and schedules routine operational activities. Performs familiar skilled activities without conscious thought or deconstruction into component parts. | Undertakes sets of familiar and unfamiliar tasks involving a number of steps often involving associated considerations. Formulates, executes and reviews operational plans and goals. Performs familiar and increasingly unfamiliar activities without conscious thought. | Undertakes routine and non-routine tasks requiring preparation and organisation. Plans and prioritises actions in terms of medium-term activities and goals. Performs often complex skilled activities in familiar and unfamiliar contexts without conscious thought. | Undertakes a high order of executive decision making and cross-functional leadership skills. Performs in often ambiguous and uncertain contexts and has to respond rapidly to unexpected situations. Thinks strategically and possesses the ability to independently assess and reconfigure established skills and practices. | Undertakes a high order of executive decision making and cross-organisational liaison and leadership. Performs complex analysis and long-term analytical thinking. Manages strategic activities that may involve a high degree of ambiguity and complexity. Contributes to the formation of new standards or improved ways of working. |

| Levels Dimensions | Level 1 – Follow (AQF 1-2) | Level 2- Support (AQF 3) | Level 3 – Action (AQF 4) | Level 4 – Guide (AQF 5-6) | Level 5 – Execute (AQF 7) | Level 6 – Improve (AQF 8) | Level 7 – Shape (AQF 9) |
|---|--|---|---|--|--|--|---|
| Knowledge This relates to the knowledge required by a person to deploy the capability | Displays limited discretion and makes judgements with regards to the application of knowledge to allocated tasks. Works under supervision in a well-defined context, applies knowledge to complete routine tasks. Appreciates the desired outcomes and uses fundamental principles and concepts to complete well-defined tasks. | Makes group and work level, independent judgements in a range of technical or specialised tasks in known contexts. Organises knowledge and applies fundamental principles and concepts to assist complete professional and technical tasks. Works collaboratively and in known situations can share known concepts and principles and promote quality output of others in a team. | With limited discretion and autonomy, makes operational level, judgements in a defined range of leadership or management functions in specialised contexts. Organises knowledge and adapts fundamental principles, concepts and techniques to competently perform in known, and often, unfamiliar situations. Works with familiar concepts and principles in a specialised area can increasingly transfer knowledge to unfamiliar situations and tasks. | With increasing discretion and autonomy, makes operational level, judgements in a range of leadership or management tasks in varied specialised contexts. Plans, analyses and reviews knowledge to competently perform in often, unfamiliar situations. Researches and investigates new and innovative tools, practices, concepts and principles. | Makes judgements in consultation with operational and professional peers in a range of leadership or management roles. Uses advanced theoretical models and creative approaches to investigate how knowledge may apply in a new or novel context. Contributes to the research and growth of knowledge that informs practice within a well-defined area of leadership or management specialisation. | Makes functional and professional level, independent judgements in a range of technical or management functions in varied specialised contexts. Uses advanced theoretical models and creative approaches to apply knowledge to new contexts. Contributes to the research and growth of knowledge that informs practice within a leadership or management specialisation. | Makes systems-level independent judgements in a range of specialised context. Modifies and develops theoretical models and creative approaches to apply knowledge to new situations and to advance leadership and management practice. Plans and executes original research. Generates new knowledge that raises the standard of leadership and management practice |
| Alignment to the Australian Qualification Framework Application of knowledge and skills | L1 - Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters L2 - Graduates at this level will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters. | Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters | Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters | L5- Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters. L6- Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility: • in contexts that are subject to change • within broad parameters to provide specialist advice and functions | Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility: • in contexts that require self-directed work and learning • within broad parameters to provide specialist advice and functions | Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner. | Graduates at this level will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner. |

Capability Domains

The Human Capability Standards are sorted into **four** 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 3 Domains within the Human Capability Standards

Measuring Human Capabilities

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

1. A standardised description and suggested evidence

A suggested set of criteria for each of seven levels for every Human Capability is provided. The levelled framework is used as it is a simple way to **indicate entry into work** (school-leaver or early tertiary certificate level qualifications), advancing proficiency gained through work and/ or tertiary level study (diploma and degree level study), and advanced abilities gained through extended work experience and/ or postgraduate study (honours, graduate certificates and diplomas, master degrees, and beyond).

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

2. An agreed evidence gathering and assessment process

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

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

*Something like
but not exactly
BKSB Employability
Skills Assessment*

Admissions centres, such as the Queensland Tertiary Admissions Centre (QTAC), are well geared to deal with the first three forms of evidence gathering, submission, and processing. The first and second are well known to most accredited providers in Australia and New Zealand and subject to well-regulated and controlled policies and procedures. The second form of evidence may dominate evidence gathering for these capabilities. This may require more resources to validate unaccredited providers, certificates, and assessments conducted by informal learning providers, vendors, in-house corporate training and professional programs.

Candidates can be assisted to gather the third form of evidence (work-based, demonstrated evidence) by providing instruction or examples for each capability as to what evidence may look like, or indicators of attainment that show the ability 'in action'. See guides for each capability later in this document. Universities such as DeakinCo. that manages Deakin University's Professional Practice Credentials and Griffith University in Australia and have well established processes to assess experience and non-traditional courses or curriculum that may credit or form entry into a formal qualification.

It is very likely attributes-based assessments (psychometric or similar) will need to be approved prior to use or assessed on application by an approved psychologist. Of these options, it would be preferable if admission agencies or accredited provider maintained a bank of approved tests and profiling tools that have a known, professionally determined value as evidence against a nominated Human Capability Standard.

3. A recognition, digital credentialing, and lifelong record keeping model

Balancing the need for personalised evidence gathering while assuring standardised recognition can be assured by the body issuing a digital badge or micro-credential. Individuals should be able to satisfy requirements and achieve recognition that is portable and able to be traded globally across learning providers, recruiters, and employers.

This approach assumes a platform or means to:

- access information and instructions;
- manage, submit, and process evidence;
- allow candidates to access assessments that can generate evidence;
- allow assessors to record results and provide feedback to candidates;
- allow institutions to issue a digital badge recognising evidence or a micro-credential recognising evidence of a capability that has a known pathway into tertiary study (a qualification) with either credit determined to form an entry requirements, advanced standing or credit (NB: this terminology should be very clear); and
- provide individuals with a verified set of records and digital records they can manage and share with employers, providers, or third parties.

The need for development of capabilities can vary enormously. Capabilities are strategic workforce descriptors. They set standards of proficiency and performance against which evidence can be collected and individuals determined to be capable of the agreed action. They establish a standard based on an observable and measurable outcome. They encompass but are not interchangeable terms with behaviours, nor are they skills describing an individual's requirements for task performance (inputs); nor are they to be confused with competencies supporting assessment of task performance in a job (output).

Strategic, system-level needs drive the shaping of any capability framework. These drivers typically include:

- Preparing for the workforce of the future where jobs and occupational boundaries are blurring or dissolving;
- Supporting strategic transformation of an organisation or economy;
- Enabling organisational agility;
- Recognising non-technical, human, and soft skills, not just professional and technical skills;
- Setting standards whereby existing sources of content and curriculum can target high priority skill gaps or workforce development needs;

- Setting a standard that can be used to assure consistency of evidence gathering and judgement of an individual's capability across different professions, occupations, or work contexts; and
- Isolating the priority few capabilities required to transition an existing workforce to more viable, sustainable work.

At a more granular level, capability development and deployment may occur where people and culture leaders are responding to workforce transformation. Including those triggered by:

- workforce/job redesign
- automation of tasks and processes
- new forms of work and employment
- talent review
- compliance/legislative changes
- the building of a culture supporting customer experience
- innovations and re-emphasis on human-centred design
- career planning
- skill gaps
- failure of existing training interventions

Systematic human resource and workforce planning needs to develop capabilities to enhance the capacity for action required by an organisation or entity. Capabilities therefore become the 'currency' for measuring human capital growth and underpinning all stages in the Human Resource lifecycle, including functions such as:

Strategic or workforce need — structuring the workforce for maximum flexibility and performance and facilitating talent management, succession planning, and career progression within organisations and across occupations/professions.

Recruitment and selection — identifying candidates for jobs; matching candidates against profiles; confirming the right people with the right capabilities are completing the right roles; promoting internal development and transitions to reduce lead times and costs, and retaining candidates with talent and high potential.

Workforce readiness — designing the organisational structure; classifying and profiling roles and emerging jobs; analysing existing workforce and staff capabilities against the job profiles; identifying current and future workforce capabilities requirements (e.g., to address disruption from automation), and establishing individual career plans to fulfil human capital supply requirements.

Manage performance — facilitating assessment and discussion about individual and group performance against current and future targets.

Manage development — isolating development needs to close capability and performance gaps; planning and structuring development activities to match skills, knowledge, experience, or distinct components of a capability required today and in the near future; assessing personal management and leadership effectiveness, and aligning professional and educational interventions and qualifications to capability needs.

Assess and grow talent — establishing a basis for identifying high potential individuals and retaining and growing talent to meet succession and forecast future needs.

Recognition and reward — establishing a basis for structures and systems to promote recognition and reward.

Human Resource Lifecycle

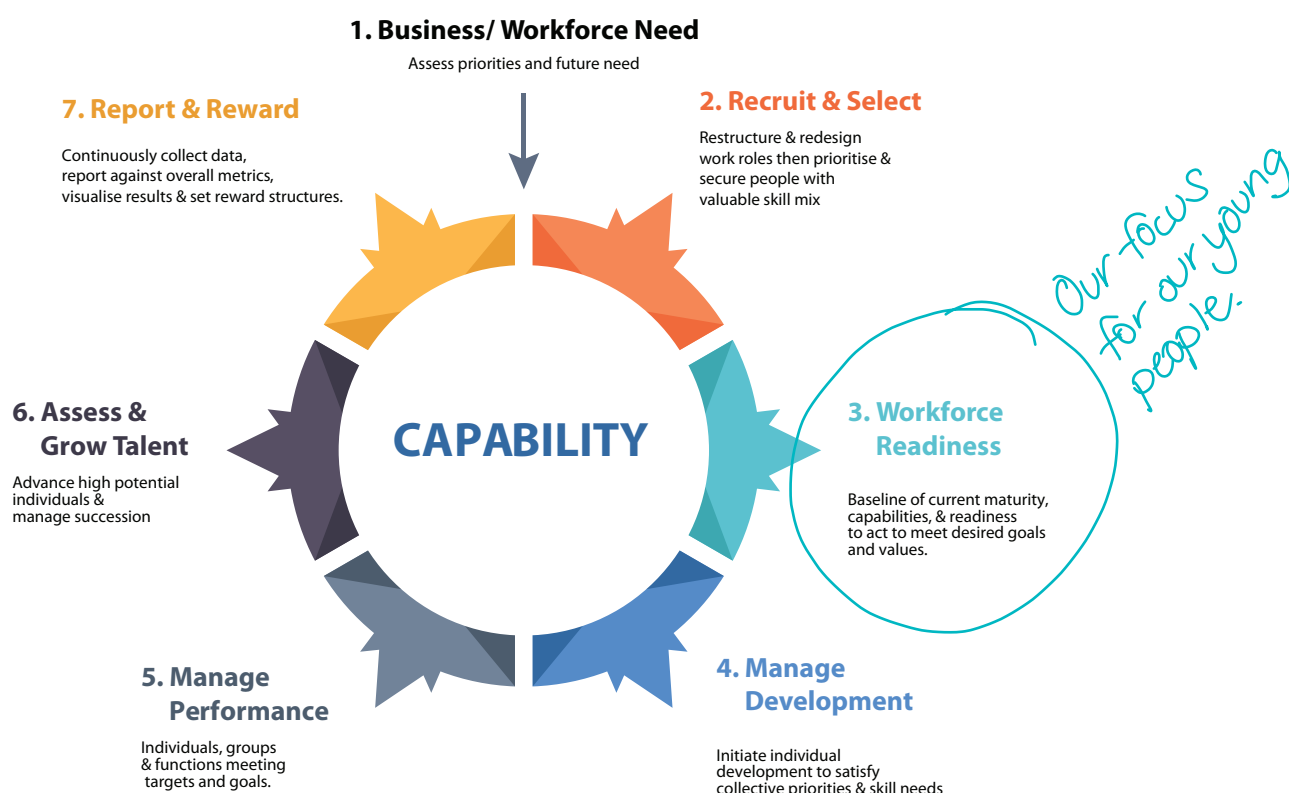


Figure 4: Capabilities and the HR lifecycle⁸

The Human Capability Standards Reference Framework helps national groups, professional bodies, regional industry clusters, or organisations answer some important questions:

1. Do we have the capabilities across our workforce to action our vision and plans?
2. Do we provide our people with an environment that energises and supports their development?
3. What new skills, experiences, opportunities, or education will be required to achieve our future strategic direction and meet emerging challenges?
4. Have we recognised the latent or tacit skills and knowledge our people hold that we can harness?
5. How can we equip individuals to be accountable for their own development?

As depicted in the figure below, development effort can use the capability to profile job roles, target talent, develop successors, and ensure career transition for each individual is based on an appropriate capability mix. As such, capabilities assist, orient, and focus development options on those most appropriate to the individual's capability gap. In addition, this serves to better identify high potential individuals and talent.

⁸ After Bowles, M. (1999). Leading Learning Strategy Development, Working Futures: Sydney, page 38.

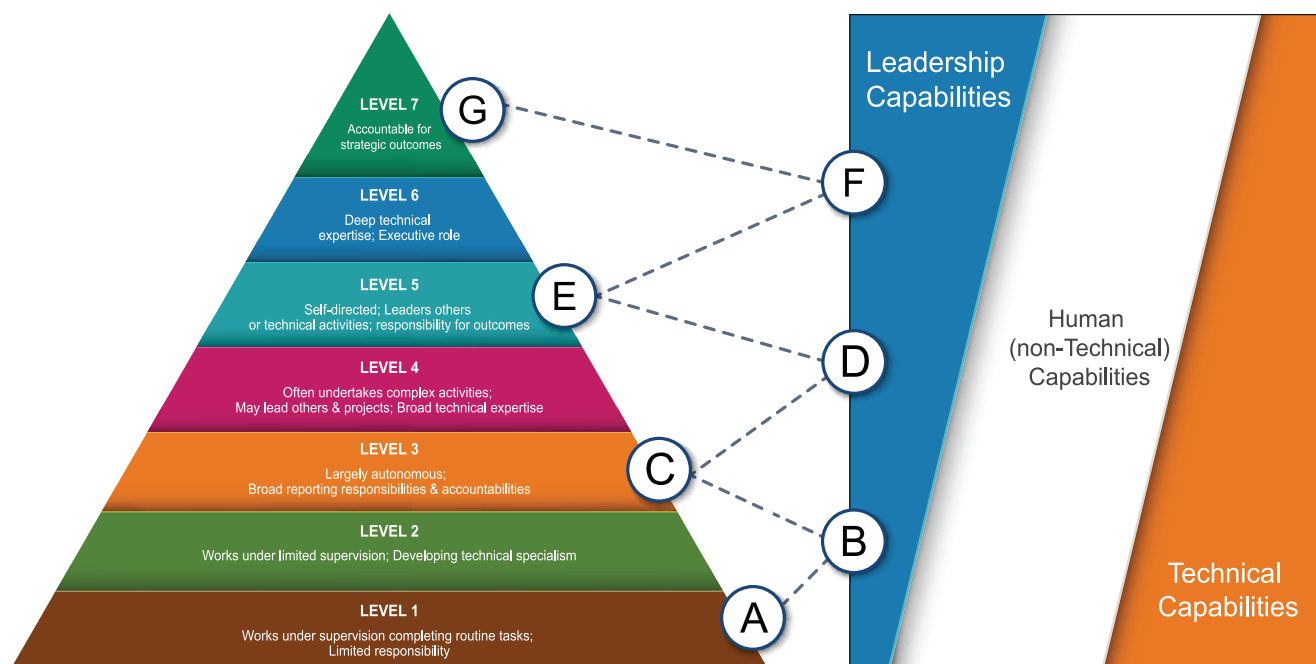


Figure 5: Development pipeline: Career transitions and levels of capability⁹

Each transition (A) to (G) involves assessing capability and developing an individual development plan targeting capability gaps at the agreed level of proficiency.

⁹ After Charan, R., Drotter, S., Noel, J. (2001). The Leadership Pipeline. San Francisco, Jossey-Bass.

Human Capability Standards By Domain



Part A: Thinking Domain



Critical Thinking



Critical thinking is a unique human skill. It is mostly defined to include concepts such as **analysing information, applying a logical inquiry process, and appraising evidence to make sound judgments**. But critical thinking is more than just an adjunct to analytical thinking or problem solving and viewing it in these terms serves to reinforce obsolete ideas about education and work. **Thinking is not always linear and logical**.

The Industrial Revolution's idea of education as a means by which to prepare people for repetitive factory work is over. We need people who can **think, act, innovate, and adapt**. This requires people with a brain networked to learn through action and reflection and not just in the classroom.

The definition and act of critical thinking involves a level of cognition. As a human capability, **critical thinking is about growing each person's intellectual capacity and ability to think**. It involves metacognition: the ability to think about thinking.¹⁰ **We want to open neural networks, develop the brain, enhance the prefrontal cortex and raise the level of conscious thought, idea creation, and insights.**¹¹ Critical thinking can include coverage of actions or intellectual processes where the individual will simply observe, analyse, and reflect on new knowledge. Whether by action or cognitive engagement, critical thinking enhances our current understanding.

Critical thinking has applications in a variety of settings in life, learning, or work. It may occur during interpersonal or social conversations, reading novels, academic study, formal scientific projects, or from informal intuitive insights.

Nor is 'critical' thinking about looking for fault. Rather, it is about engaging the brain to examine and understand a situation or problem. It is more useful to link critical thinking to how humans make judgements about information¹² and reflect in order to mentally process experience to identify what they have learnt and to modify future actions.¹³

10 Flavell, J.H. 1979. Metacognition and cognitive monitoring: A new era of cognitive-developmental enquiry. *American Psychologist*, 34(10), 906-911

11 Willis, J. June 13, 2011. Brain-based learning: Understanding how the brain thinks. Edutopia. Retrieved 16 September 2019 at <https://www.edutopia.org/blog/understanding-how-the-brain-thinks-judy-willis-md>

12 Tittle, P. (2011). *Critical thinking: An appeal to reason*, Abingdon: Routledge.

13 Helyer, R. (2015). Learning through reflection: the critical role of reflection in work-based learning (WBL). *Journal of Work-Applied Management*, 7(1), 15-27. <https://doi.org/10.1108/JWAM-10-2015-003>

1.1 The Standard

Research investigations on the capabilities for the future workforce consistently rate Critical Thinking in the top three human capabilities.¹⁴ It is valued highly because it allows an individual to continually make informed judgements and evaluate knowledge, systematically analyse alternatives, make informed decisions, and critically review if their actions have achieved the required outcomes.

While closely related to Problem Solving, Innovative Thinking, and Creativity, it is a distinct capability. While problem solving is more about processes, tools, and techniques that can be learnt, Critical Thinking is very much about a person's intellectual horsepower. It involves their ability to engage the brain to not only solve a problem or make a decision, but to question alternatives, see opportunities, understand the context and emotions involved, and reach conclusions that draw on experience or knowledge.

In a dynamic, increasingly volatile world of work, it is easy to appreciate why employers value people with this capability.

1.2 Indicative tasks & activities

| | |
|---------------------------|--|
| Analytical thinking | analysing data and information to break complex aspects into component parts and recombine them in different ways to create new knowledge |
| Solving problems | occurs when an obstacle is encountered on the way to achieving a goal; the sub-skills for this process include identifying and analysing the problem |
| Decision-making | a process involving weighing options to determine the most appropriate course of action |
| Reasoning | the process of drawing conclusions or inferences from facts or premises |
| Reflecting and evaluating | to think about deeply and carefully and make an appraisal by weighing up or assessing strengths, implications, and limitations. Make judgments about ideas, works, solutions, or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria |
| Intellectual flexibility | having an understanding of or mental capacity to undertake higher order thinking to adjust thinking in response to changing goals and/or environmental stimuli |

¹⁴ Bowles, M., Bowes, N., & Wilson, P. (2019). Future-proof human capabilities: Raising the future employability of graduates. *International Journal of Business and Social Science*, 10(11), 18–29.

1.3 Assessment guidance

The following may be used to support creation of a marking rubric or for shaping evidence required to meet the standard at the agreed level of proficiency.

| Potential Dimensions to Assessment | Minimum Standard |
|------------------------------------|--|
| Inquiry scope and drivers | Describes, without ambiguity in topic, context or scope, the investigation into a topic, problem, issue or existing knowledge. |
| Evaluation of requirements | Establishes requirements to investigate a topic, problem, issue or existing knowledge. Discriminates between assertion or personal opinion and information substantiated by relevant evidence. Identifies primary or secondary sources and data reliability. |
| Current research and knowledge | Critically reviews and assesses information or data available to complete an agreed research or investigative activity. |
| Analysis | Classifies, organises, synthesises and observes patterns, differences or similarities in data or information collected. |
| Research design | Develops a research/ inquiry methodology and process that are appropriate to the defined activity. No substantive information or sources are ignored. |
| Argument/ Findings | Reaches an independent, substantive position based on the evidence collected. A specific position (e.g. hypothesis) is reached that accommodates the research findings. |
| Implications | Reflects, reports, and defends relevant judgements or conclusions supported by the investigation. |
| Evaluation | Identifies any future actions or limitations affecting the current findings or research methods used. Alternative views or conclusions may be presented. |

1.4 Evidence Guidance

The sort of evidence an individual will need to provide by level to achieve this capability will be as follows:

■ LEVEL 1

At Level 1 of Critical Thinking you will be able to evidence the gathering and processing of routine information and data related to task completion and use it to inform your understanding and make sound judgements. You will be able to identify and appreciate any theory, guidelines, or information required to inform your work and learning. You will work with others or under supervision to test and critically analyse data and information in order to improve your work or to gain new insights into how to improve your thinking or decisions.

