

EMPLOYEE DEVELOPMENT AND REVIEW

70:20:10

CAPABILITY

DEVELOPMENT

GUIDE

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CAPABILITY DEVELOPMENT GUIDE

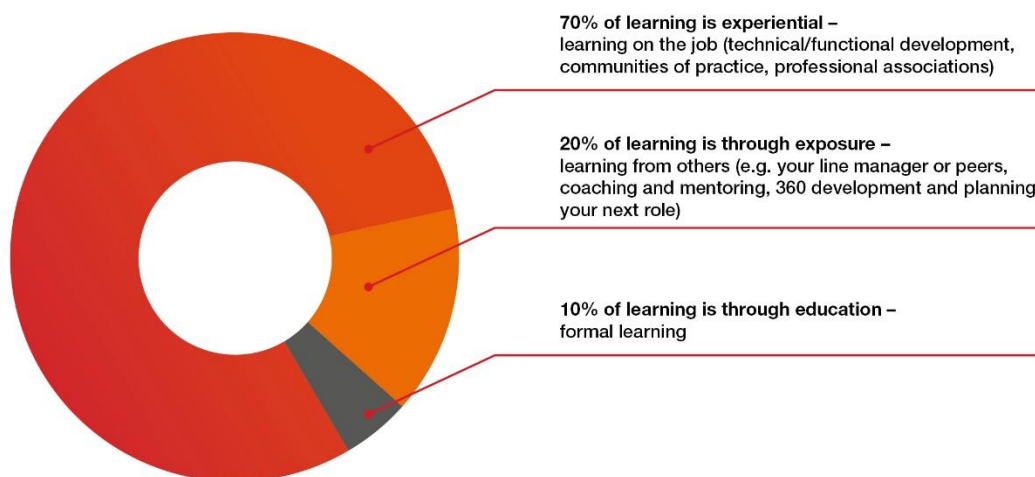
This guide has been developed to help you identify development opportunities for your Employee Development and Review (EDRS) conversation.

There are a range of options to help you be a specialist in your current role or to help you achieve your future career aspirations. This guide also process you with ideas to support your development.

How to use this guide

You can browse through the development suggestions and highlight those that are relevant or useful. It's a good idea to select a few of the development suggestions for each of the capabilities you would like to develop and ensure you have a good balance between experience (70%), exposure (20%) and education (10%).

The 70:20:10 Learning and Development Model (Lombardo & Eichinger, 1996) is used by CSU to assist staff in developing 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.



