Charles Sturt University

Capability Framework

Insightful Inclusive Impactful Inspiring

Introduction

The Charles Sturt University Capability Framework is a valuable tool to help foster a common language around desired skills and behaviours for leaders, teams and individuals. The examples of how we do and don't behave can help guide daily interactions with each other, our students, stakeholders and communities – enabling better collaboration and understanding.

The framework informs core people-management practice's such as recruitment and selection, managing for performance, leadership development, succession planning, individual development and career planning.

The competencies that underpin our framework have been drawn from the CEB Universal Competency Framework. This is an empirically sound basis for competency development that provides a rational, consistent and practical way of understanding people's behaviours at work and the likelihood of succeeding in a given role or environment.

Expectations around these competencies increase depending on the complexity and seniority of roles, from leading ourselves, to leading a team and leading the organisation.

In mapping the framework to our values and University Strategy, and sharing and testing the constructs with diverse teams across the university, we have identified core capabilities for success, and they are outlined in this document.

The framework acknowledges that the emphasis on different capabilities will vary across teams depending on the nature of roles, context and areas of specialisation. More specific technical capabilities may be required for unique disciplines and professional areas.
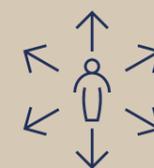
Our values

Insightful   Inclusive   Impactful   Inspiring

Culture roadmap

It is important to acknowledge that we don't develop capability in isolation. The way that we live our Charles Sturt University values, accepted norms and habits in our teams, plus our ability to deliver desired outcomes, will all influence the culture that we have.

Our desired culture is one that reflects our ethos and values by striving for equity and diversity in all that we do. We are an organisation committed to developing and partnering with holistic, far-sighted people who help their communities grow and flourish.

Being committed to continual improvement, leadership, accountability and collaboration will help move leaders and teams forward in ways that reflect our values and foster high performance.

A companion guide to this Capability Framework – Charles Sturt University Values in Action – is available to assist managers and teams in defining behaviours that support our values-based culture. The guide can help clarify and 'make real' what living the values involves and what those behaviours look like on a daily basis through asking questions such as:

- What behaviours matter most to me?
- What matters most to us as a team?
- How do we want to be known by others?
- What values and behaviours do we want to instil in our team?

Values ➕ **Norms** ➕ **Capability** ＝ **Culture**
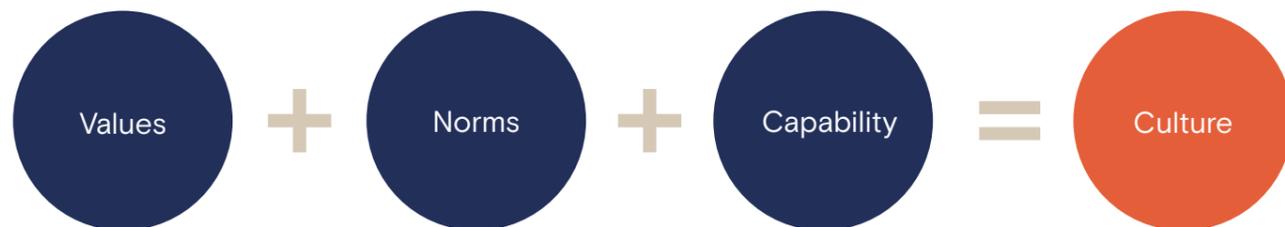
Refer to the notes from page 24 to see how the Charles Sturt University Capability Framework maps to our values, as well as other frameworks that can assist in lifting capability and performance, including the CEB Universal Competency Framework and the Human Synergistics Life Styles Inventory.
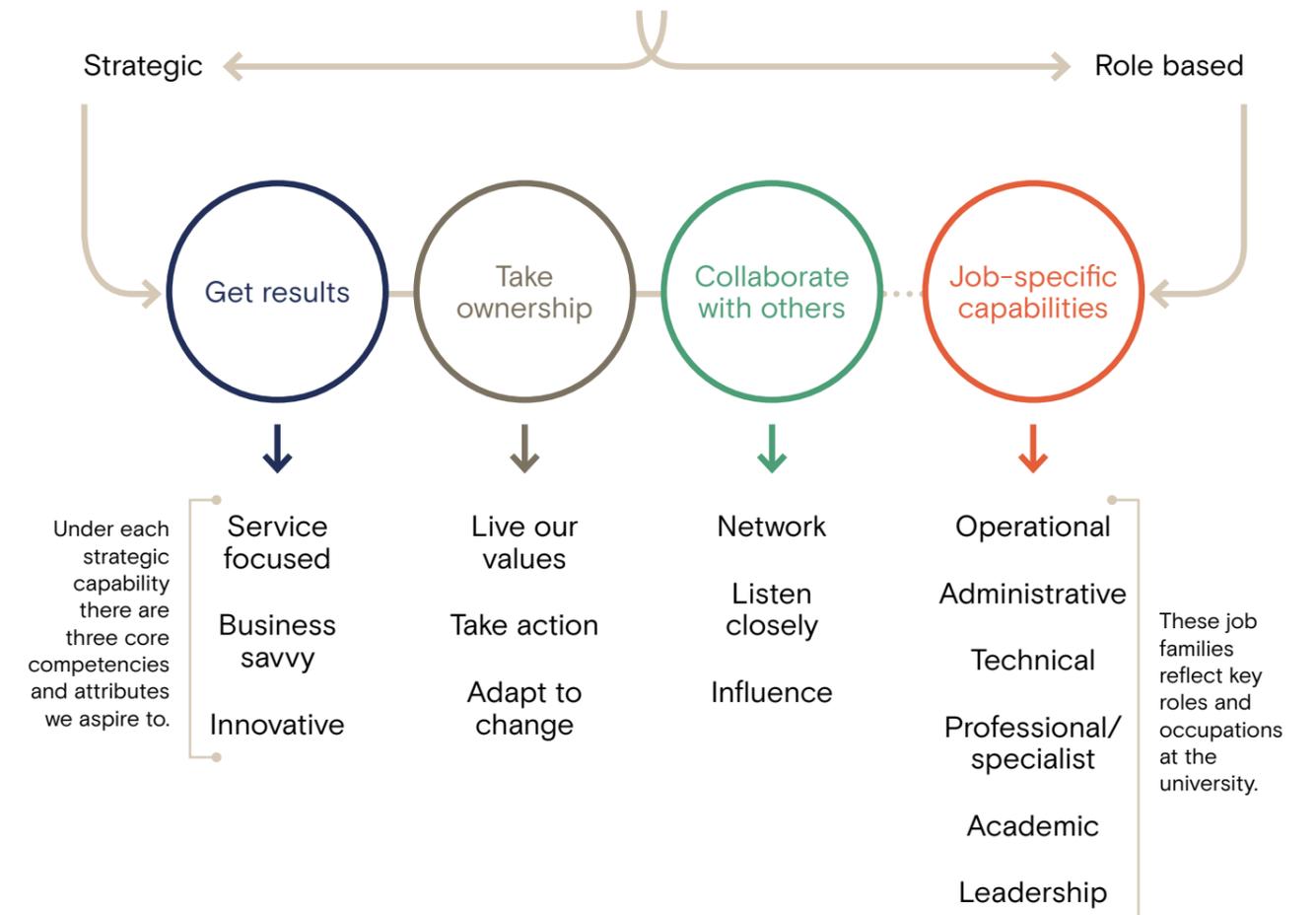
Understanding the framework