■ LEVEL 2

At Level 2 of Critical Thinking you will be able to evidence the completion of routine information and data gathering from known sources to inform your thinking and decision-making. You will complete basic research into established topics or situations to inform your thinking and how you complete existing tasks. You will be able to show higher-order thinking and critical reflection

on data or information before making a well-reasoned judgement or decision. You will be able to use inductive or deductive approaches to argue a rational response or test existing thinking or assumptions. You will also be able to demonstrate the collection and effective review of available information and research that informs the accuracy of your ideas, decisions, or argument.

■ LEVEL 3

At Level 3 of Critical Thinking you will increasingly work independently and use structured approaches to access, research, synthesise, and evaluate information or data from multiple sources and perspectives. You will be able to process increasingly complex information to recognise uncertainty and ambiguity in the information or data and test assumptions that may affect your own work or thinking. You can test the consequences of actions, decisions, and judgments and gather evidence to support an optimal decision or solution. This may include an investigative activity resulting in the review of evaluation of evidence supporting a solution to a complex problem, undertaking a risk analysis, or completing research using well-proven tools or techniques (e.g., market research, employee satisfaction, survey, etc.).

■ LEVEL 4

At Level 4 of Critical Thinking you will be able to evidence use of inductive or deductive approaches to achieve a greater level of sophistication, arguing for not only a rational response but also to test prevailing theory, knowledge or practices. Your arguments will be grounded in logic, with supporting data and reasons for any insights or judgments made. Where commonly used investigative processes, techniques and tools are inadequate, you are able to reconfigure them to improve insights and results. You will also be able to demonstrate the use of scientific methods that inform the accuracy of your insights and the methods used to collect data.

■ LEVEL 5

At Level 5 of Critical Thinking you will be able to evidence the increasingly sophisticated use of methods and approaches to investigate problems or make robust judgments. Within your specific area of work or field of practice, you will work with team members to extend research to better inform current thinking or theoretical models. You can organise and assess evidence from critical reviews and increasingly be able to present insights that inform strategic decision-makers or influences key stakeholders. You will evidence an expanding body of knowledge achieved through participation in industry or professional networks that are advancing current research and thinking.

■ LEVEL 6

At Level 6 of Critical Thinking you will be able to evidence an ability to use your experience and applied expertise to undertake professional judgement and resolve increasing complex problems, situations or issues. You will increasingly design, deploy and evaluate research or research methods to enhance the logic and accuracy of judgments and decisions. You will collaborate with peers, who often come from a number of technical and professional backgrounds, to evaluate breakthrough thinking or insights prior to wider adoption. You work across broader theories and disciplines to identify and consider the social or economic implications that may shape how others respond to the new thinking or practices.

■ LEVEL 7

At Level 7 of Critical Thinking you will be able to evidence the ability to think and make superior judgments on a longer term, whole-of-system basis. You will be decisive, looking for how problems and issues are connected before making complex, strategic judgments. Your judgement will be critically informed through access to a global network where you can test and actively exchange ideas or research with experts from a range of disciplines.

Critical Thinking

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

| Indicators of Proficiency | | Indicators of Development Need | | | | |
|--|---|---|---|---|--|---|
| <ul style="list-style-type: none"> ✓ Applies logic and reasoning to make judgements ✓ Suggests solutions or actions that are context appropriate and achievable ✓ Moves from decisions to action ✓ Makes decisions sensitive to consequences ✓ Likes to consider all perspectives ✓ Draws on experience to improve judgments | | <ul style="list-style-type: none"> ✗ Looks for the easiest to achieve solution ✗ Cannot make decisions ✗ Avoids confrontation or unpopular decisions ✗ Makes decisions without regard for consequences ✗ Prefers speed to a decision over accuracy ✗ Makes judgements that confirm to past successes | | | | |
| Level 1 - Follow | Level 2- Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape |
| <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 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 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 judgements</p> <p>Makes decisive judgements based on 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 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 judgements 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> |

2. Creativity



Creativity was always thought to be intensely personal and embedded in a combination of individual insight or a unique set of artistic or intellectual traits. But in a world where innovation is transforming how we work and our business success, creativity is now understood as a powerful capability most organisations and communities need if they are to successfully address socio-economic challenges.¹⁵

Creativity complements many other capabilities, for instance Problem Solving, Critical Thinking or Innovative Thinking. Creativity, or the act of thinking creatively, requires persistent effort to examine any idea that not only supports an endeavour but also may lead to alternative conclusions or ideas.¹⁶ Roger von Oech (1983) stressed the most important thing we need to do in creative endeavours is to suspend the search for the 'right answer', not that this is inherently bad; it is just debilitating to how we think and develop our neurocircuits.¹⁷

For instance, research has shown kindergarten and primary school children consistently outperform university graduates in some creative challenges simply because they have an uninhibited sense of fun and have not been taught rational, left-brain thought processes that seek the 'best answer'. This suggests it is not about learning a systematic set of steps to enhance creative thinking. Rather, it is about learning to embrace the fact that creativity will often be elusive and hard to define. The 'spark' that fuels ingenious inventions or creative inspirations often occurs in that fuzzy area between conscious thought and unconscious inspiration, often experienced as a gut feeling.

Below are listed five modes of creativity that trend from the very linear, rational approach typical of the industrial age to the more individual, original insights required in today's workforce. Each has their place, but our emphasis is very much on the later three modes.

Diagnosis is used for problem solving, troubleshooting and thinking about the source of a problem or its consequences. The evidence may consist of data input, opinions, the results of tests we have performed, or business intelligence. The goal is usually fixed: "We lost 20 customers last week. Why has this occurred?"

¹⁵ McWilliam, E., Dawson, S. & Tan, J. P-L. (2011). Less elusive, more explicit: the challenge of 'seeing' creativity in action. In P. Thompson & J. Sefton-Jones (Eds.), *Researching creative learning: methods and issues* (pp. 113-125). Abingdon, Oxon, England: Routledge.

¹⁶ Glaser, E.M. (1941). *An experiment in the development of critical thinking*, New York: Teachers College, Columbia University.

¹⁷ von Oech, R. (1983). *A Whack on the Side of the Head: How You Can Be More Creative*, San Francisco: Warner Books.

Hypothesis is the process of forming and testing theories. This is more the academic or scientific approach to the testing of theories or discovery of the unknown through structured investigation. Systematic hypothesis testing allows discovery of new insights that may lead to novel or new solutions. While inspiration and new insights may be permitted in the investigation, the process is controlled, repeatable, and tied to the real questions being asked and answered.

Reflection is the conscious, cognitive process of reflection on actions and learning from mistakes or unexpected results. It is about metacognition and imprinting into the brain what we now know and becoming self-aware about the options and opportunities that have emerged. Possible answers, new questions, or unexplained evidence or events may have emerged that require a recalibrating of our existing approach. We may have discovered new or unexpected possibilities that require new modes of thinking or trigger a different creative purpose.

Insight is the "eureka" discovery moment. It is when threads of thought, new ideas, or research come together to see a possibility never before imagined. Solutions emerge with the insight to produce a creative resolution for possibilities that may not have even been the original focus topic. In this sense, the insights are original.

Artistic imagination is also an important type of conscious thinking. This is where the structure of the process and replication yield to an open input and originality. The possibilities may be tangible or abstract, self-evident or deep with the artist's own psyche. They are looking beyond what others see or can create.

2.1 The Standard

The Creativity standard at the first three levels of proficiency is very much focused on how an individual working alone or with others actively contributes to turning ideas or novel solutions into reality. The later levels span both higher-order individual creativity and the fact that proficiency may be tied to enabling or leading others in a creative team.

The outcomes at all levels of proficiency in the Creativity standard may necessitate individuals undertake explicit, prescribed actions, but the emphasis must be on the ability to perceive and act in a way that helps individuals make connections, generate insights, and imagine the world in new ways. This is heavily cognitive in emphasis. While the evidence of attainment may be a novel solution, design or idea, the ability to engage in the experience and adopt a mindset of looking 'outside the box' will underpin the attainment of this human capability.

Because creativity is not just a function of the mind but is also about relationships and interactions with others, this capability may be clustered or co-assessed with other human capabilities such as Problem Solving, Collaboration, Communication, Innovative Thinking, or Adaptive Mindset. Indicative tasks and activities

2.2 Indicative tasks & activities

| | |
|---------------------------|---|
| Innovation | introducing new ideas; original and creative in thinking |
| Initiative and enterprise | taking an introductory act or step leading to action to undertake a project, especially one that is important or that requires boldness or energy |
| Curiosity and imagination | the desire to learn or know; inquisitiveness and the action of forming new ideas, images, or concepts of external objects not present to the senses |

| | |
|-----------------------------------|---|
| Creativity | to bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure, or to form a coherent or functional whole |
| Generating and applying new ideas | to produce; create; bring into existence; use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation |
| Identifying alternatives | looking at problems from multiple perspectives to enable the imagining of multiple solutions |
| Seeing or making new links | to spontaneously look beyond the specifics of a question or problem to see the issues in a more holistic sense |

2.3 Assessment guidance

The following may be used to support creation of a marking rubric or for shaping evidence required to meet the standard at the agreed level of proficiency.

| Potential Dimensions to Assessment | Minimum Standard |
|------------------------------------|--|
| Creative perspectives | Actively explores and considers how people think and create new or novel insights, solutions, or ideas. |
| Curiosity and imagination | Pursues substantial additional knowledge and/or actively pursues independent experiences to gain greater depth of insight into a topic. |
| Creative thinking | Assesses and displays awareness of one's own creative preferences or styles. Aligns personal preferences and attributes with ways to broaden or enhance personal creativity. |
| Ideation/ Exploration | Explores creative ideas and generates alternative designs or solutions for a well-defined creative task or project. |
| Analyses | Assesses alternative, divergent, or contradictory perspectives or ideas in an exploratory way. |
| Design | Develops a logical, consistent design or solution that considers the customer needs, requirements and consequences of the design/ solution. |
| Tests | Tests a novel or new design or solution (prototype, proof of concept, model, etc.) that is appropriate to the well-defined creative task or project. |
| Evaluates and reflects | Provides insight about questions considered for completion of design/solution or analyses effectiveness of choices made. |

2.4 Evidence Guidance

The sort of evidence an individual will need to provide by level to achieve this capability will be as follows:

■ LEVEL 1

At Level 1 of Creativity you will be able to evidence the exploration of how people think and work under supervision to create a new or novel insight, design, artistic work, solution, or idea using standard tools and techniques. You will display an awareness of your own creative preferences or styles and be able to work with others to generate or improve your own ideas, design, or artistic work. You should be able to demonstrate a capacity to resolve very basic, non-complex problems or situations drawing inspiration or insights from different perspectives. This may include documenting or using different perspectives or approaches to complete a creative endeavour.

■ LEVEL 2

At Level 2 of Creativity you will be able to evidence an appreciation for how people think and engage their brains to be creative. You will have a body of work or documents supporting your own ability to design, produce, or develop create ideas, solutions or products (e.g., artistic works, novel products or concepts). You will use techniques and tools to generate original insights or design human-centred solutions that overcome well-defined issues or problems. You will be able to show involvement in and use of group techniques to challenge current thinking and create new knowledge, ideas, or novel approaches to well-defined challenges.

■ LEVEL 3

At Level 3 of Creativity you will be able to evidence the personal development of designs, concepts, or solutions that satisfy a non-complex or routine problem. You will increasingly evidence the ability to work with others and often lead teams where they share, discuss, and work together in developing ideas, creative works, or design solutions. You will use a range of facilitation or coaching techniques that harness the creative input from different people, including working in a digital and physical collaborative environment. You will recognise and be able to evidence how you harness creative input from people involved in creative endeavours or group activities.

■ LEVEL 4

At Level 4 of Creativity you will be able to evidence an increased role in sponsoring and promoting creativity in a team or work setting. Extending beyond simply being innovative (see Innovative Thinking capability), you will be able to engage your own brain and coordinate the intellectual horsepower of others to systematically design, create, and test novel ideas or perspectives. You will be able to produce evidence of these efforts through documents such as design workshops, rendered designs, original artwork, novel or new products and solutions, reports documenting the result of collaboration and capturing input from diverse perspectives or ideas, or similar evidence of creative pursuits.

■ LEVEL 5

At Level 5 of Creativity you will be able to evidence the ability to promote and coordinate creative processes within and across projects or teams. You will have undertaken roles that allow you to evidence experience building a climate that encourages creative thinking and development of breakthrough ideas or solutions. You will have responsibilities for enhancing the creativity of others through either training and development, rewarding creative individuals or teams, or coaching others in the use of particular tools or techniques. You may have records showing creative output, or awards you or your team have secured for creative efforts.

■ LEVEL 6

At Level 6 of Creativity you will be able to evidence the personal intellect, cognitive capacity and passion to stimulate the creativity of others in a team or workplace. You will be able to use sophisticated tools or techniques to promote individual creativity or to generate creative ideas,

insights, and products by a group. You will have documentation of creative endeavours you have promoted and established designs, products or documents confirming where you led, coordinated or championed the development and trialling of creative ideas or designs. You will play a lead role, through either your own creative work or that of experts you source, in stimulating creative endeavours and processes with which others have successfully engaged.

■ LEVEL 7

At Level 7 of Creativity you will be able to evidence a high-level contribution to extending the known boundaries of existing knowledge, thinking, practices, or processes. You will have performed in roles where you have evidence demonstrating an ability to lead research or to champion new designs, concepts, or ways of thinking. You may have managed creative people and implemented reward systems that encouraged others to deploy their ingenuity, creativity and original thinking. Your actions will evidence a strong commitment to creativity and its promotion, not only within the prevailing culture of an organisation or community but also as expressed by the behaviours adopted by other leaders or your professional peers.

Creativity

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

| Indicators of Proficiency | | Indicators of Development Need | | | | |
|--|---|--|---|--|---|--|
| Level 1 - Follow | Level 2- Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape |
| <ul style="list-style-type: none"> ✓ Uses imagination to see things differently ✓ Flexibility in thinking and approach ✓ Is an original thinker and can think outside the box' ✓ Embraces new ideas or practices ✓ Harnesses personal insights and intuition ✓ Images what can be a seeks to explore outside the existing or known space ✓ Encourages others to share creative inspirations and ideas | <ul style="list-style-type: none"> ✓ Explores different ways people think and are creative ✓ Contributes to developing and testing new ideas and concepts ✓ Creates designs or solutions that overcome well-defined issues, problems or obstacles to success ✓ Draws on multiple perspectives to challenge and create new approaches or alternatives ✓ Explores and integrates new knowledge or ideas into thinking and practice | <ul style="list-style-type: none"> ✓ Encourages imaginative and innovative solutions to problems ✓ Develops designs, concepts or solutions that meet requirements ✓ Builds opportunities where people can share, discuss and work together in developing ideas ✓ Appreciates and uses techniques to harnesses creative input from different people | <ul style="list-style-type: none"> ✓ Identifies and sponsors innovative effort where it can generate benefit within a professional, project or operational context ✓ Implements systematic approaches to the conduct of creativity ✓ Establishes mechanisms for managing and reviewing creative ideas or designs ✓ Coordinates and cultivates creative process to connect or bring together diverse perspectives or ideas | <ul style="list-style-type: none"> ✓ Creates a climate that fosters and encourages creative thinking ✓ Promotes creative processes within projects or teams ✓ Champions breakthrough thinking and creative solutions ✓ Supports and encourages creativity by enhancing learning and development opportunities ✓ Acknowledges and rewards creativity | <ul style="list-style-type: none"> ✓ Challenges existing paradigms and practices ✓ Stimulates and sponsors creative endeavours ✓ Takes calculated risks when trialling new ideas or designs ✓ Establishes formal processes to trial, evaluate and assess new ideas or designs ✓ Engages experts to support or stimulate creativity | <ul style="list-style-type: none"> ✓ Leads thinking and research into new designs, concepts or ways of thinking ✓ Establishes actions to document and share creative processes ✓ Champions a culture that embraces creativity ✓ Establishes systems to acknowledge and reward initiative, creativity and original thinking |

3. Adaptive Mindsets



This capability resides in the rapidly emerging research on how future workforces will harness a person's brain, not just their hands. Recent advances in neuroscience reveal an employee's ability to learn, engage with others, adapt, and perform depends on how well their brain regulates emotion.¹⁸

For modern organisations, continually managing change and engaging people in the process is exhausting. If change remains as a set of procedures, it fails to allow the workforce to develop a brain wired to adapt, learn, and grow from experiences (neuroplasticity). This means organisations need employees and contractors who are more self-aware, curious, persistent, and who have the 'grit' to keep going when things get tough or uncertain. This is at the heart of developing an adaptive mindset.

People with adaptive mindsets do not have to be told to change; they know that success – personal and collective – relies on working under pressure, developing ways to cope with stress and anxiety, and to continually learn from their experience. This means every experience contributes to a spiral of continually improving agility and action for people, teams, and the organisation.

Mindsets are the deep assumptions and mental attitudes that drive behaviour. As such, mindsets are not just a way of thinking. They shape a person's:

- emotional disposition (feelings and moods);
- cognitive processes (beliefs and attitudes); and
- behavioural response (actions).

One seminal publication on scientific research into mindsets came from Carol Dweck.¹⁹ She argued that two mindsets exist: Fixed and Growth. The former is locked into the idea that we cannot grow our brain's capacity while the latter strongly believe in their own ability to learn and to develop through solving problems and navigating challenges in work and life. This debate echoes an earlier study where some argued that leaders are born with certain immutably engrained traits that limit future development. Rather than focusing on how smart you are or what you know, Growth Mindset argues that people should focus on thinking outside of the box, and on being creative, innovative, and extending their intelligence and capability.

¹⁸ Rock, D. (April 28, 2010). Leadership on the brain. Harvard Business Review, Retrieved 27 March 2018 at <https://hbr.org/2010/04/leadership-on-the-brain>

¹⁹ Dweck, C.S. (2006). Mindset: The new psychology of success. New York: Random House.

Those with adaptive mindsets will display behaviours indicating they can:

1. Get on the Balcony: They can step back from the challenge, problem, or situation to take an overall view and to better examine the people involved in the given situation.
2. Define the challenge: They can establish boundaries between challenges and determine what a successful, adaptive outcome will look like for all parties involved. This includes looking for innovative solutions or the need to address emotional elements that affect physical actions.
3. Regulate stress: They can use strategies such as mindfulness or optimism to ensure they have a clear mind and are calm before they act. They appreciate how emotions can greatly affect not only their own choices, but also how that choice is perceived by others.
4. Maintain disciplined attention: Adaptation can be very hard. Many people can find reasons to resist change. Those with adaptive mindsets maintain focus on the issue at hand and engage with people involved in the process. They ensure 'noise' and anxiety from other issues do not become a distraction or dilute effort away from the main challenge.
5. Collaborate and empower action: The process of change is both personal and a group activity. Transformation requires key stakeholders participate in the change journey so they can commit to the outcomes being sought. So those with adaptive mindsets ensure they collaborate and involve others in order to improve control, learning opportunities, and share ownership. By watching and working with people demonstrating an adaptive mindset, everyone gains a crucial role model upon which to base their own behaviours.
6. Work side-by-side: Those with adaptive mindsets appreciate, whether they are workers or leaders, the need to listen to those involved and harness the diverse perspectives. Dealing with the majority or using authority to enforce a course of action may accelerate execution but delay the formation of adaptive mindsets and suppress agility.²⁰

3.1 The Standard

The Adaptive Mindset is a capability that looks forward to the needs of the future workforce. Rather than just taking a traditional focus on what a person does, it examines how they think. It seeks to confirm a person's ability to maintain their curiosity while dealing with disruption, pressure and setbacks in a resilient, positive manner. It is very much about the neurology of how we think and balance mental models that embrace both fixed and growth mindsets. This reinforces the need for workers to not only learn explicit technical knowledge, but also be an innovator where their abilities, intelligence, and talents are developed through experience and informal interactions that may lead to new and better solutions.²¹

The Adaptive Mindset is at the heart of start-up leaders, entrepreneurs, innovators and those seeking to change society.

Developing an Adaptive Mindset at all levels of proficiency will involve a significant amount of experience working with others and assessing how well a student's mental models influence the parties involved. As such, the Adaptive Mindset capability may be clustered or co-assessed with other human capabilities such as Collaboration, Communication, Innovative Thinking, Critical Thinking, Creativity or Problem Solving.

²⁰ After Heifetz, R. & Laurie, D.L. (1997). The Work of Leadership. Harvard Business Review, 75(1), 124-134.

²¹ Courous, G. (2015). The innovators mindset: Empowering learning, unleash talent, and lead a culture of creativity, Dave Burgess Consulting: San Diego, CA.