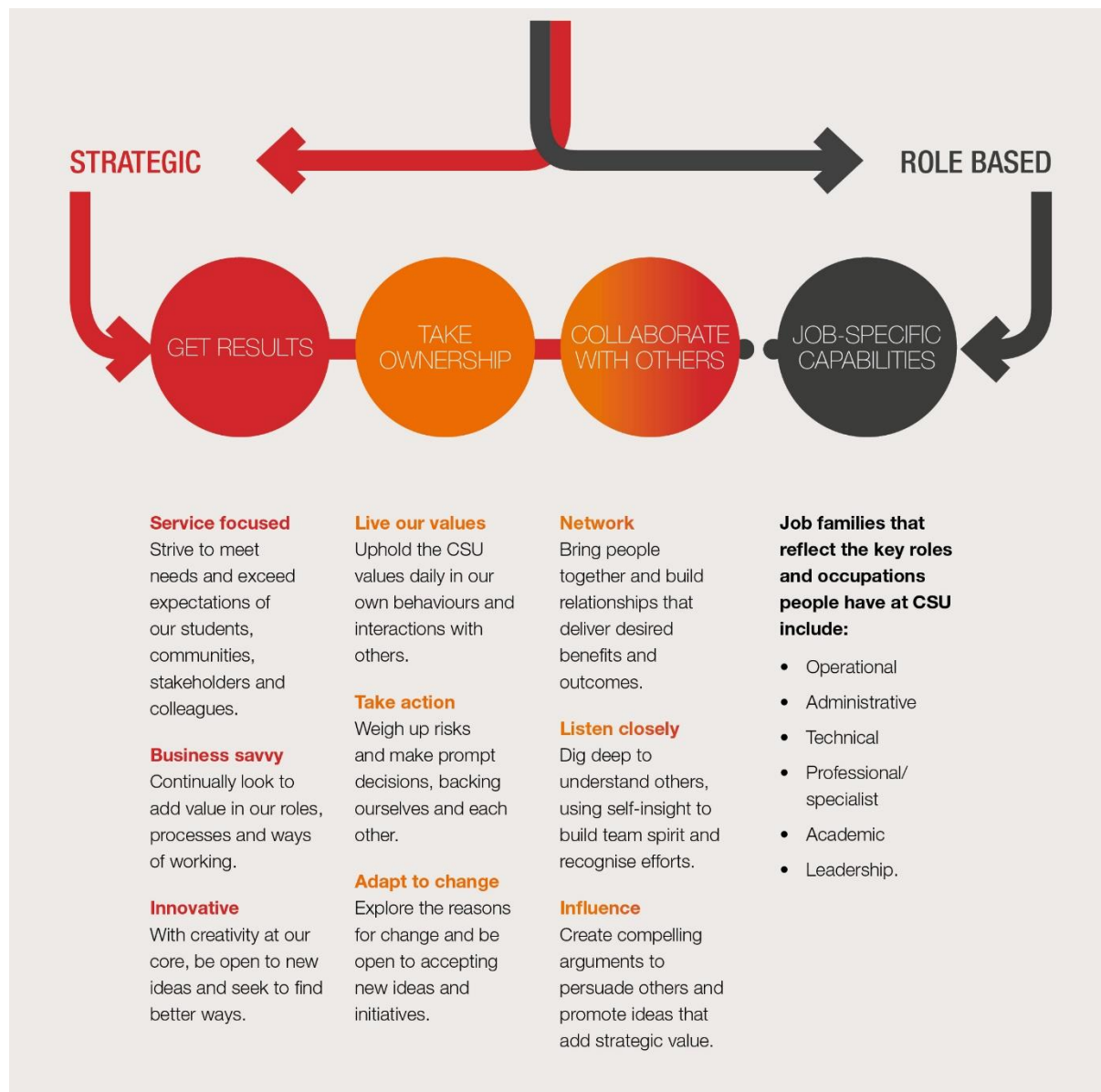
The development suggestions in this guide are aligned to the capabilities outlined in the CSU Capability framework and are aligned to our values and 70:20:10 learning philosophy.

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

You are encouraged to be creative when thinking about your development. Often the best approach is to seek new opportunities, volunteer or try something that you have never done before.

Capability Framework

The CSU Capability Framework is a key output under our Internal Capability Strategy. 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.





GET
RESULTS

Service focused

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

EXPERIENCE 70%

LEARNING ON THE JOB

- Research external organisations or other areas of CSU that have a reputation for focusing on their customers and identify what you could learn from their approach.
- Think about the time when you were a customer and what aspects of service impressed you? What led to a successful customer experience and are there any key learnings you can apply in your role?
- Anticipate your customers' needs and is there one thing your customer might need but has not asked for yet?
- Understand the importance of your role, expertise and processes that can help our customers. Provide a level of service that exceeds expectations and help your customers see perspectives they don't normally see.
- Seek opportunities to contribute to reviewing information management systems in your work place. Recommend improvements and work on implementing the improvements.

EXPOSURE 20%

LEARNING FROM OTHERS

- Choose a mentor who you can discuss your progress in role modelling customer focused behaviour. Look for someone with a wide range of skills and knows a lot about CSU and has a variety of contacts.
- Seek feedback from others on your ability to anticipate and plan for customer needs. Ask them to rate how effective they think you are. What aspects are you good at demonstrating and what are the gaps? Make a plan to develop these gaps.
- Identify someone who you think has a service focus - what do they do well? How can you incorporate some of these things into your role?

EDUCATION 10%

LEARNING FORMALLY

- Subscribe to Mind Tools and other external blogs on customer service and what good looks like.
- Undertake a Customer Service Management program.

Business Savvy

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

EXPERIENCE 70%

LEARNING ON THE JOB

- Undertake an improvement initiative; brainstorming solutions that will solve the cause of the problem now and in the future.
- Review the performance of your core processes as part of your weekly team meetings. Define actions to resolve poor process performance.
- Take the time to understand the financial responsibilities in your role and the team.
- Include continuous improvement as a topic at team meetings.
- Lead a review of a project/course/initiative; identify ways to improve the systems and processes and lead the planning and implementation of the changes.
- Look across the various teams and business areas to identify similar processes that are performed differently and look at creating one way of completing the process.
- Develop tools for gathering and analysing qualitative and quantitative information to identify systems issues and processes requiring improvement.
- Make regular times to discuss finances with your manager to increase your financial understanding of your business area and the university.
- Undertake a project to review and analyse a workplace problem and apply systems-thinking to find solutions.

