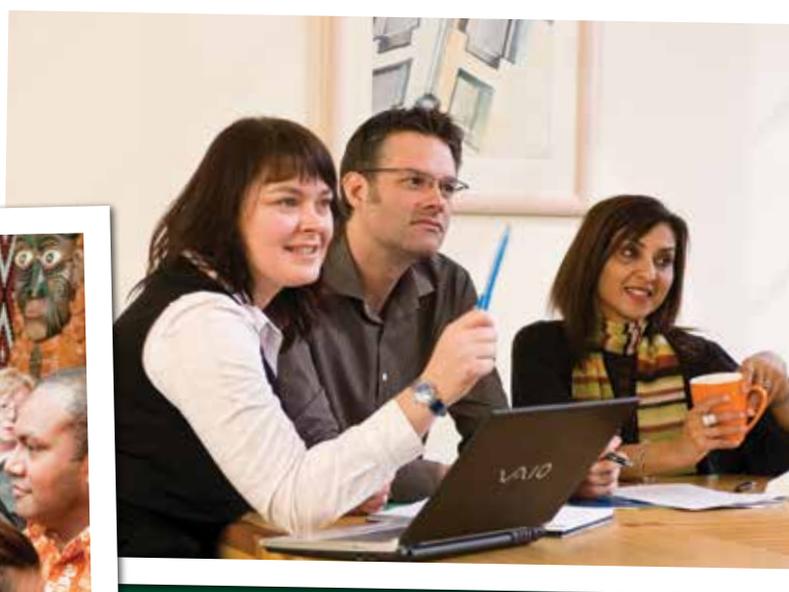
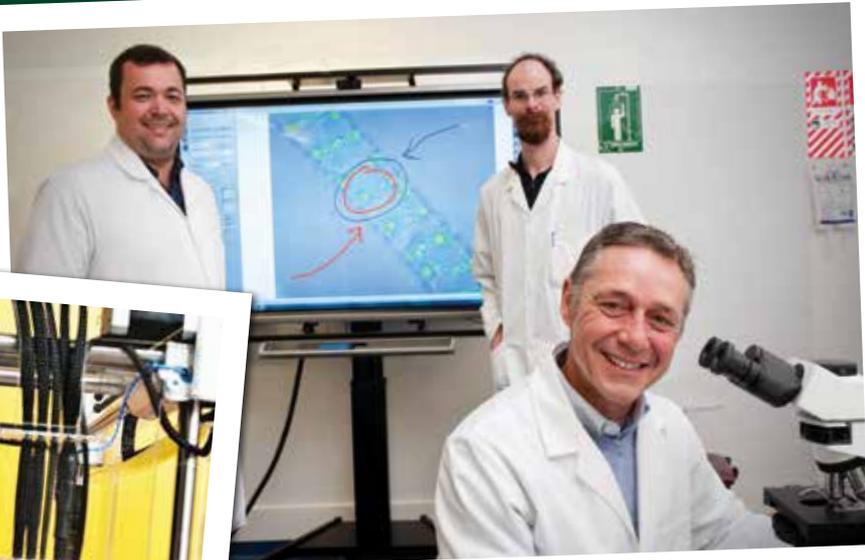


# Victoria University of Wellington Capability Strategy Te Rautaki Kaiaka 2013–2017





## Introduction

The Capability Strategy/ Te Rautaki Kaiaka outlines the commitment of Victoria University of Wellington (the University) to developing and maintaining a high performance culture enabling all staff to realise their full potential. The University is committed to excellence in teaching and learning, research and scholarship, and to providing students with opportunities to acquire, understand and apply disciplinary and interdisciplinary knowledge, skills and attitudes, and to enhance their personal development. The University can achieve its strategic priorities in relation to staff by ensuring that they have the capability and opportunities to contribute fully at work. Capability in this strategy denotes the actual or potential ability, attributes and confidence that allow people and teams to perform their roles and functions effectively in an evolving and changing context.

In partnership with Māori, the University is committed to building Māori capability; increasing the capability of all staff to engage with Māori interests; and the contribution of Te Reo Māori and Tikanga Māori to the workplace culture. These commitments form part of the Treaty of Waitangi Statute, the formal expression of the University's commitment to Māori as treaty partners. The Capability Strategy concerns its current and future workforce.

