



The CDF enables you to understand the University's expectations of the people in your team, particularly in relation to the competencies that are needed to achieve our strategy and support our Mission.

As a supervisor, your role is critical in building capability and shaping a culture of excellence. You are in a unique position in that staff look to you for guidance and pay close attention to your feedback. Your responsibility is significant, and so is your potential to create positive change.

For many staff, the first formal activity in which they are active and engaged participants will be development planning as part Performance Review and Planning; although it may have been part of the Recruitment and Selection process and used to inform Probation criteria.

The CDF assists staff to consider their development needs in their current role and to look ahead to understand the expectations of a potential future role at a higher Achievement Level. Staff value your feedback and perspective in considering their development needs, and you are in a position to add important context of what is needed from the broader team and to guide staff development accordingly. Staff may also turn to you for guidance in thinking through how they could work towards demonstrating competence at a higher Achievement Level in preparing for a future role.

There are many opportunities for you to engage your team in discussion about capability:

- 1:1 conversations about performance and development
- Regular team meetings
- Retreats and planning days (and in conversations about planning for retreats and planning days)
- Conversations about filling a vacant role
- 1:1 conversations about career progression and/or promotion
- 1:1 conversations about taking on a special assignment or significant project

In considering the capability of your team as a whole and as individuals, and working with them on development in a prioritised way, the following approach may be helpful:

1. Review the ten Core Competencies, and familiarise yourself with the Expectations and Behaviours for the Achievement Levels applicable to your team members.
2. Consider the skills, knowledge and behaviours that are the most important or 'required' for: (a) the whole team to do their jobs well; and (b) where there might be variations for individual roles.
3. Think about the actual skills, knowledge and behaviours that are team and individual strengths now.
4. Compare the 'actual' with the 'required' to identify the gaps. These are the priority areas for development. You may have a few priority areas that apply to the whole team, and some that are unique to individuals.
5. Talk with your team on a whole-of-team and 1:1 basis about your findings, involve them in a conversation about your expectations as their supervisor, agree the next steps, and then set them in train.
6. For staff who may be interested in career progression and/or promotion, it is useful to explore the Expectations and Behaviours for the next Achievement Level in determining an individual development plan.
7. Finally, the CDF is one of several frameworks that express the University's expectations of staff conduct, capability, performance and contribution. Reflecting on and discussing development should be conducted by reference to the broader context, and not only the CDF.

The University recognises the significance of the role of the supervisor in shaping the culture of excellence that is needed to achieve success. You are encouraged to speak with your HR Relationship Manager for guidance and to provide feedback and suggestions to help the University help you excel in your role as a supervisor.