GRIFFITH UNIVERSITY

Leadership Success Profiles

Contents

1. Purpose

This document outlines the success profiles of Executive Group members and Senior Leaders at Griffith University. Success profiles capture essential elements for effective and high-performing leaders at Griffith. The profiles connect Griffith's Strategic Plan and organisational needs with the required leadership capabilities to deliver successful outcomes at different leadership levels.

A success profile is unique from a standard job description as it broadens the focus from required experiences to other elements such as leadership capabilities, personal attributes, and motivations, as well as opportunities and challenges that leaders might face in their roles. This document includes the success profiles of two leadership levels at Griffith University:

- Members of the Executive Group

- Senior Leaders (i.e. Head of School, Dean, Research Director, Professional Director)

The profiles are developed based on research into high-performance academic leadership, contemporary leadership theories, Griffith University's Strategic Plan (2020-2025), Griffith's Leadership Capability Framework, and consultations with key stakeholders.

The success profiles will be used to create explicit expectations regarding high-performance leadership at Griffith. The profiles may be used to guide professional development conversations and build leaders' capabilities. The success profiles will inform the Leadership Development Program and 360 leader assessment design to understand leaders' capability strengths and development areas. In future, the success profiles may be used to support talent management programs, selection opportunities and promotions activities.

2. Success profile framework

The success profile framework contains 7 elements capturing essential aspects of leadership qualities for Griffith. The elements combine to describe high-performing leaders at the Executive Group and Senior Leadership levels at Griffith.

1. Purpose and Business Context | Roles and responsibilities as well as challenges for different leadership levels in delivering the University's vision and purpose

2. Experience | A portfolio of foundational experiences required for each leadership level

3. Leadership Capabilities | Capabilities required to fulfil leadership role at Griffith successfully

4. Mindsets and Motivations | Natural qualities and tendencies of leaders

5. Opportunities | Areas to develop and stretch at each leadership level

6. Derailers | Factors that can impede leadership at each level

7. Transition Points | Pathways into the leadership role

3. Success Profiles

The following pages provide success profile details for both Executive Group leaders and Senior Leaders, to be used across the University.

3.1 Purpose and Business Context

Executive Group members and Senior Leaders have distinct roles in delivering Griffith University's strategic plan. Each role requires leaders to provide both collective and individual leadership.

Executive Group Member

The purpose of the Executive Group member is to deliver Griffith's strategic goals, lead Griffith's operating activities and services, and work collaboratively to overcome challenges and determine Griffith's future direction.

Each Executive Group leader will have two critical aspects to their role:

1. Executive Group member – Provide collective leadership enabling the University to meet its strategic goals.
2. Portfolio Leader – Lead their own portfolio and teams to operate with excellence

Senior Leader

The purpose of the Senior Leader role is to operationalise the University's strategic plans and progress a portfolio's vision and purpose in alignment with direction from their Executives. Senior Leaders are responsible for managing their element's performance and operations as well as financial and staff resources. There are 4 types of Senior Leader roles:

Deans | Head of Schools | Research Directors | Professional Directors

These cohorts share similar responsibilities in contributing to the overall leadership of their portfolio, along with providing line leadership to the area that they lead (e.g. a School). Some particular roles oversee elevated responsibilities, with components similar to an executive role (i.e. expected contributions to university-wide strategic development and implementation for roles such as Registrar or certain Professional Leaders).

Senior Leaders will have two critical aspects to their role:

1. Portfolio Leader – Provide collective leadership in progressing a portfolio of work to deliver the University's strategic goals.
2. Element Leader – Lead own team within an element to operate with excellence.

Core Leadership Responsibilities

Executive Group	Senior Leader

University Leadership

As an Executive Group, we…

- Develop, communicate and implement the vision and values of the University, both internally and externally.

- Collectively develop the Griffith Strategic Plan for Council approval.

- Collectively lead the implementation of Griffith's Strategic Plan.

- Develop and advocate for decisions that drive the future success of the University to Council and external stakeholders.

