

FOUNDATIONS FOR INSPIRING PEOPLE FOR PROFESSIONAL STAFF



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA



ACKNOWLEDGEMENT OF COUNTRY

The University of Newcastle acknowledges the traditional custodians of the lands within our footprint areas: Awabakal Nation, Darkinjung Nation, Biripai Nation, Worimi Nation, Wonnarua Nation and Eora Nation. We also pay respect to the wisdom of our Elders past and present.



Cover Artwork: *Parray Yayirri* (Right across the land) the Wollotuka/Auchmuty Library Collaborative Art Project 2021

Artists: Jess Cheer, Lay Bee Choo, Paula Convey, Tegan Betts, Coral Black, Ben Bourke, Rosemary Bull, Koan Cashman-Carter, Felicity Cocuzzoli, Loren Collyer, Amelia Cullinan, Selina Darney, Tamara Fish, Rhyall Gordon, Kyllie Gow, Rebecca Hale, Narelle Hampe, Jacqui Harris, Keely Hine, Harichandana Janardhn, Vivienne Jarrett, Samantha Jay, Mathew Jerrard, Larissa Johnson, Jane King, Madi Lock, Kate McIntosh, Rebecca McLean, Angus Miller, Kylie Moore, David Parsons, Hannah Pipe, Deb Posker, Helen Robertson, Jennie Skulander, Linda Stout, Kua Swan, Ruth Talbot-Stokes, Hollie Tose, Nathan Towney, Rhyann Roberts, Anna Rolfe, Paige Wright.

Designed by: Nicole Chaffey with Anna Rolfe from a bush tucker concept by Joel Grogan

Supported by: Tammy Small – Cultural Convenor, Joel Grogan, Kylie Moore, Anna Rolfe, Madi Lock, Angus Miller

The Story: Students and staff came together to learn about Country, and to share bush tucker with the backdrop of our beautiful natural environment at Callaghan campus as inspiration. Artworks were created from personal responses to place, while students and staff listened to song and stories. All these parts came together to make the whole, a communal artwork to beautify the Wollotuka Indigenous learning space at Auchmuty Library.

The Collaborative artmaking/placemaking workshops were instigated by Aunty Bronwyn Chambers, Elder in Residence at the Wollotuka Institute, University of Newcastle.

With special thanks to Dr Ray Kelly for the name Parray Yayirri Awabakal translation for right across the land.

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INTRODUCTION TO FOUNDATIONS FOR INSPIRING PEOPLE

Foundations for Inspiring People for Professional Staff will inspire both our current and the next generation of our professional staff to provide an outstanding student experience and to serve our regions.

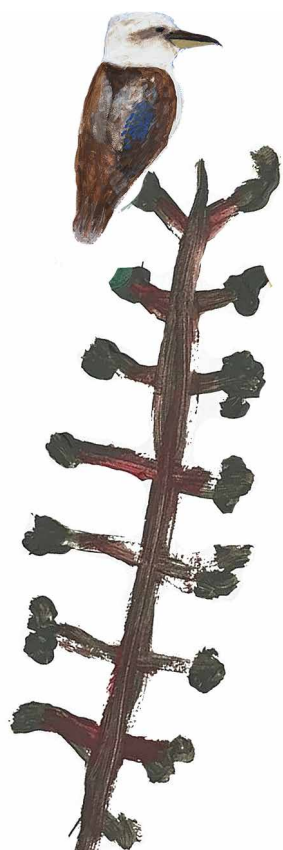
With a vision to be a world-leading university for our regions, the University must foster an environment where our staff are engaged, motivated and supported to pursue excellence and growth.

Our workforce combines academics who are at the cutting edge of research who are similarly changing lives through education; and professionals who provide strategic and operational business services to facilitate and enhance the delivery of the University's priorities and ensure the efficient and effective running of a complex organisation.

Together, we deliver against our core *Looking Ahead* purposes of creating an outstanding student experience and serving our regions. To ensure that in pursuing this we continue to be among the best universities in the world, we are committed to creating an employee experience that allows all staff to contribute at their highest levels and to realise their unique potential.

