

WORKFORCE CAPABILITY FRAMEWORK



The Catholic Education,
Diocese of Wagga Wagga
Capability Framework
provides a guide to
ensuring the selection and
development of an ongoing
dynamic and **responsive**
workforce.



WORKFORCE CAPABILITY FRAMEWORK

The Workforce Capability Framework describes the capabilities and examples of effective behaviours that are expected of Catholic Education Diocese of Wagga Wagga (CEDWW) employees at every level of the organisation.

This framework conveys a clear message to all employees about the values, behaviours and attributes required to achieve the strategic intents.

The Workforce Capability Framework supports:

- Best practice recruitment processes to provide a clear understanding of the type and level of capability required.
- Educational Leaders and staff to have a clear, shared understanding of role expectations and provide a starting point for capability building and professional growth and development.
- Employment mobility based on consistent articulation of capabilities required in roles across the organisation.
- Individual career planning, enabling employees to identify career and development pathways based on the capabilities required for progression to chosen roles.
- Systematic workforce planning, used to identify current and future workforce capability needs.

THE CAPABILITY FRAMEWORK DEFINED

“A capability framework is a set of detailed and behaviourally-specific descriptions of the key behaviours, and underlying knowledge, attributes, and experiences that are required for successful performance in a job, team, or organisation. It provides an indication of the behaviours that are valued and rewarded, and ensures that these are aligned with the organisation’s strategic direction” (USQ 2016, p. 9).

The Workforce Capability Framework has identified the following core capabilities:

- Strategic Thinking in Action
- Interpersonal effectiveness
- Performance Excellence
- Personal Attributes

LEADERSHIP AT ALL LEVELS

The Workforce Capability Framework has been designed to embed leadership development at all levels. Each level of leadership is cumulative and includes behaviours described in the preceding level.

This approach has the benefit of providing a single, focused capability framework for the organisation that is applicable to everyone.

Highly successful organisations embrace the notion of leadership with behaviours looking different depending on your role in the organisation. These leadership levels are categorised as:

- Leading Self
- Leading Others
- Leading Leaders
- Leading Organisation

Please refer to *Appendix 1: CEDWW Workforce Capability Framework Leadership Levels in Education Positions* to view the relevant levels of responsibility specific to various roles.

LEADING SELF

This is the basis of all effective leadership. It includes knowing one's self and is inclusive of all team members. This level also encompasses what it means to be an effective co-worker in the service and support of others.

LEADING OTHERS

This is a leader of a team, focused on teaching delivery and/or service provision. These leaders are pivotal in getting the work done through collaborative partnerships with their teams.

LEADING LEADERS

This is a highly skilled employee who leads other managers or leaders. The focus at this level is to work with appropriate personnel to convert strategic intent to operational requirements, and manage the achievement of work outcomes through multiple layers of complexity.

LEADING ORGANISATION

This is a senior or executive leader who is responsible for setting the vision for the organisation and provides the resources to achieve the strategic intent. Leaders develop connections within and beyond the organisation to influence and lead improvement.

(Adapted from: USQ 2016 People Capability Framework, p. 10)

In the context of CEDWW, 'organisation' refers to the system of schools. Leaders of the organisation influence school excellence across the system. They collaborate effectively with other schools and agencies to promote an excellent education system in which all young people can thrive.

The Workforce Capability Framework uses strategic behavioural statements that address "how" we operate as employees. The framework does not include task level specifics for every role in the organisation, which is the "what" we do as employees. This is captured in our Position Specific Requirements.