## Purpose

The purpose of the Capability Strategy is to provide an integrated framework for staff capability planning in a way that supports the University's vision, mission and purpose, Treaty commitments and primary and enabling strategies as set out in the Strategic Plan. This high level plan will be utilised across the University collaboratively by Faculties, Schools and Central Service Units in developing their action plans.

## Principles

The University's values, set out in the Strategic Plan/ Mahere Rautaki, provide the underlying principles that guide the University. These values are a means of creating and sustaining an environment of trust and mutual understanding, and guide how staff will behave. Additionally, the University's Equity and Diversity Strategy details the principles that inform the vision of an equitable University.

To these underlying values, this Capability Strategy adds the following guiding principles:

- ⊕ Capability development is both an individual and a collective endeavour
- ⊕ Capability describes how well people work and perform together to achieve the Strategic Plan, not just what they do as individuals
- ⊕ Capability development requires continuous learning, enquiry and attentiveness to change
- ⊕ Capability development advances organisational performance as well as individual careers.

## Victoria University's capability vision

The University will work to build a community in which:

- ⊕ All staff members have opportunities to engage in the continuing pursuit of excellence
- ⊕ Staff members are able to expand their skills and develop confidence in the contribution they can make to the University
- ⊕ Staff members can conduct their activities in a context where there is respect for diversity, including respect for the range of ways in which different roles contribute to institutional success
- ⊕ Professional expectations of ourselves and each other are high
- ⊕ The continuously evolving nature of knowledge and practice is recognised in opportunities to engage in critical thinking, self-reflection and professional development.

In pursuit of this vision, the capability framework (Figure 1) places the quality of the University's workplace culture at the centre and focuses on ensuring that people and teams have the necessary opportunities to develop their skills, talents and attributes to perform effectively in a changing work environment. This framework recognises that the continuous evolution of practices, skills and contexts requires a joint commitment on the part of individual staff members and of the University as a whole to achieving the highest standards.



*Figure 1: Victoria's capability framework*

# Victoria University's staff capability plan

## **Goal**

The University recruits, develops and retains people who will contribute to the achievement of the primary and enabling strategies through outstanding leadership and practice in scholarship, teaching and/or administration; positive external engagement; and excellent governance and management.

## **Responsibilities**

As stated above, capability development is both an individual and a collective endeavour. All staff, therefore, have responsibilities to work to achieve the staff capability plan, whether as a requirement of a role held, collectively as part of a team or individually in pursuit of professional excellence. As part of the following plan, some collective responsibilities have been identified in order for people and teams to facilitate appropriate action plans, with measurement and reporting.

The University has a range of employment-related policies and processes designed to support and assist staff during their employment. Of particular relevance to the Capability Strategy are the Staff Development Policy and the Performance Development and Career Planning process. Both of these aim to support and assist in the development of individual staff and thereby enhance the University's performance by contributing to the achievement of strategic objectives and goals, meeting the Treaty Statute commitments defined in the Strategic Plan, and promoting values associated with staff and students, diversity, innovation, excellence and integrity.

The University's policy environment is underpinned by relevant employment legislation including the 'Good Employer Principles' articulated in section 77A of the State Sector Act 1988 (refer Appendix 1: State Sector Act (1988): 77A General principles).

The University places important emphasis on its Pacific context and the identification in the Equity and Diversity Strategy of priority groups including Pacific staff and staff with disabilities. The University also has in place Equal Employment Opportunities (EEO) Guidelines to provide information and guidance to managers and staff. Several capability services and programmes are used by the University (refer Appendix 2).

## **Objectives**

The objectives of this plan have been aligned to the capability framework under the following headings:

- ⊕ Workplace Culture/ Ahumahi
- ⊕ Leadership & Management
- ⊕ Recruitment & Retention
- ⊕ Performance & Development
- ⊕ Remuneration, Reward & Recognition
- ⊕ Workforce Measurement & Reporting.

The areas within this framework are not mutually exclusive. However, they provide a structure that helps to ensure that the appropriate areas for planning are included and aligned to the University's goals. The implementation of these objectives will be evaluated and monitored for on-going effectiveness.

# Workplace Culture/ Ahumahi

## Objective 1

Establish a University community where there is respect for diversity, including the diversity of contributions to the success of the University, where professional expectations are high, and where all staff members have opportunities to engage in the pursuit of excellence.

