



Skills Matrix

Swinburne University of Technology

Updated – December 2025

Skill	None to basic	Developed	National leader	World class
Skills distinctive to Swinburne's ambition and identity <i>Helping Swinburne achieve its vision</i>				
Transformation and new business models	Have limited experience designing strategy or leading transformational change. Exposure to growth has been narrow or operational, with minimal involvement in setting direction. Little familiarity with new business models or alternative operating models.	Must have contributed to the design of strategic initiatives or have led transformational change within a business unit or enterprise. Brings sound commercial judgement and has operated across functional boundaries. Capable to demonstrating how business models evolve in response to changing needs or external environments.	Must have led institution-wide transformations that materially shifted how an organisation operates or creates value. Experienced in designing effective strategic vision and developing implementation plans. Adept in business model development in response to disruption, shifting stakeholder needs, or new forms of value creation.	Must have designed and successfully orchestrated sector-wide transformation in regulated or contested environments and is recognised as such. Regularly advises boards, executives and regulators on market directions, strategic risk, and whole-of-organisation change. Capable of guiding organisations in reimagining business models to unlock value and position for long-term relevance.
Technology	Have limited understanding of the strategic role of technology. May have seen it applied in previous roles but lack direct experience in technology-enabled change.	Must have demonstrated sound judgement on digital investment, delivery risk, and change complexity. May have led technology transformation at an organisational or divisional level. Able to translate strategic priorities into tangible technology choices that enable performance and resilience.	Must have led an institution-wide modernisation strategy where technology was central. May be a nationally recognised executive in digital transformation. Known for mitigating major system risks and embedding digital capabilities that lift organisational performance. Regularly advise peers or boards at the intersection of technology, risk, and innovation.	Must have driven sector-wide transformation in multi-entity environments where technology was pivotal. Must be an expert in digital innovation and enterprise architecture: scaling digital platforms, and tech-enabled operating models. Possesses a blend of deep technical knowledge, aligning systems, stakeholders, and data into a unified digital ecosystem.
Entrepreneurship and innovation	Have minimal experience initiating or leading ventures. Yet to demonstrate commercial acumen or sustained innovation beyond operational improvement.	Must have launched or scaled initiatives within established settings. Shows a capacity to challenge status quo models and deliver commercially viable change with localised impact.	Must have reshaped value delivery in a complex organisation, often across sectors. Experienced in leading enterprise transformation to unlock new commercial opportunities. Able to initiate and champion radical innovation.	Must be a recognised authority in successful, disruptive and commercially significant ventures. Possesses deep expertise in business model transformation, balancing core operations with the development of bold and imaginative strategies.
Partnerships and global reach	Have limited exposure to international networks or strategic partnerships. Experience to date has been primarily domestic, with minimal engagement in global collaboration or influence.	Must have supported partnerships with government, international organisations, funders, or research bodies. Able to recognise and understand global trends and institutional drivers. Have contributed to influential networks within one or more sectors and can activate these relationships when needed.	Must have formed or facilitated partnerships with government, international organisations, funders, or research bodies. May be recognised for participating in high-impact partnerships and shaping effective, national or international collaboration. Have led programs with global reach and mobilised networks across sectors to advance national agendas. Skilled at navigating consortia, aligning partners toward shared outcomes under complex structures.	Must have initiated, driven or led partnerships with government, international organisations, funders, or research bodies. Have established or scaled global networks that shape innovative practice or sector policy. Regularly engages with international stakeholders to secure investment, promote collaboration, and influence organisational posture. Able to position the university as an anchor institution, not only in Australia but within a global context.
Stakeholder and community engagement	Have limited experience engaging with stakeholders beyond internal teams. May have contributed to consultation but not led engagement efforts.	Must have led engagement with diverse stakeholders on major initiatives. Able to build trust, manage competing interests, and integrate stakeholder input into decisions.	Must have led organisation- or sector-wide engagement that influenced policy, outcomes, or reputation. Expert in aligning stakeholders and representing institutions in complex or sensitive contexts.	Must be globally recognised for expertise in high-stakes stakeholder and community engagement across complex, contested environments. Regularly leads engagement efforts to navigate periods of reputational risk. Shapes national conversations on trust and legitimacy.