The Charles Sturt University Capability Framework is a key foundation for our people and culture strategies.

The framework is made up of strategic capabilities that help us lead our own behaviours and set expectations for each other, as well as role-based capabilities that are more job-specific.

To achieve three outcomes.
→ Engaged and successful workforce
→ Skilled people leaders
→ Successfully managed change

A strong university

Strategic ← → Role based

Get results	Take ownership	Collaborate with others	Job-specific capabilities
Under each strategic capability there are three core competencies and attributes we aspire to.			
Service focused	Live our values	Network	Operational
Business savvy	Take action	Listen closely	Administrative
Innovative	Adapt to change	Influence	Technical
			Professional/ specialist
			Academic
			Leadership

These job families reflect key roles and occupations at the university.

Applying the framework

The Charles Sturt University Capability Framework can be applied in a range of ways, including:

- informing decisions about recruitment, development, performance and succession
- individual development planning and career progression
- recognising and rewarding behaviours that align with our strategy and values
- signalling that every employee has the power to shape the culture.

Examples of applying the framework

Sarah is a hiring manager recruiting for a new supervisor in her team. She needs someone who is very resilient, a strong listener and able to help others move through change. The framework provides sample behaviours that illustrate these capabilities and can be used to frame interview questions.

Kim has been encouraged to consider moving into management roles in the future. While very skilled and experienced, Kim has never managed a team. The framework describes the desired behaviours of people leaders that Kim can compare herself to and pinpoint areas for development.

Ben has received feedback from his manager that he needs to network more to succeed in the delivery of an important project. The pair discussed and agreed on a development objective in Ben's EDRS plan (Employee Development Review Scheme), with selected learning activities that will help him develop his networking and collaboration skills.
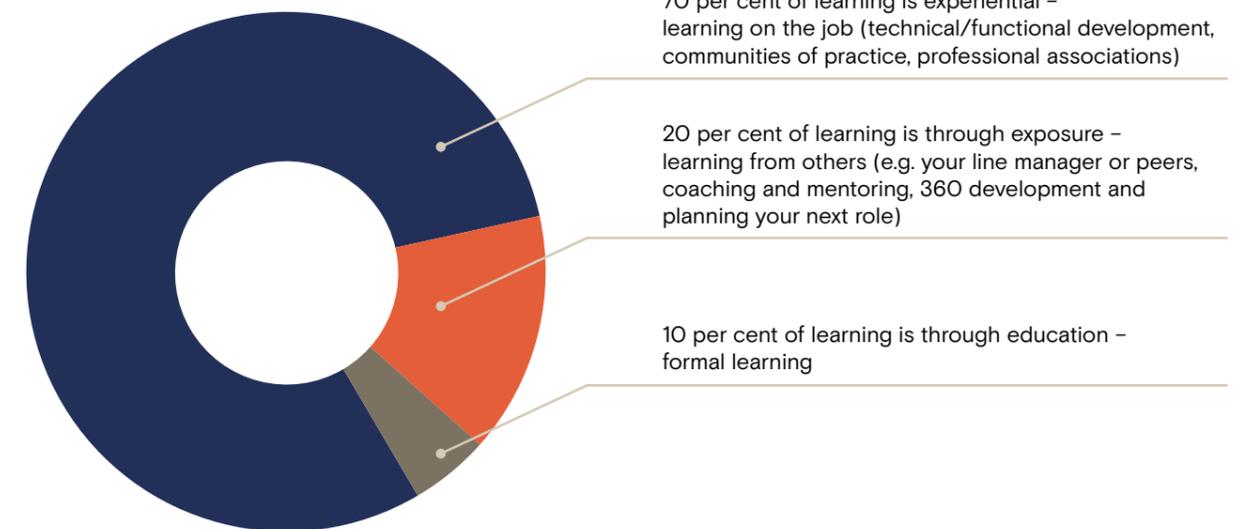
Local team members are quite impactful in the way that they work – getting results and taking action – but they want to be more insightful and receptive to stakeholder needs. They checked how the Values in Action mapped to the Capability Framework and planned team development activities that helped them to live the values and listen closely to others.