- Approve major management decisions relevant to the success of the University across all major domains, including teaching and learning, research, engagement and the provision of services.

- Develop the University's annual budget, for Finance and Infrastructure Committee endorsement and Council approval, ensuring resource allocation reflects efficient and effective use of public funds and aligns to and enables delivery against the Strategic Plan.

- Collectively mitigate risk, manage issues and ensure Griffith's risk management framework operates effectively.

- Stand behind decisions made by the Executive Group and Vice Chancellor and, where appropriate, communicate support for these decisions within own portfolio.

Portfolio Leadership

As a portfolio leader, I am accountable for the…

- Safety, engagement and wellbeing of Griffith's people as well as the safety and wellbeing of our students.

- Performance of my portfolio in relation to meeting the University's goals and KPI's.

Portfolio Leadership

As leaders of a portfolio, we…

- Develop and implement strategies with other leaders within a portfolio to deliver the University's goal collectively.

- Plan and allocate human and material resources across the portfolio to deliver the University's strategic objectives.

- Understand the University's strategic objectives and balance the needs of our individual element with the needs of the University.

Element Leadership

As an element leader, I am accountable for the…

- Operations and performance of my own element in alignment with the University's strategic plans.

- Performance of my direct reports and their teams, individually and collectively

- Safety, engagement and wellbeing of Griffith's people as well as the safety and wellbeing of our students.

- Risk management across portfolio activities and ensure mechanisms are in place for assuring myself of compliance requirements owned by my element.

- Prudent management and approval of expenses within the allocated budget.

- Implementation and review of best practices in teaching, learning or research (Head of Schools and Research Directors).

Executive Group	Senior Leader

- Performance of my direct reports and their teams, individually and collectively.

- Performance of my portfolio budget.

- Risk mitigation, issue management and compliance requirements across my portfolio's activities.

- Project initiation and implementation in collaboration with others to enhance portfolio performance.

- Effective operations of my portfolio's activities.

Critical Decisions

Executive Group and Senior Leaders face strategic and adaptive leadership decisions in their roles, with the former having to make decisions at higher levels of complexity. The types of decisions may also vary across the roles within each leadership level such as decisions made as a university, portfolio and/or element leader. Below are a series of questions to demonstrate the types of questions Executive and Senior Leaders roles may be expected to respond to and should be asking themselves at a regular cadence.

Strategic Leadership – Questions to demonstrate and promote strategic thinking	Adaptive Leadership – Questions to demonstrate and promote adaptive leadership
• How do I assure myself that my portfolio/element aligns with Griffith's values? • Where do I need to trade-off the interests of my portfolio/element and commit my portfolio/element to a whole of Griffith approach and where do I need to ensure that the needs of my portfolio are better taken into account at whole of University level? • Am I focusing enough of my efforts and those of my leadership team on Griffith's foremost priorities and challenges? • Am I demonstrating accountability for the best use, and return on investment, of Griffith's resources and budget? • Am I building the external partnerships required to enable Griffith's student, research and engagement ambitions, and its effective and efficient corporate operations? • Do I have the practices in place to hold my leadership team to account on their commitments and behaviours? • Am I actively building the capability of my team for them to be future leaders of the University? • Am I effectively and efficiently meeting my portfolio/element's outcomes in line with Griffith's broader goals?	• Am I in tune with staff and student sentiment, motivations, and challenges relevant to my portfolio/element? • Am I acting in a way that builds trust in my team and impacts positive outcomes? • Am I applying the right level of risk management to evaluate opportunities and make decisions, in in line with the University's risk statement? • Am I considering the system-level implications of my decisions and actions? • Am I inviting my peers to work with me on my portfolio/element's largest challenges? • Am I willingly lending my insights and influence to my peers where I can be valuable to their efforts? • Am I acting in a way that fosters and reciprocates trust and candour in my peers? • Am I representing the expectations of Griffith's leadership in all settings?

Leadership Challenges

Executive Group members and Senior Leaders face a set of similar and distinct challenges in their roles.