Foundations for Inspiring People for Professional Staff establishes a framework to enable our professional workforce to excel in a high-performance culture where they are supported to grow and develop their careers.

The framework aligns the performance expectations and capability requirements of our professional staff to our strategic priorities and is embedded in our values.





A MESSAGE FROM THE VICE-CHANCELLOR

Foundations for Inspiring People for Professional Staff is a tool to support the pursuit of excellence in our outstanding professional workforce such that we can achieve our institutional goals. It complements the Foundations for Inspiring People for Academic Staff.

Our University is comprised of two distinct workforces which operate quite differently in many respects. But it is the way the two cohorts fit together that determines our success. We simply cannot have one without the other. In my view, if academic excellence is at the heart of the University, then professional excellence is the bedrock.

Great care has been taken to understand the particular capabilities we require of a professional workforce that will support our vision to be a world-leading University for our regions and will ensure that a professional role at the University of Newcastle is an opportunity for growth and career advancement. Our goal is to ensure that everyone can realise their full potential with us.

As we look ahead to the future for our communities and our regions, and strive for an outstanding student experience, I am excited to be supporting each of you on your path to excellence through the Foundations for Inspiring People framework and I thank you for your important contribution to our University.



Professor Alex Zelinsky AO
Vice-Chancellor and President

“With our dedication to excellence and equity, our focus on engagement, and our commitment to sustainability, we will build on the passion, commitment and expertise of our people to focus on collaboration, innovation and agility.”

Looking Ahead Strategic Plan 2020-2025

OUR VISION - INSPIRING PEOPLE



To be a world-leading university for our regions.

The Inspiring People strategy involves key initiatives designed to improve our performance and culture. This includes reshaping performance expectations to reflect our values and strategic priorities; and enabling and driving a high-performance institution as a foundation for inspiring people.

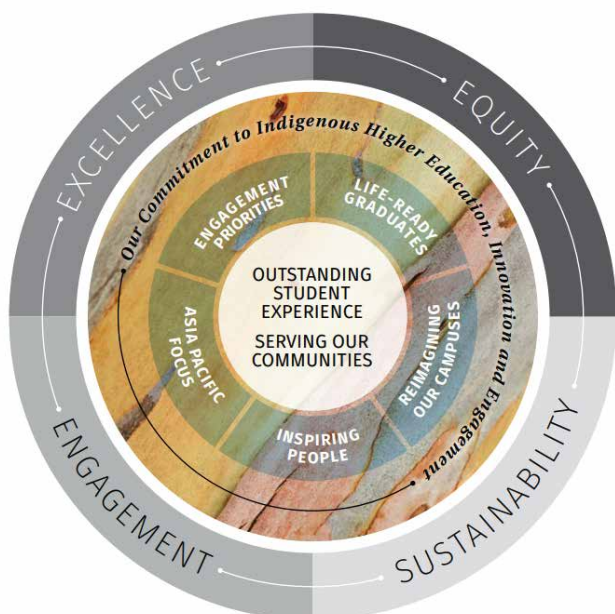
The Inspiring People strategy creates an opportunity for us, as a University community, to take our impact to the next level. It guides us as individuals to aim for excellence in everything we do and it is a roadmap for the University to support our aspirations and to celebrate our individual and collective achievements.

An outstanding, high-performing professional workforce is critical to the day-to-day and long-term success of our institution. Foundations for Inspiring People for Professional Staff defines the professional capabilities we need and provides the basis for ensuring that we are nurturing and elevating them in our people.

Foundations for Inspiring People for Professional Staff is precisely that – a foundation document that is intended to inspire. It is a model for the pursuit of excellence, continuous improvement and growth. It is not prescriptive, as goals need to be individualised to the person and their circumstances, their role and level, and also their growth trajectory.

Establishing goals is something each individual professional staff member will do with their manager through planning review and development (PRD) conversations. Input from mentors and coaches is a valuable way to establish performance goals and seek development. We encourage you to initiate these important conversations today and to use Foundations for Inspiring People for Professional Staff to support your pursuit of professional excellence at the University of Newcastle.