Fostering a values-based culture and building capability is an ongoing conversation and habit. Seek and give feedback regularly. Pat others on the back. Put your hand up. Ask your manager for support. Build plans that can help you, your team, the university, our students and communities to grow and flourish!

Managing your development

At Charles Sturt University we use the 70:20:10 Learning and Development Model (Lombardo & Eichinger, 1996) to help staff develop leadership skills, knowledge and experience. This model recognises that effective learning and development can take place in a variety of ways. The model provides a framework for extending traditional training and learning into the workplace.
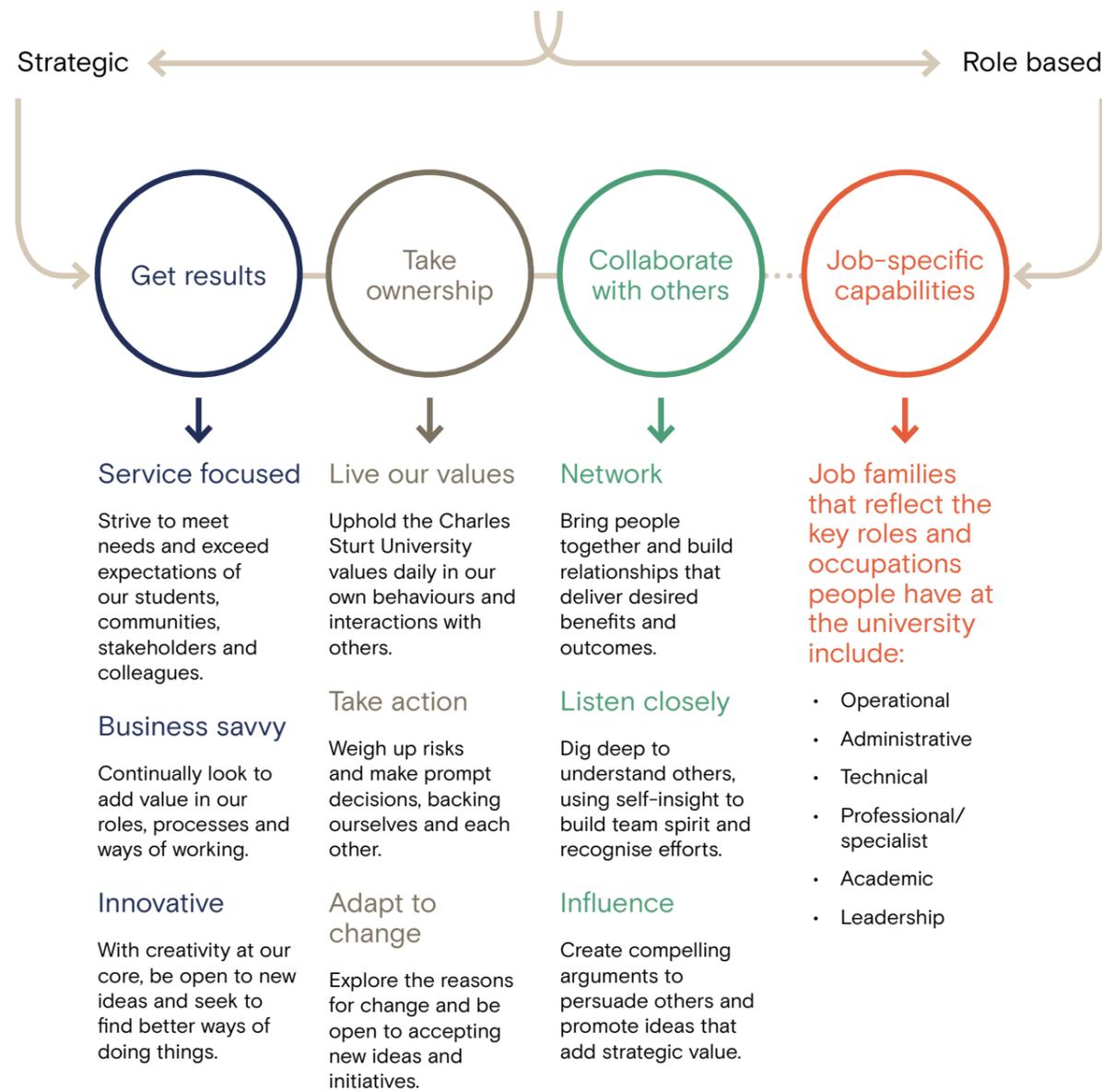
The model suggests three methods of learning.