3.2 Indicative tasks & activities

| | |
|--|--|
| Reflecting and evaluating | to think about deeply and carefully and make an appraisal by weighing up or assessing strengths, implications, and limitations make judgments about ideas, works, solutions, or methods in relation to selected criteria; examine and determine the merit, value, or significance of something, based on criteria |
| Intellectual flexibility | having understanding or mental capacity, especially of a higher order logic and reasoning to adjust thinking in response to changing goals and/or environmental stimuli |
| Curiosity and imagination | inquisitiveness and the action of forming new ideas, images, or concepts |
| Generating and applying new ideas | using knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation |
| Identifying alternatives | looking at problems from multiple perspectives to enable the imagining of multiple solutions |
| Seeing or making new links | to spontaneously look beyond the specifics of a question or problem to see the issues in a more holistic sense |
| Adaptability/flexibility | demonstrating adaptability and flexibility to challenge existing ways of thinking or to create new insights or opportunities |
| Character (resilience, mindfulness, open- and fair-mindedness, self-awareness) | developing self-awareness to enhance personal assets, including resilience, mindfulness, open-mindedness and fair-mindedness to know yourself or have a clear understanding of your personality, including its strengths and weaknesses |
| Risk taking | Being able to think differently about a problem or challenge, to share that thinking with others, and to listen to feedback, and stretch thinking and action beyond a safety zone; being prepared to make mistakes, learn from mistakes and advance current thinking and practice |

3.3 Assessment guidance

The following may be used to support creation of a marking rubric or for shaping evidence required to meet the standard at the agreed level of proficiency.

| Potential Dimensions to Assessment | Minimum Standard |
|------------------------------------|---|
| Optimism | Assesses personal optimism and uses this self-awareness to appreciate how they are affected by stress and conflict. Understands and uses humour appropriately as a coping tool. |

| Potential Dimensions to Assessment | Minimum Standard |
|------------------------------------|--|
| Resilience and grit | Stays on task and perseveres when trying to find solutions to problems or when dealing with difficult or challenging situations. |
| Mindfulness | Demonstrates a strong knowledge of mindfulness and can use mindful techniques (breathing, meditation, etc.,) to reduce stress and improve personal focus. |
| Curiosity and imagination | Pursues substantial, additional knowledge and/or actively pursues independent experiences to gain greater depth of insight into a topic. |
| Challenges or opportunities | Challenges existing thinking or practices. Seeks a different way to view the problem, situation, or idea, and proposes innovative ways to improve what exists today. |
| Prioritisation | Shifts priorities in response to the changing demands or disruption in a situation. Adjusts resources, tasks, and schedule as needed to achieve agreed goals. |
| Adaptability and flexibility | Adapts actions, ideas, and behaviours appropriately to diverse contexts, including diverse work, learning and social contexts. |
| Stress management | Isolates the factors or situations that may raise personal stress and that limit one's ability to take risks or proactively respond to new opportunities. |

3.4 Evidence Guidance

The sort of evidence an individual will need to provide by level to achieve this capability will be as follows:

■ LEVEL 1

At Level 1 of Adaptive Mindset you will be able to embrace opportunities to learn new skills and grow from a range of different and often novel situations. You will be able to evidence through a reflective diary or completed activities that you are able to adjust thinking in response to changing goals or situations and respond positively to setbacks. You are self-aware and able to respond to negative feedback positively and constructively. You are able to evidence an ability to stay on task and to balance multiple personal, work, and life priorities.

■ LEVEL 2

At Level 2 of Adaptive Mindset you will be able to evidence an ability to remain calm and sustain a positive outlook even when confronted with challenges or setbacks. You will be able to reflect on how you have used humour to deal appropriately with some situations or difficult conversations. You will show evidence confirming an ability to stay on task and persevere when trying to find solutions to problems or dealing with unfamiliar situations. You will evidence an ability to shift priorities and adapt actions, ideas and behaviours in response to the changing demands or disruptions in a situation. You can explain or evidence knowledge of how to manage personal stress, including approaches such as mindfulness and how these techniques (breathing, meditation, relaxation, etc.,) can reduce stress and improve your focus. You can isolate the factors or situations that may raise personal stress.

■ LEVEL 3

At Level 3 of Adaptive Mindset you will be able to evidence a positive attitude and the self-awareness to appreciate when you are affected by stress. You can deploy strategies to assist with remaining calm and managing stressful situations or conflict in your environment. You are able to increasingly anticipate where technology or wider trends will affect you and your peers, and be able to logically identify how future realities may hold both negative and positive influences on personal and team performance. You will be able to show active involvement in a change

initiative, or even lead a small team to remove barriers to a change initiative.

■ LEVEL 4

At Level 4 of Adaptive Mindset you will be able to evidence an ability to reflect on your own levels of optimism and how you undertake the adjustment of your management style or approach to fit with the levels of stress within a work team. You will be able to evidence the management of project activities and ensure team members persevere when overcoming problems or challenges. This may include plans or diaries confirming how you have monitored and adjusted team priorities or learning in response to the changing demands or disruption. You will be able to identify and address the factors or situations that may raise personal stress within a team and limit the ability to achieve agreed outcomes. Evidence may support your acquisition of knowledge on mindfulness and how you can coach others in basic mindful techniques (breathing, meditation, relaxation, etc.) to help them reduce stress and improve their personal focus. You have a consistent, proven ability to adapt actions, ideas, and behaviours appropriately to diverse contexts, including diverse work, learning, and social situations.

■ LEVEL 5

At Level 5 of Adaptive Mindset you will be able to evidence an ability to assess personal optimism of group members and how this information can be used to promote individual self-awareness and insight into how they are affected by stress and conflict within a work or life setting. You will be able to evidence experience in a role where you have had to monitor and intervene to ensure team members all stay on task and persevere when trying to find solutions to problems that are complex or causing uncertainty. Evidence may support your acquisition of knowledge on mindfulness and its adoption by team members to reduce stress and improve personal focus. You will challenge existing thinking, see new opportunities and actively encourage the acquisition of substantial, additional knowledge through greater learning or breadth of insight into a topic. You should be able to provide resource plans and mechanisms used to adjust resources, tasks, and schedules as needed to achieve agreed goals. You will be able to reflect on and explain the wider emotions influencing how others think and respond to new challenges or setbacks in a given situation.

■ LEVEL 6

At Level 6 of Adaptive Mindset you will be able to evidence an ability to be confident and calm when placed under pressure. You will assess and encourage team members to remain positive and motivated. You evidence plans and techniques used to promote the motivation and positive mindsets required to embrace change. You will play an important role in helping others stay on task and persevere, even when confronted with unexpected problems or when dealing with rising uncertainty or volatility. You will perform roles where you can generate the evidence showing an ability to plan and coordinate the development of team members' knowledge through formal learning or development experiences. Your skilling or learning plan for a group will anticipate and help others respond proactively to changing demands and shifting priorities. Your own learning and development plan should evidence attainment of ambitious learning and work goals.

■ LEVEL 7

At Level 7 of Adaptive Mindset you will be able to evidence an ability to play a stabilising influence, even when confronted by profound or long-term transformation. You will evidence a sophisticated self-awareness necessary to make appropriate evaluative judgements about people, events, and external threats or opportunities. You will facilitate growth of an organisation or community's capacity to adjust to new perspectives by coordinating the access to learning or experiences that promote greater skills, knowledge and positive mindsets. You will perform roles whereby you can evidence helping other people in the organisation or community adjust their thinking and overcome challenging situations, or to seize opportunities. You will be able to show how you have planned ahead and overcome obstacles to reach ambitious long-term personal learning and professional career goals.

Adaptive Mindset

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

| Indicators of Proficiency | | Indicators of Development Need | | | | |
|---|---|---|--|---|---|--|
| <ul style="list-style-type: none"> ✓ Systems thinker ✓ Able to engage with others to exchange ideas, information or thoughts ✓ Deals with ambiguity and complexity ✓ Embraces challenges and new situations ✓ Doesn't procrastinate ✓ Actively seeks new experiences and learning opportunities ✓ Envisions what is possible and seeks strategic opportunities | | <ul style="list-style-type: none"> ✓ Directive and very fixed world view ✓ Responds poorly to being under pressure ✓ Lacks experience with complexity ✓ Often strongly influenced by own mood ✓ Procrastinates when dealing with uncertainty or new situations ✓ Avoids variety or unfamiliar situations ✓ Thinks tactically not strategically | | | | |
| Level 1 - Follow | Level 2 - Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape |
| Efficiently balances multiple personal, work and life priorities | Remains optimistic and calm when facing high pressure or challenging situations | Maintains calm when faced with stressful situations or workplace conflict | Adjusts management style and approach to optimise outcomes | Reflects on experience and is open to new ways to improve practice | Fosters development of skills and professional development across the workforce | Plays a stabilising influence in even the most challenging situations |
| Embraces the opportunity learn new skills and knowledge | Deals successfully with difficulties and adverse decisions or situations | Anticipates and responds quickly to changing technology and environments | Identifies ways to grow team performance and learning to confront challenges | Experiments and actively seeks ways to address future challenges | Plays a stabilising influence even when confronted with new or challenging situations | Possesses the sophisticated self-awareness necessary to make appropriate evaluative judgements about people, events, organisations and processes |
| Deals effectively and confidently with setbacks or unexpected disruptions to work | Maintains a positive outlook even when dealing with unrelenting difficulties | Works constructively with others to remove barriers and to facilitate change initiatives | Works with others to adapt new ideas, practices or technologies to their context | Promotes change and enhances the responsiveness of people and processes | Anticipates and helps others respond pro-actively to changing demands and shifting priorities | Enhances business or community capacity to adjust to new perspectives or ideas |
| Processes negative feedback in a positive and constructive manner | Persists and remains positive even when confronted with challenges | Models self-control, optimism and confidence that positively influences others | Identifies strategies to ensure team performance is maintained when confronted with changing goals or priorities | Looks for opportunities rather than obstacles when dealing with change | Perseveres to achieve ambitious personal learning and work goals | Persists and overcomes obstacles to reach ambitious long-term personal and professional goals |
| | Identifies and manages personal levels of stress | Appreciates reality and the negative factors impacting personal and team performance | Monitors priorities and rebalances resources to continually achieve team outcomes | Appreciates the wider context and emotional drivers influencing how others respond to new or challenging situations | | |

4. Innovative Thinking



Not everyone responds to innovation and its attendant change enthusiastically. In reality, many people are averse to change. They tend to avoid the risk and uncertainty of innovation until the technology or idea is proven effective and adopted widely by others. But many people and organisations appreciate high-speed innovation as the road to long-term success. This makes people who embrace innovation, intellectually and physically, an invaluable asset.²²

Innovation is classically defined as the "process that begins with an inventor's insight and ends with a new product or technique" being created.²³ Innovative Thinking is the capacity to not only apply tools and techniques that stimulate innovation; it is also a mental model whereby the person proactively examines problems or situations from a fresh perspective. This may lead to unorthodox solutions or new insights that can be exploited to improve current thinking or practice.

Nor is Innovative Thinking centred only on the practical improvement to existing technology, processes or products. It may involve the reshaping of practices and thinking.

The innovation process forms the basis for individuals to inject ideas, insights, pure and applied research, scientific knowledge, and technical "know-how". But the ability to think as an innovator underpins the continual search for improvements; Improvements that when translated into a wider social or organisational context can cause secondary effects that result in significant innovation. This is where Innovative Thinking reinforces not only the act of innovation, but also its stimulation of a culture that embraces the ability to innovate.²⁴

4.1 The Standard

The Innovative Thinking capability is very much a capability required in the future workforce. It supports individuals who will be their own 'business' who increasingly undertaking work in a gig economy, who work on contract for multiple employers, or who undertake freelance or project roles. It is also a capability many successful entrepreneurs display.

²² Araujo, C. (2013). The Four Roles of the New IT Leader, CIO Insight, accessed 2 June 2014 at <http://www.cioinsight.com/print/it-management/expert-voices/the-four-roles-of-the-new-it-leader>.

²³ Lundstedt S.B. & Colglazier E.W. (eds) (1982) Managing Innovation: The Social Dimension of Creativity, Invention & Technology, Pergamon Press: New York.

²⁴ Kranzberg, M. (1986). Technology and history: Kranzbergs laws, Technology and Culture, 27(3), 544-560.

The person obtaining the Innovative Thinking capability may not necessarily be the most creative person. But they can challenge current thinking and practice. They can work with others to champion innovative ideas or solutions. They can embrace new ways of thinking, listen well, imagine and envisage opportunities, provide the energy to explore new ideas, and display entrepreneurial behaviours that others admire.

At all levels of proficiency, evidence of Innovative Thinking must confirm the ability to be entrepreneurial and make connections between disparate ideas, thinking, or practices. It necessitates the ability to move beyond technical knowledge to actively engage the intellect and emotions to see or to create new opportunities, products, or solutions.

4.2 Indicative tasks & activities

| | |
|--------------------------------------|--|
| Innovation | introducing new ideas; original and creative in thinking |
| Initiative and enterprise | taking an introductory act or step leading to action to undertake a project, especially one that is important or that requires boldness or energy |
| Curiosity and imagination | the desire to learn or know; inquisitiveness and the action of forming new ideas, images or concepts of external objects not present to the senses |
| Generating and applying new ideas | to produce; create; bring into existence; use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation |
| Identifying alternatives | looking at problems from multiple perspectives to enable the imagining of multiple solutions |
| Seeing or making new links | to spontaneously look beyond the specifics of a question or problem to see the issues in a more holistic sense |
| Adaptability and managing complexity | recognising that change is a constant and modifying one's thinking, attitude or behaviour to accommodate and seek opportunities in a state of change |
| Creative thinking | being prepared to think differently, take new perspectives, and produce something new or original that is either personally or culturally significant |
| Intellectual flexibility | having understanding or mental capacity, especially of a higher order logic and reasoning to adjust thinking in response to changing goals and/or environmental stimuli |
| Risk taking | being able to think differently about a problem or challenge, to share that thinking with others, and to listen to feedback, and stretch thinking and action beyond a safety zone being prepared to make mistakes and to learn from mistakes to advance current thinking and practice |

4.3 Assessment guidance

The following may be used to support the creation of a marking rubric or for shaping evidence required to meet the agreed standard at this level of proficiency.

| Potential Dimensions to Assessment | Minimum Standard |
|------------------------------------|---|
| Open minded | A personal willingness to listen to suggestions from others and to try new ideas. Developing and imagining an image of an ideal future state. |
| Personal intuition | Uses a range of basic tools to encourage innovative thinking and ideas that may occur 'outside the box', even if this sometimes may go against current opinion. |
| Challenges or opportunities | Challenges existing thinking or practices. Seeks a different way to view the problem, situation or idea, and proposes innovative ways to improve what exists today. |
| Customer Point of View | Investigates and develops an insight into the possible solutions based on the customer's requirements and needs. |
| Solutions search | Identifies known, proven approaches for solving problems, some of which may only apply within a specific context. |
| Analyses alternate solutions | Proposes one or more solutions that reflect a generally sound level of judgement of the benefits and risk of the various options. Solutions or hypotheses are sensitive to a diversity of contextual factors as well as some of the ethical, logical, or cultural dimensions of the problem. Solutions reflect intellectual independence. |
| Adaptability and flexibility | Adapts actions, ideas and behaviours appropriately to diverse contexts, including diverse work, learning and social contexts. |
| Evaluates innovative thinking | Develops a deep understanding of the most relevant idea generation techniques and tools that can underpin successful innovation within a given context. |
| Learning and reflection | Experiments, reflects and learns from solutions implementation and the process of fostering innovation. |

4.4 Evidence Guidance

The sort of evidence an individual will need to provide by level to achieve this capability will be as follows:

■ LEVEL 1

At Level 1 of Innovative Thinking you will be able to evidence the use of known, proven tools or techniques to explore solutions or examine how new technologies or ideas may be constructively used in a given situation. You will be able to evidence engagement in activities, groups, or networks and able to share and discuss new ideas or approaches that extend your knowledge. You will not sit back and let others deal with problems or difficulties affecting your work but will proactively look for solutions or engage with people who are more knowledgeable to foster a solution. You will advance your own thinking and practice by exploring new technologies or ideas and how they affect a specific situation.

■ LEVEL 2

At Level 2 of Innovative Thinking you will be able to evidence a sound knowledge of how to think 'outside the box' and identify opportunities to improve current practices. You will know how to systematically progress innovative ideas, designs or solutions to the point where it can be tested and implemented. You will be able to use a number of tools and techniques to stretch and challenge current thinking, while testing your own intuition or insights. You will be able to show documents that may capture group innovation or design workshops, market assessments, innovation plans, proof of concept test plans or other tools that may transition innovative thinking

into a reality. You will also be able to reflect on experiences in relation to how past failures or feedback may assist you to improve your thinking.

■ LEVEL 3

At Level 3 of Innovative Thinking you will be able to evidence an increasingly independent capacity for decisive action to overcome challenges and seize opportunities. You may work alone but will evidence leadership of group efforts to stretch current thinking and performance goals by adopting improved or innovative practices, processes, or techniques. You will be able to produce documents or codified start-up endeavours, new business models, design concepts, or ideas that have been generated through your effort or leadership of a group. This evidence should support your own capacity for communicating and leading others to rethink what is possible and move towards a vision for what is possible in an entrepreneurial endeavour (e.g., start-up or innovation project). Your evidence or reflective observations should confirm a growing appreciation for how emotions and feelings can enhance engagement in the emotions and feelings that enhance engagement in an entrepreneurial endeavour.

■ LEVEL 4

At Level 4 of Innovative Thinking you will be able to evidence the passion, courage, and confidence to challenge or confront existing thinking or practices. This will include demonstrating how an idea, product, or opportunity to innovate was planned, tested, and evaluated for adoption. You will know how to protect intellectual property rights and work with others to document an innovation from insight through to testing. You will also evidence a broad understanding of how to assess an innovative idea and rank priority opportunities for new programs, products, or services.

■ LEVEL 5

At Level 5 of Innovative Thinking you will be able to evidence a demonstrated cognitive capacity to judge long-term opportunities for a new business, technology or idea, then act in a positive manner to mobilise information and resources required to investigate the opportunity and design a variety of feasible solutions. You will be entrepreneurial in thought and intent and be able to either lead or sponsor projects or initiatives that provide proof of concept for an opportunity, design, or idea. You will be able to evidence experience in a role where you have tested an innovation to proof of concept stage and acted decisively to adopt, terminate, or pivot the innovation, idea, or design to a different opportunity.

■ LEVEL 6

At Level 6 of Innovative Thinking you will be able to evidence how you are able to assess and take calculated risks when sponsoring or coordinating a significant innovation project. You will be playing an active role in establishing and promoting systematic approaches to the conduct of entrepreneurial or innovation initiatives. You will evidence experience in a role where you are focused on critically reviewing and maintaining the momentum for the development and shaping of innovative business models or innovations associated with creative ideas or products. You will likely be able to show support and mentoring of others to realise their entrepreneurial initiative or idea.

■ LEVEL 7

At Level 7 of Innovative Thinking you will be able to evidence sophisticated personal intuition that leads to an ability to identify and sponsor the roll out of a successful innovation or entrepreneurial initiative. You will be able to show reports, plans, or market research that confirms where the external environment will affect the innovation or entrepreneurial venture. Based on data and evidence, you will coordinate the adoption of innovation processes, techniques, and tools that enhance the capacity of others to rapidly test and implement new ideas, products, or businesses. You will also be able to demonstrate a central role sourcing resources (e.g., funds) and that you actively embrace innovative thinking and entrepreneurial ventures.

Innovative Thinking

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

| Indicators of Proficiency | | Indicators of Development Need | | | | |
|---|--|--|---|--|---|---|
| <ul style="list-style-type: none"> ✓ Seeks to challenge traditional ideas or thinking ✓ Sees things in a new or different perspective ✓ Can imagine and envisage opportunities ✓ Takes the initiative and energy to explore new ideas ✓ Passionately explores what is possible ✓ Passionately committed to accomplish difficult tasks ✓ Self-belief and motivated ✓ Acknowledges and rewards ideas and effort of others | | <ul style="list-style-type: none"> ✗ Seeks to conform to traditional ways of thinking and acting ✗ Very attached to conventional theories, practices or models ✗ Needs others to have the inspiration before they can contribute ✗ Relies on others to set the roadmap and action plan ✗ Cannot imagine what is possible ✗ Is arrogant and only trusts own opinions and ideas ✗ Seeks the path of least difficulty and effort ✗ Arrogant disregard for efforts of others | | | | |
| Level 1 - Follow | Level 2 - Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape |
| Takes the initiative and acts in a proactive manner | Spots or envisions opportunities to improve current activities | Takes decisive action to overcome challenges and seize opportunities | Maintains and communicates a consistent message as to the entrepreneurial project or initiative's purpose | Recognises long term opportunities in the marketplace and acts to seize them | Recognises and takes calculated risks | Approves and sponsors major entrepreneurial ventures or strategies |
| Seeks opportunities to extend and challenge personal perspective and knowledge | Addresses challenges and opportunities that limit current products or practices | Appreciates the emotions and feelings that enhance engagement in an entrepreneurial endeavour, start-up or project | Plans and frames a way forward to seize an opportunity | Mobilises resources and support to seize an opportunity | Sponsors and coordinates learning from entrepreneurial endeavours and projects | Monitors the external environment to diagnose where external factors will impact major entrepreneurial ventures or strategies |
| Seeks opportunities to explore new technologies or ideas | Analyses existing issues, problems or situations to find new solutions | Establishes stretch goals that set realistic targets while extending current performance | Acts with courage and confidence to challenge or confront existing thinking or practices | Identifies opportunities for new businesses, systems or thinking | Anticipates and manages strategic ambiguity and uncertainty | Mobilises support and creates a sense of enthusiasm for entrepreneurial ventures or strategies |
| Finds opportunities to share and discuss new ideas, approaches and knowledge | Seeks experiences that stretch current thinking or fall outside their comfort zone | Maintains collective focus and attention on the outcomes being sought | Leads testing and development of a product or idea | Plans and sponsors entrepreneurial projects or initiatives to confirm an opportunity, design or idea | Develops and coordinates of entrepreneurial projects or initiatives | |
| | Uses tools or techniques to capture and action personal intuition or ideas | Codifies the business model, concept or idea | Manages the protection and enforcement of intellectual property rights | Acts proactively to extend or pivot the existing business, product or concept into new areas of activity | Contributes to the development and shaping of innovative business models or plans | |
| | Absorbs and learns from feedback, criticism and failures | Communicates an unambiguous vision for what is possible | Identifies opportunities for new programs, products, or services | | Leads others to realise an entrepreneurial initiative or idea | |

Part B: Personal Domain



5. Lifelong Learning



People continually learn with a purpose in mind or through everyday experiences. Lifelong learning is a conscious act. It is evident when we become self-aware and develop a mindset conscious of the fact we think, feel, and act differently depending on how well we absorb learning and embrace new experience or overcome obstacles.²⁵ Learning can be formal, organised and structured; non-formal, unstructured and with no targeted learning outcomes; and informal based on everyday experiences and interactions with others.