EXPOSURE 20%

LEARNING FROM OTHERS

- Make reflection on your performance with your manager part of your personal continuous improvement approach. Check that you are contributing to the objectives of your work and identify development needs.
- Shadow a more experienced colleague as they lead the strategic planning process with their team.
- Use Yammer groups to discuss approaches to strategic planning.
- Work with a coach to develop your strategic planning skills and knowledge.
- Shadow a more experienced colleague to see how they lead improvement processes.
- Work with a coach to guide you through an improvement process, initiative or project.
- Work with a mentor to seek guidance on continuous improvement processes and opportunities.
- Visit workplaces that have well developed systems, process and procedures and reflect on what you could apply in your team or business area.

EDUCATION 10%

LEARNING FORMALLY

- Participate in a strategic planning program.
- Subscribe to Mind Tools or read blogs about planning for the future.
- Read '*Serious Creativity*' by *Edward De Bono* which focuses on the power of lateral thinking.
- Read about the various quality improvement models and undertake a quality improvement program.
- Read case studies of systems based-thinking.



GET
RESULTS

Innovative

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

EXPERIENCE 70%

LEARNING ON THE JOB

- Add an 'innovation' agenda as a topic at team meetings and discuss improving process and creating new opportunities for our customers.
- Use creative brainstorming techniques such as 'out of the box' or reverse brainstorming to come up with innovative solutions to problems.
- Establish project teams tasked with creating new and innovative ideas for CSU.

EXPOSURE 20%

LEARNING FROM OTHERS

- Visit other areas of the University and external organisations that have a reputation for creativity and innovation and share your findings with you team.
- Seek out an opportunity to shadow a colleague as they go about their job. This will expose you to the issue they encounter on a daily basis and how they respond to various situations.
- Organise a coach to help you through innovation initiatives and projects.

EDUCATION 10%

LEARNING FORMALLY

- Read *Cats: The Nine Lives of Innovation* by Stephen C Lundin.
- Watch relevant TED Talks on innovation and creativity in other organisations and fields.



Live Our Values

Uphold the CSU values daily in our own behaviours and interactions with others

EXPERIENCE

70%

LEARNING ON THE JOB

- Keep a journal to record and reflect on your practices in regard to recognising and respecting cultural differences.
- Take time to get to know your team members to understand their strengths and preferred ways of communicating and working.
- Undertake reflective activities in regard to your own emotional responses, your understanding of the emotions of others and how you can adapt your language, empathetic listening, tone and gestures accordingly.
- Act upon a discrimination issue e.g. concerning age, disability, racial, sex, sexual harassment.
- Prevent and address bullying and harassment of an employee or student
- Undertake reflective activities e.g. What did I do well in that situation? What could/would I do differently to achieve a better outcome?
- Practice before having a difficult conversation using the GROW model.

EXPOSURE

20%

LEARNING FROM OTHERS

- Seek advice from experienced colleagues on how they are living the values and apply this in your daily interactions with colleagues.
- Work with a mentor to reflect on and receive feedback on my professionalism.
- Ask a trusted colleague for feedback on your emotional response to various situations.
- Shadow a more experienced colleague to observe the way in which they experience cross-cultural issues, values and behaviours.
- Work with a mentor to gain another perspective on cross-cultural issues to enhance my communication.

EDUCATION

10%

LEARNING FORMALLY

- Complete the CSU Equity and Diversity on-line training modules.
- Complete a cultural competence program.
- Partake in 'Leadership Development for Women' program designed to support female employees in the workplace.
- Undertake the Graduate Certificate in University Leadership and Management.
- Listen to a suitable podcast or watch an appropriate YouTube clip.
- Listen to a TED Talk relevant to Values and Behaviours at work.
- Read and understand the '*CSU Code of Conduct*' and the '*Generic Responsibilities of CSU Staff*' and share your findings and understanding with your manager and team members.
- Read *Daniel Goleman's* books or blogs or watch a video clip.
- Read blogs and relevant articles and watch video clips to find out more about working across cultures.