70 per cent of learning is experiential – learning on the job (technical/functional development, communities of practice, professional associations)

20 per cent of learning is through exposure – learning from others (e.g. your line manager or peers, coaching and mentoring, 360 development and planning your next role)

10 per cent of learning is through education – formal learning

Putting 70:20:10 into practice

1. The self-assessment tool in our Employee Development and Review Scheme (EDRS) has been updated to reflect the strategic capabilities in the refreshed Capability Framework.

2. Use the self-assessment to reflect on your strengths and development areas. Discuss priorities and preferences for development with your manager to support your success.

3. Create your development objectives using suggested learning activities in EDRS, including learning on the job (70 per cent), learning through others (20 per cent) and formal learning (10 per cent).

4. Create opportunities to practise these behaviours and ask for feedback.

Capability Framework

Strategic ←——————————————→ Role based

| Get results | Take ownership | Collaborate with others | Job-specific capabilities |

Service focused

Strive to meet needs and exceed expectations of our students, communities, stakeholders and colleagues.

Business savvy

Continually look to add value in our roles, processes and ways of working.

Innovative

With creativity at our core, be open to new ideas and seek to find better ways of doing things.

Live our values

Uphold the Charles Sturt University values daily in our own behaviours and interactions with others.

Take action

Weigh up risks and make prompt decisions, backing ourselves and each other.

Adapt to change

Explore the reasons for change and be open to accepting new ideas and initiatives.

Network

Bring people together and build relationships that deliver desired benefits and outcomes.

Listen closely

Dig deep to understand others, using self-insight to build team spirit and recognise efforts.

Influence

Create compelling arguments to persuade others and promote ideas that add strategic value.

Job families that reflect the key roles and occupations people have at the university include:

- Operational
- Administrative
- Technical
- Professional/ specialist
- Academic
- Leadership

Get results

Service focused

Strive to meet needs and exceed expectations of our students, communities, stakeholders and colleagues.

Business savvy

Continually look to add value in our roles, processes and ways of working.

Innovative

With creativity at our core, be open to new ideas and seek to find better ways of doing things.

Service focused

Strive to meet needs and exceed expectations of our students, communities, stakeholders and colleagues

Whole team

- Focus on our students, communities, stakeholders and colleagues to build high-quality partnerships and provide outstanding service.
- Set and agree on high standards for quality and quantity.
- Monitor and maintain quality and productivity to achieve desired outcomes.
- Work together in a systematic, methodical and orderly way.
- Be accountable for meeting commitments and promises.

People leaders and specialists

- Plan and direct activities with impacts on others in mind to get the best results.
- Ask often: "How can we do it better or more efficiently?"
- Model service excellence in day-to-day activities.
- Recognise and reward team efforts.
- Make decisions that balance efficiency, reliability and safety.
- Be consistent and constructive in approach.

Senior leaders

- Create and foster a culture that effects bold change and delivers real benefits for students, communities and stakeholders.
- Foster flexibility and agility to make service excellence and market orientation a core part of the way we operate.
- Apply whole-of-systems thinking to enhance processes and leverage cutting-edge technologies.
- Nurture high-quality and inclusive relationships within our teams, industries and communities.

Business savvy

Continually look to add value in our roles, processes and ways of working

Whole team

- Be on the lookout for competitor information and market trends.
- Share ideas and potential business, research or engagement opportunities for the university.
- Demonstrate financial awareness and be mindful of budget constraints or requirements.
- Demonstrate sustainability awareness, embedding sustainable practices in everyday work.

People leaders and specialists

- Investigate and develop business opportunities that may improve performance and enhance sustainability.
- Manage team and area finance as part of the budget process.
- Cut through complexity by distilling data from different sources before drawing conclusions.
- Rise above day-to-day issues to see the wider context and strategy.
- Make best choices for the organisation, even when hard.

Senior leaders

- Formulate strategies that are evidence based and informed by the industry and financial reality to improve sustainability.
- Address factors and risks that affect long-term sustainability, including social, environmental and financial.
- Use knowledge of higher education markets to propose new services and/or products that generate new revenue or commercial opportunities for the university.
- Consider multiple perspectives when assessing options and solutions, taking into account budget management and long-term financial viability.

✖ How we don't behave

- Inconsistent delivery and missed deadlines.
- Blaming outside factors if goals are not achieved.
- Preoccupied with process at the expense of customers or outcomes.
- Only making improvements when things go wrong.

✖ How we don't behave

- Unable to see the bigger picture.
- Getting bogged down in detail.
- Failing to see patterns in data.
- Overlooking connections between issues or areas.
- Overanalysing issues and tasks and taking too long to make a decision.

Innovative

With creativity at our core, be open to new ideas and seek to find better ways

Whole team

- Produce, share and encourage new ideas, approaches or insights.
- Find solutions to problems in collaboration with others.
- Be open to and seek opportunities for organisational improvement.

People leaders and specialists

- Foster an environment that encourages diversity of thought and values different perspectives.
- Use a range of techniques, including group brainstorming, to generate creative solutions to challenges.
- Encourage teams to challenge "the way we've always done things" to increase efficiency and effectiveness.
- Recognise innovation efforts, regardless of outcomes.
- Draw on your own experience and stories to communicate and support change initiatives.

Senior leaders

- Facilitate the development of innovative ideas and be open to alternative approaches at an area and organisational level.
- Champion diversity of thought and constructive debate to foster a university where we learn, engage and have fun.
- Challenge the status quo by letting go of routine and questioning the way things have always been done.
- Establish flexible structures and agile environments that drive innovation in response to changing business demands.