The increasingly complex world of work requires today's graduates to learn in ways they cannot adequately do in a one-off structured course and subsequent examination of their knowledge.²⁶ Automation, rapid change, and globalisation require people, organisations, and nations to upgrade their skills continually. This means all adults will need to update their life-navigation capabilities and their capacity to learn and work effectively after their formal education ends.

Most importantly, lifelong learning involves a commitment to learn continually throughout one's life.

5.1 The Standard

The Lifelong Learning capability that indicates an individual can, to varying levels of proficiency, undertake continual learning and development to grow their knowledge, skills and personal attributes. Lifelong Learners cannot be passive receivers of knowledge through formal educational courses. Nor can they just concentrate on professional or technical knowledge. Rather, they must become self-learners and be sufficiently self-directed to investigate, target, and construct learning experiences that enhance their ability to engage in work and in life.²⁷

Ultimately, the Lifelong Learning capability is very much associated with an individual's preferences and needs. The foundation for success, therefore, lies in raising self-awareness as to what these preferences may be and to isolate the opportunities or barriers that need attention.

²⁵ Gelpi, E. (1984). Lifelong Education: opportunities and obstacles. *International Journal of Lifelong Education*, 3(2), 79- 87.

²⁶ European Commission (October 2014). Report to the European Commission on new modes of learning and teaching in higher education, High level group on modernisation of higher education, Luxembourg: European Union. Retrieved 15 August 2019 at http://portal3.ipb.pt/images/icm/1.2_2014_modernisation_en.pdf.

²⁷ Jessop, T., El Hakim, Y., and Gibbs, G. (2014). The whole is greater than the sum of its parts: a large-scale study of students' learning in response to different programme assessment patterns. *Assessment and Evaluation in Higher Education*, 39, 73-88.

Given learning in all its forms will underpin other capabilities and the formal learning students may undertake in schools, lifelong learning will often be developed and assessed in conjunction with other capabilities.

5.2 Indicative tasks & activities

| | |
|--|---|
| Learning motivation | The willingness to initiate and continually seek opportunities to learn or undertake experiences that lead to personal improvement |
| Curiosity and imagination | The desire to learn or know; inquisitiveness and the action of forming new ideas, images or concepts of external objects not present to the senses |
| Reflecting and evaluating | To think about deeply and carefully and make an appraisal by weighing up or assessing strengths, implications and limitations Make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria |
| Character (resilience, mindfulness, open- and fair-mindedness, self-awareness) | Developing self-awareness to enhance personal assets, including resilience, mindfulness, open-mindedness and fair-mindedness To know yourself or have a clear understanding of your personality, including its strengths and weaknesses |

5.3 Assessment guidance

The following may be used to support creation of a marking rubric or for shaping evidence required to meet the standard at the agree level of proficiency.

| Potential Dimensions to Assessment | Minimum Standard |
|------------------------------------|--|
| Curiosity and imagination | Pursues substantial, additional knowledge and/or actively pursues independent educational experiences beyond classroom requirements. Explores a topic in depth, yielding insight and/or information. |
| Personal attributes and style | Assesses and displays awareness of own leadership and learning styles. Aligns personal preferences and attributes with possible future learning and work opportunities. |
| Collaborative learning | Works and learns with others. Takes on new challenges to improve confidence when dealing with disruptions that involve interacting and learning from others. |
| Continuous learning | Undertakes self-directed learning within and beyond the classroom to continually develop additional knowledge, work and educational experiences. |
| Motivation | Demonstrates autonomy and a well-developed sense of personal responsibility for undertaking learning and experiences that stretch personal capability. |

| Potential Dimensions to Assessment | Minimum Standard |
|------------------------------------|---|
| Accountability | Implements learning within a well-defined role and work context to the required levels of competence and performance. |
| Reflection | Reviews prior learning and experiences to better appreciate one's own practice and to clarify development needs. |

5.4 Evidence Guidance

The sort of evidence an individual will need to provide by level to achieve this capability will be as follows:

■ LEVEL 1

At Level 1 of Lifelong Learning you will be able to continually learn lifelong and undertake activities — in life, work, and learning — that extend your knowledge, skills, and experience. You will be able to evidence completion of self-assessment or profiling tools that offer a wide-ranging insight into your strengths and weaknesses or limitations (e.g., communication preferences, emotional intelligence, leadership style, learning style, etc.). You will be able to show attainment of technical competence in routine tasks and roles and significant plans to develop yourself to achieve identified career and own potential (e.g., personal development plan, career plan, learning plan). You will be able to confirm how you engage in reflective self-evaluation of personal capabilities and future opportunities.

■ LEVEL 2

At Level 2 of Lifelong Learning you will be able to evidence a deep appreciation for personal intellect and for your own strengths and weaknesses. You will have evidence that offers insights into your personal profile such as your learning, leadership and communication style, behaviours, traits, emotional intelligence, and such like. You will be able to explain results from a range of tests and reflect on the critical insights you gain. You will also evidence an ability to make choices and to plan future learning and career options. You will demonstrate an ability to choose learning, development, and life experiences that address priority strengths and weaknesses and that build certain skills and knowledge to help you seize personal, work, or career opportunities.

■ LEVEL 3

At Level 3 of Lifelong Learning you will be able to evidence a sustained ability to identify your own career and personal potential and efforts to embrace challenges and opportunities that grow new knowledge, skills, and experience. You will have a personal learning plan that identifies how the formal or informal learning not only closes important development needs but that fits your learning preferences. You will increasingly work with others to help them plan their own development needs and to choose appropriate learning. You will maintain a focused regard for your own potential even when confronted with turbulence, setbacks, or challenges. You should be able to evidence development of the competence required to work independently in a distinct area of responsibility, discipline, or professional area of practice.

■ LEVEL 4

At Level 4 of Lifelong Learning you will be able to evidence the development of broader competence in an area of practice or interest. You will begin to acquire a body of knowledge that provides deeper specialisation and wider international perspectives. Your evidence may include important documents such as career plans, personal development plans and other areas where you have assessed and prioritised the acquisition of defined skills and knowledge. You will also begin to contribute to others' development through peer coaching, information sharing, and development of insights and knowledge in collaborative endeavours.

■ LEVEL 5

At Level 5 of Lifelong Learning you will be able to evidence a depth of knowledge in a particular area of research, performance, or practice. You will increasingly learn from experience and through the exchange of knowledge and information with peers in collaborative, cross-disciplinary contexts. You will be able to provide evidence of active management of learning or workforce plans where you have led or coordinated the identification of learning and development opportunities for a team or a community group. You will proactively seek to encourage yourself and others to stretch their capability and remove barriers in the workplace that hinder formal and informal learning.

■ LEVEL 6

At Level 6 of Lifelong Learning you will be able to evidence the acquisition of a deeper body of knowledge, leadership or specialist expertise within an area of practice. You will be able to teach or promote continual learning in an entity (for example, an organisation or project), complete research, or teach new practices in a professional field. You should be able to provide confirmed, demonstrable evidence of role coaching and mentorship of others, established learning plans and recognition systems (for example, credentials, qualifications, badges or professional status) for a workplace, and plans to extend your own leadership and professional performance. You will have evidence of broad and deep knowledge through attendance at or completion of national and international learning or professional development activities.

■ LEVEL 7

At Level 7 of Lifelong Learning you will be able to evidence significant expertise and track record as a senior leader or authority in a field of professional practice or knowledge. You will be able to show a significant impact on the learning and development of others and how you have directly contributed to the management of talent and people development within a workforce or entity such as an organisation or project. You will have completed roles that evidence contributions to learning through academic courses, teaching, research publications, technical reports, human resource audits, skills audits, workforce-learning plans, or similar contributions to national policy or industry/ professional associations and initiatives that extend beyond a single organisation.

Lifelong Learning

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

| Indicators of Proficiency | | Indicators of Development Need | | | | |
|--|--|---|--|--|--|--|
| <ul style="list-style-type: none"> ✓ Provides feedback and engages in information or knowledge sharing ✓ Looks for opportunities to share knowledge and insights ✓ Continuously learns and reflects on practice ✓ Sees learning and development as a means to continually improve ✓ Takes control of their own learning and career plans ✓ Recognises the importance of experience when building tacit or informal knowledge | | <ul style="list-style-type: none"> ✗ Has little to say or contribute to collective information or knowledge sharing ✗ May withhold knowledge from others to preserve own control or importance ✗ Overlooks opportunities to learn or reflect on own practice ✗ Sees qualifications and learning as a means to gain recognition and status ✗ Requires guidance and supervision to drive their own learning and career plan ✗ Thinks all knowledge requires a formal course or has to be written down | | | | |
| Level 1 - Follow | Level 2 - Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape |
| Identifies and engages in reflective self-evaluation on own strengths and weaknesses | Identifies own leadership and learning style | Embraces challenges and opportunities to learn new skills | Identifies and builds deeper perspectives on learning and skills required in a chosen area of practice | Opens career options beyond a technical or discipline-specific pathway | Proactively seeks out professional development on advanced leadership practices | Actively encourages the search for more innovative and effective means to develop self and the competence of other leaders |
| Shapes practice with knowledge of own limitations | Takes accountability for their own learning and development | Isolates the best learning mode for personal development need | Develops competence in technical skills relevant to the discipline and area of work | Actively shares skills and knowledge with colleagues on how to deal with ambiguity and inconsistencies that impact specific work or situations | Drives unrelentingly for recognition of personal and professional performance | Makes significant contributions to expanding or conveying the body of knowledge in their profession or discipline |
| Readily admits when they feel out of their depth | Reflects on own performance and learns from mistakes | Pulls together and matches people or teams to promote learning | Continuously updates skills and knowledge within their own field | Plans and coordinates learning opportunities across a workforce or community | Engages in advancing teaching or training of others in their field | Leads and contributes to the capture, sharing and enhancement of learning across the organisation, community or profession |
| Embraces learning as a lifelong activity | Actively seeks new development options and experiences | Develops personal resilience and ability to remain focused under pressure | Facilitates the development of competencies within their areas of recognised expertise | Removes barriers to collaborative learning or knowledge transfer across disciplines | Researches and reviews learning practices of organisations considered examples of good practice | Translates national policy and industry leadership and professional development initiatives into organisational strategies and plans |
| Develops a career plan and recognises their own potential | Learns in collaboration with others and shares knowledge | Develops their own competence in a distinct discipline or professional area of practice | Contributes to the skilling and development of new knowledge within the team and work context | | | |
| Develops their own technical competence in a role | Gains skills and knowledge mastery in a well-defined area of work or performance context | | | Reflects regularly on professional performance and ways to improve | Cultivates existing and new national and international collaborative relationships that can enhance learning and development | |

6. Initiative and Drive



Whether working for yourself or an employer, your future workplace success will require an ability to be resourceful and to work independently without always having someone supervise your actions. It requires resilience and perseverance both in terms of task completion and your desire to always improve personal performance.

Initiative and Drive involves several broad requirements whereby individuals: take responsibility for their own development and actions know and appreciate not only their own strengths but also their own weaknesses understand the legal, compliance, and ethical issues related to work and to act responsibly plan, prioritise, and manage their time and activities to be productive and to use resources efficiently see a problem and take ownership by reporting or proactively resolving it so it does not adversely affect other staff or the customer experience appreciate that everyone at some time has had to learn from their mistakes or bounce back from setbacks

6.1 The Standard

While Initiative and Drive entails acting in your own best interests, it occurs against the backdrop of how this advances your life, learning and work. Fundamentally, it is about identifying a desirable future for yourself and being motivated to achieve that outcome through a series of personal commitments and actions.

Initiative and Drive necessitates a deeper insight into your own character. For many this will be challenging because they lack the confidence to know what or where they wish to be in the next year, let alone five years. But this is a human capability that requires you to appreciate the ways in which your personal strengths and weaknesses may affect your ability to act professionally. This includes your capacity to work independently, to be motivated and to accept responsibility. Your future goals may be simple and evolve over time, but your lack of confidence or ambition are red flags to an employer that wants to build an adaptable workforce able to work independently towards a shared future vision.

6.2 Indicative tasks & activities

| | |
|----------------------------|--|
| Initiative and enterprise | taking an introductory act or step leading to action to undertake a project, especially one that is important or that requires boldness or energy |
| Curiosity and imagination | the desire to learn or know; inquisitiveness and the action of forming new ideas, images or concepts of external objects not present to the senses |
| Seeing or making new links | to spontaneously look beyond the specifics of a question or problem to see the issues in a more holistic sense |
| Leadership | the ability to use interpersonal skills to establish trust and create a sense of teamwork; to take action, set concrete goals and follow the steps necessary to achieve them |

6.3 Assessment guidance

The following may be used to create a marking rubric or to shape the evidence required to meet the agreed level of proficiency standard.

| Potential Dimensions to Assessment | Minimum Standard |
|------------------------------------|--|
| Curiosity and imagination | Pursues substantial, additional knowledge and/or actively pursues independent educational experiences beyond classroom requirements. Explores a topic in depth, yielding insight and/or information. |
| Personal futures | Shows initiative in exploring future career and learning pathways and opportunities. Takes responsibility for maintaining accurate evidence of personal learning, life and work achievements. Identifies development needs and persists when faced with obstacles or problems that may limit their learning or work opportunities. |
| Reflection | Reviews prior learning and experiences to better appreciate own practice and to clarify development needs. |
| Intellectual drive and attitude | Identifies own personal motivations, preferences and attitudes. Aligns personal preferences and motivations with possible career pathways and future learning and work opportunities. |
| Professional readiness | Demonstrates professional behaviours such as a positive attitude, punctuality, personal presentation, work ethic, service orientation, responsibility, sense of accountability and reflective practice. |
| Work readiness | Demonstrates autonomy and well-developed judgement and responsibility in contexts that require self-directed work and learning. |
| Legal, ethical and regulatory | Acts with regard for the legal, ethical, regulatory and requirements for a specific work or learning context. |

5.4 Evidence Guidance

The sort of evidence an individual will need to provide by level to achieve this capability will be as follows:

■ LEVEL 1

At Level 1 of Initiative and Drive you will be able to evidence an ability to work under supervision to achieve planned priorities and complete tasks to an agreed schedule. You will be self-directed and maintain a positive attitude and commitment to getting things done. You will have testimony from a supervisor or third party that confirms you accept accountability for task completion and perform work to agreed standards. You will display or be able to demonstrate professional behaviours such as a positive attitude, punctuality, personal presentation, work ethic, service orientation, responsibility, and an ability to overcome simple problems that affect tasks. You should have a clear sense of your own abilities and where you need others to support your efforts. This includes completion of self-evaluation or feedback from others (e.g., as captured in documents such as career plans, learning plans, work references, performance reviews, or psychometric assessments)

■ LEVEL 2

At Level 2 of Initiative and Drive you will be able to evidence a systematic regard for the quality of your work and for completing allocated responsibilities on time, to the agreed targets. You remain accountable and responsive to feedback on your work. You actively seek to extend your own body of knowledge and will have a personal development plan that sets your learning and development goals. You will be able to evidence a career plan containing insight into your chosen opportunities. You will have completed tools that offer you personal insights into your strengths and weaknesses and will have isolated your future development priorities. You will be proactive in solving problems that affect work or learning responsibilities and be able to confirm your responsibilities are completed in compliance with relevant statutory and commercial requirements.

■ LEVEL 3

At Level 3 of Initiative and Drive you will be able to demonstrate personal motivation and ownership of plans that allow you to achieve your own aspirations, interests, or desired career pathway. You will make the link between personal initiative and drive beyond work and how it affects lifelong learning and attainment of your personal ambitions. You will also acknowledge and be able to evidence understanding and compliance with relevant statutory, professional, or commercial requirements affecting a specific area of work or practice. You should be able to show how your actions or initiatives support others overcome barriers that affect their attainment of group goals.

■ LEVEL 4

At Level 4 of Initiative and Drive you will be able to evidence personal motivation, proactivity and a high-performance work ethic that drives your attainment of allocated responsibilities. You will be able to show how others respect your commitment, drive, and ability to adapt to future changes or challenges. You will evidence an ability to remain strong and resilient even when significant problems and setbacks arise. You should have a personal development plan with goals that stretch your talent and target a preferred career pathway.

■ LEVEL 5

At Level 5 of Initiative and Drive you will be able to evidence how you motivate team members. You will both complete (and assist others) to plan and secure development opportunities that are tied to a preferred career pathway. Through evidence of working with others, you will be able to demonstrate an ability to overcome problems that affect goal attainment or cooperation. You

will anticipate how technologies will affect your chosen career and employment of others with whom you work closely. Your evidence will show an uncompromising focus on compliant behaviour with and adherence to relevant ethical, statutory and commercial frameworks.

■ LEVEL 6

At Level 6 of Initiative and Drive you will be a key player managing and developing talent in the workplace. Your evidence will confirm your actions as a positive role model and your coaching of others who seek to learn and to develop their professional skills and knowledge. You will evidence a track record of uncompromising integrity and consistent commitment to professional and ethical standards. You will demonstrate a responsibility for setting professional development goals and for reflecting on past experiences to define future career opportunities. Within your professional experience, you have had the courage and capacity to adapt to new challenges or to remove root causes that hinder successful attainment of personal and performance goals.

■ LEVEL 7

At Level 7 of Initiative and Drive you will be able to evidence research underpinning how trends and changes will affect your personal future and that of an organisation for whom you may work. You will be communicating future opportunities to others in your organisation or entity and benchmark overall performance and compliance against ethical, statutory, and commercial frameworks relevant to a specialist area of practice. You will demonstrably reflect upon and evaluate your long-term goals and evidence a sophisticated plan to improve your success in a chosen career or professional field.

Initiative and Drive

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

| Indicators of Proficiency | | | Indicators of Development Need | | | | |
|--|--|--|--|---|--|---|--|
| <div>✓ Clearly scopes and plans priorities and actions</div> <div>✓ Shows a level of motivation towards achieving future goals</div> <div>✓ Sets goals and follows through</div> <div>✓ Organised and has a good eye for detail</div> <div>✓ Can envision what is required and translate this into action</div> <div>✓ Able to prioritise and is proactive</div> <div>✓ Sense of purpose and own abilities</div> <div>✓ Takes responsibility</div> <div>✓ Works well independently</div> | Level 1 - Follow | Level 2- Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape |
| | Maintains a positive attitude and commitment towards getting things done | Regularly and proactively reviews own work and established priorities | Develops plans to reach assigned objectives | Displays motivation and a pro-active commitment to a high-performance work ethic and the attainment of allocated responsibilities | Reviews and manages personal and team motivation | Implements plans to improve workforce talent and performance | Anticipates future changes and trends to seize personal and organisational opportunities |
| | Plans, prioritises and completes tasks to an agreed schedule | Investigates and researches information that may add to personal knowledge | Takes responsibility for ensuring learning and professional development keeps pace with career options | Plans own capability and talent development sensitive to future changes and trends | Recognises and addresses issues and problems that impact on goal attainment or cooperation | Models uncompromising integrity and commitment to professional and ethical standards | Benchmarks organisational performance in a specialist area of practice against relevant ethical, statutory and commercial frameworks |
| | Uses self-evaluation or feedback from others to help plan future career, learning and work options | Undertakes assessment of own potential and possible development and career options | Works proactively with others to overcome barriers to successful attainment of desired goals | Sets personal career and improvement targets that stretch skills and performance | Uses a global perspective to identify technology trends and issues that will impact work and learning | Identifies and removes root causes affecting successful attainment of planned development outcomes | Maintains the personal drive and capabilities required to succeed long term in their chosen career or professional field |
| | Accepts personal accountability for task completion and overcoming simple problems that impact performance | Works compliant with relevant statutory and commercial frameworks impacting own area of responsibility | Plans and manages work compliant with relevant statutory and commercial frameworks | Works with others to deal effectively and professionally with barriers to optimal performance | Plans and manages others to assure compliance with relevant ethical, statutory and commercial frameworks | Assures work output and activities of others is compliant with relevant statutory and commercial frameworks | |
| | | | | | | | |

7. Cultural Awareness



With increased societal diversity and new and evolving technology that enables expanded interaction among people from different cultures, it is even more critical that people can work across different cultures and understand the rules and beliefs others may hold. Some researchers even suggest Cultural Awareness is the capability everyone needs in an increasingly globalised business world.²⁸ Cultural Awareness is the understanding derived through positive interactions with people from other countries or other backgrounds, especially the appreciation of differences in attitudes and values. Whether we are conscious of our actions or not, this awareness is implicit in everyone's actions and choices.²⁹ It raises the importance of not only an awareness of the differences but of acting with sensitivity. Non-recognition of difference is not necessarily negative, but it certainly means we need to better understand people by displaying empathy and awareness rather than judging their actions from our own perspective.

Cultural awareness indicates a person has the physical and intellectual capacity to adjust their behaviours or actions in a specific way, sensitive to how they interact with others from different cultural backgrounds and in a range of cultural contexts.³⁰

Cultural Awareness involves several broad tasks, including an individual's ability to:

- work effectively with a diversity of people
- use and manage information sensitive to the needs of others and protect shared values, beliefs, and standards of behaviour
- act with sensitivity to others from different cultures and cultural contexts
- respect another's values and beliefs
- believe every person can have differences or an equally important opinion
- support everyone's right to equality and to be treated with tolerance
- identify one's own biases and opinions with respect to a range of different perspectives, values, beliefs, and behaviours in the workforce

28 Rockstuhl, T., Seiler, S., Ang, S., Dyne, L.V., & Annen, H. (2011). Beyond General Intelligence (IQ) and Emotional Intelligence (EQ): The Role of Cultural Intelligence (CQ) on Cross-Border Leadership Effectiveness in a Globalized World. *Journal of Social Issues*, 67(4), 825-840.

29 Staats, C., Capatosto, K., Wright, R.A., & Contractor, D. (2015). *Implicit Biases*. Ohio: Kirwan Institute for the Study of Race and Ethnicity. Retrieved 15 September 2019 at <http://kirwaninstitute.osu.edu/wp-content/uploads/2015/05/2015-kirwan-implicit-bias.pdf>.