		<b>Responsibility</b>
1.1	Continue to develop a welcoming and inclusive University community that values individual staff and groups of staff and supports the realisation of their potential.	Senior Leadership Team members
1.2	Support current and future institutional capability by ensuring that managers set consistent and clearly articulated professional standards and expectations of performance in line with the University's goals.	Senior Leadership Team members Human Resources
1.3	Prepare and implement programmes that enable all staff to develop an appropriate understanding of the University's Treaty Statute partnership obligations, and of the cultural context of New Zealand.  For example, review Te Hāpai programme (a staff development induction programme designed to increase the understanding and use of Māori culture, language and the Treaty of Waitangi within the University).	PVC Māori AVC Pasifika Human Resources Centre for Life Long Learning
1.4	Continue to develop Māori staff capability and increase the ability of all staff to engage with Māori across the University.	Senior managers DVC Māori
1.5	Build and integrate Pasifika capability at the University.  For example, implement the Pasifika Staff Success Plan from 2013.	Senior Leadership Team members AVC Pasifika Human Resources
1.6	Continue to create a safe and positive working environment for staff, support environmental sustainability at the University, and ensure effective risk management initiatives are implemented.	Senior managers Campus Services Health & Safety, Environmental, and Risk Management Committees Human Resources

# Leadership & Management

## Objective 2

Develop leadership and management capabilities to meet the University's strategic goals and that address the needs of workforce and succession planning.

		<b>Responsibility</b>
2.1	Ensure that institutional expectations of leaders and managers at different levels across the University are clearly articulated to help focus the development of their skills and performance in their roles.	Senior Leadership Team members Human Resources
2.2	Develop workforce and succession planning initiatives that identify and prepare staff with potential for future leadership and management roles, and ensure that they receive support to become credible applicants for future key roles.	Senior Leadership Team members Human Resources
2.3	Improve training and development opportunities (in-house and outsourced) for existing and potential leaders and managers.	Human Resources Centres for Academic Development & Lifelong Learning

## Recruitment & Retention

### Objective 3

Develop and promote the University's distinctiveness as an employer to attract and retain high achieving staff, and enhance its reputation as a good employer.

		<b>Responsibility</b>
3.1	Continue to develop recruitment initiatives and selection processes to support the attraction and retention of high achieving staff, including the development of an employer brand.	Human Resources Communications & Marketing Senior managers
3.2	Ensure that roles are designed to be flexible and motivating for current and future staff, with role requirements that are clearly described and understood by staff and by those who work with them.	Senior managers Human Resources
3.3	Review the processes of recruitment, selection and orientation to identify and remove any barriers to the recruitment and engagement of staff from priority/ under-represented groups in our workforce.	Human Resources DVC Māori AVC Pasifika Disability Support Services Senior managers
3.4	Develop entry level staff career-path initiatives that provide appropriate opportunities to employ some students.  For example, support postgraduate students holding Victoria University of Wellington PhD scholarships to develop a balanced programme of work (150 hours) to prepare and equip them to start a national/ local or international academic career.	Vice-Provost Academic & Equity Vice-Provost Research Human Resources Career Development & Employment Faculty of Graduate Research Centre for Academic Development

# Performance & Development

## Objective 4

Continue to develop a workplace culture in which regular feedback on the performance of individuals and teams is fair and clear, outstanding performance is acknowledged, effective processes and development opportunities contribute to improving performance and retention, and staff are engaged in these processes.

	<b>Responsibility</b>
4.1 Embed the performance development and career planning (PDCP) processes across the University, and ensure these processes are clear, meaningful and give valid recognition to the achievement of the University's goals and commitments.	Human Resources Senior Managers DVC Māori AVC Pasifika
4.2 Provide managers and staff with training on the PDCP processes that facilitates high performance and enhances their skills and confidence to identify and address under-performance.	Human Resources
4.3 Develop principles to underpin fair and equitable academic workloads, and prepare and implement an academic workload management system.	Senior Management Team Members Human Resources
4.4 Improve the University's coordination of organisational and staff development opportunities and initiatives to meet future capability needs.	Human Resources Centres for Academic Development & Lifelong Learning Research Office
4.5 Develop, pilot and evaluate an integrated 'career pathways programme' for General Staff.  For example, facilitate position exchanges, shadowing, secondments, coaching, and mentoring.	Human Resources Senior managers
4.6 Complete a needs analysis to identify key areas that require skills development to advance University performance; and develop effective approaches to providing skill development opportunities.  For example, specific skill development in digital technologies, implementation of PHELT, external relationship building and commercialisation.	Senior managers Centres for Academic Development and Lifelong Learning Human Resources Research Office