Executive Group	Senior Leader
Collectively deliver the strategic plan | Leaders need to collaborate as a cohesive group, navigating different opinions and leveraging diverse expertise to make timely decisions that advance the University's strategic goals collectively.	Operationalise the University's strategic decisions | Leaders must translate the University's strategy into actionable work for their team.
Shift focus from technical operations to strategic guidance | Leaders need to lift out of the day-to-day operations and focus on providing strategic direction for teams to deliver outcomes aligned with the University's objectives.	Deliver strong results within budget constraints | Leaders must apply financially responsible thinking, strategically plan expenditures, and consistently optimise resources to meet element objectives.
Prioritise issues | Leaders must prioritise micro and macro matters daily. This requires adept decision-making, prioritisation skills, and coordination with other leaders.	Implement University-wide change initiatives within elements | Leaders need to support their team to work in alignment with the University's direction while considering their feedback and managing their reaction to change.

All leadership levels
Lead with a whole-of-system focus | Leaders need to consider the interplay of a number and diversity of participants and functions within the University's system to achieve the key responsibilities of their roles.
Respond to rapidly evolving sector | The higher education sector is going through a period of transformation, including a competitive global market and shifts in funding sources and structures. Leaders need to navigate and lean into change despite discomfort and adjust their approach accordingly.
Maintain competitive edge and build market presence | Leaders need to effectively represent Griffith externally, promote its reputation and build the right relationships to maintain a competitive edge. They need to implement strategies to continuously attract and retain students, build a research pipeline, and achieve growth in an increasingly competitive market.
Nurture the University's culture | Leaders must find the balance between fostering collegiality and trust among colleagues while promoting a high performance and collective ambition.
Balance line management and collegiate leadership | Leaders must navigate interpersonal challenges, leveraging strong people skills to respond appropriately and lead the team to deliver high performance. This includes taking decisive action to ensure team members are performing to expectations and delivering on their commitments to Griffith.
Balance discipline leadership with organisational requirements | Leaders must balance progressing their research discipline through academic freedom and making pragmatic decisions that progress the University's goals.
Provide direction | Leaders need to create the appropriate space for people to share diverse perspectives on challenging issues, before deciding the way forward and committing to the group to direction.
Facilitate diversity and inclusion | Leaders need to demonstrate personal commitment to equity, diversity, and inclusion in teams, seeking out diverse perspectives and engaging in open, inclusive practice and communication.

3.2 Experiences

The following are indicative of the career experiences that will equip leaders for the Executive Group member and Senior Leader role:

Executive Group	Senior Leader
All Leaders	
Experience in executive-level leadership and management | Leaders may bring advanced strategic planning and decision-making skills within large organisations. This involves leading a unit or portfolio of work that includes working with multiple stakeholders and managing resources to meet broader organisational goals.	Experience in a management role | Leaders may have showcased the ability to manage financial and human resources in alignment with broader organisational objectives. Experience in higher education is desirable in providing leaders with an understanding of the University dynamic.
Experience leading and driving successful change in a complex organisation | Leaders may bring a deep understanding of change leadership and the processes required to enact successful and sustainable transformations in large organisations.	Experience in implementing and evaluating successful programs | May have a demonstrated track record of implementing and evaluating high-impact programs that support or meet the broader organisational objectives.
Experience building partnerships within and outside organisations at the highest level | Leaders may have showcased their capacity to build trust and collaborative networks across different units within an organisation as well as with key external partners, including government, industry stakeholders, and other higher education institutions. Leaders must identify business opportunities or projects that meet the University's strategic goals.	Experience building partnerships within and outside organisations | Leaders may have showcased their capacity to build trust and collaborative networks with a range of stakeholders within and outside the organisation.
Academic Leaders	
Demonstrated understanding of, or leadership in, higher education | The experience will enable leaders to lead University operations including governance, administrative processes, resource management and navigating industrial relations issues.	Demonstrated understanding of, or leadership, in higher education | In most circumstances, this experience will enable leaders to provide insights into the University operations including governance, administrative processes, resource management and navigating industrial relations issues. There may be limited circumstances in which this is not the case and then a careful transition will need to be planned.