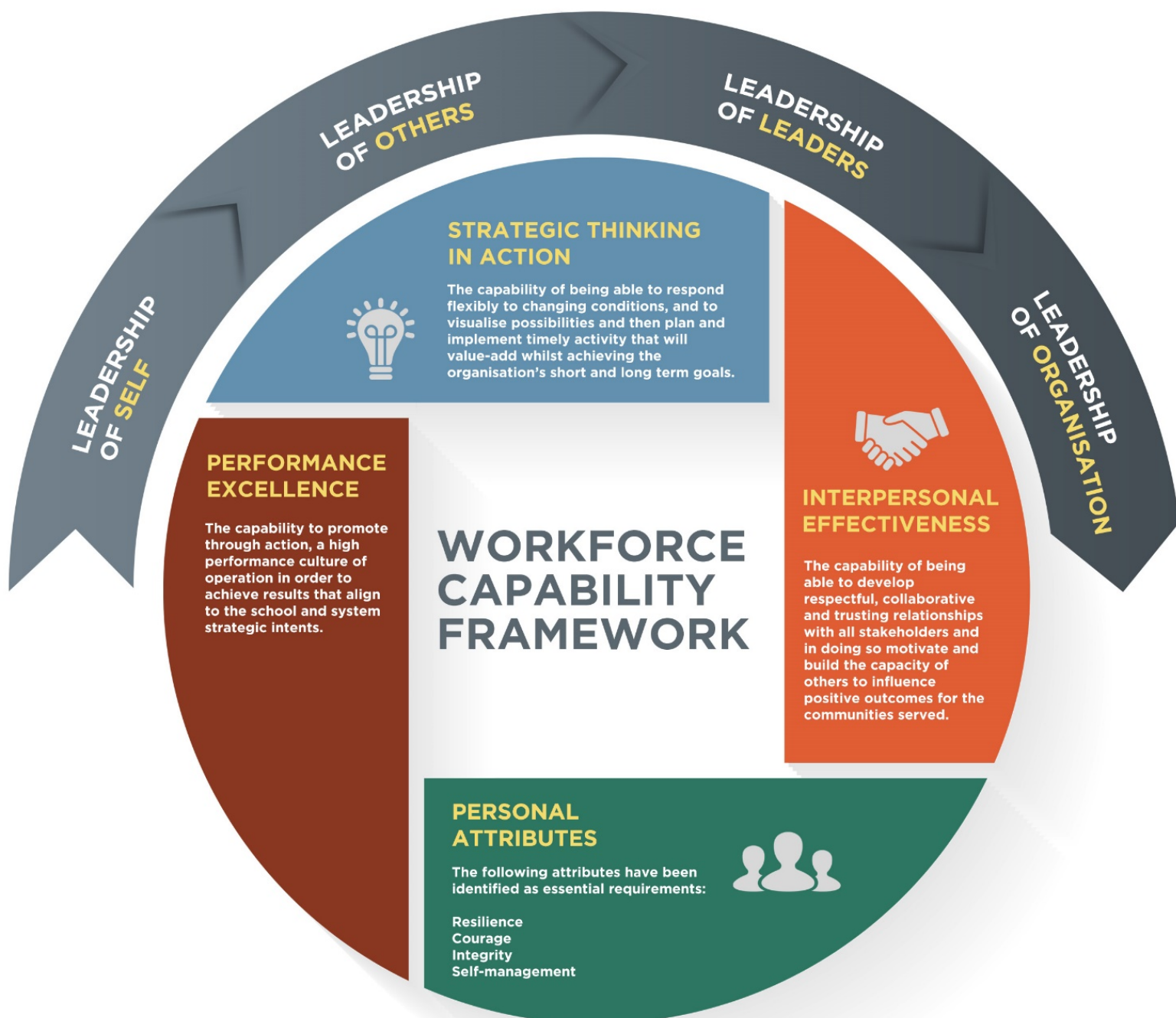


Figure 1: Workforce Capability Framework

STRATEGIC THINKING IN ACTION

The capability of being able to respond flexibly to changing conditions, and to visualise possibilities, plan and implement timely activity that will value-add whilst achieving the organisation's short and long term goals.

Leading Self	Leading Others	Leading Leaders	Leading Organisation
Examples of effective behaviours			
Supports the purpose, vision, and values of Catholic Education.	Promotes the purpose, vision and values of Catholic Education within the team and shifts priorities when necessary.	Proactively translates how the strategic direction informs work priorities and reflects the values of Catholic Education.	Creates, articulates and drives the strategic direction, vision and values of Catholic Education.
Recognises opportunities and actions that may improve work outcomes.	Develops an evidence based approach to the school/organisation improvement agenda	Investigates and applies research and contemporary best practice approaches to drive the school/organisation improvement agenda.	Embeds a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school/organisation.
Contributes to the direction of the organisation by implementing change	Plans and implements organisational decisions.	Leads others to implement and monitor organisational decisions.	Considers multiple perspectives when making organisational decisions to effect and monitor change.
Understands the work environment and contributes to the development of plans, strategies and team goals.	Implements plans that address both current and likely future requirements. Seeks alignment with strategic priorities.	Understands and leads the organisation's current strategic direction for educational impact.	Leads with a system focus and makes connections beyond their own school and system to influence and lead educational impact.

INTERPERSONAL EFFECTIVENESS

The capability of being able to develop respectful, collaborative and trusting relationships with all stakeholders to motivate and build the capacity of others to influence positive outcomes for the communities served.

Leading Self	Leading Others	Leading Leaders	Leading Organisation
Examples of effective behaviours			
Communicates effectively with varied audiences.	Tailors communication to the audience to ensure understanding.	Presents with credibility, engages varied audiences and tests levels of understanding.	Navigates complex issues and generates innovative solutions to engage all levels and types of audiences.
Cooperates with others, shares relevant information and seeks information as required.	Fosters teamwork, cooperation and collaboration, while using appropriate and respectful strategies.	Negotiates tactfully and persuasively to resolve differences and achieve outcomes.	Leads with a relational focus, involving consultation and feedback, in order to establish, develop and enhance relationships with all stakeholders.
Contributes to a supportive and cooperative team environment.	Identifies opportunities to work collaboratively and with other teams to solve issues and develop better processes and approaches to work.	Builds cooperation, information sharing, communication and collaboration across the organisation.	Uses networks to facilitate information sharing, communication and learning with a view to sustaining excellence.
Seeks input from others who may have different perspectives and needs.	Supports initiatives that create an environment in which diversity is valued.	Leverages diverse views and perspectives to develop new approaches to drive improvement.	Fosters innovation, drives change and creates a culture across the organisation/school where all staff value diversity of people, experiences and backgrounds.