30 Brislin, R., Worthley, R., & MacNab, B. (2006). Cultural intelligence: Understanding behaviors that serve people's goals. *Group & Organization Management*, 31(1), 40-55.

7.1 The Standard

At all levels of proficiency, attaining the Cultural Awareness capability will require evidence a person is able to operate in culturally diverse settings with sensitivity and regard for a range of different perspectives, values, beliefs, and behaviours.

Due to its nature, attaining Cultural Awareness may involve the formation of relationships and interactions with others in a given context. As such, this capability may be clustered or co-assessed with other human capabilities such as Collaboration, Communication, Customer Focus, Empathy, or Ethics.

7.2 Indicative tasks & activities

| | |
|--------------------|---|
| Citizenship | <p>acknowledging your status as a citizen by birth or naturalisation and responding in an engaged and informed manner to the civic, political or social issues at a local, state, national or global level.</p> <p>appreciating the citizenship and social concerns of people from other societies.</p> |
| Cultural awareness | <p>valuing and learning about your own cultures, languages and beliefs, and those of others</p> <p>developing responsibility as a local and global citizen, equipped for living and working in an interconnected world</p> <p>developing cultural awareness, citizenship, moral and ethical understandings in learning contexts</p> |
| Diversity | <p>exhibiting commitment to inclusion</p> <p>respecting diversity of communities and people</p> <p>acting to ensure people with different beliefs, values, and opinions participate in decision-making</p> |

7.3 Assessment guidance

The following may be used to support creation of a marking rubric or for shaping evidence required to meet the standard at the agree level of proficiency.

| Potential Dimensions to Assessment | Minimum Standard |
|------------------------------------|---|
| Self-awareness | Recognises own worldview and cultural biases. Reflects on how own attitudes and beliefs are different from those of other cultures and communities. |
| Diversity | Exhibits curiosity about what can be learned from diversity of communities and people. Acknowledges and accepts people may have different beliefs, values and opinions. |

| Potential Dimensions to Assessment | Minimum Standard |
|------------------------------------|--|
| Cultural sensitivity | Recognises importance of diverse worldviews and how that may affect their own interaction with others. |
| Cultural knowledge | Demonstrates understanding of the complexity of elements important to members of several other cultures in relation to their history, values, politics, communication styles, economy, or beliefs and practices. |
| Civic engagement | Is interested in and informed about civic issues in local as well as national and international contexts. |
| Adaptability and flexibility | Adapts actions, communication and behaviours appropriately to diverse contexts, including diverse work and cultural contexts. |

7.4 Evidence Guidance

The following may be used to support creation of a marking rubric or for shaping evidence required to meet the standard at the agree level of proficiency.

The sort of evidence an individual will need to provide by level to achieve this capability will be as follows:

■ LEVEL 1

At Level 1 of Cultural Awareness you will be able to evidence the importance of understanding and embracing diverse worldviews and how this may affect your own interaction with others. You will be able to explain and express your own norms, beliefs, and cultural values. You should also be able to evidence a breadth of understanding for civic issues in local as well as popular issues within a national and international context. You will have a sense of individual and collective rights and be able to interact positively with people with diverse perspectives, values, and beliefs in a workplace or social setting.

■ LEVEL 2

At Level 2 of Cultural Awareness you will be able to evidence a keen understanding of inclusive practices and the importance of embracing diversity in a workplace. You will be able to evidence how diversity is encouraged in a particular workplace or situation, and methods used that best capture input from diverse individuals or groups. You should be able to evidence work or community roles that confirm you can act with sensitivity and respect towards different people and cultures.

■ LEVEL 3

At Level 3 of Cultural Awareness you will be able to evidence a deeper self-awareness and sensitivity to how your own personal biases or stereotypes may hinder inclusive behaviour or group collaboration. You should be able to evidence deeper reflection, personal assessment, or formal acknowledgement of the complex interactions that occur between an individual's beliefs and values and those expressed by an organisation or society. You will have led or played a lead role in a group able to consistently harness different perspectives and positively encourage the inclusion of individuals holding diverse cultural beliefs, perspectives, or values.

■ LEVEL 4

At Level 4 of Cultural Awareness you will be able to evidence working with others, respect cultu-

ral differences and create opportunities for inclusion. You demonstrate an ability to build open and participative processes that allow team members to express their ideas, beliefs and opinions in meetings. You will undertake actions or establish processes that ensure everyone works in a mutually respectful manner and treats each other in accordance with the organisation's values and beliefs.

■ LEVEL 5

At Level 5 of Cultural Awareness you will be able to evidence your ability to promote and actively harness cultural differences and the diversity of views, backgrounds, and perspectives members of a team or project may possess. You will be able to evidence experience in a role working across teams, disciplines and cultural groups in an inclusive manner, consistent with the organisation's values and beliefs. You will be a role model, encouraging others within your team to respect and understand the cultural differences and the range of perspectives. You should know how to confirm and address destructive behaviours or workplace systems that affect inclusive practices.

■ LEVEL 6

At Level 6 of Cultural Awareness you will be able to evidence an oversight of behaviours or actions within a project or operational area. This will include actions undertaken to monitor and address behaviours that fail to align with organisational or community expectations for inclusion and diversity. You will have worked in a role whereby you can demonstrate working with senior leaders or managers to reinforce a culture that embraces different cultural beliefs and values. You will be able to reflect and explain how professional or personal values align in a continual dynamic with those expressed by an organisation. You will appreciate the ongoing and broader historical, political, social, and economic factors shaping values, beliefs, and practices in a particular work context.

■ LEVEL 7

At Level 7 of Cultural Awareness you will be able to evidence your leading role in the management of an organisation's diversity policy and inclusive practices. You will demonstrate experience in a role where you actively supported the development of policies and practices that promote diversity, foster an environment of tolerance and mutual respect, or reinforce the importance of being sensitive to the concerns of customers or stakeholders. You identify the importance of aligning organisational decisions to societal expectations and actively guide the organisation's culture and values to support these expectations. You will also be able to identify and explain what sorts of values, beliefs, and aspirations possible strategic partners must hold to be compatible with your organisation's values.

Cultural Awareness

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

| Indicators of Proficiency | | Indicators of Development Need | | | | |
|--|---|--|--|--|--|--|
| <ul style="list-style-type: none"> ✓ Embraces rights of everyone equally ✓ Believes every ethnicity and culture can have differences or an opinion that may be equally important ✓ Acts inclusively and respects others' beliefs and values ✓ Feels sympathy and acceptance that not everyone has the same advantage and opportunities ✓ Actively seeks to understand and appreciate cultural differences | | <ul style="list-style-type: none"> ✗ Acts with a sense that their own rights are correct and everyone's else's are incorrect ✗ Often acts with disregard to society's expectations ✗ Treats people differently if they do not share the same opinion, beliefs or values ✗ Ignores or disregards those that are less advantaged ✗ Is often sarcastic or derides different cultures | | | | |
| Level 1 - Follow | Level 2- Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape |
| <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 the organisation's values</p> <p>Collaborates in a manner that harnesses different perspectives</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 organisation's values and beliefs</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 systems that affect inclusive practices</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 with organisational or community expectations</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 and values with community expectations</p> <p>Assists the organisation connect with other entities sharing similar values, beliefs and aspirations</p> |

8. Ethics



In an increasingly global world of information, work, and social interaction, it is vitally important for people in work, learning, or life to identify and encourage diverse perspectives, to respect different cultures and values, and to act responsibly and ethically.

In professional and business situations ethics tends to be about applied ethics and moral judgments.³¹ This is distinct from the general field of ethics, which is concerned with studying its theoretical basis and how different cultures, societies, and groups delineate right from wrong.

All too often, we use ethics interchangeably with morals and values, but they are different. Morals are standards of behaviour society adheres to with regard to social mores and customs. Morals change from generation to generation, from society to society, and from culture to culture. What is today's morality might be obsolete tomorrow. Ethics, on the other hand, concern those values beyond mores and customs that pervade human existence. Ethics are the essence of human dignity and underpin what is necessary to uphold it.

Values are the beliefs, norms, and standards that shape expectations and govern the behaviour of individuals within groups and organisations.

Ethics shape an organisation's sense of moral duty and its moral conduct. While individuals may have their own set of ethical beliefs, as an employee they are typically asked to align their sense of morality and values to the standards of behaviour their employer sets in terms of how they behave, act, interact with others, and perform within a business context. Conformance is also expected when joining a professional body. Professional bodies will have a sense of ethics and standards that codify conduct to establish or regulate behaviour.

8.1 The Standard

The Ethics standard centres on an individual's ability to act with integrity and in conformance with social and professional standards of ethical conduct. It is about who you are, how you behave, and an awareness of how your decisions affect others.

Attaining any level of proficiency in the Ethics human capability requires no 'black and white' assessment of your knowledge of ethics or a test to see if you meet an ethical benchmark. It is based on what guides your ethical choices. This requires an ethics self-assessment and an ability to use the

³¹ Bowie, N.E. & Werhane, P.H. (2005). *Management Ethics, Foundations of Business Ethics*, Vol. 5. Oxford: Blackwell.

results to produce insights that shape your future behaviours and decisions.

One such ethical assessment tool is the Williams Institute for Ethics and Management in Arizona, United States. They developed an Ethics Awareness Inventory (EAI)³² that over 700,000 individuals and hundreds of schools and organisations have employed. Other tools may also be used, but the EAI is an effective, statistically reliable, and valid ethics learning tool.

While the EAI highlights how ethics vary from person to person, it also confirms that most people have an ethical style derived from preferences stemming from the interaction of four dominant perspectives working simultaneously. The Williams Institute research suggests people are influenced by Character, Obligation, Results, or Equity.

Character: your perspective leans toward being good rather than doing good. You believe that moral excellence should be achieved and look beyond an individual's actions and into their character.

Obligation: you look toward duty or obligation to do what is morally correct. You believe that ethical principles should respect human dignity, be universally applied, and should promote individual freedom.

Results: the consequences of actions usually take precedence. Ethical judgment must be based on concrete, factual evidence. Talking is not good enough; action is what matters.

Equity: you look for stability. Pragmatism and normal day-to-day experiences are usually the only real guide to action. You believe that no set decision is adequate for all time.³³

While you use a combination of all four ethical styles, you have biases and experiences that propel you to rely on one preferred style. By knowing your ethical 'style' you can better reflect upon and judge your decision-making acuity, your ability to act appropriately in a situation, and your capacity to consider the consequences of your actions.

8.2 Indicative tasks & activities

| | |
|-----------------------------------|--|
| Ethical (and moral) understanding | builds a strong personal and socially oriented, ethical outlook that assists with managing context, conflict, and uncertainty, and that develops an awareness of the influence that your values and behaviour have on others |
| | assists engagement with more complex issues the future will likely bring, and helps in navigating a world with competing values, rights, interests, and norms |
| Ethical judgement | encourages reflection upon and consideration of the positive or negative affect on others prior to choice-making |
| Cultural awareness | promotes valuing and learning about your own culture, languages, and beliefs, and those of others |
| | develops responsibility as a local and global citizen and equips you for living and working in an interconnected world |
| | develops your cultural awareness, citizenship, and moral and ethical understandings in learning contexts |

³² Available at <https://www.ethics-twi.com/Public/Home/AlreadyHaveanAccessCode/>

³³ The Williams Institute for Ethics and Management (2015). The Ethical Awareness Inventory Booklet, Arizona: TWI.

8.3 Assessment guidance

The following may be used to support creation of a marking rubric or for shaping evidence required to meet the standard at the agree level of proficiency.

| Potential Dimensions to Assessment | Minimum Standard |
|------------------------------------|--|
| Ethical self-awareness | Recognises own ethical beliefs and biases. Can reflect, analyse, and/or discuss core beliefs and their origins. |
| Ethical decision making | Analyses an ethical situation and applies a range of basic decision-making techniques appropriate to the issue and context. |
| Ethical dilemmas | Applies ethical perspectives to an ethical question. Can state an ethical position and identify the objections to it and any assumptions and implications inherent in that position. |
| Integrity | Possesses a strong and well-understood basis for their own sense of what is right and ethical. Is honest and has strong moral principles. |
| Ethical context | Identifies and acts in conformance with professional or other regulatory requirements, codes of conduct, rules or standards governing behaviour, and actions in a specific context. |
| Adaptability and flexibility | Adapts actions, communication and behaviours appropriately to diverse contexts, including diverse work, learning, and social contexts. |

8.4 Evidence Guidance

The sort of evidence an individual will need to provide by level to achieve this capability will be as follows:

■ LEVEL 1

At Level 1 of Ethics you will be able to identify and correctly explain the relevant professional standards of conduct, values, and ethics affecting your area of work or applied practice. You will have a review, third party testimony, or written confirmation that you consistently behave in a compliant and ethical manner. You can explain and reflect upon the fundamental purpose of professional ethics and the overall relationship with values, social responsibility, and legal compliance.

■ LEVEL 2

At Level 2 of Ethics you will be able to evidence and explain how your personal ethical beliefs and supporting values align with those held in a particular workplace or context. You will be able to explain and reflect on ethical dilemmas you have encountered and how you judged your choices in terms of their conformance to ethical standards and your personal commitment to act with integrity. You will be able to identify and describe relevant compliance requirements in a work setting and how you used standards or codes of conduct set by independent agencies (e.g., professional bodies) to proactively correct practices, processes, or personal conduct. You will be able to reflect on and confirm how you modified personal behaviours to meet regulatory requirements, or the rules and standards governing behaviour and action in an organisational setting.

■ LEVEL 3

At Level 3 of Ethics you will be a role model for maintaining ethical behaviours and ensuring actions are consistent with the values and beliefs expressed in a defined organisational setting. This includes being able to identify and communicate to others the compliance requirements (e.g., regulatory requirements, codes of conduct, rules and standards) and ethical considerations impacting governing collective action or a decision within a specified work context. You will be able to demonstrate increased responsibility for compliance of others with internal policies and procedures and external regulatory requirements and for reporting actual and potential breaches.

■ LEVEL 4

At Level 4 of Ethics you will be able to evidence your ability to conform your actions and behaviours to current regulatory requirements and ethical standards. You will be able to explain and reflect on the importance of understanding the difference between ethics, morals, and beliefs. Evidence provided should reveal a consistent view of how you model and display uncompromising integrity and commitment to relevant ethical standards and how your behaviour satisfied community expectations. You will be able to show documentation, reports, or evidence supporting understanding of ethical standards and codes of conduct, compliance requirements, and investigations you have undertaken or been involved in that address breaches to compliance requirements or ethical standards within a specific context.

■ LEVEL 5

At Level 5 of Ethics you will be able to evidence you acted as a role model and led the monitoring and promotion of ethical practices in a team. You are able to make operational and professional decisions with an awareness of the compliance requirements and legal responsibilities. You will have evidence of experience monitoring, assessing, and assuring ethics conduct and compliance of others. You will be able to confirm expertise identifying and quantifying prevalent risks and how non-compliance or unethical conduct within a given project or operational area will directly affect an organisation.

■ LEVEL 6

At Level 6 of Ethics you will be able to evidence how you promote a culture of professionalism and ethical integrity across the workplace. You will demonstrate how your operational area, project, or entity built and embedded a culture of compliance and consistently acted with integrity in all interactions with peers, customers, partners, and the community. You will display a detailed understanding of ethics, corporate, and social responsibility and how you will shape and implement a Code of Conduct to achieve a defined standard for ethical behaviour. You will have maintained ethical relationships and paid close attention to the expectations of key external stakeholders, including regulatory bodies, to assure alignment of ethical conduct to societal expectations.

■ LEVEL 7

At Level 7 of Ethics you will be able to evidence how you are responsible for promoting and maintaining ethical practice within a significant operational area or entity (e.g., an organisation). This will include, or may cover, assuring effective deployment of organisational governance or compliance management systems. You will evidence experience in a role where you were responsible for undertaking and responding to any external review of organisational governance and compliance management audits. You will model and encourage a culture of professionalism and integrity where strategic decisions are made and ensure the entity acts with sensitivity to ethical considerations, regulations and, in particular, its effect on strategic business partners and the customer.

Ethics

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

| Indicators of Proficiency | | Indicators of Development Need | | | | |
|---|--|---|---|--|---|--|
| <ul style="list-style-type: none"> ✓ Acts according to their own ethics and conscience ✓ Makes commitments and sticks to them ✓ Willing to follow behavioural rules and social expectations ✓ Follows the rules and agreed standards of practice or behaviour ✓ Seeks to learn from mistakes of others and how they deal with ethical dilemmas ✓ Conscientiously adheres to personal commitments or loyalty | | <ul style="list-style-type: none"> ✗ Modifies ethics and beliefs without thought ✗ Adjusts values and behaviours to the situation ✗ Often fails to meet or follow through on commitments ✗ Accepts rules and requirements they deem appropriate ✗ Ignores or fails to see relevance of following how others deal with ethical dilemmas ✗ Is easy to shift loyalties | | | | |
| Level 1 - Follow | Level 2- Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape |
| Knowledge of relevant professional standards of conduct, values and ethics | Exhibits uncompromising integrity and commitment to the organisation's values and ethical practices | Leads and acts in an ethical manner consistent with the organisation's values and beliefs | Understands the relationship between ethics, morals and beliefs | Analyses and correctly identifies the ethical considerations impacting organisational decisions or choices | Promotes a culture of professionalism and integrity across the organisation | Promotes effective governance and compliance systems |
| Behaves in a compliant and ethical manner | Knowledge of ethics in a specific workplace or team context | Analyses and correctly identifies the ethical considerations impacting a decision or work context | Applies in-depth knowledge of current regulatory requirements to develop and maintain up to date compliance policies and procedures | Promotes effective operational compliance frameworks | Builds and embeds a culture of compliance throughout the organisation | Seeks and actively responds to external review of organisational governance and compliance |
| Understands the fundamentals of professional ethics and relationship with values, social responsibility, legal compliance | Uses a range of ethical decision-making techniques appropriate to the people involved and the situation | Clearly communicates to others the regulatory requirements, codes of conduct, rules and standards governing collective action | Models uncompromising integrity and commitment to professional and ethical standards | Continually monitors and prepares reports on organisational compliance | Sponsors the development and implementation of a Code of Conduct with specific guidance on professional and ethical standards and required behaviours | Seeks and actively responds to external review of organisational governance and compliance |
| | Complies with regulatory requirements, rules and standards governing behaviour and action | Applies knowledge of compliance requirements to advise and guide others on specific compliance issues | Investigates and resolves compliance issues | Provides strategic advice on compliance matters including the effective management of risk at all levels | Assesses effectiveness of controls and recommends changes to strengthen organisation compliance | Promotes compatible ethical practices and professional standards across the industry and with strategic partners |
| | Identifies compliance requirements and proactively corrects practices, processes or conduct to meet the expected standards or codes of conduct | Monitors compliance with internal policies and procedures and external regulatory requirements to identify actual and potential breaches | Communicates compliance requirements and secures relevant training for all employees | Assesses effectiveness of controls and recommends changes to strengthen organisation compliance | Establishes and maintains strategic relationships with key external stakeholders including regulatory bodies | |
| | Describes accurately professional standards and compliance requirements and processes for a given situation | | Assists form and communicate a Code of Conduct to guide the behaviour of others | Leads an operational or business area with integrity | | |
| | | | Continually monitors business/operational compliance | | | |

9. Empathy



For over a century, most employers recognised intelligence as a means by which to recruit professionals and they used tools such as the intellectual quotient (IQ) test to vet staff. Fundamentally, employers selected the best recruits by assessing their knowledge and how well they were able to use reason and logic comparative to others in the general population.

Today, employers look beyond IQ as their main recruitment tool and show increasing interest in a person's ability to positively engage with other staff members and customers. They seek people with Emotional Intelligence (EQ), a term popularised by Goleman in the mid-1990s.³⁴ He believed EQ affected a person's emotional and social competence. Ongoing research and discussion continue to evolve our understanding of emotional intelligence. Most authors suggest it involves the capacity to understand one's own emotions, the ability to regulate them, and its facility to shape emotions and influence behaviour (Seema 2012). Furthermore, emotional intelligence is deeply entwined with empathy.

Empathy involves the ability to understand and consider other people's emotions.³⁵ Those who are aware of their own and others' emotions are better able to guide their own actions and to make other people feel valued and appreciated. Empathy involves several broad requirements whereby individuals:

- manage behaviours, emotions, and motivations that foster positive interactions with other individuals and groups;
- understand and integrate emotions with cognitions;
- appropriately control and regulate emotions;
- recognise, understand, and empathise with the emotions of others;
- influence the emotions of others; and
- manage relationships skilfully.³⁶

³⁴ Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*, New York: Bantam.

³⁵ Seema, G. (October 2012). Emotional intelligence in classroom. *Advances in Management*, 5(10), 16–23.

³⁶ After Slaski, M. & Cartwright, S. (2002). Health, performance and emotional intelligence: An exploratory study of retail managers. *Stress and Health*, 18, page 64.

9.1 The Standard

The human capability Empathy centres on a person's ability to recognise and regulate their own emotions in any situation. Rather than the broader umbrella concept of EQ or social intelligence (SQ), an empathetic person is good at identifying and respecting the needs and feelings of other people. They are self-aware, can share their own feelings sensitively and can comprehend why other people or organisations act in a particular way.

Empathy is a human capability highly valued in some job clusters or career pathways. Because it is based on contextual feelings and emotions, the capability is almost robot-proof and difficult to automate. This is particularly so where human interactions are highest, for instance in service industries, health care, counselling and related work.

Because the Empathy capability tightly focuses on how individuals feel and interact with others, it will often be clustered or delivered and assessed with capabilities such as Communication, Collaboration, and Cultural Awareness.