Record of academic excellence | Leaders have demonstrated a capacity to undertake high quality research and/or consistent high-impact publication, and leadership in a research discipline. Leaders should demonstrate how the achievements contribute to the University's purpose.

and/or…

Experience in teaching, learning and research | Leaders may have demonstrated a comprehensive understanding of contemporary issues in research teaching and learning practices, student voice and engagement, program and curriculum design, and evaluation.

Professional Leaders

Led portfolios in complex and federated organisations | The experience will enable leaders to understand intricate organisational structure including policies and processes that drive organisational performance.

3.3 Leadership Capabilities

There are 14 capabilities, categorised under 4 leadership domains, identified as critical to the success of leaders at Griffith. The leadership domains and capabilities are consistent for Executive Group members and Senior Leaders. There are some differences, however, in the capability descriptor and behavioural indicators to reflect the different levels of leadership expectations and responsibilities.

See Appendix A for a more detailed description of the leadership capabilities, including behavioural descriptors.

Leadership capability overview

1. Purpose and Direction *Leaders must effectively set and drive the strategic vision and direction for the University. This includes leading staff to deliver strategic outcomes.*							
Strategic Vision and Purpose		Change Leadership		Strategic Decision Making		Impactful Communication	
Executive Group	Senior Leader	Executive Group	Senior Leader	Executive Group	Senior Leader	Executive Group	Senior Leader
Sets the strategic direction for whole of Griffith University, balancing risk, and innovation to deliver on the University's purpose	Provides strategic leadership to achieve the element's vision and purpose aligned with the University's strategic plan *Note. A set of Senior Leader roles will take part in setting the strategic direction for the whole of Griffith University.*	Initiates and implements successful change across the University and supports others to adapt to change initiatives.	Implements effective change within own element according to the University's strategic plans, supporting staff through the change process. *A set of Senior Leader roles will take part in implementing successful change across the whole of the University.*	Balances different perspectives, the University's values, and financial considerations to make decisions aligned with Griffith's strategic direction.		Communicates clearly and effectively with stakeholders across internal and external settings.	
2. Accountability and Delivery *Leaders must establish accountability and deliver results. This involves clarifying role responsibility and expectations as well as proficiently managing budgets and outcomes. Leaders also need to develop networks beyond one's direct report to enhance the delivery.*							
Personal and Collective Accountability		Business Acumen		High Performing Team		Influential Leadership	
Executive Group	Senior Leader	Executive Group	Senior Leader	Executive Group	Senior Leader	Executive Group	Senior Leader

Takes ownership of decisions and consequences, empowers, and supports others to be accountable and delivers exceptional outcomes.	Optimises the University's financial position while consistently delivering excellent outcomes for the University.	Optimises the University's financial position by managing the element's budget while delivering excellent outcomes for the University. *A set of Senior Leader roles will take part in optimising the whole of University financial position.*	Builds, empowers, and leads a high-performing team that consistently delivers outstanding results meeting and exceeding the set goals.	Cultivates and nurtures relationships with stakeholders within and outside the University to broaden the sphere of influence and deliver results.

3. Capability and Growth

Leaders must plan and cultivate the required personal and team capabilities to achieve strategic goals.

Capability Development		Personal Growth		Personal resilience	
Executive Group	Senior Leader	Executive Group	Senior Leader	Executive Group	Senior Leader
Uplifts team's capabilities by providing constructive feedback and opportunities to develop and stretch.		Engages in self-reflection and embraces learning experiences for continuous personal growth and advancement.		Remains calm under pressure and quickly bounces back from adversity.	

4. Culture and Engagement

Leaders must foster a high-performing culture characterised by excellence, collaboration, trust, and innovation that will drive the University to meet its strategic goals.