How we don't behave

- Unwilling to explore or try new ways of working.
- Criticising others for pushing boundaries or taking considered risks.
- Resisting change.
- Discouraging others from raising ideas.
- Accepting the status quo rather than harnessing opportunities for improvement.

Take ownership

Live our values

Uphold the Charles Sturt University values daily in our own behaviours and interactions with others.

Take action

Weigh up risks and make prompt decisions, backing ourselves and each other.

Adapt to change

Explore the reasons for change and be open to accepting new ideas and initiatives.

Live our values

Uphold the Charles Sturt University values daily in our behaviours and interactions with others

Whole team

- Put health, safety and wellbeing first and expect others to do the same.
- Demonstrate integrity and uphold our values of being Inclusive, impactful, inspiring and insightful in daily behaviours and interactions.
- Acknowledge the Indigenous peoples of the areas in which our campuses are based.
- Welcome all cultures, embracing diversity, social justice and equal opportunity.

People leaders and specialists

- Model the values in your own work to encourage understanding and commitment to a values-based culture.
- Foster an environment of openness and trust where two-way feedback is given constructively and we own our mistakes.
- Create team environments that provide equal opportunity, value diversity and promote cultural competency.
- Create opportunities for collaborative cultural change.
- Address disrespectful behaviours and attitudes swiftly.

Senior leaders

- Keep the values in mind when making strategic decisions and engaging with others.
- Coach and support others in living and leading the values.
- Create an environment where equal opportunity, diversity and inclusion are embraced and celebrated within and outside the organisation.
- Promote knowledge and understanding of cultural diversity and respectfully foster collaboration and communities of practice.
- Set a tone for the organisation which enables honesty, transparency, trust and integrity, by fairly and consistently holding yourself and others to account.

How we don't behave

- Walking past and failing to call out poor behaviour.
- Not speaking up when concerned about values or ethical behaviour.
- Lacking the confidence to raise concerns or address identified issues.
- Not taking responsibility for our own behaviours or role in challenging issues.

Take action

Weigh up risks and make prompt decisions, backing ourselves and each other

Whole team

- Make prompt, clear decisions, which may involve tough choices or considered risks.
- Take responsibility for actions, projects and people, even if not within your immediate domain.
- Take initiative, act with confidence and work under your own direction.
- Be accountable for actions, decisions and outcomes, learning from successes and mistakes.
- Be resilient when dealing with pressures and setbacks.

People leaders and specialists

- Make timely, insightful and evidence-based decisions and encourage others to do the same.
- Be fair and transparent in decision-making, ensuring that policies are applied consistently.
- Seek team input into decision-making, where appropriate, and make informed decisions.
- Clarify the responsibilities of individuals and teams in delivering outcomes.
- Take ownership of issues that have risk implications and know where to go for information and support to work through them.

Senior leaders

- Use formal and informal decision-making to interpret complex information and make decisions with a clear business rationale.
- Undertake high-level analysis and industry research to formulate university approaches and decisions.
- Identify and manage issues confidently and appropriately, weighing up the consequences and seeing issues through to completion.
- Be politically sensitive, consider stakeholder views and use balanced judgement when making tough or unpopular decisions.

How we don't behave

- Unwilling to take the initiative.
- Failing to prioritise issues and focusing on too many things at once.
- Adopting inappropriate 'quick fixes'.
- Being indecisive.
- Blaming others when things go wrong, saying "it's not my job".

Adapt to change

Explore the reasons for change and be open to accepting new ideas and initiatives

Whole team

- Adapt to changing circumstances in a constructive way.
- Be open to new ideas and change initiatives, even when it feels uncomfortable.
- Adjust your interpersonal style to suit different people or situations.

People leaders and specialists

- Flex and adapt working practices for yourself and your team to build confidence and capability in new ways of working.
- Cascade change initiatives into standard practices, processes and procedures for staff in a work unit or location.
- Be mindful of the impact of change on people, including any implications for teams, roles and personal circumstances.
- Engage and lead our people through the change process through open communication and clear, transparent actions.

Senior leaders

- Champion change initiatives and motivate others to accept and adapt to new ideas or ways of working.
- Put sound plans in place to ensure change management is successful and achieves the desired outcomes.
- Anticipate and take action to address the emotional impacts of change, including being open to ongoing feedback.
- Inspire others to embrace change by being enthusiastic, energetic and creating a sense of urgency when appropriate.
- Present the business case for change clearly.

How we don't behave

- Staying in our comfort zone, and being unwilling to change or adapt.
- Passively resisting change by not following through or raising concerns constructively.
- Actively resisting change and seeking to undermine goals, plans or projects.
- Clinging to the past or the status quo.

Collaborate with others

Network

Bring people together and build relationships that deliver desired benefits and outcomes.

Listen closely

Dig deep to understand others, using self–insight to build team spirit and recognise efforts.

Influence

Create compelling arguments to persuade others and promote ideas that add strategic value.

Network

Bring people together and build relationships that deliver desired benefits and outcomes

Whole team

- Establish good relationships with students, stakeholders, communities and staff that seek to achieve appropriate outcomes.
- Build wide and effective networks of contacts inside and outside the organisation.
- Be open to feedback and manage conflict constructively.