We are driven by our values. Our values set the standards that we expect and nurture in our staff and students, underpinning everything that we do. These values inspire our staff to achieve excellence in their everyday work and guide our decision-making. Our values directly contribute to achieving our organisational goals and strategic priorities. Aligned to our commitment to a culture grounded in our values, the capabilities we seek and foster across our professional workforce demonstrate our enduring commitment to our values.



INSPIRING PEOPLE TO ACHIEVE OUR VISION, PURPOSE AND VALUES



<p>OUR COMMITMENT TO OUR VISION AND PURPOSE</p>	<ul style="list-style-type: none"> • We are inspired to achieve our dual purpose of delivering an outstanding student experience and serving our regions, supporting our vision to be a world-leading university for our regions.
<p>OUR COMMITMENT TO INDIGENOUS HIGHER EDUCATION, INNOVATION AND ENGAGEMENT</p>	<ul style="list-style-type: none"> • We are a leading voice for reconciliation in our regions.
	<ul style="list-style-type: none"> • We champion reconciliation between Indigenous and non-Indigenous Australians.
	<ul style="list-style-type: none"> • We create an environment free from racism and discrimination and embrace a united approach to equality and inclusiveness.

COMMITMENT TO ENGAGEMENT	COMMITMENT TO LIFE-READY GRADUATES	COMMITMENT TO REIMAGINING OUR CAMPUSES	COMMITMENT TO INSPIRING PEOPLE	COMMITMENT TO AN ASIA PACIFIC FOCUS
<ul style="list-style-type: none"> • We pursue meaningful engagement, drawing from the wisdom of traditional knowledge to pursue solutions that benefit our communities. • We establish multidisciplinary networks to drive collaboration across our regions. • We develop clear pathways to enable business, industry and community to connect and collaborate with us. 	<ul style="list-style-type: none"> • We engage in creative problem-solving processes to prepare our students for the future of work. • We foster lifelong learning for all. • We support our students to have a deep cultural awareness, a commitment to social, ethical and sustainable practices and an eagerness to contribute to the community. 	<ul style="list-style-type: none"> • We create experiences that connect us with society and our communities. • We provide exemplar leadership in sustainable resource management and are a leader in sustainability outcomes and practices in our regions and the sector. • We connect with our communities to create vibrant experiences accessible to all, enriched with personalised and digital experiences. 	<ul style="list-style-type: none"> • We are responsive to the emerging challenges and opportunities for competitive advantage as part of a high-performing institution. • We foster opportunities for collaboration and inclusion guided by our values. • We strive for continuous improvement in health, safety and wellbeing that embodies strong leadership and high levels of staff engagement. 	<ul style="list-style-type: none"> • We will be globally engaged, contributing our knowledge and expertise to our regions. • We forge mutually beneficial partnerships and engagement globally, with a focus in the Asia Pacific Region, across the sector, business and government. • We will strengthen connections with alumni in recognition of their lifelong relationship with us.

ABOUT FOUNDATIONS FOR INSPIRING PEOPLE

Foundations for Inspiring People for Professional Staff articulates the broad capabilities within four domains that we need and wish to nurture in our professional workforce, providing a high-level framework that supports the retention of outstanding talent, through goal setting, performance review, development, conversations, career planning and mobility within the University.

It provides a common language and supports consistency across our professional workforce.

Shaped around four capability domains, Foundations for Inspiring People for Professional Staff will inform two-way conversations, with you and your manager, both formal and informal, that reflect on recent performance and plan for further achievement and growth. We want our professional staff to be proactive, have initiative and a 'give it a go' attitude to develop themselves and others.

Regular conversations help to grow and guide careers, and provide a mechanism for recognising and developing internal talent. They ensure each member of staff has the opportunity to understand their part in delivering the University's strategic priorities. These conversations create accountability and help nurture a culture of equity and excellence.