# Remuneration, Reward & Recognition

## Objective 5

Support the achievement of the University’s strategic goals through clear remuneration practices, and relevant reward and recognition arrangements that appropriately acknowledge staff performance.

		<b>Responsibility</b>
5.1	<p>Continue to develop a framework that gives improved transparency and effectiveness to the University’s:</p> <ul style="list-style-type: none"> <li>⊕ Remuneration practices</li> </ul> <p>For example, equitable pay ranges, higher duties allowances, superannuation.</p> <ul style="list-style-type: none"> <li>⊕ Reward and recognition arrangements for staff</li> </ul> <p>For example, staff excellence awards.</p> <ul style="list-style-type: none"> <li>⊕ Academic promotions</li> <li>⊕ Staff benefits</li> </ul> <p>For example, supplier discounts.</p>	<p>Senior Leadership Team members Human Resources Finance Communications &amp; Marketing</p>
5.2	<p>Improve support and monitoring of remuneration practices and reward and recognition arrangements across the University.</p>	<p>Senior managers Human Resources Communications &amp; Marketing</p>

# Workforce Measurement & Reporting

## Objective 6

Create an environment of evidence-based decision-making in relation to leadership and the management of capability.

		<b>Responsibility</b>
6.1	Ensure that capability action plans are informed and supported by relevant information, feedback and benchmarking data.	Senior managers Planning and Management Information Unit Human Resources
6.2	Establish capability key performance indicators, and engage with a small number of national and international benchmarking partners in relation to them.	Human Resources Planning and Management Information Unit Finance
6.3	Ensure that systems are in place, evaluated and monitored for effectiveness, covering the following: <ul style="list-style-type: none"> <li>⊕ Training &amp; development and mentoring attendance records</li> <li>⊕ Recognition of staff achievements</li> <li>⊕ Public contribution</li> <li>⊕ Exit processes</li> <li>⊕ New staff intranet (in its application to capability)</li> <li>⊕ Workforce planning.</li> </ul>	ITS Human Resources Research Office Centre for Academic Development Communications & Marketing
6.4	Establish a Capability Strategy Coordination Group (including both academic and general staff).	Senior Leadership Team members Human Resources

## **Glossary of terms as used in this Strategy**

### ***Capability/Kaiaka***

Capability denotes possession of the actual or potential ability, attributes and confidence that allow individuals or organisations to perform their roles and functions effectively in an evolving and shifting context. Stephenson and Weil (1992) propose that capability is demonstrated in the confidence and ability of people to:

- ⊕ Take effective and appropriate action;
- ⊕ Explain what they are about;
- ⊕ Live and work effectively with others; and
- ⊕ Continue to learn from their experiences as individuals and in association with others, in a diverse and changing society.

### ***Workplace Culture/Ahumahi***

Workplace culture is the total of the inherited ideas, beliefs, values, and knowledge which constitute the shared bases of the University's action. Workplace culture includes the attitudes, feelings, values, and behaviour that characterize and inform the University as a whole or any group within it.

### ***Disability/Hauātanga***

The term disability is used in this document to refer to permanent or temporary physical, sensory, neurological, psychiatric or other impairments that actually or potentially have an impact on an individual's access to, or participation in, programmes, services or facilities of the University. (Source: Equity & Diversity Strategy)

### ***Diversity/Kanorau***

Diversity is a term denoting a positive valuation of the many different backgrounds and experiences reflected in members of the University community. These may include differences of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs or political beliefs. (Source: Equity & Diversity Strategy)

### ***Equity/Mana taurite***

Principles and practices that ensure fairness to all students and staff members irrespective of gender, race, religion, and disability in providing the opportunity for them to participate in the activities of the University and successfully fulfil their roles. These principles include respect and inclusiveness, ensuring fairness and making sure that barriers, overt or covert, which stand in the way of under-represented groups, are eliminated wherever possible. (Source: Equity & Diversity Strategy)

### ***Performance/Te eke panuku***

Performance is seen as the contribution to the achievement of strategic objectives and goals, meeting Treaty obligations, and promoting the University's values associated with staff and students, diversity, innovation, excellence and integrity.