People leaders and specialists

- Bring the right people together to address challenges in a collaborative and constructive way.
- Build strong morale and team spirit by working together to share information and remove barriers to collaboration.
- Foster trust by encouraging 'positive conflict' where issues are resolved in an open and respectful way.
- Manage challenging relationships with tact and sensitivity.
- Be accessible and willing to flex to build an effective team.

Senior leaders

- Forge connections and maintain effective relationships by breaking down silos and managing interdependencies.
- Balance leadership of your own organisational area with the wider university agenda to achieve successful outcomes.
- Work collaboratively, and engage in dialogue and debate with internal and external experts in the pursuit of excellence.
- Create and champion a culture of constructive conversations where conflict is dealt with fairly and effectively.

How we don't behave

- Failing to share information or insights.
- Being unwilling to work constructively with others.
- Taking a siloed perspective.
- Pushing our own agenda without fully considering the impacts on others.

Listen closely

Dig deep to understand yourself and others, using self-insight to build team spirit and recognise efforts

Whole team

- Take an active interest in others and seek to understand different views and cultural standpoints.
- Recognise the contribution of others by saying thanks and showing appreciation.
- Support and care for others by listening, consulting others and communicating sensitively and proactively.

People leaders and specialists

- Seek to understand the perspective of others, taking into account people's different styles and personalities, and unspoken thoughts and feelings.
- Celebrate success by openly recognising individual and team achievements, and giving credit where credit is due formally and informally.
- Actively coach direct reports and others to support ongoing growth and development.
- Have the courage to have difficult conversations.

Senior leaders

- Champion a learning culture of continuous self-development that is safe, inspiring and encouraging.
- Encourage an environment that recognises and rewards people who base their thinking and actions on supporting the broader needs of the university.
- Foster a collaborative and supportive culture that uses generous listening, coaching and feedback to unlock potential and performance.
- Develop and support career pathways that further individual, team and organisational needs and objectives.

How we don't behave

- Taking credit for others' work.
- Making assumptions rather than listening and learning from others.
- Avoiding difficult conversations.
- Relying on positional power (command and control) rather than collaboration.

Influence

Create compelling arguments to persuade others and promote ideas that add strategic value

Whole team

- Make a strong personal impression through your ideas and actions.
- Gain clear agreement and commitment from others by listening, collaborating, negotiating and persuading.
- Promote ideas that further Charles Sturt University on behalf of yourself or others.

People leaders and specialists

- Tailor communication to the audience or situation for maximum impact and influence.
- Win support from others using communication strategies that create a positive impact and drive successful outcomes.
- Create compelling arguments and stories to promote your own and others' ideas upwards and downwards.
- Build support for ideas through informal as well as through formal channels.

Senior leaders

- Be attuned to the emotional states and responses of others, and tailor communication and influencing strategies accordingly.
- Use an in-depth understanding of the interactions within a group to move towards a specific outcome.
- Be bold in expressing your opinion and be able to stand alone to champion an idea or business case.
- Use motivation as a key driver to unlock potential in staff and inspire them to achieve individual, team and organisational excellence.

How we don't behave

- Using influence for siloed benefit rather than considering broader implications for students, staff, communities or stakeholders.
- Failing to take others on the change journey.
- Having unclear goals and expectations.
- Failing to listen to others' ideas.
- Making the same argument when it is not working.

Job-specific capabilities

Job-specific capabilities

The following capabilities are in addition to the strategic capabilities that apply to all university staff. The job-specific capabilities may apply to individuals to a greater or lesser degree depending on the nature of different roles.

"Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others."
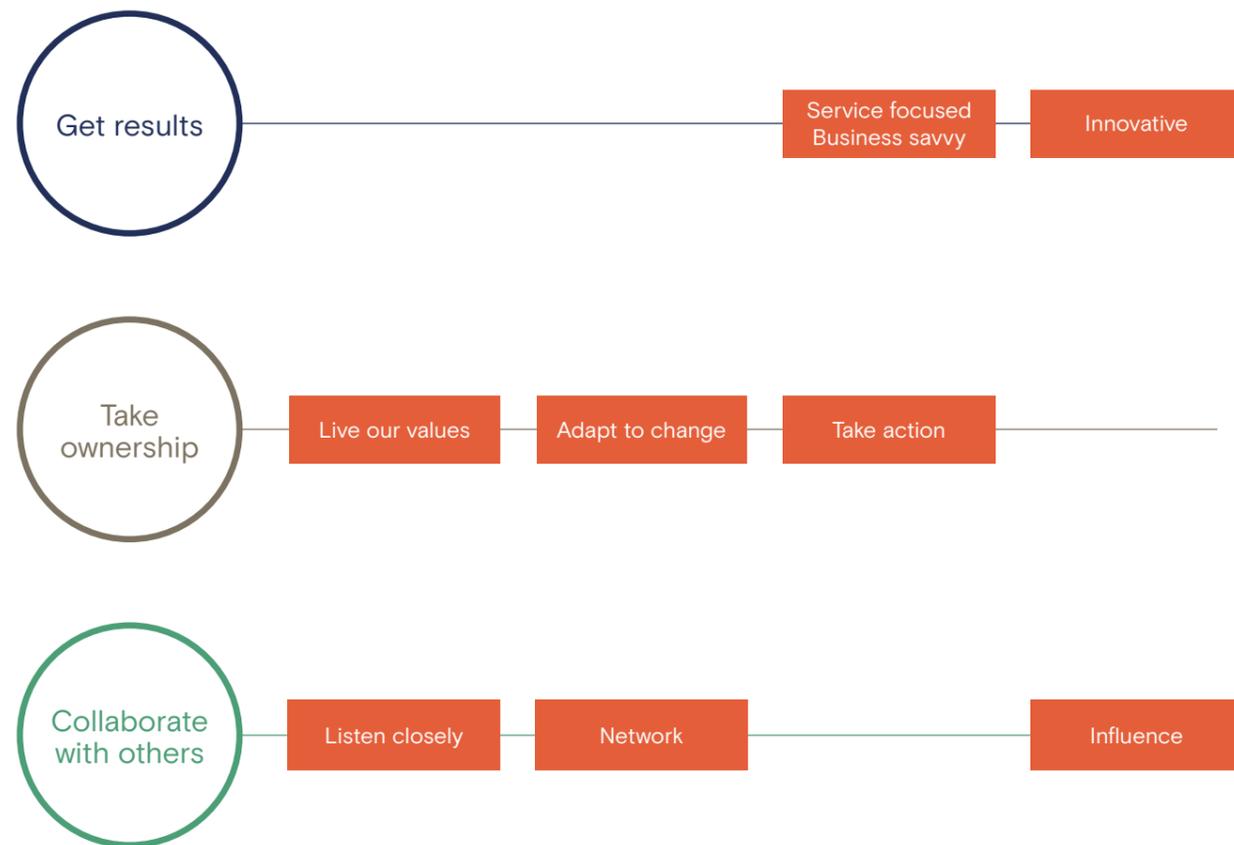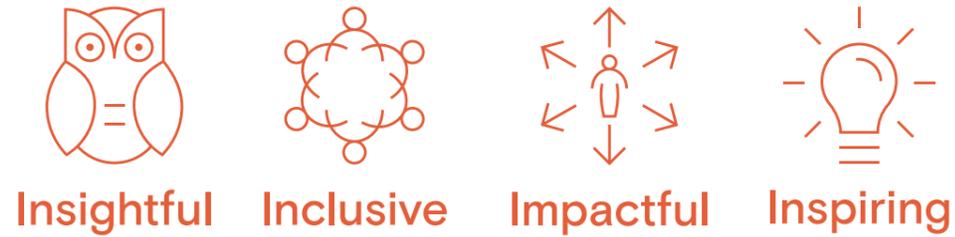
Jack Welch

Job family	Descriptor	Broad role-specific capabilities
Operational	Roles in this family are concerned with operating and running the facilities and services of the university. Roles involve direct or indirect service provision for students and staff through maintenance, grounds, security, residences, hospitality, retail, cleaning, child care, fleet, print, procurement, postal and delivery, and other services related to sites or sporting activities. Roles often provide services as part of a team engaged in similar tasks. Procedures and routines are well established.	• General and/or detailed technical expertise • Operating specialised plant and equipment • Following instructions and procedures • Working productively in a high-pressure environment • Utilising technology
Administrative	Roles in this family are engaged in the provision of administrative support services to university staff and students, and sometimes to the wider public. Roles require an understanding of university systems and processes and at higher levels may play a substantial role in the management of functions within the university.	• Expertise in administration • Expertise in utilising technology • Working productively in a high-pressure environment • Following instructions and procedures
Technical	Roles in this family provide technical specialist and/or scientific support to research and teaching, and to laboratory, clinical and veterinary services within the university. At a higher level, the roles involve either specialised expert advice/support or line responsibility for a technical service team or unit.	• Expertise in a specialist field/discipline • Operating specialist equipment • Following instructions and procedures • Analysing data/information
Professional/ specialist	Roles in this family are engaged in the provision of professional/specialist support to university staff and students, and sometimes to the wider public. These roles generally require an understanding of the university's systems and processes. The work might involve development and implementation of policies and programs, the provision of professional and specialist technical advice or delivery of professional support services.	• Expertise in a specialist/professional field • Project management • Formulating and implementing strategies and concepts • Analysing data and information and making sound decisions based on the available information • Utilising technology

Job family	Descriptor	Broad role-specific capabilities
Academic	Jobs in this family are wholly or mainly focused on research and teaching. Roles may combine elements of research, teaching, administration, management, professional and community engagement. However, the relative emphasis of these elements and the nature of the contribution will vary. Some roles will be more orientated towards research, while others will tend to concentrate on teaching, administration and/or management activities. At the higher levels, there will be an established reputation in Australia and internationally, and a significant impact on the subject discipline and/or the profession and/or research income.	• Applies expertise in a specialist subject/discipline/field • Applies specialist academic expertise in teaching and research • Utilises technology to deliver quality outcomes in learning, teaching and research • Applies analytical thinking • Applies a learning approach to scholarship and professional development
Leadership	Roles in this family have a substantial impact upon the delivery of the university's strategic and operational outcomes. Roles are likely to have significant responsibility for the leadership of people and allocation of resources.	• Expertise in a discipline/field • Higher education administration and management expertise • Formulating and implementing strategies and concepts • Utilising technology • Successfully managing pressures and setbacks

The job-specific capabilities will be refined over time as they are applied to recruitment, performance, development and succession-planning activities. Behavioural statements describing these broad capabilities may be developed for each job family, based on the feedback and practical experiences of managers and staff who are applying them.

Related resources such as The Charles Sturt University Academic Framework, recruitment interview guides, onboarding materials, EDRS development guides and leadership programs will be aligned to, and help to inform, the overall capabilities by job family.