Values-based leadership		Collective leadership		Trusting and accountable team environment	
Executive Group	Senior Leader	Executive Group	Senior Leader	Executive Group	Senior Leader
Leads in alignment with Griffith's values, serving as a role model for others		Works with other leaders to progress strategic initiatives and collectively achieve the University's broader objectives by seeking	Works with other leaders to progress the element's goals and collectively achieve the University's broader objectives by seeking diverse views and	Creates and sustains a safe team environment for experimentation, innovation, and learning from mistakes where accountability for performance is the norm.	

| | diverse views and engaging in open communication. | engaging in open communication.

A set of Senior Leader roles will take part in progressing University-wide strategic initiatives through collective leadership. | |
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3.4 Mindsets and Motivations

These are the natural qualities and tendencies that would make successful leaders at both the Executive Group and Senior Leader levels:

1. Values driven | brings Griffith values of excellence, ethical behaviour and integrity, and engagement to advance the University's interests.

2. People-oriented | prioritises inclusivity and, relationship building, embracing diverse experiences and perspectives.

3. Forward-looking | strategic in achieving long-term success.

4. Resilient | composed under pressure and thrives in uncertain situations.

5. Solutions-focused | proactively seeks out evidence to generate effective solutions to problem-solving.

6. Transparent and honest | engages in constructive conversations with respect towards others and diverse perspectives.

7. Financially prudent | judicious in use of resources and conscientious in managing budgets.

8. Commercial | seeks opportunities to drive revenue, achieve business objectives and generate value for the University.

9. Innovative | strives for innovation while acknowledging and managing risk in accordance with the University's risk statement.

10. Growth | seeks opportunities to grow and develop continuously.

11. Confident humility | demonstrate confidence and credibility while maintaining humility and openness to new ideas.

12. Team player | engages in constructive debate to push the team's thinking while supporting collective commitment and decision making.

3.5 Opportunities

Leaders have the following aspirations and opportunities to stretch. Executive Group members are responsible for establishing the strategic vision for these opportunities, while Senior Leaders are expected to communicate, promote, and implement the strategies within their team and across the University by:

- Enhancing Griffith's national and international standing in teaching and research excellence

- Ingraining a leadership culture of accountability and performance

- Establishing key partnerships that align with Griffith's values and widen the University's influence (e.g. Queensland community, domestic and international student market and global higher education landscape)

- Increasing the University's global reputation and ranking (e.g. Times Higher Education ranking)

- Progressing the University's commitment to sustainability in teaching, research, and operations

3.6 Derailers

The following risk factors may derail Executive Group and Senior Leaders' effectiveness:

Overly consultative | There is a risk of leaders seeking opinions from too many people derailing them from making definitive decisions. Although leaders need to consider diverse input from multiple stakeholders to facilitate optimal decision-making, they must also maintain boundaries, push back when necessary and feel empowered to make the final decision.

Change averse | The higher education sector is going through a period of change requiring leaders to embrace and accept new opportunities. There is a risk of leaders being change-averse, which makes it difficult for the University to maintain its competitive edge. Leaders need to be confident with the change process to pursue new opportunities and navigate and adapt to change as required.

Approval seeking | There is a risk that leaders make decisions based on how they think their superiors or colleagues will react. Leaders should own their perspectives contributing to the collective decision-making and not change their judgement to gain approval from others.

Hierarchical thinking | There is a risk that leaders bring hierarchical thinking when collaborating with others. Leaders should recognise the merit of good ideas regardless of the position or level of individuals presenting them.

Siloed thinking | There is a risk that leaders act in their element's interest which, sometimes unwittingly, can be at odds with the University's wider interests. Leaders should keep in mind their shared interest in working towards the University's objectives and avoid encouraging unhealthy competition and unhelpful behaviours between their teams. Leaders must work with colleagues from other elements and align work to progress the University's strategic plans.