Indicative tasks and activities

9.2 Indicative tasks & activities

| | |
|--|---|
| Self-management (self, career, time, planning and organising) | effectively regulating, managing, and monitoring emotional responses, and persisting to complete tasks and overcome obstacles; developing organisational skills and identifying the resources needed to achieve goals demonstrating the skills to work independently and to show initiative, to learn to be conscientious, to delay gratification, and to persevere in the face of setbacks and frustrations |
| Character (resilience, mindfulness, open- and fair-mindedness, self-awareness) | developing self-awareness to enhance personal assets, including resilience, mindfulness, open-mindedness, and fair-mindedness knowing yourself or having a clear understanding of your personality, including its strengths and weaknesses |
| Cultural awareness | valuing and learning about your own culture, languages and beliefs, and those of others developing responsibility as a local and global citizen equipped for living and working in an interconnected world expanding cultural awareness, citizenship, and moral and ethical understandings in learning contexts |

9.3 Assessment guidance

The following may be used to support creation of a marking rubric or for shaping evidence required to meet the standard at the agree level of proficiency.

| Potential Dimensions to Assessment | Minimum Standard |
|------------------------------------|--|
| Self-awareness | Assesses own emotional intelligence and demonstrates an ability to see how that affects their interpersonal interactions. |
| Individualised regard | Consistently considers others' wants and needs. |
| Respect for individual differences | Acknowledges and accepts that people may have different beliefs, values, and opinions. |
| Personal biases | Respects that their own opinions and feelings may affect others. Adapts actions, communication, and behaviours appropriately to comport with the emotional state and feelings of others. |
| Decision making | Considers how a decision will affect others by taking multiple people's perspectives. Seeks to make fair and ethically responsible decisions. |
| Cultural sensitivity | Recognises the importance of diverse worldviews and how that may affect their interaction with others. |

9.4 Evidence Guidance

The sort of evidence an individual will need to provide by level to achieve this capability will be as follows:

■ LEVEL 1

At Level 1 of Empathy you will be sufficiently self-aware to identify your own levels of empathy or emotional and social intelligence. This includes evidence of completion and reflection on results from a scientifically robust psychometric or other test that confirms detail about your own character and underlying emotional factors. You will be able to place yourself in another person's shoes and confirm from their perspective how expression of your personal feelings and emotions may affect their response. This includes being culturally aware and sensitive to how the diversity of individual perspectives, values, and beliefs may vary from context to context or within different workplaces.

■ LEVEL 2

At Level 2 of Empathy you will be able to evidence how you consistently consider and respect the feelings, beliefs, or rights of others. You will be able to succinctly explain how feelings and emotions affected a particular interaction and reflect on how you could be more empathetic in future situations. You will be able to consistently demonstrate an ability to consider the needs and feelings of different people in a range of day-to-day situations. You can explain how the use of verbal and non-verbal cues can confirm the emotional state and feelings of others and how this insight should be used to inform your own communication or emotional responses. Evidence will also confirm your ability to actively listen and communicate with others in a manner that displays your concern, understanding, and compassion.

■ LEVEL 3

At Level 3 of Empathy you will be able to moderate your own emotions and responses to respect the emotions and perspectives of others when working in groups or leading a team. This will include demonstrating how you have responded in ways that show sensitivity to emotions in a customer exchange (internal or external) or a workplace relationship (e.g., evidence of stakeholder management, communication plan, engagement plan, or similar). You should be able to build rapport with others based on open regard for their needs and requirements, while respon-

ding appropriately to their beliefs, feelings, and motivations.

■ LEVEL 4

At Level 4 of Empathy you will be able to evidence how emotional drivers influence your own and team members' behaviours, particularly in new or challenging situations. You will effectively demonstrate emotional self-control, empathy for others, optimism when under pressure, and respect for others to build positive relationships within your team and with external stakeholders and customers. You will be able to demonstrate experience in a role requiring sensitivity and respect for cultural differences. You will be able to explain or evidence how you encouraged others to better express their feelings and to participate in a manner that promoted team success.

■ LEVEL 5

At Level 5 of Empathy you will be able to evidence demonstrated experience where you reflected on past practices when an engagement with another person or group concerning a highly sensitive or complex issue was enhanced by deliberately considering their needs and emotional state. You will show evidence confirming when you adapted your communication or leadership style to suit different groups and cultures. This may include acting as a role model or using group techniques that promote a workplace culture embracing empathy and respect for others. Evidence may include a diversity policy you constructed or guidelines you wrote to help teams work with more sensitivity to customer and peer cultural differences. Evidence may also include examples of how you coached others in acceptable emotional responses to specific scenarios, or how you conducted activities that allowed a group to better appreciate their individual differences and to identify ways to promote more inclusive, compassionate, equitable, or collaborative behaviours.

■ LEVEL 6

At Level 6 of Empathy you will be able to evidence a higher-level role in building and reinforcing how members of an extended team (e.g., project, business, function, or community endeavour) built a culture that is sensitive and supportive of the emotional needs of different people and cultures. You will be able to evidence experience in a role where you personally coordinated, led or worked with others to better research, design, deliver or evaluate the emotional dimensions of a product or service (perhaps from the customer or the delivery team). You will be respected as a role model who reinforces the prevailing culture and who promotes opportunities for people to engage positively with different groups in a work or community setting.

■ LEVEL 7

At Level 7 of Empathy you will be able to evidence the ability to actively seek the opinions of others and consider the implications that high-level or strategic decisions may have on their emotional response. Evidence may include reports or insights you collected on stakeholder preferences that were then used to inform decision makers or confirm the emotional responses others may have to the organisation and its behaviour. You will be able to evidence experience in a role where you confidently engaged with diverse audiences and conveyed complex, difficult, or unpopular messages sensitively, empathetically, and sincerely. You will be able to honestly reflect on the organisation's culture and values when dealing with customers or its own staff, and how this aligns with the expectations and values of the wider environment and society.

Part C: Action Domain



10. Communication



No matter the educational research project or future skills survey, Communication is consistently rated as one of the most vital capabilities in the modern workforce. Unfortunately, what communication really encompasses will vary depending on the context and the people surveyed.

Humans are social beasts; our perceptions, choices, and actions are influenced by other people. People interact and form groups, organisations, or communities. Some of these relationships can produce immediate, positive responses, but in other cases negative attitudes spread without factual foundation. Nevertheless, we engage in information exchange in an ever-increasing array of structures, forms, and media. We communicate in written or visual forms, verbally, and non-verbally. We do it to convey meaning, emotions, arguments, or to share information or knowledge.

How we communicate and the medium we use is changing more rapidly today than ever before. We have moved from printed media and interpersonal exchanges to the use of internet and digital technologies to connect with people across the globe. We can now rapidly access, create and share videos, digital images and audio. We can communicate on the move, in real time; we can synthesise and visualise complex information or data; we can message and verbally engage with people using chat, conferencing, and virtual platforms or applications; we can even configure and set preferences to filter what and when we connect with someone or something.

10.1 The Standard

The Communication capability is not just about being able to communicate with other people, it is about working beyond the interpersonal scale to manage the vast amounts of information conveyed to you daily. It is about engaging meaningfully with others in a physical and virtual setting and ensuring that how, what and when we communicate is sensitive to the needs of the audience.

The emphasis of the standard is therefore on clarity of meaning and impact. Using communication to facilitate individual and collective understanding, action, and information exchange. It is about being purposeful: solving problems, collaborating, creating a dialogue to better understand another person's feelings, learning, influencing others, or exposing yourself to others' beliefs.

10.2 Indicative tasks & activities

| | |
|--|---|
| Effective oral and written communication | cultivating and manipulating appropriate language, terminology, symbols and diagrams associated with effective and efficient communication in context |
| Using language, symbols and texts | transforming language and texts to convey ideas and information in concise and engaging ways |
| Communicating ideas effectively with diverse audiences | imparting knowledge or providing insights to suit different audiences and purposes |

10.3 Assessment guidance

The following may be used to support creation of a marking rubric or for shaping evidence required to meet the standard at the agree level of proficiency.

| Potential Dimensions to Assessment | Minimum Standard |
|--|--|
| Context, audience and purpose | Demonstrates awareness of context and/or purpose so that the audience is engaged, informed, and motivated. |
| Content development | Uses appropriate and relevant content to explore and develop ideas and presents a clear, coherent, and independent exposition of knowledge and ideas. |
| Discipline or context specific conventions | Demonstrates consistent use of important conventions particular to the discipline or professional setting, including organisation, content, presentation, format, and stylistic choices. |
| English proficiency | Uses basic English that conveys meaning, even though there may be occasional errors. |
| Oral presentation delivery | Delivery techniques (posture, gesture, eye contact, visual aids, and vocal expressiveness) to make oral presentation generally interesting, engaging, and credible. |
| Interpersonal communication | Interpersonal communication with individuals and groups generally demonstrates emotional intelligence (self-awareness, empathy, and social skills), sensitivity, and appropriate behaviour (such as eye contact, hand gestures, and facial expressions). |
| Application of digital media, technology | Demonstrates well-developed skills to communicate using a range of basic technologies and devices with regard for privacy, copyright, confidentiality, and personal responsibility. |

10.4 Evidence Guidance

The sort of evidence an individual will need to provide by level to achieve this capability will be as follows:

■ LEVEL 1

At Level 1 of Communication you will be able to evidence a range of communication documents or messages prepared for physical and virtual transmission with a degree of awareness as to the audience needs and how best to motivate, engage, or inform them. You will explore, develop, and express a message or an idea clearly, coherently, and independently and appropriate to the beliefs and feelings of the receiver(s). You will be able to use standard business technology to retrieve, collate, produce, store, share, and send information while maintaining regard for privacy, copyright, confidentiality, and personal responsibility for handling of data and information. Evidence supplied should include a range of physical and digital communications, content and day-to-day workplace documents or correspondences. You will be able to demonstrate an ability to interact interpersonally, listening actively, and communicating clearly and effectively (verbally and in writing) with sensitivity to the other person's differences or needs.

■ LEVEL 2

At Level 2 of Communication you will be able to evidence a range of basic oral and written communications to convey information or ideas to other people and groups using accepted format, style, and protocols. This should include use of multiple media (technology and systems) to convey messages that effectively convey ideas and information in an accurate, concise, and logical manner. Understanding of and the ability to read non-verbal signals and communicating interpersonally with an increased awareness of other people's emotions should be demonstrated. Presentations to a known audience on a simple topic should be evidenced to demonstrate an ability to engage the audience and convey a message in a compelling manner.

■ LEVEL 3

At Level 3 of Communication you will be able to prepare, customise, and conduct compelling oral presentations where delivery techniques (posture, gesture, eye contact, visual aids, and vocal expressiveness) make the presentation interesting, engaging, and credible to the audience. Evidence supplied should include a range of physical and digital communications, content and documents or correspondences completed in a work group or team setting, and presentation of information or data prepared for groups on expert or specialist topics (e.g., specialist reports, market research, insights, team meetings, etc.). Evidence may further include technical or research reports or information on complex topics that have been communicated clearly and concisely using a variety of formats and modes. You should be able to explain how you adjust communication medium, mode, or style to optimise knowledge sharing and understanding by diverse groups.

■ LEVEL 4

At Level 4 of Communication you will be able to evidence that you have played a critical role sharing and conveying knowledge, information, and ideas across a work group, project or team. Your communication should facilitate interaction between key staff or team members, and you will actively create mechanisms to open communication between the individuals involved. Evidence may also confirm your role as coordinator of critical communication channels, systems, or processes. This may include running team meetings, facilitating access or use of information technology for information and data sharing, or creating reports that enhance the ability of individuals to coordinate action. Importantly, evidence should confirm your ability to communicate while under pressure or when conversations involve difficult topics or where conflict may exist.

■ LEVEL 5

At Level 5 of Communication you will be able to evidence the research, review, and effective presentation of specialist advice. The communication will be sensitive to the topic, audience, and presentation medium. The effectiveness will be evidenced through the response of the audience and how the communication is conveyed, structured, and conveyed. Communication that is provided as evidence must confirm your ability to consistently and effectively share ideas and information across discrete teams, operational areas, or other fields of professional practice. Audiences may include senior leaders, influential decision-makers, specialist and non-specialist groups within an entity, internal and external stakeholders, and customers.

■ LEVEL 6

At Level 6 of Communication you will be able to evidence the sharing of more specialist or technical content to senior decision-makers and influential stakeholders. You will undertake more compelling public presentations demonstrating deeper knowledge within specialist technical, professional, or theoretical fields. Your communication will evidence important insights from research, provide recommendations for action, or advance current knowledge or thinking. You will be able to show the ability to communicate to a variety of audiences, often in high-pressure situations or while under professional scrutiny. Communication may play a significant role in influencing senior decision-makers or advocate for a particular course of action.

■ LEVEL 7

At Level 7 of Communication you will be able to evidence how you have played an important role engaging with the public audience, inside and outside an organisational setting. You will represent an entity conveying knowledge, information, or messages that have a high-level effect on people's lives, wellbeing, and future actions. Communication will occur across a diverse range of people, cultures, and contexts. The communication will likely comply with a communication or engagement plan, deal with complex topics, use a variety of media and be tied to important values, beliefs, and brand messages the entity seeks to reinforce.

Communication

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

| Indicators of Proficiency | | Indicators of Development Need | | | | |
|---|---|--|---|--|---|---|
| <ul style="list-style-type: none"> ✓ Others actively seek their opinion and ideas ✓ Has a natural ability to engage with others and influence their thinking and practice ✓ Appreciates and seeks the opinions and viewpoints of others ✓ Encourages others to present their views and feedback ✓ Listens and seeks to understand what other mean ✓ Crafts communication to the needs of the audience ✓ Confident dealing with complex issues or topics ✓ Is an engaging public speaker | | <ul style="list-style-type: none"> ✗ Focuses on their needs and conveying their opinions ✗ Is easily influenced and lacks an opinion ✗ Finds the of opinions and viewpoints of others irrelevant ✗ Ignores and fails to engage with those that don't agree with them ✗ Is incapable to shaping a message for the given audience ✗ Is verbose or unable to get to a clear point ✗ Will avoid difficult or complex issues or topics ✗ Avoids public speaking | | | | |
| Level 1 - Follow | Level 2- Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape |
| <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 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>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> |

11. Collaboration



Collaboration is a critical capability. It is most often taught and applied in conjunction with Communication and, depending on the context, other human capabilities such as Empathy, Cultural Awareness, and Customer Focus. In this sense, assessing Collaboration is an excellent opportunity to incorporate other capabilities.

Collaboration emphasises more than just working with others or teamwork. It encompasses cooperation, building relationships between and across groups and building formal and informal networks. Teamwork or team building is more centred on situations where individuals share a common goal, bring unique capabilities to a group, and work together to achieve agreed outcomes in a structured environment. Building a shared sense of purpose, trust and mutual respect is part of Collaboration, but this centres on building high performance within a structured group (team).

Collaboration has a wider scope. It encompasses the interaction between the members within a team or across teams or informal groups. The individuals involved may have diverse values, purposes, locations, or cultures but agree to work together to achieve a shared goal or produce a mutually beneficial output.

At the centre of modern society lies the need to encourage the rapid flow of ideas, diffuse innovations, and interact in globalised markets. This means collaboration increasingly involves the use of technology to link people and organisations. Groups of highly talented people can build relationships across time zones and locations. Moreover, powered by a new array of video, chat, smart and mobile devices, group messaging apps, or secure cloud-based file sharing, project management and other collaborative applications, everyone can contribute in shared spaces.

Not all cooperation involves collaboration, nor does teamwork necessarily involve positive collaboration. Cooperation and teamwork can be compelled and directed. But collaboration in practice will involve several broad requirements:

- Working with people
- Working with others sensitive to how the context and mode of interaction may influence individual contributions
 - Respecting different opinions and motivations
 - Soliciting, considering, and responding positively to differences in priorities, opinions, perspectives, values, or beliefs
 - Valuing and recognising the contribution each person can make
 - Balancing diverse perspectives and beliefs before initiating one's own judgements and decisions

- Actively participating in the collaborative activity
- Influencing others to strengthen the group's collaborative outcomes
- Making decisions that consider multiple individual contributions
- Aligning one's own actions, contributions, and priorities to those set by the group

11.1 The Standard

In research examining the workforce of the future employers, most studies rank Collaboration at or near the top of all Human Capabilities. Unfortunately, where collaboration is assessed at school it is all too often part of group learning activities that may not reflect the reality of the workplace. It is inadequate to assess a student's participation in team building as part of a group activity to determine if the student is work-ready. Collaborative learning or teamwork will contribute towards attaining the standard but it will not satisfy all requirements. This is because the capability resides in the Action Domain. Achieving the capability will require a significant amount of context-based experience. This experience can be gained while working alone or when collaborating with others who are not part of a team structure. They may be part of an informal relationship or, as is increasingly the case in virtual environments, join a network solely based on their mutual interests.

The standard requires effective and respectful interaction between people to achieve an agreed outcome. This outcome may be shared or purposeful in the sense the priorities, goals, or actions are agreed between the parties involved. As such, this capability may be clustered or co-assessed with other capabilities such as Communication, Digital Acumen, Problem Solving, Creativity, Cultural Awareness, or Empathy.

11.2 Indicative tasks & activities

| | |
|--|---|
| Relating to others | working and interacting with others to maximise their understanding of concepts |
| Recognising and using diverse perspectives | recognising diverse perspectives to help achieve shared goals |
| Participating and contributing | ability to work effectively and respectfully with diverse teams and exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; assume shared responsibility for collaborative work and value the individual contributions made by each team member |
| Community connections | build awareness and understanding of life beyond school through authentic, real-world interactions; encourage responsible and informed citizens |

11.3 Assessment guidance

The following may be used to support creation of a marking rubric or for shaping evidence required to meet the standard at the agree level of proficiency.

| Potential Dimensions to Assessment | Minimum Standard |
|---|---|
| Interpersonal communication | Interpersonal communication with individuals and groups generally demonstrates emotional intelligence (self-awareness, empathy, and social skills), sensitivity, and appropriate behaviour (such as eye contact, hand gestures, and facial expressions). |
| Identifies stakeholders | Identifies and correctly determines the key people or organisations with an interest in or ability to influence the collaborative outcomes being sought. |
| Analyses stakeholder needs | Analyses and accurately defines what each stakeholder seeks from the collaborative activity. Defines the key stakeholders who have the greatest interest in and ability to influence the outcomes being sought from a collaborative activity. |
| Commitment to a team or shared outcomes | Supports a constructive team or collaborative climate by treating each member respectfully, showing a positive attitude, actively seeking feedback and communicating with key stakeholders |
| Engaging positively with others | Encourages participation and cooperation between team members and acknowledges where impasses or conflict need to be resolved. |
| Builds and maintains strong networks | Proactively builds strong networks to source professional support, insight into best practice or knowledge able to enhance personal actions. Participation in professional, online, or social networks relevant to chosen career or professional choices. |
| | |

11.4 Evidence Guidance

The sort of evidence an individual will need to provide by level to achieve this capability will be as follows:

■ LEVEL 1

At Level 1 of Collaboration you will be able to evidence a growing network of professional, work, and social relationships that contribute to your own knowledge and outcomes. This may include social or professional networks and groups to which you contribute and to which you enhance their success. You will increasingly contribute positively as a team member and know the key internal and external stakeholders affecting your role in a specific context.

■ LEVEL 2

At Level 2 of Collaboration you will be able to evidence your ability to work with others and build a network of relationships you can draw on to share and source ideas, information, and knowledge. You will be able to identify stakeholders that can influence the success of your daily activities or projects. You will be able to evidence research or an ability to source expert opinion or reliable information on a range of topics. You will also have completed roles whereby you successfully acted in a proactive manner to create and engage positively in relationships with other people in order to improve your thinking, knowledge, or skills.

■ LEVEL 3

At Level 3 of Collaboration you will be able to evidence active participation in strong networks to source social and professional support, insight into best practice, or knowledge able to enhance personal actions. This may include professional membership or evidence of consistent participation in professional, online, or social networks relevant to chosen career or mutually benefi-

cial profession goals. You will be able to provide evidence that demonstrates you have moved beyond simple identification of stakeholders in a specific context to engaging and influencing their actions. You will increasingly lead or be the lead coordinator building effective team mechanisms and ways for groups to collaborate and work with each other successfully. You will be able to demonstrate use of networks or relationships, internal or external to an organisation, to secure support for work plans or planned personal activities (e.g., career advice, capability enhancement, etc.).

■ LEVEL 4

At Level 4 of Collaboration you will be able to evidence your role as a trusted person holding professional credibility and contributing accurate knowledge to important collaborative ventures. Your evidence will show experience working with important stakeholders and colleagues to influence decisions and shape plans (e.g., research plan, project plan, community opinion, budget, stakeholder mapping and/or communication plan, operational plan, workforce development plan, etc.). You will display an excellent understanding of relationships and responsibilities in the working environment or social setting, including being able to accurately identify important decision makers, stakeholders, and local 'political' issues influencing action. You will have competently collaborated with professional peers and colleagues on projects and actively engaged with and managed stakeholder relationships, particularly those internal to the organisation or project who can influence outcomes.

■ LEVEL 5

At Level 5 of Collaboration you will be able to evidence experience promoting and encouraging constructive collaboration and the gaining of consensus between people or groups to enhance goal attainment. While being able to show collaboration is positive and able to influence team outcomes, your evidence will demonstrate how key players were engaged, their influence on the decision making process or activity, and the effectiveness of the collaborative effort. You will demonstrate an ability to not only enhance participation and engagement in collaborative endeavours, you will show how mutually beneficial relationships were constructed and how you were able to build networks within an organisation or beyond into other business, professional, or community groups. Within your role you engage with and positively influence stakeholders relevant to team outcomes and can evidence the regard others have for your trustworthiness and ability to provide up-to-date professional and/or strategic knowledge.

■ LEVEL 6

At Level 6 of Collaboration you will be able to evidence leading the construction of teams and collaborative activities that influence not only major groups within an entity but across organisations and the wider community (professional or civic). Your evidence will demonstrate how a report, research project, or collaborative activity enhanced collective outcomes, influenced key decision makers or promoted the strategic capacity of all parties involved. You will be able to evidence a role in building purposeful connections and maintaining effective relationships with major stakeholders. You will coordinate, foster, or enable activities that break down barriers that limit collaboration, idea generation, or the exchange of information between teams.