FOUNDATIONS FOR INSPIRING PEOPLE IS USED TO:

- Create a high performing professional workforce
- Inspire individual and team performance
- Grow professional capability in line with institutional need
- Support the recruitment and retention outstanding talent
- Career conversations to support staff aspirations for future career



HOW WE WILL EMBED FOUNDATIONS FOR INSPIRING PEOPLE FOR PROFESSIONAL STAFF:

- The four capability domains will be expanded within a detailed capability matrix
- Professional development opportunities will align to the four capability domains, to include experiential, social learning and formal training

Professional development opportunities will include

- Live. Learn. Lead. Leadership Pathway
- Formal mentoring program
- Continued Professional Development (CPD) program
- Staff mobility program
- Training for managers to understand the framework and how to adopt it

A robust PRD process will include

- Regular reporting and quality assurance of PRD within SuccessFactors
- Training for new and existing staff on goal setting, having constructive conversations and using SuccessFactors
- Training for managers to hold two-way conversations with staff to include performance review, development, career progression and mobility opportunities
- Training for managers to build coaching skills

FOUR CAPABILITY DOMAINS

Delivering our vision through professional excellence

ENGAGEMENT

We are deeply connected to the challenges and opportunities in our regions and beyond

Engagement and collaboration are critical to success in a contemporary high-performance culture.

This involves working collaboratively with others in your work area, multidisciplinary collaboration or developing networks across the sector.

External engagement will also be key to success forging mutually rewarding connections with business, industry and community.

This will be achieved by:

Engaging meaningfully

Achieve outcomes through engagement with others across the institution and break down silos by being collaborative and delivering quality outcomes together.

Nurturing networks

Actively nurture internal and external professional relationships and networks by forging purposeful connections across our regions around areas of shared purpose or common interest.

Creating value

Know your stakeholders and be attuned to their different needs to focus on creating value, loyalty, and trust.

EXCELLENCE

We pursue the exceptional and strive for innovation

Excellence demands deep and broad professional expertise.

This requires our professional staff to be current in their field and abreast of best practice so that it is implemented and evident across the institution.

Maintaining professional currency and adopting best practice will support and reinforce a contemporary high-performance culture.

This will be achieved by:

Pursuing excellence

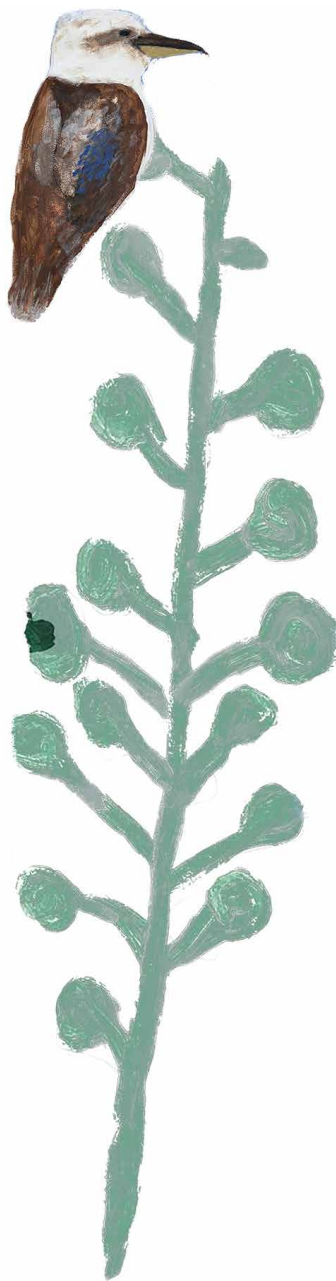
Focus on achieving high standards and embracing new challenges. Apply specialised technical or professional knowledge, skills, and judgement to achieve outcomes.

Professional excellence

Stay abreast of developments in fields of expertise and participate in relevant learning, development, and networking opportunities to stay current. Benchmark against best practice.

Service excellence

Monitor performance, seek feedback and continuously improve to remain effective.



Professional excellence at the University of Newcastle is defined within four Capability domains with a series of expectations articulated under each. These four capability domains form links into our Inspiring People Experience framework, committing to an experience that allows all staff to contribute at their highest levels and realise their unique potential.