3.7 Transition points

Critical shifts as leaders move to an Executive Group level role:

- Transitioning from an element lens to a whole-of-University lens:

  - Exerting influence at a whole-of-University level

  - Balancing success of own portfolio with institutional success

  - Taking on institutional accountability for success and challenges

- Setting the overall strategic intent of the University

- Shifting decision-making lens from tactical decisions to strategic decisions

- Representing the University's perspective to internal and external stakeholders (e.g. Council)

Critical shifts as leaders move to a Senior Leadership level role:

- Moving from an individual leadership focus to collective effort as the focus of the leaders' role

- Transitioning from smaller business areas to whole of element responsibilities and focus:

  - Creating and implementing direction (rather than a focus on operationalising direction)

  - Ensuring whole-of-University direction is applied through element strategy and foci

  - Balancing and trading-off efforts and resources

- Implementing initiatives that contribute to achievement of the University's strategy

- Shifting decision-making lens from operational decisions to tactical decision

Appendix A Detailed leadership capabilities

Leadership Domain	Capability	Executive Group	Senior Leaders
Purpose and direction *Leaders must effectively set and drive the strategic vision and direction for the University. This includes leading staff to deliver strategic outcomes*	Strategic vision and purpose	**Capability descriptor** (spanning)	
		Sets the strategic direction for the whole of Griffith University, balancing risk, and innovation to deliver on the University's purpose.	Provides strategic leadership to achieve the element's vision and purpose aligned with the University's strategic plan.
		Behavioural indicators (spanning)	
		• Sets a clear and compelling strategic direction for the whole University. • Recognises and leverages new opportunities aligned with the University's strategy. • Identifies and addresses potential risks to achieving strategic initiatives.	• Sets a clear and compelling strategic direction for the element. • Translates the University's vision to the element's objectives and actions. • Identifies and addresses potential risks to achieving strategic initiatives.
	Change leadership	**Capability descriptor** (spanning)	
		Initiates and implements successful change across the University and supports others to adapt to change initiatives.	Implements effective change within own element according to the University's strategic plans, supporting staff through the change process.
		Behavioural indicators (spanning)	
		• Anticipates and embraces change aligned with the University's strategic direction. • Clearly articulates the vision and impact of change to generate buy-in from internal and external stakeholders. • Effectively supports team members to navigate change and transformation.	• Anticipates and embraces change aligned with the University's strategic direction. • Effectively conveys the rationale behind the University's change direction to staff. • Effectively supports team members to navigate change and transformation.
	Strategic decision-making	**Capability descriptor** (spanning)	
		Balances different perspectives, the University's values, and financial considerations to make decisions aligned with Griffith's strategic direction. (spanning)	
		Behavioural indicators (spanning)	

Leadership Domain	Capability	Executive Group	Senior Leaders
		• Balances multiple considerations, including, costs, risks, values, and stakeholders' needs, in all decisions. • Draws on the right people and expertise to optimise the decision-making process. • Considers the broader implications of decisions within one's portfolio on the University system and other stakeholders.	• Balances multiple considerations, including, costs, risks, values, and stakeholders' needs, in all decisions. • Draws on the right people and expertise to optimise the decision-making process. • Considers the broader implications of local decisions within own element on Griffith's financial and strategic standing.

	Impactful communication	Capability descriptor	
		Communicates clearly and effectively with stakeholders across internal and external settings.	

		Behavioural indicators	
		• Communicates messages in a compelling manner. • Tailors' communication style and messages to meet different audiences' needs. • Transparently shares information as appropriate to keep others well informed. • Demonstrates confidence and conviction in communicating challenging topics.	

Accountability and delivery *Leaders must establish accountability and deliver results. This involves clarifying role responsibility and expectations as well as proficiently managing budgets and outcomes. Leaders also need to develop networks beyond one's direct report to*	Personal and collective accountability	Capability descriptor	
		Takes ownership of decisions and consequences, empowers, and supports others to be accountable and delivers exceptional outcomes.	

		Behavioural indicators	
		• Takes personal ownership of decisions and their outcomes. • Holds others to account for achieving strategic initiatives. • Supports others to take ownership and responsibility for their work.	• Takes personal ownership of decisions and their outcomes. • Holds team members to account for achieving high quality results. • Supports others to take ownership and responsibility for their work.