continued overleaf

Skill	None to basic	Developed	National leader	World class
Tertiary education skills <i>Understanding Swinburne's current state and bringing sector expertise to plan for the future</i>				
Teaching and learning	Have limited experience in teaching or curriculum design. May have delivered high-quality instruction but has not shaped broader learning experiences or models.	Must have led improvements in teaching delivery or curriculum within a defined context. Understands the interplay between student needs, technology, new modes of delivery and teaching formats.	Must have superior teaching and learning knowledge and experience, extending to design of institutional curricula. Experienced in developing novel modes of teaching and engagement, hybrid models, or technology-enabled approaches. Actively shapes national discourse on pedagogy and student engagement.	Must have contributed to cutting edge teaching and learning models and respected as a global authority on pedagogical research and practice. Recognised for setting the direction for future learning and challenging legacy assumptions. Sought as leading expert in shaping the student experience including modular, immersive, or AI-supported learning.
Research and academic leadership	Have limited exposure to academic leadership. May have published papers and contributed to research but not led research teams, secured funding, or aligned research with institutional priorities.	Must have held leadership roles in research or academia. Understands the operational and funding environment of a university. Able to lead teams or initiatives to improve research productivity or quality. May have developed early links between research activity and applied impact.	Must have shaped research and academic outcomes aligned to priorities or institutional strategy. Known for securing funding, building high-performing teams, and translating research into commercially viable products or services. Brings experience in bridging academic excellence and real-world application.	Must have led and successfully improved the research and academic portfolios of a major institution aligned to national priorities. Recognised for converting research into policy influence, industry partnerships, or investible ventures. Able to drive commercialisation pathways from discovery through to adoption, or realisation.
Understanding tertiary education in the national policy landscape	Have a basic awareness of how universities operate but limited understanding of tertiary education's role in national policy. Unfamiliar with key regulatory trends or funding reforms.	Must have an understanding of the evolving role of tertiary education within national priorities. Aware of recent reforms and policy signals, and the emerging role of a national regulator.	Must have the capacity to influence policy reform responses at institutional and sector levels. Recognised for insight into how system-wide shifts in funding, access, workforce, and regulation affect tertiary strategy and structure.	Must have influenced system architecture and steered national strategy. Brings deep expertise in navigating regulation and aligning institutional direction. Known for influencing policy and positioning at the highest levels.
Commercial leadership of large, complex organisations	Have held limited leadership roles and had minimal exposure to complex organisations. Insignificant experience in decision-making or performance accountability.	Must have held leadership roles in either public or private organisations with some complexity. Demonstrated capability in driving commercial performance, but with limited exposure to governance models or market dynamics.	Must have led complex organisations, including navigating both commercial drivers and public accountabilities. Recognised for balancing strategic discipline with adaptive leadership across difference sectors or operating models.	Must have an exceptional record of leading large, complex organisations and commercial enterprises. Recognised for operating effectively across commercial markets and institutional mandates. Trusted by boards and governments to lead through inflection points.
Dual sector experience	Has awareness of the structural and operational distinctions between higher education and vocational education and training (VET). May understand delivery differences but lacks applied experience across both sectors.	Must have worked in, or meaningfully engaged with, both higher education and VET sectors. Understands the systemic, cultural and learner-level differences between the two, and the opportunities of a dual sector model.	Must have held senior roles across both sectors, with a track record of aligning funding, governance and delivery in a dual-sector setting. Shapes integrated models that improve learner mobility and meet workforce needs.	Must have influenced national policy and institutional strategy contributing to dual-sector models. Known for leading large-scale reform that connects VET and higher education through learner-centred pathways and strong industry alignment.