EQUITY

We are committed to widening participation, promoting diversity and fairness, overcoming injustice, and increasing success for all

Our staff apply their knowledge to provide the best opportunities for all, embracing the benefits of inclusiveness and diversity.

They value and honour Aboriginal and Torres Strait Islander histories and cultures.

Our staff will embrace culturally affirming environments and respectful relationships across diverse populations across Australia and around the world.

This will be achieved by:

Demonstrating inclusivity

Commit to inclusive practices that ensure diverse voices are heard so that balanced perspectives contribute to better engagement.

Communicating effectively

Understand the need or the problem needing to be solved through active listening. Communicate the proposed approach clearly and concisely and taking other perspectives into consideration.

Inclusive outcomes

Set and work to agreed outcomes, measure success, and be accountable to deliver with a commitment to equity, quality and efficiency.

SUSTAINABILITY

We are ethically minded and prioritise responsible management of our environment and resources

To be a world-leading University for our regions we must be future-focused, which requires professional capabilities that range from continuous improvement, process planning and implementation to high level strategic planning and execution.

In a changing world and in a constrained environment, we must always be looking to how we can do things better.

This will be achieved by:

Delivering sustainably

Deliver outcomes sustainably by working within available means and finding innovative ways to mitigate against constraints.

Driving change

Initiate transformation and change to ensure sustainability, relevance, and maximum effectiveness.

Shaping the future

Focus on achieving the University's strategic priorities by being strategic and innovative in our professions, thinking outside the box, being alert to potential disrupters and exploring new approaches.



PRD CONVERSATIONS PLANNING ACHIEVEMENTS, EVALUATING IMPACT AND DESIGNING PROFESSIONAL DEVELOPMENT

The four professional capability domains provide the foundations for planning and reviewing goals and understanding your professional development needs.

They are designed to be flexible and to guide thinking, planning and discussions between you and your manager. PRD should be more than an annual review, it is ongoing in nature, constructive and above all a collaborative process between you and your manager.

There are three questions each staff member should be able to answer at work. What am I meant to be doing? How well am I doing? And what future do I have? PRD conversations provide an opportunity to spend time discussing these questions and exploring the answers with the intention of engaging, motivating, and supporting you to reach your full potential.

The process supports professional performance and career advancement by:

- Clarifying priorities and expectations that are aligned to the university's strategic priorities
- Reviewing, reflecting and assessing performance and achievements
- Assisting with development and career planning, reinforcing good practices
- Facilitating feedback exchange and building on areas of strength or filling gaps
- Recognising and celebrating professional achievements and efforts



THE ELEMENTS OF PRD



PLAN 'What am I meant to be doing?'

Working together at the start of the cycle you and your manager develop a set of goals that are relevant and inspiring, will help you build on professional strengths, learn and grow, and deliver outcomes for the University.

Goals should be measurable and set within -

- Your position description;
- The four capability domain areas that are most relevant to the fulfilment of your job;
- The level of your job; and
- The leadership behaviours.

REVIEW 'How well am I doing?'

Review should occur throughout the year and be part of continuous conversations. In evaluating performance, reflect on activity and the outcomes and impact of the activity on others and/or the organisation. Look for different ways to evidence the impact.

Evaluation of performance against goals should not be binary. Instead, the conversation between you and your manager should explore activity and impact against each goal remembering that performance goals are designed to support growth.

When a goal is not achieved in full it is an opportunity to reflect upon the approach taken and any barriers to achievement before then considering how success might be achieved in the future and whether additional support, guidance or development would be beneficial.

When a goal is achieved, it is the outcome and impact that matters the most, not simply having done the work.

DEVELOP 'What future do I have?'

This is where you consider your development need and opportunities, think about what you could be doing better, or consider what development would motivate you. This could be learning a new skill through experiential, social learning or formal training, improving on current tasks/processes, mapping out a promotion pathway or considering a secondment or sideways move into a different position to gain more skills.

Self-reflective practice is a good way to engage in a process of continuous learning, by reflecting on your actions, motivators and drivers to identify areas for improvement.



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