Notes

1. Capability Framework mapped to the Charles Sturt University values

Insightful **Inclusive** **Impactful** **Inspiring**

Get results — Service focused / Business savvy — Innovative

Take ownership — Live our values — Adapt to change — Take action

Collaborate with others — Listen closely — Network — Influence

2. Capability Framework mapped to the CEB Universal Competency Framework

Charles Sturt University Capability Framework		CEB competency	CEB competency description
Get results	Service focused	Deliver results and meet customer needs	• Focus on customer needs and satisfaction. • Set high standards for quality and quantity. • Monitor and maintain quality and productivity. • Work in a systematic, methodical and orderly way.
	Business savvy	Entrepreneurial and commercial thinking	• Keep up to date with competitor information and market trends. • Identify business opportunities for the university. • Demonstrate financial awareness.
	Innovative	Create and innovate	• Produce new ideas, approaches or insights. • Produce a range of solutions to problems. • Seek opportunities for organisational improvement.
Take ownership	Live our values	Adhere to principles and values	• Uphold ethics and values. • Promote and defend equal opportunities, and build diverse teams. • Demonstrate integrity. • Demonstrate adherence to workplace health and safety principles.
	Take action	Decide and initiate action	• Make prompt, clear decisions, which may involve tough choices or considered risks. • Take responsibility for actions, projects and people. • Take initiative, act with confidence and work under own direction.
	Adapt to change	Adapt and respond to change	• Adapt to changing circumstances. • Accept new ideas and change initiatives. • Adapt interpersonal style to suit different people or situations.
Collaborate with others	Network	Relate and network	• Establish good relationships with customers and staff. • Build wide and effective networks of contacts inside and outside the organisation. • Manage conflict.
	Listen closely	Work with people	• Demonstrate an interest in and understanding of others. • Recognise and reward the contribution of others. • Listen, consult others and communicate proactively. • Support and care for others.
	Influence	Persuade and influence	• Make a strong personal impression on others. • Gain clear agreement and commitment from others by persuading, convincing and negotiating. • Promote ideas on behalf of self or others.

The CEB (Corporate Executive Board) Universal Competency Framework underpins the Charles Sturt Capability Framework, providing an empirically sound basis for competency development and assessment.

3. Capability Framework mapped to the Human Synergistics
   Life Styles Inventory™ (LSI)

Charles Sturt University Capability Framework		Core Capability Framework descriptions (and related LSI dimensions)	Overall LSI dimension
Get results	Service focused	• Focus on our students and other customers' needs and satisfaction. (Humanistic-Encouraging) • Set and agree on high standards for quality and quantity. (Achievement) • Monitor and maintain quality and productivity to achieve desired outcomes. (Achievement) • Work together in a systematic, methodical and orderly way. (Achievement)	Humanistic-Encouraging
	Business savvy	• Be on the lookout for competitor information and market trends. (Self-Actualising) • Share ideas and potential business opportunities for the university. (Self-Actualising) • Demonstrate financial awareness and be mindful of budget constraints or requirements. (Achievement)	Achievement
	Innovative	• Produce, share and encourage new ideas, approaches or insights. (Self-Actualising) • Find solutions to problems in collaboration with others. (Achievement) • Be open to and seek opportunities for organisational improvement. (Self-Actualising)	Self-Actualising
Take ownership	Live our values	• Put workplace health and safety first and expect others to do the same. (Achievement) • Demonstrate integrity and uphold our values in daily behaviours and interactions. (Self-Actualising) • Promote and defend equal opportunities and build diverse teams. (Humanistic-Encouraging)	Self-Actualising
	Take action	• Make prompt, clear decisions, which may involve tough choices or considered risks. (Self-Actualising) • Take responsibility for actions, projects and people, even if not within your immediate domain. (Achievement) • Take initiative, act with confidence and work under your own direction. (Self-Actualising)	Achievement
	Adapt to change	• Adapt to changing circumstances in a constructive way. (Self-Actualising) • Be open to new ideas and change initiatives, even when it feels uncomfortable. (Self-Actualising) • Adjust your interpersonal style to suit different people or situations. (Affiliative)	Self-Actualising

Charles Sturt University Capability Framework		Core Capability Framework descriptions (and related LSI dimensions)	Overall LSI dimension
Collaborate with others	Network	• Establish good relationships with students, other customers and staff that seek to achieve appropriate outcomes. (Affiliative) • Build wide and effective networks of contacts inside and outside the organisation. (Affiliative) • Be open to feedback and manage conflict constructively. (Self-Actualising)	Affiliative
	Listen closely	• Take an active interest in others and seek to understand different points of view. (Humanistic-Encouraging) • Recognise the contribution of others by saying thanks and showing appreciation. (Humanistic-Encouraging) • Support and care for others by listening, consulting others and communicating sensitively and proactively. (Humanistic-Encouraging)	Humanistic-Encouraging
	Influence	• Make a strong personal impression through your ideas and actions. (Affiliative) • Gain clear agreement and commitment from others by listening, collaborating, negotiating and persuading. (Affiliative) • Promote ideas that further Charles Sturt University on behalf of yourself or others. (Affiliative)	Affiliative

The Life Styles Inventory™ (LSI) is an organisational tool that uses both self-assessment and colleague feedback to identify individual thinking and behavioural styles. By providing insights into strengths and areas for development, it empowers people to embark on their own journey to being better at, and enjoying more, everything they do.
human-synergistics.com.au