Skill	None to basic	Developed	National leader	World class
Foundational skills <i>Providing accountability and oversight through monitoring activities</i>				
Prior governance experience	Have served on advisory committees or similar bodies with limited exposure to formal governance. Some awareness of governance roles, but minimal involvement in strategic oversight or decision-making.	Must have actively contributed to multiple boards and can confidently navigate executive-level dynamics. Recognised as a trusted voice in structured governance settings, often informed by prior board recommendations or senior advisory experience.	Must have served on boards with national stature, and demonstrated judgement in complex, high-stakes governance. Brings strategic clarity during periods of challenge, regulatory change, or institutional realignment. Frequently sought for leadership in sensitive or contested contexts.	Must have served on boards of significant national importance and possess a record of driving governance excellence. Trusted to lead organisations through periods of transition, integrating governance insight with mission clarity and long-term value. Brings deep contextual knowledge and consistently shapes high-impact decisions across diverse institutional settings.
Financial acumen	Have little to no experience in financial planning for organisations. Are numerically savvy and able to interpret financial reports.	Must hold financial qualifications and have applied them in support of business performance over time. Brings a career track record of aligning financial acumen with strategic decision-making, including experience across commercial, government, or not-for-profit sectors.	Must have held senior financial roles in large organisations and shaped financial strategy under pressure. Recognised for delivering financial resilience and stewardship in challenging settings, often during restructuring, growth cycles, or performance turnarounds.	Must have shaped successful financial strategy with lasting impact across complex, regulated settings. Recognised for leading financial transformation, aligning capital decisions to long-term mission, and enabling sustainable growth. Brings deep expertise in strategic investment, disciplined execution, and financial governance at the highest levels.
Legal expertise	Have limited legal expertise and minimal exposure to institutional legal issues. Understands the University's regulatory obligations, including relevant laws and internal policies.	Must have formal legal qualifications and applied them in practice to support organisational objectives. Likely to have contributed legal advice across a wide range of matters.	Must have served as the leading legal advisor to a significant institution or commercial operation, including during periods of risk or complexity. Recognised for navigating contested issues and delivering clear, outcome-oriented legal strategy.	Must have comprehensive expertise across the full suite of legal matters relevant to the University, including issues encompassing reputation. Widely respected for legal insight, particularly providing guidance to institutions through landmark or precedent-setting challenges.
Audit and risk	Have limited direct experience in audit or risk. Can interpret audit and risk committee reports and contribute to discussions with foundational understanding.	Must have prior experience on audit and risk committees or in risk-related roles within organisations. May hold formal qualifications in audit, finance, or risk, and can demonstrate a sound grasp of risk management.	Must have led audit or risk functions through periods of organisational vulnerability or transformation. Widely recognised for improving risk management and designing resilient control frameworks able to withstand material threats.	Must be a recognised authority on risk and assurance, with deep experience overseeing audit and risk systems in complex, multi-entity organisations. Known internationally for shaping best-practice internal control environments and advising on risk posture in high-stakes, high-asset settings.
Health, Safety and Wellbeing	Has awareness of the importance of health, safety, and wellbeing in the workplace and knows basic compliance requirements. Some experience in responding to incidents, does not lead or influence outcomes.	Must have competence in applying standards and implementing health and safety procedures within own area of responsibility. Supports a positive safety culture through role modelling.	Must have shaped health, safety, and wellbeing practices across the organisation, including developing and implementing policies aligned with national standards and legislation. Recognised for leading incident investigations and driving systemic improvements and championing programs at an organisational level.	Must have set benchmarks for health, safety, and wellbeing beyond national standards, influence industry-wide practices and contributed to international frameworks. Known for innovative approaches to workplace wellbeing and safety culture, publish research or thought leadership on global best practices or be recognised as an authority in health, safety, and wellbeing, shaping policy at international forums.