■ LEVEL 7

At Level 7 of Collaboration you will be able to evidence a leading role forming and nurturing long-term alliances and partnerships with experts, strategic partners, supply chain partners, research bodies, or major stakeholders. Your collaborative effort will evidence a significant contribution to your professional body of knowledge or to community outcomes. Your roles will include leading or coordinating execution of large-scale projects and collaborative activities that make a significant contribution to professional, business, community, and social futures. You will show collaborative reports or projects where barriers have been removed and show open communication is occurring across disciplines, functions, or organisations.

Collaboration

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

| Indicators of Proficiency | | Indicators of Development Need | | | | |
|---|--|--|--|--|---|--|
| <ul style="list-style-type: none"> ✓ Is interested in people ✓ Feels comfortable engaging with others and building purposeful relationships ✓ Can make others feel at ease ✓ Employs a range of different influencing styles effectively ✓ Values having long-term close relationships with people ✓ Seeks to ensure mutual benefit from relationships ✓ Initiates and reaches out to people | | <ul style="list-style-type: none"> ✗ Avoids social situations ✗ Seeks to limit contact with other people ✗ Wishes to keep people at a distance ✗ Often fails to consult others ✗ Prefers to work alone ✗ Seeks to only promote what they can get out of the relationship ✗ Waits until people seek them | | | | |
| Level 1 - Follow | Level 2 - Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape |
| <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> |

12. Problem Solving

Effective problem solving is about applying a methodical process for correctly defining the problem, examining alternatives, and making informed choices in the given situation. Not only are problem solving skills useful in a learning and work context, they are a life skill. We are increasingly faced with situations with unknown solutions. By helping students correctly define a problem, decipher the complexities and variables involved and consider the alternatives in a rational manner, the problem solving process helps people cope with many of life's challenges.

Having been judged as obtaining a Problem Solving capability is a strong signal to an employer that the individual can both assess and analyse information to reach a decision as well as perform this capability in a range of contexts.

12.1 The Standard

Problem Solving is consistently one of the top five ranked Human Capabilities required for future work.

The Problem Solving capability is also a capability that spans all professions and types of work roles. It is highly valued by employers because it shows an individual can resolve issues or barriers to success. In a VUCA world of work (volatile, uncertain, complex, and ambiguous), it is vital teams have members who are strong at systematically identifying, analysing, and resolving real world problems. Problem solving is also a capability that recruiters use as a preliminary indicator that a person has other capabilities such as Critical Thinking, Innovative Thinking and, potentially, Creativity. These capabilities share similar attributes and are often clustered in certain work roles.

12.2 Indicative tasks & activities

| | |
|---------------------------|---|
| Solving problems | occurs when an obstacle is encountered on the way to achieving a goal; the sub-skills for this process include identifying and analysing the problem |
| Decision-making | a process involving weighing options to determine the most appropriate course of action |
| Reasoning | the process of drawing conclusions or inferences from facts or premises |
| Reflecting and evaluating | to think about deeply and carefully and make an appraisal by weighing up or assessing strengths, implications, and limitations Make judgments about ideas, works, solutions, or methods in relation to selected criteria; examine and determine the merit, value, or significance of something based on criteria |

12.3 Assessment guidance

The following may be used to support creation of a marking rubric or for shaping evidence required to meet the standard at the agree level of proficiency.

| Potential Dimensions to Assessment | Minimum Standard |
|------------------------------------|--|
| Potential Dimensions to Assessment | Minimum Standard |
| Define the problem | Demonstrates the ability to independently construct a problem statement with evidence of most relevant contextual factors and problem statement is adequately detailed. Clearly shows comprehension of the problem's underlying cause and consequences. |
| Variables | Identifies the relationship between elements associated with a conventional problem, including cause and effect relationships or variables. |
| Different perspectives | Investigates different ways of viewing the problem, solution, or idea; or proposes alternative ways to examine the possible solutions or ideas to address new problems. |
| Solutions search | Identifies known, proven approaches for solving problems, some of which may only apply within a specific context. Analyses, synthesises, and correctly organises ideas and data. |
| Alternate solutions | Proposes one or more solutions that reflects a generally sound level of judgement of the benefits and risk of the various options. Solutions or hypotheses are sensitive to a diversity of contextual factors as well as some of the ethical, logical, or cultural dimensions of the problem. Solutions reflect intellectual independence. |
| Evaluation | Evaluation of solutions considers the history of the problem; logically examines the feasibility and impact of solutions and determines the likelihood of the problem recurring. |
| Implementation | Provides guidance or demonstrates a process whereby the chosen solution to a conventional problem might be implemented in a manner that adequately addresses contextual or causal factors associated with the problem. |

12.4 Evidence Guidance

The sort of evidence an individual will need to provide by level to achieve this capability will be as follows:

■ LEVEL 1

At Level 1 of Problem Solving you will be able evidence use of a systematic process to define a routine or non-complex problem, draw conclusions or inferences from the facts or premises, and propose a solution. You will be able to show how to set questions and follow basic rules that build an understanding of the problem (for example, a problem statement) that lead to the completion of the steps required to solve different types of routine problems. You will have evidence confirming you have reviewed results of investigations and proposed solutions to problems or issues using a range of critical analysis techniques and tools. Evidence should include confirmation of your ability to work alone or in a group to systematically collect, analyse, and store data or information during the problem solving process.

■ LEVEL 2

At Level 2 of Problem Solving you will be able to evidence application of problem solving techniques and processes to correctly define a routine problem, map cause and effect, and isolate the

consequences of the issue or problem. You should be able to evidence application of techniques and methods that lead to recommended options for problem resolution. You should be able to compare and reliably confirm why one solution should be chosen over another.

■ LEVEL 3

At Level 3 of Problem Solving you will be able to evidence application of problem solving techniques, tools, and processes to correctly define a complex problem, map multiple-step linear causes and effect relationships, isolate the consequences of the issue or problem, and offer insights to the best problem solution. You will be able to evidence anticipatory actions whereby you anticipated and suggested solutions to problems before they adversely affected operations. You will increasingly use more advanced tools and techniques to break down complex problems into manageable parts and be able to offer insights that may contribute to a wider understanding of the problem, issue, or its causes.

■ LEVEL 4

At Level 4 of Problem Solving you will be able to evidence the ability to define and systematically identify optimal solutions to routine problems. You will demonstrate use of a range of standard analysis tools and procedures to isolate variables or causal factors or patterns that underpin the situation or problem. You are able to effectively research and gather information from diverse sources to systematically solve problems and address their root causes. You will improve your problem solving processes by working effectively with others to review solutions, examine results, and reflect on ways to improve methods.

■ LEVEL 5

At Level 5 of Problem Solving you will be able to evidence the use of sophisticated methods to address complex problems that have escalated or have been difficult for others to solve. You will examine longer-term, more complex cause and effect relationships in order to anticipate problems and develop contingency plans that consider medium-term problems that could threaten your work or collaborative efforts. You will monitor and evaluate solutions implementation, examine results and suggest improvements to team problem solving processes or techniques. Documentation of your problem solving activities will evidence increased involvement of peers and experts from other disciplines.

■ LEVEL 6

At Level 6 of Problem Solving you will be able to evidence an ability to navigate through complex situations and problems to isolate key variables, complex cause and effect relationships and the core components associated with problem resolution. You are anticipating problems and developing guides for others to use when applying problem solving processes, techniques, and tools. Within your area of expertise, you will be working with team members and experts from other fields to deploy analytical techniques that correctly identify several solutions and provide evidence-based judgements as to the pros and cons of each solution. You will undertake personal reflection and work with others in your team to evaluate and document ways to improve problem solving processes, techniques, and tools.

■ LEVEL 7

At Level 7 of Problem Solving you will be able to evidence the ability to coordinate the generation of solutions to complex multi-dimensional, multi-disciplinary problems. Through experience examining solutions and problem solving techniques and methods that work in specific contexts, you will be able to demonstrate the long-term impact of resolving key problems or situations. You will actively be involved in predictive models or scenario building that anticipate future problems and their effect. You will also be actively involved in leading or coordinating the development of new problem solving processes and tools that improve high-level or long-term performance.

Problem Solving

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

| Indicators of Proficiency | | Indicators of Development Need | | | | |
|---|--|---|---|--|--|---|
| Level 1 – Follow | Level 2– Support | Level 3 – Action | Level 4 – Guide | Level 5 – Execute | Level 6 – Improve | Level 7 – Shape |
| ✓ Is able to focus on essential elements of a problem | Identifies single-step cause and effect relationships correctly | Uses tools and techniques to identify multiple-step linear causes and effect | Anticipates potential problems and obstacles and thinks ahead about next steps | Maps interrelationships and complex causes and long-term effects | Identifies multiple chains of complex cause and effect | Provides strategic responses to multi-dimensional, multi-disciplinary problems |
| ✓ Loves to investigate and resolve problems | Uses problem solving techniques to analyse and solve problems or issues | Systematically breaks down complex problems into manageable parts | Identifies causal factors including steps that led up to the situation or patterns and similarities between different situations | Recognises several likely causes and several likely consequences of actions | Maps out complex processes with multiple inputs and multiple outputs | Monitors, analyses and reviews problems and developments in the environment to determine their long-term impact on the organisation |
| ✓ Can evaluate and understand complex interrelationships impacting a problem | Identifies what led up to the situation and immediate consequences | Demonstrates good reasoning ability with moderately complex and varied problems | Considers multi-disciplinary perspectives when analysing and solving problems | Makes plans to maximise outcomes in the medium term, including contingency plans to deal with potential opportunities and problems | Researches and anticipates problems and uncertainties in the environment likely to impact current operations | Develops predictive models or scenarios anticipating future problems and their effects |
| ✓ Can reason logically and formulate clear options | Can map and understand cause and effect relationships | Undertakes often complex causal analysis | Integrates a large amount of information from diverse sources recommending solutions that span locations, disciplines or problems | Uses sophisticated methods to deal with complex, escalated problems | Systematically breaks multi-dimensional problems into component parts | Sponsors and promotes systematic and scientific approaches to thinking and problem solving |
| ✓ Can picture and clearly articulate what a solution looks like | Uses established methods to deal with discipline-specific, conventional problems | Anticipates and resolves problems before they adversely impact operations | Identifies and removes root causes to problems | Integrates complex multi-disciplinary perspectives | Uses several analytical techniques to identify several solutions and weighs the pros and cons of each | |
| ✓ Makes linkages between seemingly unrelated but important issues/information | Identifies and analyses alternatives to determine the optimal solution | | Monitors and evaluates solutions implemented to resolve a problem | Evaluates problem identification and analysis processes and solutions implementation | Contributes to improvement of problem solving processes, techniques and tools | |

13. Digital Acumen



Individual students need to develop an ability to use and manage digital technologies, platforms, and information to improve learning, life, and employability, both now and in the future. As the pace of technological change transforms the world of work, employers increasingly seek employees who are ready and willing to adapt to new technologies. This means not only using computer and communication technologies, it is also about adopting new ways of working, looking for opportunities to automate or innovate, and improving efforts to access, share, manage, and evaluate information and knowledge.

Digital Acumen is not just about having the skills to use innovative devices, gadgets, or websites. The gamer with amazing skills or the programmer able to code complex algorithms may be technically competent, but digital acumen suggests they need other attributes if they are to translate this technical skill into a work or career opportunity. Digital Acumen centres on how an individual can bring a mindset and the motivation to use digital technologies and data in a way that will enhance work effort, business functionality, and/ or the customer experience.

13.1 The Standard

Digital Acumen is centred on the ability to harness digital technology to undertake workplace tasks and improve productive outcomes. It is synonymous with technological acumen, but it is distinct to digital literacy. While the latter deals with using digital technologies to discover, use, and disseminate information in a digital world, digital acumen moves beyond the information aspects to set a standard for how individuals use technology. At all levels of proficiency, the standard sets an outcome that can encompass a range of different work roles, contexts, people, and technologies.

For most young people Digital Acumen is ever present. Use of digital technologies and information processing will often underpin the completion of activities in life, learning, or work. As such, it may be clustered or co-assessed with capabilities such as Communication, Collaboration, Problem Solving, Critical Thinking, Creativity, or Lifelong Learning.

13.2 Indicative tasks & activities

| | |
|---|--|
| Operations and concepts | using digital technologies to produce and present data and information, research and interrogate information and manipulate data |
| Accessing and analysing information | accessing, capturing, and analysing information, including primary and secondary data |
| Being productive users of technology | using digital technologies to analyse trends, patterns, or relationships in data and information |
| Digital citizenship (being safe, positive and responsible online) | being a safe, positive, and responsible user of local and networked computer-based resources |

13.3 Assessment guidance

The following may be used to support creation of a marking rubric or for shaping evidence required to meet the standard at the agree level of proficiency.

| Potential Dimensions to Assessment | Minimum Standard |
|------------------------------------|---|
| Digital disruption and trends | Identifies and can accurately determine trends in technological developments and how they affect personal activities and the wider environment (learning, work, and society). |
| Digital Proficiency | Generally, selects and uses commonly available technologies appropriately, effectively, and efficiently to analyse and evaluate information to complete a range of activities. Activity may include basic programming skills on a known platform or device. |
| Information requirements | Defines parameters and scope of the research specified. Defines and sets up technology and applications to efficiently and accurately complete agreed functions and investigate key concepts or undertake required research or data analysis. |
| Information Discovery | Accesses information using agreed search strategies and some relevant information sources. Demonstrates ability to refine search. |
| Evaluation of Information | Discriminates between assertion or personal opinion and information substantiated by relevant evidence. Identifies primary or secondary sources and data reliability. |
| Information use and communication | Classifies, organises, synthesises, and communicates, data or information from a range of digital sources. |
| Ethical and legal requirements | Demonstrates understanding of and regard for the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. References and uses information truthfully and in keeping with original source. |
| Sharing and co-creation | Uses commonly available technologies and applications appropriately, effectively and efficiently to co-create or share knowledge, ideas, and solutions to predictable problems. |

13.4 Evidence Guidance

The sort of evidence an individual will need to provide by level to achieve this capability will be as follows:

■ LEVEL 1

At Level 1 of Digital Acumen you will be able to evidence through learning, life, or work the ability to set up and competently use a range of computing or digital devices to create, share, and communicate content using a range of standard digital devices and technologies (e.g., smart phone, computer, laptop, tablet, e-reader, and computer peripherals such as printers, audio systems, and internet connection devices). You will be able to configure and operate digital technology and online accounts safely and securely while ensuring you search, discover, retrieve, and share digital information or data compliant with privacy, copyright, confidentiality, and personal responsibilities. You will be able to demonstrate communication and collaboration to create content or shared outcomes (e.g., attainment of project goals, work or life schedules, data analysis, etc.,) in a digital environment.

■ LEVEL 2

At Level 2 of Digital Acumen you will be able to evidence the ability to set-up and use a wider range of digital technologies to explore, discover, access, create, store, publish, and share information relevant to an area of work. You will also be forward-looking and evidence knowledge of emerging digital technologies and how this will affect how you interact with others and how customers and businesses connect and interact. You will use digital devices to organise work and activities, set priorities, collaborate, and communicate with others. You will also demonstrate use of records, information and knowledge management functions or systems in a workplace, and consistent compliance with required privacy and information-handling legislation, standards, and requirements.

■ LEVEL 3

At Level 3 of Digital Acumen you will be able to increasingly evidence the ability to create, communicate, and collaborate using a wider array of digital devices (e.g., smart phone, computer, laptop, tablet, e-reader, internet connected technologies, and internet of things), media (e.g., software, digital images, digital video, video games, web pages and websites, social media, digital data and databases, digital audio, and electronic books) and environments (e.g., websites and other web-based resources, cloud servers, platform services, virtual environments, social media, mobile apps, and knowledge or data sharing networks). You will use increasingly use sophisticated technological skills and capabilities to optimise team outcomes and to seek, discover, and classify information or data using a range of digital technologies and online sources. You will demonstrate consistent compliance with relevant legislative, legal, and ethical requirements when creating, sharing, or communicating with others in a digital environment. With an eye to the future, you will also monitor and be able to explain how changes to digital technologies will affect your learning, work practices, and wider society.

■ LEVEL 4

At Level 4 of Digital Acumen you will be able to evidence an ability to effectively use a range of technologies and digital media to research, collaborate, create content, share ideas, conduct business, or reach customers. You will be able to analyse and synthesise data or digital information that you have accessed from a broad array of reliable sources. You will consistently evidence adherence to societal and contextual requirements and regulations governing the management of digital information or data, including the appropriate privacy, security and rights management requirements. You will be able to confirm exposure to the rapid testing and use of new or prototype digital technologies that may promote your own or a group's productivity.

■ LEVEL 5

At Level 5 of Digital Acumen you will be able to evidence use of a broad range of digital and com-

puting technologies and platforms to complete professional or work related tasks. You should evidence the capacity to identify and correctly use technology to optimise processes, customer experience, creative output, or professional outcomes. You will both work alone and collaborate using technology to design, create, or share information. Evidence should confirm you are able to classify and manage digital information and data, including conforming to privacy, security, intellectual property protection and related rights management issues. You will have demonstrated the ability to train other people in the correct use of new technologies and be able to assess and communicate the benefits derived from adoption of new technologies.

■ LEVEL 6

At Level 6 of Digital Acumen you will be able to evidence the ability to monitor, review and anticipate where automation and digital technologies present threats or opportunities to a functional area, project, or area of professional practice. You will access expert advice on how to deploy technology to improve outcomes and will have a degree of responsibility and influence on technology practices and policies within an operational area or project. You should be able to evidence use of virtual technologies and platforms to enhance collaboration and completion of tasks. Evidence should confirm your ability to oversee compliance of team members with regulations, policies and standards guiding the use of digital information, data, and technologies.

■ LEVEL 7

At Level 7 of Digital Acumen you will be able to evidence overall leadership – knowledge and practice – of how digital technologies are used in a given strategic context or entity (e.g., an organisation or major project). You will be instrumental in assuring people and teams are engaged in the use of digital tools and data. You will also be able to evidence a leading role in the identification, sourcing, management, secure operation, and evaluation of digital technologies to benefit business operations. Evidence must confirm your involvement in and deep appreciation for the need to set and ensure everyone adheres to policies, practices, and standards concerning digital technology and the handling and storage of information and data.

Digital Acumen

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

| Indicators of Proficiency | | | Indicators of Development Need | | | |
|---|---|--|--|--|---|---|
| <ul style="list-style-type: none">✓ Prepared to learn and adopt digital technology✓ Explores new ways to deploy or use technology✓ Monitors global trends and innovations in digital technologies and platforms✓ Will go out of their way to learn how to use technology to improve life and work✓ Looks for ways to improve how things are done | | | <ul style="list-style-type: none">✗ Dislikes digital technology✗ Feels technology and changes to existing systems✗ Has no global view or perspective on technology trends✗ Will avoid technology in most aspects of work and life✗ Sticks with traditional ways to do things | | | |
| Level 1 - Follow | Level 2- Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape |
| <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> |

14. Customer Focus



Across all aspects of the economy — whether for profit or not-for-profit, small or large; public or private — employers need staff who understand customers and their expectations. In the past, it was widely believed that competitive advantage for an organisation resided in gaining market share and being better than one's competitors. While this is true, the major focus today is gaining and holding onto customers.

In the age of social media and a digitally connected global marketplace, the ability to gain and retain a customer is a constant concern for business leaders. As a result, organisations sought to raise their focus on the customer and the quality of the customer experience. The customer experience [CX] is: ... the subjective response customers have to direct or indirect contact with a company. It encompasses every aspect of an offering: customer care, advertising, packaging, features, ease of use, reliability. Customer experience is shaped by customers' expectations, which largely reflect previous experiences.³⁷

To achieve a positive CX, organisations need to recruit and develop people with the Customer Focus capability. This capability requires a person to serve customers internal or external to an organisation and to deliver an experience that meets agreed standards and expectations. At the early levels, this means becoming familiar with how you do this to the agreed standards and measures set in the CX strategy. At the higher levels it revolves around ensuring an organisation's greatest asset, its customers, are managed in a way that builds a long-term customer relationship and proactively improves the CX to meet future expectations.

Customer Focus is not limited to a service exchange. It encompasses the entire service lifecycle, or customer journey. Excellence in service requires support of products or offerings made to identified customers before, during, and after the point of supply. This requires everyone in the organisation develop a mindset whereby they appreciate not only how to interact with customers but understand why customer needs and expectations underpin the success of any business processes. To do this, everyone needs to be involved in customer experience mapping to better understand the stages involved in every customer's buying process. Every staff member must develop a constant regard for customers by appreciating that if they are not serving a customer (so-called customer facing), they will still be serving someone (for example, an internal customer) who will ultimately contribute to the external customer's experience.

³⁷ Schwager, A. & Meyer, C. (February 2007). Understanding customer experience. Harvard Business Review, 85(2), page 116. Retrieved 25 August 2019 at <https://hbr.org/2007/02/understanding-customer-experience>

14.1 The Standard

Customer Focus is a capability that must be nurtured constantly. At the foundation level, it requires an awareness of why it is always important to provide excellent service in a direct or indirect manner. But at the higher levels of proficiency it requires leaders to ensure customer focus occurs across the entire organisation. This will ensure staff have a sense of quality, standards will be based on customer perceptions, and CX becomes the number one driving force for how the business operates.³⁸

The Customer Focus capability, by its very nature, involves active awareness of a customer's needs. It requires a person to place themselves in the customer's shoes. If you took the customer's point of view, what would you want? How do we open a dialogue with customers to ensure we know what they want or where their expectations need to be shaped? What does a satisfied or dissatisfied customer look like? More importantly, how do we anticipate customer needs and continually argue for improving what we do in ways that make customers come back?