TAKE
OWNERSHIP

Take Action

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

EXPERIENCE 70%

LEARNING ON THE JOB

- Write down three things you want to achieve from a project. Ensure there is a common understanding of the end result. Confirm with your manager what is required. Set clear standards of performance that describe a job well done. Identify deadlines and an achievable process to reach the end result.
- List three situations where you have failed to achieve a goal, and look at the advantages, benefits, positive development that could have resulted from being successful. Look for challenges and opportunities.
- Be alert to time-consuming activities that create diversions and refocus yourself and individuals on planned goals and objectives.
- At meetings, check that team members are clear about their goals and deadlines by asking for feedback and progress reports.
- Ensure that project milestones are recognised and celebrated by the team so that completion is valued.

EXPOSURE 20%

LEARNING FROM OTHERS

- Shadow a more experienced colleague to see how they achieve results.
- Join a community of practice that is focused on strategy.
- Think of someone who is effective in getting things done, particularly in a project environments. Identify what they actually do.
- Work with a coach to build strategic thinking.
- Review a piece of work or project in which it has been difficult for you to achieve the objective. Critically review your own performance by asking such questions as 'what could I have done differently to ensure achievement of the end goal?'

EDUCATION 10%

LEARNING FORMALLY

- Participate in a strategic thinking and planning program.
- Read *The Successful Managers Guide to Business Planning* by David Freemantle.



Adapt To Change

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

EXPERIENCE 70%

LEARNING ON THE JOB

- Find out about change happening in your area and spend some time with the change lead on the project and the ADKAR model of change.
- Observe and speak to colleagues in regard to how they manage information in their workplace. Keep a journal and reflect on strategies you can use.
- Focus on changes happening to you. How have you dealt with situations leading up to these? What might you have done differently? How does your approach to these situations relate to your personal strengths and limitations?
- Take time to understand a change in your workplace and think of ways you can contribute to the successful implementation of the change. Have a discussion with your manager on your ideas.
- Think about how you react to stress - do you withdraw, become angry or postpone decision making? List any unproductive things and consider asking a trusted colleague to help you identify these things. Watch for situations that bring out these behaviours and work to control and change these behaviours.
- Start to monitor and recognise your own stress symptoms, e.g. irritability, aggression or tendency to put things off. Act as your own stress barometer and look at walking meetings to help you manage your stress.
- Keep a reflective journal and make a list of things that make you feel stressed. For each, write the most typical way you react and list two different ways you can handle it that would help you stay focused, productive and accomplish your work.

EXPOSURE 20%

LEARNING FROM OTHERS

- Seek out an opportunity to shadow a colleague as they go about their job. This will provide you with exposure to issues and encounters faced on a daily basis and observe how the individual responds to various situations.
- Work with a mentor to identify job related situations that cause high levels of stress. Together, build a list of what these are and then identify one or two ways that each could be handled with a minimum of stress.
- Consider your strengths and limitations in change management and discuss these with your mentor, manager, colleagues. Devise an action plan to address your development areas.
- Identify someone whom you regard as an effective change manager and discuss their methods. Consider how you can apply some of their learnings and techniques.
- Have discussions about change with your manager and colleagues, and look at ways of how you can constructively manage change.
- Work with a mentor or trusted colleague to guide you through a change - remember that we all deal with change according to our own timeline whether you are an early adopter and quick to embrace change or spend more time getting to know the facts and assessing the ramifications.

EDUCATION
10%

LEARNING FORMALLY

- Improve your decision making by learning to use different tools and techniques e.g. use a decision matrix.
- Read blogs and articles relating to change management and share with your colleagues.
- Read relevant sections of a management text such as *Management Theory and Practice* by *Kris Cole*.
- Understand *CSU's Change Management Framework ADKAR* and how it applies at CSU by discussing with your manager or change lead.
- Learn relaxation and meditation techniques to help you manage stress at home and work.
- Read self-help books/articles e.g. *Seven Habits of Highly Effective People* by *Stephen Covey*.