PERFORMANCE EXCELLENCE

The capability to promote through action, a high performance culture of operation to achieve results that align to the school and system strategic intents.

Leading Self	Leading Others	Leading Leaders	Leading Organisation
Examples of effective behaviours			
Completes own work tasks following guidelines and protocols.	Ensures staff understand expectations and goals and there is acknowledgement of success.	Monitors and adjusts operational guidelines and protocols to achieve effective day-to-day running of the school/organisation.	Leads with an operational focus on the communications, organisation and resource management required to maintain the effective day-to-day operations across the school/organisation.
Seeks clarification when unsure of work tasks.	Uses own and others expertise to achieve work outcomes.	Seeks and applies the expertise of key individuals to achieve school/organisational outcomes.	Uses own professional knowledge and the expertise of others to drive continuous improvement across the school/organisation.
Identifies and participates in professional growth and development opportunities.	Seeks and plans for opportunities for professional growth and learning.	Leads professional learning for others and facilitates opportunities for professional growth and learning.	Manages performance, facilitates effective professional learning and feedback and supports all staff to achieve high standards and develop capacity.
Commits to achieving high quality work.	Strives for and encourages others to achieve quality outcomes.	Contributes to a culture of formation and excellence aligned to the vision of Catholic Education.	Drives a culture of formation, excellence and achievement aligned to the vision of Catholic Education.
Adapts existing skills to new situations and is open to feedback.	Identifies and acts on opportunities to learn new skills and develop strengths.	Acts as a professional role model for colleagues, sets high personal goals and takes pride in their achievement.	Promotes and models the values of self-improvement and is proactive in seeking opportunities for feedback and growth.

PERSONAL ATTRIBUTES

The following attributes have been identified as essential requirements.

Resilience: The ability to cope with change and various challenges and the capacity to respond appropriately.

Courage: The willingness to act in accordance with one's beliefs and display strength in the face of adversity.

Integrity: Having consistency of character; being honest with strong moral and ethical principles.

Self-Management: Taking responsibility for one's own decisions, wellbeing and professional growth.

Leading Self	Leading Others	Leading Leaders	Leading Organisation
Examples of effective behaviours			
Represents the school/organisation in an honest, ethical and professional way.	Represents the school/organisation in an honest, ethical and professional manner and encourages others to do so.	Models high standards of ethical behaviour and promotes this within the school/organisation.	Defines, models, communicates and evaluates ethical practices.
Supports a culture of integrity and professionalism.	Demonstrates professionalism to support a culture of integrity within the team.	Promotes a culture of integrity and professionalism within the school/organisation.	Drives a culture of integrity and professionalism across the school/organisation.
Shows commitment to completing work effectively.	Shows commitment to achieving strategic and personal goals.	Actively seeks, reflects and acts on feedback to improve performance.	Actively seeks, reflects and integrates feedback to enhance performance, showing a strong capacity and willingness to modify behaviours.
Shows flexibility and responds to change positively.	Supports the implementation of organisational change and promotes positive action.	Drives the change process and supports others to implement change and navigate challenges.	Acts with moral courage to make appropriate decisions and leads others effectively through change and challenges.

ACKNOWLEDGEMENTS

In addition to the input provided by a range of internal CEDWW stakeholders, the following sources are acknowledged for content inspiration:

CQ University (2014). *CQ University's People Capability Framework*.

Deakin University (2014). *Management Competency Framework with positive and negative behavioural indicators*.

New South Wales Government (2013). *The NSW Public Sector Capability Framework*.

Queensland Government (2009). *QPS Capability and Leadership Framework*.

Queensland University of Technology (2016). *Real World Capabilities*.

University of Southern Queensland (2016). *People Capability Framework*.

University of Southern Queensland (2016). *People Capability Framework Theory and Intent*

Appendix 1:

CEDWW Workforce Capability Framework Leadership Levels in Education Positions

Principals

STUDENT ENROLMENTS	LEADERSHIP LEVEL
1-100	Leading Others
101-300	Leading Leaders
301 - 450	Leading Leaders
451 - 600	Leading Leaders
601 - 900	Leading Leaders
901 - 1200	Leading Leaders

Primary Assistant Principals

STUDENT ENROLMENTS	LEADERSHIP LEVEL
1 - 250	Leading Others
251 - 400	Leading Others
401 - 600	Leading Leaders
601 - 800	Leading Leaders
800 +	Leading Leaders

Secondary Assistant Principals

STUDENT ENROLMENTS	LEADERSHIP LEVEL
201 - 300	Leading Leaders
301 - 600	Leading Leaders
601 - 900	Leading Leaders
901 - 1200	Leading Leaders
1201 - 1500	Leading Leaders
1500 +	Leading Leaders

Primary & Secondary Coordinators

COORDINATOR LEVEL	LEADERSHIP LEVEL
1 point	Leading Others
2 point	Leading Others
3 point	Leading Leaders

Teaching Positions

Leading Self

Education Officers

Leading Leaders