## **Appendix 1: State Sector Act (1988): 77A General principles**

(1) Every employer in the education service must—

- a. operate a personnel policy that complies with the principle of being a good employer; and
- b. make that policy (including the equal employment opportunities programme) available to its employees; and
- c. ensure its compliance with that policy (including its equal employment opportunities programme) and report in its annual report (if any) on the extent of its compliance.

(2) For the purposes of this section a **good employer** is an employer who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment, including provisions requiring –

- a. good and safe working conditions; and
- b. an equal employment opportunities programme; and
- c. the impartial selection of suitably qualified persons for appointment; and
- d. recognition of –
  - i. the aims and aspirations of the Māori people; and
  - ii. the employment requirements of the Māori people; and
  - iii. the need for greater involvement of the Māori people in the education service; and
- e. opportunities for the enhancement of the abilities of individual employees; and
- f. recognition of the aims and aspirations and employment requirements, and the cultural differences, of ethnic or minority groups; and
- g. recognition of the employment requirements of women; and
- h. recognition of the employment requirements of persons with disabilities.

(3) In addition to the requirements specified in subsections (1) and (2), each employer shall ensure that all employees maintain proper standards of integrity, conduct, and concern for –

- a. the public interest; and
- b. the well-being of students attending the institution.

## **Appendix 2: Capability Services & Programmes**

### ***Academic Development - Centre for Academic Development***

The Centre for Academic Development (CAD) provides on-going development opportunities, free of charge, to all academic staff. CAD provides an Orientation to Academic Life for new academic staff, as well as a mandatory Tutor training programme for new Tutors. Other offerings in CAD's comprehensive academic development programme include workshops on educational technology, lecturing, small group teaching, copyright, marking, assessment, feedback and using Blackboard for teaching. CAD will also custom design courses to meet specific groups' requirements. More information can be found at [www.cad.vuw.ac.nz](http://www.cad.vuw.ac.nz)

### ***Disability Support Services***

Disability Support Services provide disability equity training, free of charge to all University staff. The training will assist staff members in their work with students with impairments, and increase their knowledge on disability issues, University policies and procedures, and inclusive education. More information can be found at [www.victoria.ac.nz/st\\_services/disability/](http://www.victoria.ac.nz/st_services/disability/)

### ***Health & Safety***

The Health and Safety Programme provides training for all University staff. Training courses include Health and Safety Familiarisation, OOS Busters, First Aid and CPR. More specific courses are run for managers and staff with particular job related training requirements. More information can be found at [www.victoria.ac.nz/healthandsafety/safety/staff/training](http://www.victoria.ac.nz/healthandsafety/safety/staff/training)

### ***Leadership, Management and General Development - Human Resources***

Human Resources provide Leadership and Management programmes and a number of general development programmes for staff. A General Staff mentoring scheme is also available to staff. More information can be found [www.victoria.ac.nz/staff/human-resources/development-performance](http://www.victoria.ac.nz/staff/human-resources/development-performance)

### ***Professional and Executive Development - Centre for Lifelong Learning***

The Centre for Lifelong Learning offers comprehensive professional development and executive development programmes. Victoria University staff are entitled to a 15% discount on these courses. More information can be found at [www.victoria.ac.nz/pedshortcourses](http://www.victoria.ac.nz/pedshortcourses)

### ***Research Development - Research Office***

The Research Office convenes a variety of workshops designed for academic members of staff. The topics include postgraduate supervision, internal research processes and career research skills such as winning grants and writing for publication. The Research Office also co-ordinates the Academic Mentoring @ VUW scheme. More information can be found at [www.victoria.ac.nz/research/support](http://www.victoria.ac.nz/research/support)

### ***Te Hāpai Programme***

The Te Hāpai Programme provides training in the Treaty of Waitangi and Māori language and culture. It is provided free of charge to all University staff. More information can be found at <http://www.victoria.ac.nz/pedshortcourses/te-hapai>

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