Network

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

EXPERIENCE

70%

LEARNING ON THE JOB

- Demonstrate your commitment in tangible ways by attending industry forums, events and meetings that allow you to meet with and build relationships inside and outside CSU.
- Meet with colleagues outside your work area and maintain it by keeping up to date, meeting or making contact with key stakeholders on a regular basis.
- Make a list of key stakeholders. Give each stakeholders a rating in terms of strength of relationship and prioritise relationships and create a plan for keeping in regular contact.
- Nominate for a position on an appropriate University committee, project or working party and build your networks inside and outside CSU.
- Practice building rapport with new people and ask them questions about themselves and their interest. Demonstrate your interest through your verbal and non-verbal cues.
- Reflect on two things that you could do to improve your relationship with your key stakeholders.
- Take the time to get to know team members and their preferred ways of communicating and working. Regularly check in with your team members about how they are coping with their workload and what their current priorities are.
- Actively participate in team meetings and activities and include your team members in developing solutions, processes or plans to help achieve outcomes of your customers.
- Proactively identify opportunities to be valuable to your team and others. Use formal and informal networks.

EXPOSURE

20%

LEARNING FROM OTHERS

- Look for positive role models within CSU who are effective at building relationships with others. Consider adopting elements of their approach that you feel will improve your performance.
- Join Yammer at CSU, and external sites such as Linked In to keep up to date with your external networks.
- Become a member of a relevant professional body and regularly maintain contact with other external members, share back your findings with your colleagues and relevant stakeholders.
- Seek out an opportunity to shadow a colleague as they go about their job. This will give you exposure to the issue they encounter and how they respond to the various situations.
- Work with a mentor and focus on specific areas that you would like to develop such as building relationships.
- Ask a more experienced team member to help develop a new skill or process to strengthen your contribution to the team.

EDUCATION
10%

LEARNING FORMALLY

- Read a book such as *Emotional Intelligence* by Daniel Goleman.
- Ensure you are across what is happening at CSU by reviewing What's New messages each day and subscribing to external CSU media releases or externally such as Mind Tools.



COLLABORATE
WITH OTHERS

Listen Closely

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

EXPERIENCE 70%

LEARNING ON THE JOB

- Critically review your written and spoken communication for appropriateness of style, tone, language and format and seek feedback from your manager on strengths and areas for improvements.
- When dealing with colleagues, look for common ground and listen carefully, stop talking and be empathetic. Ask your colleague to share their views, clarify understanding and build agreement.
- Seek first to understand - ask open ended questions. Start with How...What... What if...
- Seek out opportunities to represent your work area or CSU in formal and informal settings.
- Actively participate in team meetings and activities to achieve constructive and valuable outcomes.
- Give positive and constructive feedback to team members as appropriate.
- Include team members when planning my work to encourage development opportunities.
- Offer to provide coaching and shadowing opportunities for team members.
- Provide feedback to team members in a respectful and appropriate way.
- Take the time to get to know my team members to find out their strengths, preferred ways of communicating and working and their motivations and aspirations.

EXPOSURE 20%

LEARNING FROM OTHERS

- Make a list of the most influential communicators at CSU. Observe them in interactions with others, and determine what makes them stand out. Ask others who know them to comment. What behaviours are in common? Summarise two key behaviours that you are going to adopt to enhance your communication and influencing skills.
- Undertake some coaching on how to effectively communicate in different scenarios e.g. formal presentations, speeches etc.
- Shadow a more experienced colleague to see how they communicate and influence and then debrief the experience with your manager.

EDUCATION 10%

LEARNING FORMALLY

- Read communication books such as *Communicating Effectively* by Lani Arrendondo, read blogs or articles or watch Ted Talks or YouTube clips.



COLLABORATE
WITH OTHERS

Influence

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

EXPERIENCE 70%

LEARNING ON THE JOB

- Volunteer to be a spokesperson at a meeting. Consciously think about your style and how to adapt to different situations or needs. How can you further refine your style and maximise your strength in this area.
- Practise using different forms of communication. Identify a piece of information to communicate with others and analyse the situation, thinking about audience, purpose of communication, urgency, method of communication.
- Adopt a win-win strategy for you, CSU and the other party. Look below the surface and think about what else might be important and consider what both parties are looking to achieve.
- Become familiar with key people within CSU, or your work area, and listen to them communicate to determine behaviours that are more or less effective. Pay attention to body language.

EXPOSURE 20%

LEARNING FROM OTHERS

- Shadow a more experienced colleague to see how they communicate and then debrief the experience with your manager.
- Work with a coach on how to effectively communicate in different scenarios - formal presentations, speeches etc.
- Work with a mentor to seek feedback on your influencing style and discuss opportunities for building on your strengths.

EDUCATION 10%

LEARNING FORMALLY

- Read communication books, articles or blogs e.g. *Why Don't People Listen* by Hugh McKay.
- Subscribe to Mind Tools.