		Capability descriptor	

Leadership Domain	Capability	Executive Group	Senior Leaders
enhance the delivery of results.	Business acumen	Optimises the University's financial position by managing the element's budget while delivering excellent outcomes for the University.	Optimises the University's financial position by managing the element's budget while delivering excellent outcomes for the University.

Behavioural indicators	
• Endorses financially beneficial initiatives for the University, now and in the future.	• Makes financially beneficial decisions aligned with the elements and University's objectives.
• Uses financial data to inform the leadership of the portfolio.	• Uses financial and commercial data to inform the leadership of the element.
• Takes a financially and ethically responsible approach to delivering results for the University.	• Takes a financially responsible approach to delivering results for the University.

High performing team

Capability descriptor
Builds, empowers, and leads a high-performing team that consistently delivers outstanding results meeting and exceeding the set goals.

Behavioural indicators
• Sets clear performance expectations for team members.
• Leads teams to deliver despite ambiguous and complex circumstances.
• Effectively addresses poor performance to uphold high standards within the team.

Influential leadership

Capability descriptor
Cultivates and nurtures relationships with stakeholders within and outside the University to broaden the sphere of influence and deliver results.

Behavioural indicators
• Uses strong influencing skills to achieve outcomes aligned with the University's strategic goals.
• Builds and maintains an effective network across and external to the University.
• Effectively navigates the political landscape to influence strategic outcomes.

Leadership Domain	Capability	Executive Group	Senior Leaders
Capability and growth *Leaders must plan and cultivate the required personal and team capabilities to achieve strategic goals.*	Capability development	Capability descriptor	
		Uplifts team's capabilities by providing constructive feedback and opportunities to develop and stretch.	
		Behavioural indicators	
		• Delivers candid and respectful feedback aligned with Griffith's values and strategic direction. • Effectively coaches others to support their professional growth and performance. • Strategically delegates tasks to build others' capabilities.	
	Personal growth	Capability descriptor	
		Engages in self-reflection and embraces learning experiences for continuous personal growth and advancement.	
		Behavioural indicators	
		• Exhibits enthusiasm for ongoing learning and development. • Strives for excellence in all endeavours. • Actively seeks out feedback from others and opportunities for personal development and growth.	
	Personal resilience	Capability descriptor	
		Remains calm under pressure and quickly bounces back from adversity.	
		Behavioural indicators	
		• Demonstrates high self-awareness with insights into personal strengths and limitations. • Manages emotions well under pressure. • Persists in the face of obstacles or setbacks.	
Culture and engagement *Leaders must foster a high-performing culture characterised by excellence, collaboration, trust, and innovation that*	Values-based leadership	Capability descriptor	
		Leads in alignment with Griffith's values, serving as a role model for others.	
		Behavioural indicators	
		• Actively role models Griffith's values. • Champions a culture of integrity and professionalism always.	

Leadership Domain	Capability	Executive Group	Senior Leaders
will drive the University to meet its strategic goals.		• Addresses behaviours that do not align with Griffith's values.	
	Collective leadership	**Capability descriptor**	
		Work together with other leaders to progress strategic initiatives and collectively achieve the University's broader objectives by seeking diverse views and engaging in open communication.	Work with other leaders to progress the element's goals and collectively achieve the University's broader objectives by seeking diverse views and engaging in open communication.
		Behavioural indicators	
		Proactively identifies opportunities for collaboration across portfolios. • Contributes to the shared leadership of the University by taking an active role in discussion of critical issues and leadership team decisions. • Supports and champions Executive Group decisions within their portfolio.	Proactively identifies opportunities for collaboration across elements and portfolios. • Contributes to the shared leadership of the portfolio by taking an active role in discussion of critical issues and leadership team decisions. • Supports and champions portfolio leadership team's decisions within their element.
	Trusting team environment	**Capability descriptor**	
		Creates and sustains a safe team environment for experimentation, innovation, and learning from mistakes where accountability for performance is the norm.	
		Behavioural indicators	
		• Champions a culture of innovation and continual improvement. • Treats mistakes as learning opportunities, where appropriate. • Encourages diverse perspectives.	