Building the Customer Focus capability in their workforce is essential for forward-looking businesses. It goes beyond the knowledge of how to interact with a customer, or how to use simple tools to identify and measure CX; it is about a willingness to build a culture where the customer is central to how we do business. It is about individuals who are passionate advocates for the customer.

14.2 Indicative tasks & activities

| | |
|--|--|
| Management (self, career, time, planning and organising) | effectively regulating, managing, and monitoring emotional responses and persisting to complete tasks and overcome obstacles; develop organisational skills and identify the resources needed to achieve goals |
| | the skills to work independently and to show initiative, learn to be conscientious, delay gratification, and persevere in the face of setbacks and frustrations |
| Character (resilience, mindfulness, open- and fair-mindedness, self-awareness) | developing self-awareness to enhance personal assets, including resilience, mindfulness, open-mindedness, and fair-mindedness |
| | to know yourself or have a clear understanding of your personality, including its strengths and weaknesses |
| Ethical (and moral) understanding | building a strong personal and socially oriented, ethical outlook that assists with managing context, conflict, and uncertainty and to develop an awareness of the influence that your values and behaviour have on others |
| | assists engagement with more complex issues that are likely to be encountered in the future and to navigate a world of competing values, rights, interests, and norms |
| Solving problems | occurs when an obstacle is encountered on the way to achieving a goal; the sub-skills for this process include identifying and analysing the problem |
| Decision-making | a process involving weighing options to determine the most appropriate course of action |

14.3 Assessment guidance

³⁸ Albrecht, K. (1990). Service Within, Illinois: Dow Jones-Irwin, page 10.

The following may be used to support creation of a marking rubric or for shaping evidence required to meet the standard at the agree level of proficiency.

| Potential Dimensions to Assessment | Minimum Standard |
|-------------------------------------|--|
| Customer communication | Communication techniques (posture, hand gestures, eye contact, visual aids, and vocal expressiveness) are generally positive, engaging, and credible. |
| Customer requirements/needs | Identifies customer's needs and accurately determines the customer type/ requirements. |
| Solves problems | Identifies and proactively addresses any customer problems. Solves the customer's problem within a reasonable time. |
| Advocates and empowers the customer | Individual appreciates what they can do for the customer and applies the organisation's relevant policies and procedures when serving a customer. Assists the customer understand their choices and options. |
| Acts with integrity | Possesses a strong and well-understood basis for their own sense of what is right and ethical. Is honest and has strong moral principles. |
| Individualised consideration | Identifies and empathises with customer's expressing a problem or a specific need. |
| Customer experience | The customer experience is positive and conforms with expectations of the organisation and the needs of the customer. |
| Sharing and co-creation | Uses commonly available technologies and applications appropriately, effectively and efficiently to co-create or share knowledge, ideas, and solutions to predictable problems. |

14.4 Evidence Guidance

The sort of evidence an individual will need to provide by level to achieve this capability will be as follows:

■ LEVEL 1

At Level 1 of Customer Focus you will be able to confidently interact with a customer and accurately identify each customer's needs and meet their specific requirements or offer advice as to how those needs can be met. You appreciate the difference between an internal and external customer and ensure all interactions result in a positive customer experience that conforms to the organisation's expectations. You will maintain a consistent focus on the customer's needs and continually monitor that their expectations have been satisfied. You will be able to explain and describe situations where you went out of your way to raise the customer experience and place their needs above your own.

■ LEVEL 2

At Level 2 of Customer Focus you will be able to evidence an emotional, intellectual, and applied capacity to interact and positively engage with customers. You will be able to show you have worked with different customers and products or services to define their requirements, assist a customer with select products, and used ethical and quality approaches to honestly satisfy the customer's expectations. Your evidence should demonstrate product and customer knowledge and the capacity to effectively sell and promote solutions. You will know how to process customer complaints or problems and offer insights to more senior staff on how to improve customer service and their experience.

■ LEVEL 3

At Level 3 of Customer Focus you will be able to demonstrate a tactical overview of the delivery, measurement, and attainment of customer experience targets within a well-defined operational area, product, or service. You will be able to show how data collection or effort has been undertaken to monitor customer experience at critical touch-points or for certain products and services, and how you have led or coordinated ways to add value to the customer relationship and raise their customer experience in the short term. This should include evidence of data analysis and review of performance against customer experience targets and within a specific touch-point, channel, product, or service. You will be able to confirm or show reports whereby you have undertaken actions to improve the customer experience while reinforcing the organisation's brand and/or value proposition.

■ LEVEL 4

At Level 4 of Customer Focus you will be able to evidence the management of people, technology, and processes to provide an excellent customer experience. You will be able to evidence the design, deployment, or review of a customer experience strategy, service strategy, or a plan to optimise team service quality and performance. You will frame a compelling value proposition appropriate to different clients or customers and actively advocate for removal of obstacles or practices the organisation has that limit customer service or the resulting experience. You should be able to evidence involvement in the design and development of products, services, and solutions that build enduring customer relationships.

■ LEVEL 5

At Level 5 of Customer Focus you will be able to evidence the ability to consistently manage the planning, evaluation, design, and implementation of complex solutions for a customer. You will be able to show performance in a role that generates evidence including such things as customer experience research, analysis and data that may show performance metrics, system, and process efficiency or critical service touch points. You may have undertaken an analysis and reported ways in which skills and technologies could be improved to enhance service. You should be able to use technology and systems to generate reports that show how well your team has identified, captured, and reported on customer experience across a location, service team, or specified product.

■ LEVEL 6

At Level 6 of Customer Focus you will be able to evidence an ability to lead and manage the overall monitoring and reporting against a service strategy or agreed targets for improving the customer experience. You will have performed in a role that will generate evidence confirming you can analyse data on the customer experience and gain insights into how to add value to the customer relationship in the medium-to long-term. You will also research and gather intelligence related to the customer journey and be able to recommend ways to improve service through automation or the use of technology to capture and report critical data. You should be able to reflect on and explain how well your area of operation delivers against the customer experience or how a value proposition supports the organisation's brand proposition and values.

■ LEVEL 7

At Level 7 of Customer Focus you will be able to evidence performance in a role as a leading expert or an organisation's senior leader accountable for improving customer-related strategies. You will be able to generate evidence of a strategic role in shaping the customer service or excellence strategy, developing performance metrics and data reporting systems, and in shaping the relationship between customer service and the organisation's brand. You should be able to evidence national and global tours, conferences, or education courses associated with improving the skills or knowledge about customer experience trends and future developments.

Customer Focus

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

Indicators of Proficiency

- ✓ Strong and persistent focus on people/ customer
- ✓ Will always seek to put the customer's interests first
- ✓ Is genuinely interested in people
- ✓ Looks for opportunities to help people
- ✓ Cares about others and satisfying their needs
- ✓ Is friendly and easy to approach
- ✓ Is personally pleased and happy when a person's needs are satisfied

Indicators of Development Need

- ✗ Does not appreciate how own actions affect internal and the ultimate customer
- ✗ Focus on technical or professional role used as an excuse to avoid customer focus
- ✗ Will always place their own needs over a customers
- ✗ Avoids people and social interaction
- ✗ Sees others needs as a distraction or wasting their time
- ✗ Is perceived to be arrogant or unapproachable
- ✗ Is self-absorbed or overwhelmed when having to consider the interests of others

| Level 1 - Follow | Level 2- Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape |
|--|---|---|--|--|---|---|
| <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>Thinks about customer's needs rather than their own</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>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>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 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>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>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>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 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>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>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>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 experience trends and future developments</p> |

15. Leadership Domain: LEAD



15.1 The LEAD Standard

While investment in leadership development has a proven impact on raising organisational performance and socio-economic advantage for a region, the full potential of a capability-based approach to leadership development only started to transition from business practice into academic research early in the 21st century.³⁹ This reverse flow is unusual given many business models and theories typically find their origins in academic research. In Australia and New Zealand the absence of academic study of a capability-based approach to leadership as part of dynamic capability model was starkly apparent to the business community where some of the largest employers had been researching and implementing leadership capability frameworks since 1992.⁴⁰

Leadership in every guise has a bearing on effective individual and collective performance. Research and practice in Oceania and Asian organisations - public and private, commercial and non-commercial - demonstrate the fourth industrial revolution has accelerated the importance of deploying leadership capabilities in conjunction with the human capabilities. Yet as the mix of what constitutes an effective leader has evolved, our models for leadership have remained focussed on older, industrial age paradigms. Today we need to deploy capabilities for leaders and managers as distinct approaches that move beyond the leadership-as-a-function-of-management, 'great man', or charisma-centric paradigms. We need to embrace the positive benefits derived from leaders that work with others in a collaborative, engaged relationship. We need to acknowledge the direct correlation between leadership that can engage employees to not only perform better but to emotionally invest in a rapid transformation process. The capabilities in the L.E.A.D. capabilities deliberately move away from the 'Great Man' model of leadership to reinforce the participative, 'side-by-side' nature of leadership and the leader's ability to deliver transformational practices at all levels of work and life.

Future leaders must have the capacity to communicate a vision that reaches further over the horizon, inspire and grow their workforce, enhance the speed of transformation and, ultimately, advance the mutual interests of their organisation and the people they employ. Investing in development of leadership capabilities, therefore, ensure we can harness the human and technical capabilities that assure our collective capacity to successfully transform and meet future challenges.

³⁹ Burgoyne, J., Hirsh, W. & Williams, S. (2004). The Development of Management and Leadership Capability and its Contribution to Performance: The evidence, the prospects and the research need. Research Report 560, Department of Education and Skills, Lancaster University, Lancaster

⁴⁰ Bowles, M., Harris, J., & Wilson, P.T. (November 2016). Leadership capabilities for agile organisations: mining leadership frameworks using Latent Dirichlet Allocation. International Journal of Business and Social Science, 7(11), page 4.

The leadership capability domain span four L.E.A.D. Capability Standards: Leadership, Engagement and Culture, Agility, and Direction and Purpose. The capabilities, individually and together, complement the Human Capability Standards. But they are requirements that distinguish a person with the capacity to achieve a high standard of leadership at work or within their community.

15.2 Indicative tasks & activities

| | |
|--|--|
| Self management (self, career, time, planning and organising) | effectively regulating, managing and monitoring emotional responses, and persisting to complete tasks and overcome obstacles; develop organisational skills and identify the resources needed to achieve goals the skills to work independently and to show initiative, learn to be conscientious, delay gratification and persevere in the face of setbacks and frustrations |
| Character (resilience, mindfulness, open- and fair-mindedness, self-awareness) | developing self-awareness to enhance personal assets, including resilience, mindfulness, open- and fair-mindedness to know yourself or have a clear understanding of your personality, including strengths and weaknesses |
| Ethical (and moral) understanding | building a strong personal and socially oriented, ethical outlook that assists with managing context, conflict and uncertainty, and to develop an awareness of the influence that your values and behaviour have on others assists engagement with more complex issues that are likely to be encountered in the future, and to navigate a world of competing values, rights, interests and norms |
| Solving problems | occurs when an obstacle is encountered on the way to achieving a goal; the sub-skills for this process include identifying and analysing the problem |
| Decision-making | a process involving weighing options to determine the most appropriate course of action |

15.3 Assessment guidance

The following may be used to support creation of a marking rubric or for shaping evidence required to meet the standard at the agree level of proficiency.

| Potential Dimensions to Assessment | Minimum Standard |
|------------------------------------|--|
| Communication | Communication techniques (posture, gesture, eye contact, visual aids and vocal expressiveness) are generally positive, engaging and credible. |
| Solves problems | Identifies and proactively addresses any customer problems. Solves the customer's problem within a reasonable amount of time. |
| Advocates and empowers others | Individual appreciates what they can do for others and applies the organisation's relevant policies and procedures when serving a customer. Assists people understand their choices and options. |
| Acts with integrity | Possesses a strong and well understood basis for their own sense of what is right and ethical. Is honest and has strong moral principles. |

| Potential Dimensions to Assessment | Minimum Standard |
|------------------------------------|---|
| Empathy | Identifies and empathises with other people and understands the effect of their decisions from the other person's perspective. |
| Inspiring others | Motivates others and engages people, individually and collectively, to achieve their best. Communicates a vision for what is possible and establishes signpost moments along the journey to reinvigorate collective commitment. |
| Judgement | Makes sound judgements and decisions in a timely manner based on a mixture of analysis, insights, experience and feedback from others |
| Sharing and co-creation | Uses commonly available technologies and applications appropriately, effectively and efficiently to co-create or share knowledge, ideas, and solutions to predictable problems. |

| Leadership | | | | | | |
|--|---|---|---|---|---|---|
| Leads transformational processes and motivate staff and optimise the capabilities individuals and the workforce will require to enable sustained organisational success. | | | | | | |
| Indicators of Proficiency | | Indicators of Development Need | | | | |
| <ul style="list-style-type: none"> ✓ Shows the ability to look over the horizon and identify compelling futures ✓ Embraces learning ✓ Highly self-aware ✓ Strong career plan ✓ Appreciates trends or major factors shaping technology, markets and strategic direction ✓ Strong ability to inspire others ✓ Shows a high level of motivation towards achieving future goals ✓ Willing to coach and mentor others | | <ul style="list-style-type: none"> ✓ Lack of appreciation as to why individuals need collective purpose ✓ Fails to appreciate own strengths and weaknesses ✓ Unable to inspire commitment ✓ Unable to link vision with purpose ✓ Has no career plan or personal learning goals ✓ Overly ambitious and lacks regard for competency limits ✓ Low commitment to coaching and developing others ✓ Lacks optimism capacity for people to learn ✓ Fails to share knowledge (gate keeper or silo builder) | | | | |
| Level 1 - Follow | Level 2- Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape |
| Correctly identifies personal competencies, capacity and learning preferences | Assesses objectively the competencies of others in a team and their capacity to learn | Systematically identifies another individual/team competency need and plans to correct deficiencies | Builds a climate that empowers individuals to embrace learning and development | Pro-actively seeks opportunities to develop other people's talent and career opportunities | Ensures learning across disciplines develops the workforce for current and future needs | Supports organisational learning that spans functions, locations and the value chain |
| Embraces the importance of lifelong learning | Identifies individual development needs and plans actions to address them | Contributes to workforce planning to ensure the availability of required people capabilities | Uses agreed tools and techniques to identify and actively promote talent and individual potential | Assesses workforce learning and development needs at a functional, business or discipline/professional level | Coordinates and monitors workforce planning | Stimulates and encourages a sustainable approach to leadership development |
| Investigates and personally identifies team members who can provide appropriate skills instruction or expert knowledge | Identifies and maximises workplace development opportunities for team members | Appreciates multiple learning styles individuals may possess | Understands what motivates others to learn and share knowledge | Isolates and prioritises actions to address skill gaps that are essential for current performance | Removes barriers to learning and knowledge transfer across functions and with other organisations | Promotes the ability to learn and the speed of learning as an important organisational capability |
| Shares knowledge and skills with others | Actively coaches and encourages feedback from others | Isolates the best learning mode (learn from others, learn from experience, learn off the job) for an individual's development need | Mentors and develops other professionals or managers | Establishes frameworks to encourage and enable learning within and across disciplines and functions | Establishes the systems and processes to identify potential and manage talent | Promotes and stimulates viable career pathways across the organisation and beyond |
| | Provides constructive feedback on personal competence in a timely and empathetic manner | Coaches others to address barriers to action that may derive from an individual's lack of competence or motivation | Identifies and fosters individual growth at all levels | Collects and analyses data to help pinpoint cross-discipline or cross functional learning and development needs | Facilitates effective job rotations and exchanges across functions and locations | Analyses responds to qualitative and quantitative data on organisational development and learning needs |
| | Analyses and assesses when to undertake coaching or mentoring for each individual/situation | Opens new career pathways for individuals | | Actively promotes learning between people within and outside the organisation | | |

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.

| Indicators of Proficiency | | Indicators of Development Need | | | | |
|--|---|--|---|---|--|--|
| <ul style="list-style-type: none"> ✓ Employs a range of different influencing styles effectively ✓ Strong negotiation and influencing skills ✓ Strong negotiation and influencing skills ✓ Ability to empathise ✓ Effective role model ✓ Strong ability to appreciate and communicate sensitive to emotional and cultural factors ✓ Appreciates and celebrates everyone's contribution ✓ Astute navigator of organisational politics | | <ul style="list-style-type: none"> ✓ Lacks experience or is unwilling to work across teams, projects, functions or entities ✓ Lacks effective negotiating skills ✓ Low power motive: lacks interest in influence ✓ Excessive power motive: too competitive ✓ Perceived as untrustworthy ✓ Lack of EQ: Socially unskilled ✓ Lack of interpersonal communication skills | | | | |
| Level 1 - Follow | Level 2- Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape |
| Builds trust and instils confidence through mutually respectful, two-way communication | Possesses personal credibility and trustworthiness | Delegates and empowers other people to achieve agreed outcomes | Establishes systems and mechanisms to promote workforce participation | Displays confidence and trustworthiness to stakeholders and strategic partners | Leads culture change within an organisation | Guides and mediates the alignment of the organisation's culture and planning processes with the global environment |
| Remains in control and stays calm in often challenging situations | Empowers others to take individual responsibility for achieving better outcomes | Understands the individual motivations and drivers that may cause conflict or prevent team members working towards agreed goals | Vests the authority and resources necessary for employees to be empowered to act | Acknowledges and rewards contributions from others | Can accurately identify the historical, cultural, community and political elements likely to have a long-term impact on strategy and direction | Creates opportunities for different community, industry and professional groups communicate their values, beliefs and perspectives on the organisation's culture and behaviour |
| Identifies and proactively considers the range of cultural differences in a given situation | Builds trust within a group and advocates for its members' interests | Listens to and actions feedback from others | Keeps commitments and deals honestly with others | Keeps commitments and deals honestly with stakeholders and external business partners | Represents the organisation with sensitivity and a heightened awareness of global factors, elements and perspectives | Establishes and reinforces the organisation's culture and critical values with the senior leaders or decision makers |
| | Models and consistently acts with integrity | Respects information exchanged in confidence and is recognised as a trustworthy source of valuable information | Supports honest disclosure and information sharing | Can accurately identify and consider the historical, cultural, community and political elements impacting functions | Promotes organisational-wide cultural awareness and behaviours | |
| | Displays uncompromising regard and respect for considering different perspectives impacting actions and decisions in a specific situation | Understands the range of different perspectives, values, beliefs and behaviours and their impact on internal and external interactions | Acknowledges and rewards contributions from others | | | |
| | Reinforces the positive relationship between individual action and the organisation's culture and values | Engages with social, economic and professional groups to enhance understanding of particular environments and situations | Engages with social, economic and professional groups to enhance understanding of different cultural and community perspectives | | | |

Agility

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.

| Indicators of Proficiency | | Indicators of Development Need | | | | |
|--|---|--|---|--|---|---|
| <ul style="list-style-type: none"> ✓ Shows the ability to look over the horizon for him/herself and the industry ✓ Appreciates trends or major factors impacting the organisation ✓ Deals with ambiguity and complexity ✓ Continuously seeks improvement without prompting ✓ Frequently visited by colleagues to assist brainstorm ideas and creative solutions ✓ Makes linkages between seemingly unrelated but important data/information ✓ Doesn't procrastinate ✓ Strong ability to inspire and work with others ✓ Recognises small wins often add up into bigger wins ✓ Aware of opportunities and sets realistic stretch objectives ✓ Responsive to customer demands and changed requirements rapidly ✓ Can respond rapidly without compromising quality | | | | | | <ul style="list-style-type: none"> ✗ Authoritarian ✗ Introvert unwilling to communicate or share information with others ✗ Lack of appreciation as to why individuals react differently ✗ Lacks means to systematically and objectively judge value of ideas or innovation ✗ Does not encourage different perspectives or angles when looking at problems ✗ Can't understand why people do not commit and just follow their lead ✗ Lacks a systems view ✗ Low variety background ✗ Thinks tactically not strategically ✗ Over simplifies resulting in missed detail or sets overly ambitious objectives ✗ Too theoretical or complicated in plans and processes ✗ Technical not focussed on environment or customer |
| Level 1 - Follow | Level 2 - Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape |
| <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>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>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> |

Direction and Purpose

Plans and establishes a compelling vision for a future state that inspire and influences commitment to a shared purpose.

| Indicators of Proficiency | | Indicators of Development Need | | | | |
|---|---|---|--|--|---|--|
| <ul style="list-style-type: none"> ✓ Has a good capacity to research and source quality strategic business intelligence ✓ Is respected by peers and decision makers in other organisations as a conscientiousness and hard-working leader ✓ Takes a thorough approach to tasks even when faced with multiple competing demands ✓ Able to renegotiate outcomes or requirements that impinge upon quality/standard of the final result ✓ Perseveres when others quit ✓ Strategic thinker ✓ Actively advocates for the customer and their employees ✓ Secures executive level sponsorships and engagement ✓ Redesigns business practices/processes to deliver improved results ✓ Strong work ethic and responsiveness to new demands | | <ul style="list-style-type: none"> ✗ Overlooks small details ✗ Shows a tendency to be messy and unclear ✗ Is prone to making errors in his/her work ✗ Disorganised ✗ Lacks political savvy or understanding of organisational climate and influential decision makers ✗ Risk averse: prefers to avoid taking bold new steps ✗ Low power motivation: lacks desire to have maximum personal impact through driving towards over-delivery against targets ✗ Consistently unable to improve practices or processes ✗ Consistently fails to take the customer's perspective ✗ Cannot maintain a focus on business benefit or the core value proposition being sought | | | | |
| Level 1 - Follow | Level 2 - Support | Level 3 - Action | Level 4 - Guide | Level 5 - Execute | Level 6 - Improve | Level 7 - Shape |
| <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 social change in a timely manner</p> | <p>Develops strategic reporting and evaluation methodologies</p> <p>Instils and reinforces a vision set 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 makers (e.g. Board, shareholders, government)</p> <p>Advocates for organisation's purpose in national forums and professional conferences</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> <p>Assists communicate the organisation's vision to the wider industry and national decision makers</p> |

